

Lake County Schools

Eustis Heights Elementary School



2017-18 Schoolwide Improvement Plan

Eustis Heights Elementary School

310 W TAYLOR AVE, Eustis, FL 32726

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">91%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">67%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	F

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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	9
Effective Leadership	10
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	17
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	37
Professional Development Opportunities	37
Technical Assistance Items	40
Appendix 3: Budget to Support Goals	40

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 Eustis Heights 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.

Eustis Heights Elementary will create and support a safe, caring learning environment in which all children and adults feel welcomed, respected, and an important part of the school community. We believe each child deserves to be successful. Our family centered environment strives to develop confidence in students as we learn together, support one another, value differences in one another, and become responsible citizens. Pride of Eustis-Success at the heart!

b. Provide the school's vision statement.

Recognizing that all children are unique, the mission of Eustis Heights Elementary School is to ensure that all students feel loved, respected, and encouraged while being inspired, educated, and prepared to achieve their fullest potential as lifelong learners and productive citizens in our global society.

2. School Environment

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

As a school community, we encourage our teachers to build meaningful relationships with all students and colleagues. With 87% of the student population receiving free/reduced lunch and a 68% minority rate, it is a priority to provide teachers with the tools and resources necessary to engage students living in poverty as well as creating culturally responsive classrooms. EHES will continue to hold diversity training, utilize strategies from Eric Jensen's Engaging Students with Poverty in Mind, and begin training on Angela Duckworth's book GRIT. All instructional staff were also trained to implement the tools and strategies of their 'Capturing Kids' Hearts' program.

Additionally, EHES hosts monthly family dinners/curriculum nights: Hispanic Heritage, Black History, S.T.E.A.M, Chorus, Parent University to improve the home-to-school connection. To build community connections, we utilize local business partners to sponsor academic and positive behavior incentives; in-school field trips and presentations; and as mentors for at-risk students.

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

EHES is a Positive Behavior Support (PBS) school. EHES creates an environment where students feel safe and respected before, during, and after school by promoting positive teacher-student relationships. This is done by creating a nurturing atmosphere with clear and consistent expectations for behavior and set routines/schedules. In addition, faculty/staff are proactive in rewarding positive behaviors and teaching students appropriate emotional responses. To support our PBS system, we are implementing Committee for Children anti-bullying and character development curriculum - Second Steps (K-2) and Steps to Respect (3-5). The Capturing Kids' Hearts program targets five keys areas: building meaningful/productive relationships with every student and colleagues; strengthening student connectedness to school; creating consistent rules of conduct school wide; reducing negative behaviors (i.e. isolation, violence, substance abuse) and generating a higher rate of job satisfaction among teachers. We will continue our school uniform policy to reduce the amount of distractions caused with attire. With respect to health and nutrition, we are continuing to offer all our students a hot breakfast served in the cafeteria daily.

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.

There are 6 components/criteria EHES is using to design a comprehensive school wide behavior system (best practices for all students):

1. Continued implementation of the Flippen Group “Capturing Kids’ Hearts” Program. The expected benefits and outcomes:

- Building meaningful/productive relationships with all students and colleagues
- EXCEL, SOLER, and Social Contract to create safe, high performing classrooms
- Strengthened student connectedness to school
- Consistent rules of conduct school wide
- Reduction in negative behaviors like isolation, violence, substance abuse
- Higher rate of job satisfaction among teachers

2. Continuation of PBS Structures/Best Practices. Benefits and expected outcomes:

- Increased student ownership of behavior via Class DOJO
- Increased parent communication of student behavior via Class DOJO
- Continued reinforcement of positive behaviors (Tiger Tokens, Tiger Bucks, and Tiger Loot Day Rewards)
- Consistent rewards and school wide conduct rules.

3. Utilization of Committee for Children Anti-Bullying & Character Development Curriculum. Benefits and expected outcomes:

- Grades K-2 utilize Second Step; Grades 3-5 utilize Steps to Respect (bullying prevention and character education)
- Curriculum promotes skills for learning, empathy, emotion management, problem-solving, self-regulation skills, school connectedness
- Curriculum prevents problem behaviors, peer rejection, impulsivity, antisocial behavior, low academic achievement, bullying
- Curriculum contains a monthly parental support component
- Lessons are taught weekly

4. Continued Staff Professional Development & Progress Monitoring. Benefits and expected outcomes:

*Professional Development

- ALL instructional staff received training on the Flippen Group ‘Capturing Kids’ Hearts’ Program with follow-up support
- ‘Capturing Kids’ Hearts’ tools supported by training on Angela Duckworth's book GRIT

*Progress Monitoring

- Assistant Principal tracks and reports ODR/OSS data; weekly to leadership team and monthly to faculty
- MTSS data tracked by guidance
- Guidance to monitor implementation of Committee for Children Curriculum and model lessons
- EHES Discipline Ladder

5. Continued use of a discipline ladder. Prior to beginning the discipline ladder, it is a top collective commitment for all EHES teachers to implement Capturing Kids’ Hearts tools: EXCEL Model, SOLER, and Social Contract to create high performing, self-managing groups within each classroom. Teachers have been trained how to teach, model, and practice CKH principles on a daily basis to create a safe, inclusive, and engaging school community. This is a researched-based program known

to improve five key indicators of school performance: fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction.

There are discipline ladders for (K, 1st -2nd, 3rd – 5th) when a student has ‘behaved out’ and is referred to administration, the teacher has exhausted tools related to CKH EXCEL Model, SOLER, and Social Contract and enforced classroom based consequences (loss of DOJO points, loss of privileges, parent contact, time out, teacher detention, etc.). Students do have the option to ‘behave in’ to class depending upon the level of the infraction. The goal is to create a school culture where students take ownership of their choices, problem solve, and behave their way to better choices.

6. We also have a Potential Specialist and Instructional Dean that pull students for behavioral intervention groups. These students are selected based on students needing more intensive interventions.

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.

EHES ensures that the social-emotional needs of all students are being met through a comprehensive counseling program provided by our on-site guidance department for all students in need. Offsite counseling services are provided by Lifestream for students with extreme circumstances and who qualify for counseling services. To build relationships, we have a diverse group of mentors on campus daily to support our lowest quartile by providing academic and social skills support. EHES also hosts monthly family dinners focused on providing parents with literacy strategies to work with their children at home. With the support of local business partners, EHES has a weekend backpack program where students are provided meals to sustain them throughout the weekend. Of equal importance, EHES has put incentives in place for students reaching behavioral and academic goals. These incentives include Random Acts of Kindness award, Terrific Kids, a school store, and Ace Team.

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.

- EHES monitors students with attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. Home visits are made to encourage parents to improve their student's attendance. Attendance contracts are used with students that fall below 90 percent or close to 90 percent.
- One or more suspensions, whether in school or out of school. Home visits are made to encourage parents to partner with the school to reduce behavior infractions. Behavior contracts are used with students that have been suspended one or more times.
- Course failure in English Language Arts or mathematics during any grading period. Parent conferences are held for students failing ELA or Math during a grading period and if a parent conference is not possible then contact is made via phone or a home visit.
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S. All students scoring a level 1 on the statewide, standardized assessments in ELA or Math are offered tutoring services and entered into the MTSS process. Appropriate interventions are identified through the MTSS process and put in place to assist the student in recovering the achievement gap.

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	17	13	17	15	18	11	0	0	0	0	0	0	0	91
One or more suspensions	7	0	4	9	2	8	0	0	0	0	0	0	0	30
Course failure in ELA or Math	0	3	3	2	0	0	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	57	62	64	0	0	0	0	0	0	0	183

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

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

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

- MTSS
- Attendance Meetings & Incentives
- Fun Fridays
- School store
- Intervention Groups Reading and Math
- Capturing Kids' Hearts strategies
- Suspension Reduction Plan
- Growth Mindset/G.R.I.T.
- Mentoring
- Individual Behavior Plans
- Steps to Respect & Second Step Lessons
- Science Boot Camp
- Accelerated Reader as a reading incentive
- Differentiated Instruction
- Scaffolding for Depth of Knowledge
- STEM Activities
- Robotic Club
- Chorus
- Kiwanis-Terrific Kids and Bringing Up Grades (BUGS) recognition
- Pre-K Testing
- IReady
- Tuesday and Thursday after-school detentions for behavior, completing work, and attendance
- Wednesday school & Saturday school
- Triumph Learning - Performance Coach, English, Language Arts - 4th & 5th
- Curriculum Associates - Ready Florida for Math- 4th & 5th
- TIMES Read - 4th
- Curriculum Associates - Ready Florida for English Language Arts - 2nd-5th including the writing curriculum as well.

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/422864>.

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.

**Parent and community involvement is vital to Eustis Heights Elementary School. We believe that parents/guardians and community partners comprise our most important stakeholders.

We involve our stakeholders in the following ways:

*Parent shadowing where parents sit with their children in the classroom to understand the rigor of the curriculum *Science, Technology, Engineering, Art, and Math (STEAM) Night

*Student-led parent conferences/data chats twice a year (fall and spring)

*Home visits with teacher and school personnel

*Monthly curriculum/family dinner nights encouraging parents to use the School Resource Room

*Weekly kindergarten parent support class taught by our FSL including lunch and special presentations made by instructional coaches.

*Bi-Weekly grandparent support class taught by our FSL including lunch and special presentations made by instructional coaches.

*Parent/community input with Title I Plan, Parent Involvement Plan, School Compact

*Honor roll assemblies three times a year supported by business partner incentives

*Use of community mentors for identified at-risk students

*PAWS Reading Dogs for K-2 emerging reader support

*Volunteers in the classroom-local business and industry experts

*Family Reading Days- Donuts with Dad; Muffins with Mom

*Potential specialist recruits mentors and volunteers

*Local Elks club donates books and volunteers/mentors students at school

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
Frazier, Chad	Principal
Emrick, Susan	Instructional Coach
Horton, Clela	Other
Sedely, Rose	Instructional Coach
Wiseman, Michelle	Instructional Coach
Chen, Sheri	School Counselor
Scott, Tiffany	Assistant Principal
Arnold, Emily	Teacher, K-12
Baines, Elizabeth	School Counselor
Purdy, Shaunna	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.

The school-based Leadership team consists of the Principal, two Assistant Principals, two Guidance Counselors, two Literacy Coaches, Curriculum Resource Teacher, Potential Specialist, Instructional Dean, and Media Specialist. The function and responsibility of each school leadership team member is to create a system of supports for both the classroom teacher and individual students according to the intervention design outlined in the MTSS process. More specifically, the role of administration is to:

1. Oversee, evaluate, and provide assistance as instructional leaders for all instructional and non-instructional staff.
2. Oversee the MTSS process, implementation, and procedures.
3. Provide strategies, interventions, resources for teachers to implement for students, and to monitor the progress for each student.
4. Secure necessary resources to ensure all teachers are successful, which in turn will lead to student success.
5. Oversee and provide support to manage IEP's, ensure compliance, conduct IEP meetings, problem solve, and support ESE teachers and students.

The leadership team meets weekly to discuss/report the following:

1. Core Instruction alignment among grade levels (instructional planning and delivery is standards-based, data-driven, and differentiated instruction)
****Person(s) Responsible:** Literacy Coaches/CRT; Administration
2. Student center time is aligned to whole group lesson (that the tasks are rigorous and match required DOK)
****Person(s) Responsible:** Literacy Coaches/CRT; Administration
3. School-wide data (SIPPS, STAR, iReady, Eduphoria mini assessments, student grades)
****Person(s) Responsible:** Literacy Coaches/CRT; Administration; Guidance Counselors
4. Early warning systems (attendance, discipline, PBS)
****Person(s) Responsible:** Potential Specialist; Guidance; Administration
5. Bottom quartile status, including retention students
****Person(s) Responsible:** ESE Specialist; CRT; Administration
6. MTSS status
****Person(s) Responsible:** Guidance Counselors; Literacy Coaches/CRT; Administration

7. ESE/ELL status

**Person(s) Responsible: CRT; Administration

8. Professional development needs

**Person(s) Responsible: Literacy Coaches/CRT; Administration

9. Support/celebrations

** All members

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 school has a MTSS team in place to address the academic and behavioral needs of students. The procedures include teachers discussing students who are showing a deficiency when compared to their peers. The team will discuss strategies and interventions that address the specific areas of concern. Once strategies / interventions are put into place, ongoing data analysis occurs with the team to make data-driven decisions in the best interest of the student. Support and resources are provided for students to be successful.

All funding for school-based programs is utilized for the enhancement of student learning opportunities and for student growth. Various funding sources provide resources for this school.

Title I funding is used to provide additional support for students and to provide additional academic resources for students including curriculum resources, additional staff, parent involvement, and professional development.

Supplemental Academic Instruction (SAI) funding is used to provide supplemental resources and collaborative planning time. Additionally, SAI funds will be combined with the Title I funds to provide additional services to low performing subgroups in the area of mathematics and reading. This assistance will include, but may not be limited to, before and after school remediation programs.

Also integrated into the school is funding from various grants. These grants are provided by local stakeholders and are applied for by both school and district personnel. Funding from grants is typically designated for specific expenditures but like all other school funding, it is used for students and teachers to enhance the teacher / learning process.

Other funding that supports the school is generated by FTE allocated dollars. These funds are used for the daily operations and functions of the school. Internal school budgets, PTO budgets, and SAC budgets also provide additional resources for the school as funding is available through these sources.

Regardless of the funding source, all decisions regarding the coordination and integration of programs and support services are based on having a positive impact on effective instruction and student learning.

Title 1, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day. Title I provides a Literacy Coach, Potential Specialist, Teacher Assistants for Literacy, and a Family School Liaison (FSL). Title I funds also supports a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.

Title I Part C: Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

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

****Violence Prevention Programs:** EHES participates in the Too Good for Drugs and Too Good for Violence prevention programs. In addition, we have a school wide PBS (Positive Behavior System) that promotes positive behavior, as well as an anti-bullying and character education curriculum - Committee for Children 'Second Step' (K-2) and 'Steps to Respect' (3-5).

****Nutrition Programs:** The school participates in the free and reduced lunch programs, providing daily breakfast and lunch to our students; 87% of which are economically disadvantaged.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Chad Frazier	Principal
Octavia Scott	Parent
Melissa Meli	Parent
Kelly Richter	Teacher
Chris Hayden	Business/Community
Amy Ellison	Parent
Julie Chivleatto	Teacher
Shannon Givens	Parent
Alfonzo Baptiste	Education Support Employee
Sylatoya Bedward	Education Support Employee
Evelyn Lugo	Parent
Marc Lugo	Student
Itamar Hernandez	Parent
Lizbeth Leon	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

Evaluation of last year's school improvement plan:

**EHES SAC reviewed and finalized our 16-17 SIP.

**EHES SAC played an integral role in the evaluation of the 17-18 SIP. SAC members were provided monthly updates regarding fidelity to the plan and supporting evidence: school-wide systems and events; EWS data; and grade level data (iStation, IReady, SIPPS, Eduphoria assessments). SAC members comments, questions, and concerns were addressed and noted in the minutes.

School Improvement Plan Development Process:

**The process used to engage a variety of stakeholders in the development and/or evaluation of EHES's school improvement plan is transparent and inclusive. Vested stakeholders include teachers, parents, business partners, community members, and students. On an annual basis, a formal process is followed.

**School Leadership analyzes common themes and trends in data regarding Stakeholder Feedback Surveys (Parent, Student, and Staff survey data). Areas of notable achievement and areas that need improvement are reviewed. Additionally, Florida Standards Assessment Test (FSA) student performance data is analyzed. The data is disaggregated by grade level, subject area (Reading, Math, Science, and Writing), and subgroup. Ancillary data including attendance and disciplinary actions are also considered. These initial steps in the process are completed prior to meeting with the School Advisory Committee (SAC).

**Members of the School Advisory Committee vote to approve the proposed plan. Members of the SAC include the aforementioned stakeholders and reflect both the student population and community the school serves. Members are encouraged to provide suggestions and/or comments regarding the quality and scope of the plan. SAC members receive annual training regarding their roles and responsibilities as members. The SAC is required to meet a minimum of eight times within a calendar year and meetings are held in the evenings to accommodate member schedules. Minutes for every meeting are filed.

**As a Title I school, our School Improvement Plan is also closely tied to both our annual Title I Plan and Parent Involvement Plan. Both plans are reviewed by a district Title I program specialist assigned to our school. Additionally, EHES hosts an Annual Title I Parent Meeting to present the contents of each of the three plans. An evening meeting is scheduled in conjunction with our Annual Parent University/Open House and a second meeting is scheduled separately on a weekday morning.

Participants of both meetings are encouraged to provide suggestions and/or comments regarding the quality and scope of the plan. Minutes for each meeting are filed.

b. Development of this school improvement plan

The SIP will be reviewed by the SAC in a September meeting. The SAC will have opportunity to give input for the creation of the plan as applicable to their roles. School information and data will be shared with SAC throughout the school year as it relates to the SIP.

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

The SAC assists in preparing the school's annual budget and plan. As a Title I school, our School Improvement Plan is closely tied to both our annual Title I Plan and Parent Involvement Plan. All plans and budgets will be aligned to maximize materials, technology and human resources to support/meet SIP goals. Budget lines and cost strips have been appropriated.

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

School improvement funds were used to purchase classroom libraries. \$2,707.76

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
Frazier, Chad	Principal
Emrick, Susan	Instructional Coach
Wiseman, Michelle	Instructional Coach
Horton, Clela	Other
Arnold, Emily	Teacher, K-12
Klokis, Amy	Teacher, K-12
Wolfe, Kacy	Teacher, K-12
Scott, Tiffany	Assistant Principal
Purdy, Shaunna	Assistant Principal

b. Duties

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

The Literacy Leadership Team's major initiative for this year is to increase proficiency rates on the Florida Standards Reading and Writing Assessments as well as increase performance in rigorous coursework (complex text, close reading strategies, writing across the curriculum, writing in response to reading, and mastery of reading foundation skills). To achieve this initiative, emphasis will be placed on greater exposure to complex text and authentic student writing. Initiatives/resources include:

- DIAL (Differentiated Instruction for All Learners) time: 30 minutes every day in grades K-5
- SIPPS (Systematic Instruction in Phonemic Awareness, Phonic and Sight Words) for all students below grade level in reading. This is done during the DIAL time.
- 20-30 minutes built into the master schedule for level grade level (K-5) to explicitly teach vocabulary, fluency, and reading foundational skills.
- Data Tracking of STAR reading (9 weeks) and AR progress (weekly)
- AR Goals and Incentives (9 weeks and End of Year)
- iReady
- Celebrate Literacy Week
- Read Across America Day
- Summer Reading
- * Superintendents Reading Challenge
- * Thinking Maps Response to Literature

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.

GOAL: The goal is to empower all EHES teachers to become teacher leaders and masters of the Florida Standards. The deconstruction, delivery, and assessment of the standards requires strategic planning and allotment of time and resources-creating the need for collaborative planning and instruction. For the return on investment, we expect to see positive changes in both teacher instructional practice and student learning outcomes.

STRATEGIES: The EHES leadership team has implemented school-wide systems to ensure the delivery of standards-based instruction in all content areas for all students. Collaborative planning is one such system. Collaborative planning at EHES serves three primary purposes: (1) disaggregation of student data (both district assessments and classwork); (2) instructional planning and delivery practices; and (3) collaborative scoring of authentic student work. All three support the application of the Florida Standards and the Scope and Sequence. Teachers are supported by weekly common planning with instructional coaches. Teachers are also provided quarterly all-day common planning for "long range" planning. Substitutes are provided.

OUTCOMES: Measurement tools/practices include student data (iReady, STAR Reading, Eduphoria assessments); instructional coaching (whole group and one-on-one counseling); common planning notes/debriefing; administrator observations (TEAM); instructional rounds trends, and student artifacts/work. Alignment of all data points is expected.

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

All instructional and non-instructional staff are highly qualified as per state requirements. All teachers are certified in the field they teach. In order to retain highly qualified and effective teachers, district personnel work collaboratively with the school and new teachers through coaching and mentoring. The belief is that by growing teachers to be effective, nurturing and nudging, and by teaching high effect strategies that promote best practices of instruction, we can retain teachers.

1. New teachers meet with principal and assistant principal to discuss needs and performance expectations.
2. Providing new teachers with mentors.
3. District provided 'Teacher Induction Program' (TIP) training.
4. Weekly Grade Level Meetings.
5. District Instructional Coaches.

In order to retain effective teachers:

1. Effective teachers will be offered the opportunity to enhance their leadership skills by becoming team leaders, teacher leaders, trainers, and mentors.
2. Effective teachers will become model classrooms and have the opportunity to present at faculty meetings on best practices in their classroom.
3. Effective teachers will collaborate with administration on new ideas to assist and support all teachers in the classrooms.

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

District personnel work collaboratively with Principal and Teacher Quality Retention designee to support new teachers. This is accomplished through intentional coaching and mentoring. The belief is that by providing teachers with the tools necessary - quality curriculum, instructional coaching, support groups, and one-on-one mentoring, we will retain high-performing teachers.

EHES's teacher mentoring program/plan includes the following:

(1) Each new teacher is assigned to both a school-based and district-based instructional coach to help ensure all instructional and curricular resources are made available.

(2) Each new teacher is assigned a school-based mentor. Mentors must have a well-defined skill set in multiple areas of instructional expertise: classroom culture/ environment, student engagement, higher order questioning and discourse, rigorous tasks and Assessments, lesson planning and delivery, differentiated instruction, and tracking student progress (FCIM).

Mentors and mentees are encouraged to meet bi-weekly to discuss evidence-based strategies and pending concerns. The mentor observes the mentee and time is given for feedback, peer coaching, and planning.

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.

To ensure that EHES core instructional programs and materials are aligned to Florida Standards, the following collective commitments have been created:

****Classroom Instruction:**

1. Use of cognitive complexity and Webb's depth of knowledge for the development of rigorous tasks and assessments KG-5th grade.
2. Fidelity to LCS Curriculum blueprints in all content areas K-5.
3. Lesson planning and delivery to the full intent of the Florida Standards.
4. Use of higher order questioning and cooperative structures for accountable student discourse.
5. Use of standards-based centers with fidelity.
6. Use of Thinking Maps for organization
7. Engagement strategies
8. Anchor charts
9. Backwards design planning

****School-Wide Systems:**

1. Use of school-based initiatives (gradual release Model, Thinking Maps, cooperative structures, posing high quality questions, foundational skills (ELA and math), complex text/close reading, interactive notebooks, student data notebooks).
2. Common planning in all grade levels to include curriculum planning, effective instructional strategies, and evaluation of authentic student work/writing.
3. Use of CBC with learning goal, daily objective, and essential question school wide KG-5th.
4. Quarterly teacher talks (student data analysis).
5. Monthly grade level data chats during common planning.
6. Progress monitoring through continuous improvement model.
7. Lesson planning and delivery to the full intent of the Florida Standards
8. iReady Data
9. STAR Data
10. Science Boot Camp Assessments
11. District Beginning-of-the-Year (BOY) and Middle-of-the-Year (MOY) Assessments

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.

EHES's instructional focus for the year is standards-based, data-driven instructional planning and delivery. Planning and delivery is differentiated based upon the needs of the students.

Teachers assess the ability levels on each student on a weekly basis and use the information to create differentiated small group instruction for remediation and acceleration.

Teachers also utilize Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) curriculum to remediate students in all areas of reading. Instruction is modified based upon skill deficiencies.

Teachers use vertical planning to address gaps and accelerate students who are already proficient.

A triangulation of data/resources are used:

Grade K- LCS Kindergarten Report Card; teacher observation of skills; Mid-Year SIPPS Assessments.

Grades 1-5: iReady; STAR; SIPPS; Eduphoria assessments; ELA/Math grades (previous year); Florida Standards Assessment scores.

Title 1, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day. Title I provides a Potential Specialist, Literacy Coach, Teacher Assistants, and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.

Title I Part C: Migrant Education Program (MEP) staff provide services and support to identified students and parents on an as-needed basis. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

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

SAI Funds: Supplemental Academic Instruction funds will be used to purchase materials for tutoring, salaries for tutors, and to pay for substitutes to provide time for common planning. A Mobymax software license will be purchased as an MTSS intervention for struggling students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,880

After-school opportunities provide additional support with core academic subjects. Teachers will work with small groups of students to assist them with gaining a better understanding of the concepts taught in the classroom.

Strategy Rationale

Students attending after-school opportunities will be our lowest 30% students based up FSA results, IReady data, and classroom grades in reading/math who are not at the proficient level and need additional support/practice. Students in the families in transitions program will also be included.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wiseman, Michelle, wisemanm@lake.k12.fl.us

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

Data will be collected through collaboration between classroom teacher and tutor. Grades will be monitored. Assessments from the curriculum will be used to determine level of understanding of material. iReady data, and district baseline/mid-year assessments will be analyzed.

Strategy: After School Program

Minutes added to school year:

Every grade level will be have one full day of common planning every nine weeks.

Strategy Rationale

By providing each grade level with a full day of common planning, teachers will be able to provide innovative standards-based lessons incorporating authentic literacy experiences.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Frazier, Chad, frazierc@lake.k12.fl.us

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

TEAM observation data as well as classroom walkthrough data.

Strategy: After School Program

Minutes added to school year: 1,500

Students will participate in STEM Club after school to focus on higher level thinking and problem solving in the areas of Science, Technology, Engineering and Math.

Strategy Rationale

STEM Club will be used as an acceleration program for students who are demonstrating mastery level in Math and Science.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Scott, Tiffany, scottt99@lake.k12.fl.us

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

Data will be collected through observation by teacher / coach to gauge student understanding of material and concepts. Students will participate in a district competition, STEM Bowl, to showcase acquired skills. iReady data, Science Boot Camp baseline/mid-year assessments as well as district baseline/mid-year assessments will be analyzed.

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.

(1) Voluntary Preschool (VPK) is offered during the regular school year to assist in readiness skills for Kindergarten. EHES offers one full day Pre-K funded half by Title 1 and half by LCS VPK program providing one teacher and 1 teacher assistant. The county PLAY Center helps identify, set up services, and refer students to EHES for early intervention in ESE Pre-K. Our community is also provided with VPK summer services through the county at a nearby location.

(2) EHES offers "Kindergarten Round Up" in the spring to orient and provide parents and students with information regarding curriculum, services, schedules, and special events. A school-based screener is administered within the first 30 days of Kindergarten to determine readiness skills and to assess current programs for preschoolers.

(3) EHES works with our feeder pattern middle school to arrange for visitations/orientation days for our outgoing 5th grade students. Articulation meetings are arranged for 5th grade ESE students with the middle school they are designated to attend.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By utilizing student achievement data, EHES will tailor interventions and accelerations for all students in Reading, Math, and Science to increase student achievement.
- G2.** With high expectations, teachers will plan & deliver standards-based instruction and authentic literacy experiences in all content areas for all students.
- G3.** By utilizing early warning systems data, EHES will increase attendance, positive student behaviors, and maintain a safe and supportive environment for all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By utilizing student achievement data, EHES will tailor interventions and accelerations for all students in Reading, Math, and Science to increase student achievement. 1a

G098139

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	70.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0
Math Gains	70.0
Math Lowest 25% Gains	70.0
Statewide Science Assessment Level 3	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and consistent implementation of interventions or accelerations.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration
- Content area coaches
- CRT
- Collaborative planning structures

Plan to Monitor Progress Toward G1. 8

Student data will be collected and analyzed during leadership team meetings to determine the progress towards the goal.

Person Responsible

Chad Frazier

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student data; student work products

G2. With high expectations, teachers will plan & deliver standards-based instruction and authentic literacy experiences in all content areas for all students. 1a

G098140

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0
FSA ELA Achievement	70.0
Statewide Science Assessment Level 3	70.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent transfer of knowledge from planning to effective classroom instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA Instructional/Curriculum Resources: LCS K-5 Curriculum Blueprints; iStation; SIPPS; Rosetta Stone; Cold Reads; Accelerated Reader; HELPS Fluency; IReady Language Arts Florida Standards Student Workbooks (Reading & Writing); LCS Writing Plan; Achieve the Core
- Math Instructional/Curriculum Resources: LCS K-5 Curriculum Blueprints; IReady; Achieve the Core; Common Core Flipbook
- Science Instructional/Curriculum Resources: LCS K-5 Curriculum Blueprints; Science Boot Camp
- Common Planning Structures/Deliverables: Cooperative Structures; Thinking Maps; Interactive Notebooks; Gradual Release; Anchor Charts; Exemplars; Think Alouds; HOT Questions; Test Item Specifications; Teacher Planning Interactive Notebooks
- General Instructional Resources: Marzano Instructional Strategies; Book Studies - Eric Jensen: Engaging Students with Poverty in Mind & Carol Dweck: Mindset
- Professional Development: Robert Marzano 6 Step Vocabulary Instruction; Chunking Content; Using Common Board Configuration; Frame of Reference (FOR) and Depth of Knowledge (DOK) for Thinking Maps; Peer to peer observations; Side by side coaching
- Data-driven, High-reliability systems: Student performance indicators-Istation, Iready, Eduphoria (FSA Practice Tests); Science Boot Camp Assessments; MTSS Data/Trends (academic); CWT data

Plan to Monitor Progress Toward G2. 8

Student work products, IReady, Eduphoria, and Instructional Rounds data will be collected and analyzed during common planning, leadership meetings, and teacher data chats.

Person Responsible

Chad Frazier

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data chat forms, interactive notebooks, student products, and assessments.

Plan to Monitor Progress Toward G2. 8

MTSS/staffing trends and data will be collected and analyzed during leadership meetings (academic).

Person Responsible

Sheri Chen

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

MTSS/Staffing Data

Plan to Monitor Progress Toward G2. 8

TEAM Data will be analyzed during admin meetings.

Person Responsible

Chad Frazier

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

TEAM Data (Informal and Formal Observations)

G3. By utilizing early warning systems data, EHES will increase attendance, positive student behaviors, and maintain a safe and supportive environment for all students. 1a

G098141

Targets Supported 1b

Indicator	Annual Target
Attendance rate	98.0
Highly Qualified Teachers	100.0
Discipline incidents	500.0

Targeted Barriers to Achieving the Goal 3

- Underdeveloped teacher capacity/skill set needed to engage and challenge students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Human Resources: Administration (Chad Frazier, Principal; Maggie Gardner, Assistant Principal; Tiffany Scott, Assistant Principal); Instructional Coaches (Susan Emrick, Literacy Coach; Michelle Wiseman, Literacy Coach; Clea Horton, CRT; Rose Sedely, ART); DA Lead; LCS Teaching & Learning Dept.
- Anti-bullying/Character Development instructional/Curriculum Resources: School-based PBS program/structures; Committee for Children Curriculum: Second Step (K-2) and Steps to Respect (3-5); Flippen Group School-wide Models "Capturing Kids' Hearts" EXCEL, SOLER, Social Contracts.
- Professional Development: Flippen Group "Capturing Kids' Hearts"; Book studies - Eric Jensen: Engaging Students with Poverty in Mind and Carol Dweck: Mindset
- Data-driven, high-reliability systems: LCS DecisionEd Early Warning Systems Reports; MTSS Data/Trends (behavior)

Plan to Monitor Progress Toward G3. 8

Monitor fidelity to Capturing Kids' Hearts, PBS program, and school-wide student engagement strategies.

Person Responsible

Tiffany Scott

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

EWS pivot tables; leadership team meeting agendas/minutes; anecdotal notes taken by administration; attendance data; number of home visits made by Administration, Family/School Liaison, and/or Potential Specialist.

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. By utilizing student achievement data, EHES will tailor interventions and accelerations for all students in Reading, Math, and Science to increase student achievement. **1**

 G098139

G1.B1 Lack of knowledge and consistent implementation of interventions or accelerations. **2**

 B263967

G1.B1.S1 Provide training opportunities to build competence and facilitation strategies around Math, Reading, and Science interventions or accelerations. **4**

 S279599

Strategy Rationale

If we implement, monitor, and support training opportunities to build competence and facilitation strategies then student achievement will increase based upon individual learning needs. Teacher capacity will be increased in SIPPS protocols; Science intervention materials, & iReady Toolbox resources to meet the needs of all students.

Action Step 1 **5**

Create and establish training schedules with identified facilitator or coach and clearly defined protocols

Person Responsible

Michelle Wiseman

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Training schedule; sign-in sheets; Intervention walk-through data

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

Develop and utilize an administrative schedule for support

Person Responsible

Chad Frazier

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets; agendas; schedule

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

Leadership team will conduct weekly walkthroughs to measure the impact that training has had on the intervention/acceleration block.

Person Responsible

Chad Frazier

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough data; student data

G2. With high expectations, teachers will plan & deliver standards-based instruction and authentic literacy experiences in all content areas for all students. 1

G098140

G2.B1 Inconsistent transfer of knowledge from planning to effective classroom instruction. 2

B263968

G2.B1.S1 Build teacher capacity in the use of effective instructional strategies and school-wide systems for student achievement. 4

S279600

Strategy Rationale

If we implement, monitor, and create systems to support teacher capacity in common planning then an increase in teacher capacity will be evident in walkthrough data and student work products.

Action Step 1 5

Enhance and refine common planning with identified facilitator/coach, schedule, clearly defined protocols, time frame, and expected products.

Person Responsible

Chad Frazier

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Schedules, norms, listed protocols, and deliverables

Action Step 2 5

Teachers model instructional strategies for delivery to contribute to common planning (high quality questions and problems and cooperative structures for accountable student talk). Misconceptions will be addressed.

Person Responsible

Chad Frazier

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Teacher common planning notebooks; Instructional Rounds Data (with specific emphasis on common planning transfer); Anecdotal notes taken by instructional coaches and administration

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

Develop and utilize administrative schedules for attending and supporting common planning weekly.

Person Responsible

Tiffany Scott

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Schedules; Agendas; Sign-in sheets; Anecdotal notes taken by instructional coaches and administration

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

Develop and utilize walkthrough schedule for monitoring and supporting instruction.

Person Responsible

Tiffany Scott

Schedule

Quarterly, from 8/10/2017 to 8/10/2017

Evidence of Completion

Walkthrough schedule and data collected. Trends analyzed as determined by expected outcomes/deliverables by instructional coaches and teachers as a result of common planning.

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

Leadership will attend weekly common planning to plan for effective instruction and review student performance indicators.

Person Responsible

Chad Frazier

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

1. Common planning schedule/prcoesses (noting instructional coach and administration support) 2. Student performance indicators - Iready, Eduphoria, student work products; admin anecdotal data 3. Teacher lesson plans reflect alignment to the rigor of the standards and differentiated based on student data and needs.

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

Leadership will conduct weekly Instructional Rounds to measure impact of common planning on increasing identified instructional look-fors.

Person Responsible

Chad Frazier

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walkthrough Tool for Common Planning Transfer

G3. By utilizing early warning systems data, EHES will increase attendance, positive student behaviors, and maintain a safe and supportive environment for all students. 1

G098141

G3.B1 Underdeveloped teacher capacity/skill set needed to engage and challenge students. 2

B263970

G3.B1.S1 Build teacher capacity/skill set in engagement strategies to raise student performance. 4

S279601

Strategy Rationale

If we implement, monitor, and create systems to support teacher capacity in student engagement then an increase in teacher capacity will be evident in EWS data.

Action Step 1 5

Capturing Kids' Hearts Program school-wide to: create self-managing, high performing groups within each classroom; strengthen student connectedness to school; provide consistent rules of conduct school wide; reduce negative student behaviors; and generate higher rates of job satisfaction among teachers.

Person Responsible

Tiffany Scott

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

EWS data - increase in attendance, pro-social behaviors, school connectedness; decrease in discipline referrals, at-risk behaviors; class DOJO data; MTSS Data (behavior).

Action Step 2 5

Actively plan for student engagement strategies as deliverable of common planning.

Person Responsible

Tiffany Scott

Schedule

Weekly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Teacher common planning notebooks; Anecdotal notes taken by instructional coaches and administration; Instructional Rounds common planning transfer tool.

Action Step 3 5

Collaboratively analyze and prioritize EWS data at monthly faculty meetings.

Person Responsible

Tiffany Scott

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

LCS Decision Ed EWS Data; Anecdotal notes taken by administration; MTSS Data/Trends

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

EWS data will be collected and analyzed during leadership meetings, teacher data chats, and faculty meetings. Alignment to principles/tenants of Capturing Kids' Hearts will be analyzed.

Person Responsible

Tiffany Scott

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

EWS pivot tables; faculty meeting agendas/minutes; teacher CKH interactive notebooks; Anecdotal notes taken by administration

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

Class DOJO and MTSS/staffing data will be analyzed.

Person Responsible

Sheri Chen

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Leadership team meeting agenda/minutes; data chat forms; Anecdotal notes taken by administration; MTSS Data/Trends

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

Student attendance, pro-social behaviors, school connectedness, at-risk behaviors analyzed during leadership meetings.

Person Responsible

Tiffany Scott

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Meeting agendas/minutes; Anecdotal notes taken by administration; attendance rates; number of home visits made by Administration, Family/School Liaison, and/or Potential Specialist.

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

MTSS/staffing trends and data will be collected and analyzed during leadership meetings (behavioral).

Person Responsible

Sheri Chen

Schedule

Monthly, from 8/10/2017 to 5/25/2018








Evidence of Completion

MTSS/Staffing Data

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					
G2.B1.S1.MA2 M407716	Develop and utilize walkthrough schedule for monitoring and supporting instruction.	Scott, Tiffany	8/10/2017	Walkthrough schedule and data collected. Trends analyzed as determined by expected outcomes/ deliverables by instructional coaches and teachers as a result of common planning.	8/10/2017 quarterly
G1.B1.S1.A1 A376834	Create and establish training schedules with identified facilitator or coach and clearly defined...	Wiseman, Michelle	8/10/2017	Training schedule; sign-in sheets; Intervention walk-through data	5/24/2018 weekly
G1.MA1 M407712	Student data will be collected and analyzed during leadership team meetings to determine the...	Frazier, Chad	8/10/2017	Student data; student work products	5/25/2018 biweekly
G2.MA1 M407717	Student work products, IReady, Eduphoria, and Instructional Rounds data will be collected and...	Frazier, Chad	8/10/2017	Data chat forms, interactive notebooks, student products, and assessments.	5/25/2018 weekly
G2.MA2 M407718	MTSS/staffing trends and data will be collected and analyzed during leadership meetings (academic).	Chen, Sheri	8/10/2017	MTSS/Staffing Data	5/25/2018 monthly
G2.MA3 M407719	TEAM Data will be analyzed during admin meetings.	Frazier, Chad	8/10/2017	TEAM Data (Informal and Formal Observations)	5/25/2018 monthly
G3.MA1 M407724	Monitor fidelity to Capturing Kids' Hearts, PBS program, and school-wide student engagement...	Scott, Tiffany	8/10/2017	EWS pivot tables; leadership team meeting agendas/minutes; anecdotal notes taken by administration; attendance data; number of home visits made by Administration, Family/School Liaison, and/or Potential Specialist.	5/25/2018 monthly
G1.B1.S1.MA1 M407710	Leadership team will conduct weekly walkthroughs to measure the impact that training has had on the...	Frazier, Chad	8/10/2017	Classroom walkthrough data; student data	5/25/2018 weekly
G1.B1.S1.MA1 M407711	Develop and utilize an administrative schedule for support	Frazier, Chad	8/10/2017	Sign-in sheets; agendas; schedule	5/25/2018 biweekly
G2.B1.S1.MA1 M407713	Leadership will attend weekly common planning to plan for effective instruction and review student...	Frazier, Chad	8/10/2017	1. Common planning schedule/ processes (noting instructional coach and administration support) 2. Student performance indicators - Iready, Eduphoria, student work products; admin anecdotal data 3. Teacher lesson plans reflect alignment to the rigor of the standards and differentiated based on student data and needs.	5/25/2018 weekly
G2.B1.S1.MA4 M407714	Leadership will conduct weekly Instructional Rounds to measure impact of common planning on...	Frazier, Chad	8/10/2017	Walkthrough Tool for Common Planning Transfer	5/25/2018 weekly
G2.B1.S1.MA1 M407715	Develop and utilize administrative schedules for attending and supporting common planning weekly.	Scott, Tiffany	8/10/2017	Schedules; Agendas; Sign-in sheets; Anecdotal notes taken by instructional coaches and administration	5/25/2018 monthly
G2.B1.S1.A1 A376835	Enhance and refine common planning with identified facilitator/coach, schedule, clearly defined...	Frazier, Chad	8/10/2017	Schedules, norms, listed protocols, and deliverables	5/25/2018 weekly
G2.B1.S1.A2 A376836	Teachers model instructional strategies for delivery to contribute to common planning (high quality...	Frazier, Chad	8/10/2017	Teacher common planning notebooks; Instructional Rounds Data (with specific emphasis on common planning transfer); Anecdotal notes taken by instructional coaches and administration	5/25/2018 weekly

Lake - 0071 - Eustis Heights Elem. School - 2017-18 SIP
Eustis Heights Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1  M407720	Student attendance, pro-social behaviors, school connectedness, at-risk behaviors analyzed during...	Scott, Tiffany	8/10/2017	Meeting agendas/minutes; Anecdotal notes taken by administration; attendance rates; number of home visits made by Administration, Family/School Liaison, and/or Potential Specialist.	5/25/2018 monthly
G3.B1.S1.MA4  M407721	MTSS/staffing trends and data will be collected and analyzed during leadership meetings...	Chen, Sheri	8/10/2017	MTSS/Staffing Data	5/25/2018 monthly
G3.B1.S1.MA1  M407722	EWS data will be collected and analyzed during leadership meetings, teacher data chats, and faculty...	Scott, Tiffany	8/10/2017	EWS pivot tables; faculty meeting agendas/minutes; teacher CKH interactive notebooks; Anecdotal notes taken by administration	5/25/2018 monthly
G3.B1.S1.MA3  M407723	Class DOJO and MTSS/staffing data will be analyzed.	Chen, Sheri	8/10/2017	Leadership team meeting agenda/minutes; data chat forms; Anecdotal notes taken by administration; MTSS Data/Trends	5/25/2018 monthly
G3.B1.S1.A1  A376837	Capturing Kids' Hearts Program school-wide to: create self-managing, high performing groups within...	Scott, Tiffany	8/10/2017	EWS data - increase in attendance, pro-social behaviors, school connectedness; decrease in discipline referrals, at-risk behaviors; class DOJO data; MTSS Data (behavior).	5/25/2018 daily
G3.B1.S1.A2  A376838	Actively plan for student engagement strategies as deliverable of common planning.	Scott, Tiffany	8/25/2017	Teacher common planning notebooks; Anecdotal notes taken by instructional coaches and administration; Instructional Rounds common planning transfer tool.	5/25/2018 weekly
G3.B1.S1.A3  A376839	Collaboratively analyze and prioritize EWS data at monthly faculty meetings.	Scott, Tiffany	8/10/2017	LCS Decision Ed EWS Data; Anecdotal notes taken by administration; MTSS Data/Trends	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. By utilizing student achievement data, EHES will tailor interventions and accelerations for all students in Reading, Math, and Science to increase student achievement.

G1.B1 Lack of knowledge and consistent implementation of interventions or accelerations.

G1.B1.S1 Provide training opportunities to build competence and facilitation strategies around Math, Reading, and Science interventions or accelerations.

PD Opportunity 1

Create and establish training schedules with identified facilitator or coach and clearly defined protocols

Facilitator

Michelle Wiseman

Participants

Non-instructional and instructional personnel

Schedule

Weekly, from 8/10/2017 to 5/24/2018

G2. With high expectations, teachers will plan & deliver standards-based instruction and authentic literacy experiences in all content areas for all students.

G2.B1 Inconsistent transfer of knowledge from planning to effective classroom instruction.

G2.B1.S1 Build teacher capacity in the use of effective instructional strategies and school-wide systems for student achievement.

PD Opportunity 1

Teachers model instructional strategies for delivery to contribute to common planning (high quality questions and problems and cooperative structures for accountable student talk). Misconceptions will be addressed.

Facilitator

Instructional Coaches

Participants

EHES Instructional Staff

Schedule

Weekly, from 8/10/2017 to 5/25/2018

G3. By utilizing early warning systems data, EHES will increase attendance, positive student behaviors, and maintain a safe and supportive environment for all students.

G3.B1 Underdeveloped teacher capacity/skill set needed to engage and challenge students.

G3.B1.S1 Build teacher capacity/skill set in engagement strategies to raise student performance.

PD Opportunity 1

Capturing Kids' Hearts Program school-wide to: create self-managing, high performing groups within each classroom; strengthen student connectedness to school; provide consistent rules of conduct school wide; reduce negative student behaviors; and generate higher rates of job satisfaction among teachers.

Facilitator

Participants

EHES Instructional Staff

Schedule

Daily, from 8/10/2017 to 5/25/2018

PD Opportunity 2

Actively plan for student engagement strategies as deliverable of common planning.

Facilitator

Instructional Coaches

Participants

EHES Instructional Staff

Schedule

Weekly, from 8/25/2017 to 5/25/2018

PD Opportunity 3

Collaboratively analyze and prioritize EWS data at monthly faculty meetings.

Facilitator

Administration

Participants

EHES Instructional/Non-Instructional Staff

Schedule

Monthly, from 8/10/2017 to 5/25/2018

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	Create and establish training schedules with identified facilitator or coach and clearly defined protocols				\$8,097.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	0071 - Eustis Heights Elem. School	Other		\$8,097.00
			<i>Notes: SAI - Funding for All-Day Common Planning; Substitutes. Supplemental materials to be used during intervention & acceleration block.</i>			
2	G2.B1.S1.A1	Enhance and refine common planning with identified facilitator/coach, schedule, clearly defined protocols, time frame, and expected products.				\$3,205.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	0071 - Eustis Heights Elem. School	Other		\$3,205.00
			<i>Notes: Collaborative Time Funding Grant - Funding for All-Day Common Planning; Substitutes</i>			
3	G2.B1.S1.A2	Teachers model instructional strategies for delivery to contribute to common planning (high quality questions and problems and cooperative structures for accountable student talk). Misconceptions will be addressed.				\$85,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0071 - Eustis Heights Elem. School	Title I, Part A		\$85,000.00
			<i>Notes: Title I - Student texts/workbooks; software subscriptions; professional development; writing teams; consultants; literacy coach</i>			
4	G3.B1.S1.A1	Capturing Kids' Hearts Program school-wide to: create self-managing, high performing groups within each classroom; strengthen student connectedness to school; provide consistent rules of conduct school wide; reduce negative student behaviors; and generate higher rates of job satisfaction among teachers.				\$0.00
5	G3.B1.S1.A2	Actively plan for student engagement strategies as deliverable of common planning.				\$0.00
6	G3.B1.S1.A3	Collaboratively analyze and prioritize EWS data at monthly faculty meetings.				\$0.00
Total:						\$96,302.00