Eastside Elementary School

2017-18 Schoolwide Improvement Plan

Eastside Elementary School

1820 JOHNSON AVE E, Haines City, FL 33844

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

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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 Eastside Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

"Aimed on Success/ All Students WILL Learn"!

b. Provide the school's vision statement.

Continuing to develop a common language and understanding, of our school's plan, to align a supportive core value structure by:
• Building Student & Staff Supportive Relationships & Learning Environments.
• Administration, Leadership Team, & Peer Support with Feedback & Differentiated Professional Development.
• Open, Honesty, & Direct Communication.
• Effective Standards-Based Planning of the Gradual Release Architecture for Eastside's Balanced Literacy Instructional Framework, to include mini lessons and writing, as well as Guided Reading and Writing Small Group Instruction, (GRSG & GWSG), and Gradual Release Architecture for Eastside's Math Instructional Framework, including Guided Math Small Group Instruction (GMSG), while using formative assessment data, for instructional decisions, to track individual student progress.

2. School Environment

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

Teachers learn about students through formative data chats. The teacher will meet with students and discuss how the student is doing on reading, writing, and math standards, daily, during Whole Group, Guided Reading Small Group, iStation center rotation, Reading Wonders computer center rotation, AR Just Right Independent Text center rotation, Vocabulary in Context center rotation, Writing about Reading center rotation (shared text or independent),Reading Wonders, Guided Writing Small Group,Independent Writing, Writing Conferences, Guided Math Small Group, Math, ELA, Science, and Writing Unit/Module Assessments, STAR quarterly assessments, RtI/MTSS/CHAMPS Recording Sheet, including new and existing climate, social, emotional, academic, attendance, behavior, and interventions, and previous Spring FSA data. The teacher will also take this time to build a positive relationship with the student, through academics as well as Breakfast In The Classroom and Lunch CHAMPS.

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

Students are greeted by teachers at the door every morning before coming in the room. Teachers have Breakfast in the Classroom and Lunch CHAMPS with Students, Staff on-duty also speak to students in the hallway. During the day, teachers use CHAMPS as the key disciplinary system at Eastside as well as, academics Guided Reading,Writing, and Math Small Groups with Reading Interventionist, ESE, ESOL, Guidance Counselor, Reading and Math Coaches. Celebrating student and staff successes. Conferring with students, setting targets, monitoring academic and RtI/MTSS/ CHAMPS assessment data, via Aimed on Success/All Students WILL Learn agenda page.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

Students will reflect on their behavior using the CHAMPS Behavior Improvement Form and Aimed on Success/All Students WILL Learn Agenda page. Guidance Counselor, Administration, Reading and Math Coaches, Reading Interventionist, ESE Resource, and ESOL teacher will monitor climate, social, emotional, academic, attendance, behavior, interventions, social, and emotional behaviors in the classroom. If a behavior is an office managed behavior, the teacher will write and online referral. Then, the administration will call for the student after 2PM.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Teachers are always observing students throughout the day using the RtI/MTSS/CHAMPS recording sheet, as a formative assessment tool. If something is out of the ordinary or if a student brings something to the attention of the teacher, the teacher will refer the student to the guidance office. The guidance office will set up mentoring or counseling as needed. The Guidance Counselor will monitor, in the classrooms, daily, Monday - K & 1, Tuesday - 2 & 3, Wednesday 4 & 5. The Reading Interventionist, ESE and ESOL Teacher,and Reading and Math Coaches will address this through academics by using Guided Reading Small Groups. Leadership Team will meet bi-weekly to analyze and plan next steps.

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.

We use the district Early Warning System. It includes:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	31	19	23	31	15	29	0	0	0	0	0	0	0	148
One or more suspensions	2	5	6	15	10	28	0	0	0	0	0	0	0	66
Course failure in ELA or Math	3	2	0	18	1	4	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	84	33	140	0	0	0	0	0	0	0	257
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	84	33	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	3	12	6	18	0	0	0	0	0	0	0	41

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

Teachers will mentor students who are habitually absent. Interventionists and the Guidance Counselor will work with students academically who are exhibiting two or more indicators. The RtI/MTSS/CHAMPS Team will monitor, make contact with parents, and create attendance plans for students who are under 90% attendance rate. The Team will reward students who move from a low attendance rate to a higher rate. Teachers will plan and analyze results of district benchmark assessments using a specific protocol; look at overall achievement/progress of sub groups. Triangulate data and results with other school/classroom formative data to modify instruction or intervention as needed. Plan next steps. Check in on instructional programs/agreements. Just in time PD. This will occur during Reading and Math planning, twice a week, with Principal/Assistant Principal, Instructional Coaches, ESOL Teacher, and Grade Level Teams. Or during Teacher Led Studio Labs, as determined by observational walk throughs, two to three times a month, for Differentiated PD. A protected block of time with each team to analyze the results of benchmark assessments and have deeper discussions about "the work" will be held during Reading and Math planning times. Provide instructional supports where warranted.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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 available at the school site.

2. Description

Host 6 parent nights: Open House, Math Night, Reading Night, Science Night, Writing Night, Spring Night

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

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

C. Effective Leadership

1. School Leadership Team

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

Name	Title
JOZWIAK, JOHNA	Principal
Nicks, Lucinda	Instructional Coach
Marrero, Clotilde	Other
Smith, Lorine	School Counselor
Gray, Rodrick	Assistant Principal
Rivera, Lillian	Instructional Coach
Lopez, Mildred	Other
Maldonado, Dagmariel	Other

b. Duties

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

Principal: Provides a common mission and vision for the use of formative and summative data-based decision-making, ensures that the school-based team is implementing RtI/ MTSS/CHAMPS conducts assessment of RtI/MTSS/CHAMPS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI/MTSS/ CHAMPS implementation, and communicates with parents regarding school-based RtI/MTSS/ CHAPMS plans and activities. Builds leadership capacity among staff - it is the foundation of all of our work. Provide the necessary support to staff so they have the capacity to produce what we are asking for Reciprocal accountability. Monitor students achievement in a collaborative, data driven model. Focus on "our kids". Keeps achievement and our work transparent and moving forward. Monitors the fidelity of instruction, implementation of the frameworks; identify needed supports either individually or for the large group aligned to building trends. Lead and monitor the implementation of School Improvement Plan (SIP), keep focus on students achievement and make sure any program or instructional decisions made are aligned to SIP goals and building initiatives (formative data, Differentiated PD, PLCs, instructional programs, district needs).

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

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

All team members: Analyze formative and summative student data to support teachers in planning standards- based lessons, to ensure interventions are implemented as intended, and assess if they are working, in the core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co teaching, studio labs, and differentiated individual professional development.

Instructional Coaches-Reading and Math: Develops, leads, evaluates, revises Gradual Release Architecture for Eastside's Balanced Literacy Instructional Framework, including Guided Reading and writing Small Group (GRSG & GWSG) and Gradual Release Architecture for Eastside's Math Instructional Framework, including Guided Math Small Group Instruction (GMSG), school core content standards programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with administration to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, formative data collection, and formative data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Build leadership capacity among staff. Lead and monitor the implementation of School Improvement Plan (SIP) and building initiative.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.Provide instructional and behavioral supports where warranted.

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

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

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

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

The Leadership Team and the RtI/MTSS/CHAMPS Team will focus meetings on analyzing results of standards-based assessments using a specific protocol; look at overall achievement and achievement/progress of sub groups. Triangulate data and results with other school/classroom data to modify instruction or intervention as needed. Plan next steps. Check on instructional programs. The Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Response to Intervention/Multi Tier Leveled Support System. The RtI/MTSS/CHAMPS Team and Leadership Team will meet once a week (and one time a month to analyze the results and have deeper discussions about the work) to engage in the following activities:
o Review school-wide, grade level, and teacher formative data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done once a week in Reading, Writing, and Math as well as, once a month to analyze and have deeper discussions about the work. We will also focus on RtI/MTSS/CHAMPS attendance and discipline data.

o Help referring teachers design feasible Guided Reading, Writing, and Math Small Group strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
o Focus on improving student achievement outcomes with evidence based interventions, in Guided Reading, Guided Writing, and Guided Math Small Groups, implemented with fidelity and frequent progress monitoring.
Leadership Team and RtI/MTSS/CHAMPS Teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers, individual professional development, in carrying out intervention plans.

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through summer school for 2nd and 3rd grade students. The district coordinates with Title II and Title III in ensuring staff development
needs are provided.
Title I, Title I, Part C- Migrant
Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and
other programs to ensure student needs are met.
Title I, Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated
with district Drop-out Prevention programs.
Title I, Title II
District receives supplemental funds for improving basic education programs through the purchase of small
equipment to supplement education programs. New technology in classrooms will increase the instructional
strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.
Title II
Title III
Services are provided through the district for education materials and ELL district support services to improve
the education of immigrant and English Language Learners.
Title III
Title X- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for
students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate
education.
Title X
Supplemental Academic Instruction (SAI)
SAI funds are used to provide staff professional development from the Center For Educational Leadership (CEL).
Supplemental Violence Prevention Programs
The district provides training in anti-bullying.
Violence Nutrition Programs
The district provides materials and training on nutrition.

Nutrition Housing Programs
N/A
Housing Head Start
The district provides Head Start programs is selected locations.
Head Adult Education
The district provides opportunities for adults take GED classes.
Career and Technical Education
The district provides both career and technical educational opportunities.
Career Job Training
The district provides opportunities for job training through the career, technical and adult education efforts.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Johna Jozwiak	Principal
Clotilde Marrero	Teacher
Lucinda Nicks	Teacher
Rodrick Gray	Education Support Employee
Lilian Rodriguez-Rivera	Education Support Employee
Rouse Orengo	Teacher
Michael Collier	Business/Community
Dagmariel Maldonado Perez	Parent
Lucinda Nicks	Teacher
Migel Ramirez	Business/Community

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

SAC will look at student data, discuss problems, and solutions. Once the SIP is completed, SAC will approve the plan. The SIP will be disseminated to all parents and families by; Title I Night Open House, School Website, Social Media, SAC, Parent Involvement Notebook, and upon request.

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

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

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

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

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
JOZWIAK, JOHNA	Principal
Gray, Rodrick	Assistant Principal
Marrero, Clotilde	Other
Rivera, Lillian	Instructional Coach
Lopez, Mildred	Other
Maldonado, Dagmariel	Other

b. Duties

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

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

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

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

To plan teacher professional development, monitor, support (individual and collaborative learning while working to develop and support effective teaching practices), and provide targeted feedback, to teachers, to change their practices to grow. Collaborative Planning Structure Protocols and Procedures, Professional Development Calendar, Teacher Led Studio Lab Protocols and Procedures, and Eastside Leadership Team Triangulation PD Protocols and Procedures. As a result students will be able to improve achievement.

Revising and Planning for Effective Standards-Based Planning of the Gradual Release Architecture for Eastside's Balanced Literacy Instructional Framework, to include mini lessons and writing, as well as Guided Reading and Writing Small Group Instruction, (GRSG & GWSG), and Gradual Release Architecture for Eastside's Math Instructional Framework, including Guided Math Small Group

Instruction (GMSG), while using formative assessment data, for instructional decisions, to track individual student progress.

Leadership Team will align, integrate, and monitor (recording sheet) new and existing climate, social, emotional, academic, attendance, and behavior initiatives, interventions, and programs, within the RtI/MTSS/CHAMPS framework.

Teachers will understand or know how to create a culture of learners, thinkers, and readers which will result in students achieving a culture of learning, thinking, and reading.

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.

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

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

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

Planning periods are as followed:
KG-12:15-1:05
1st-9:05-9:55
2nd-8:15-9:05
3rd-10:05-10:55
4th-1:55-2:45
5th-1:05-1:55

Teachers will bring their laptops, literacy lesson plans, characteristics of text levels A -Z worksheets, GRSG lesson plan and log, GWSG log, teacher Reading Wonders text, GRSG A-Z text, read aloud text, Math lesson plans, GMSG lesson plan and log, and data notebook (STAR - reading and math, GRSG, GWSG, & GMSG formative assessment logs, RtI/MTSS/CHAMPS attendance and discipline log, 2017 Spring FSA scores, Whole Group formative assessment, check off list, to dive deeper into standards-based planning. Collaborative planning is lead by the reading coach, math coach, ESOL teacher, administration, and teacher leaders.

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

New teachers to Eastside will be provided the opportunity to attend Voluntary Orientation, 2 days, prior to regular staff returning. We will have a new teacher building team, where the new teachers will meet 1 time a month with the ESOL Teacher.Teachers will collaboratively lesson plan, two days a week, with peers, coaches, ESOL Teacher and Administration.Teacher Led Studio Labs for Differentiated Professional Development, peer model effective student engagement strategies.Teachers will visit other teachers classrooms. Administration and peer support with feedback will retain teachers at Eastside. Also, we are promoting celebrations as well as our "Shining Stars" as our positive reinforcement for highly effective teaching strategies. To plan teacher professional development, monitor, support (individual and collaborative learning while working to develop and support effective teaching practices), and provide targeted feedback, to teachers, to change their practices to grow. Collaborative Planning Structure Protocols and Procedures, Professional Development Calendar, Teacher Led Studio Lab

Protocols and Procedures, and Eastside Leadership Team Triangulation PD Protocols and Procedures. As a result students will be able to improve achievement.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers will bring their laptops, literacy lesson plans, characteristics of text levels A -Z worksheets, GRSG lesson plan and log, GWSG log, teacher Reading Wonders text, GRSG A-Z text, read aloud text, Math lesson plans, GMSG lesson plan and log, and data notebook (STAR - reading and math, GRSG, GWSG, & GMSG formative assessment logs, RtI/MTSS/CHAMPS attendance and discipline log, 2017 Spring FSA scores, Whole Group formative assessment, check off list, to dive deeper into standards-based planning. Collaborative planning is lead by the reading coach, math coach, ESOL teacher, administration, and teacher leaders. The teachers will use resources which meet the content limit of the standard. To plan teacher professional development, monitor, support (individual and collaborative learning while working to develop and support effective teaching practices), and provide targeted feedback, to teachers, to change their practices to grow. Collaborative Planning Structure Protocols and Procedures, Professional Development Calendar, Teacher Led Studio Lab Protocols and Procedures, and Eastside Leadership Team Triangulation PD Protocols and Procedures. As a result students will be able to improve achievement.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

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

Strategy: After School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy
JOZWIAK, JOHNA, johna.jozwiak@polk-fl.net

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

Collaborative lesson plans meeting the standards. Observing, monitoring, analyzing, and providing targeted feedback, in just right mode of learning for teachers. Teachers using the learning target and student engagement strategies as well as, formative assessments, running records, during Whole Group and Guided Reading and Math Small groups, will also determine effective delivery of standards.To plan teacher professional development, monitor, support (individual and collaborative learning while working to develop and support effective teaching practices), and provide targeted feedback, to teachers, to change their practices to grow. Collaborative Planning Structure Protocols and Procedures, Professional Development Calendar, Teacher Led Studio Lab Protocols and Procedures, and Eastside Leadership Team Triangulation PD Protocols and Procedures. As a result students will be able to improve achievement.

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.

In the spring of each year, a "Kindergarten Visit" is held by the school. The students and teachers spend the morning with a Kindergarten class where they participate in several activities that our Kindergarten staff has prepared. The students also take a tour of the Eastside campus with a stop in the cafeteria for snacks.
Eastside Kindergarten Visit allows children to:
• Register for school
• Visit kindergarten classrooms
• Learn about the things that parents can do to prepare their children for kindergarten
• Receive necessary information
At the August orientation:
• Parents meet the teacher
• Tour the school
• Receive supply lists and other information

Camp Ready, was held for selected, area, Pre K and Kindergarten students, during the summer, from June - July 2017, provided by The Learning Resource Center.

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.

To ensure our school's Mission: "Aimed on Success/All Students WILL Learn"! We grew, together last year, through my Center for Educational Leadership (CEL) Trainings. My hope is to continue growing stronger, in 2017 - 2018, developing our consistency of using a common language and understanding, of our school's Vision plan, to align a supportive core value structure:
• By Building Student & Staff Supportive Relationships & Learning Environments.
• Administration, Leadership Team, & Peer Support with Feedback & Differentiated Professional Development.
• Open, Honesty, & Direct Communication.
• Effective Planning of Reading, Math, Writing & Student Data (RtI/MTSS/CHAMPS).

My goals and expectations, for professional growth, relate to our School Improvement Plan as well as, my evaluation, The Florida School Leader Assessment and your evaluation, Teacher Evaluation EPC Rating Rubrics. All of OUR hard work paid off moving Eastside from an "F" to a "C". We must continue to grow together to improve ALL students learning, to make gains forward, this school year! Therefore, you will see my participation in planning, monitoring, and feedback, to create a results-focused learning environment where all students and staff achieve academic success.
Just a review of OUR learning, from last two years:
• Teacher Evaluation Domain 1: Instructional Design, Lesson Planning, and Assessment, Domain 2: Instructional Delivery and Facilitation, Domain 3: The Learning Environment, & Domain 4: Professional Responsibilities and Ethical Conduct.

1. Understanding Learning Targets (LEQs, I Can Statements) and Progression of Learning Over Time by

Effective Planning of Reading, Writing, Math & Student Data (RtI/MTSS & CHAMPS) will be one of our school's focus area.
We learned:
A Learning Target Contains All of the Following Characteristics:
o It is derived from a grade level standard.
o It describes what you want students to learn today by describing the kind of learning you want the students to do.
o The learning is attainable in one day/lesson.
o It is written in language students understand.
o Success criteria are clear so that students know if they are making progress toward or have met the learning target.
Above is the Success Criteria for a Highly Effective Learning Target!

• Teacher Evaluation Domain 1: Instructional Design, Lesson Planning, and Assessment & Domain 4: Professional Responsibilities and Ethical Conduct.

2. Feedback for growth.
Qualities of effective feedback for adults and students alike. Research on effective feedback says that it is:
• Timely
• Descriptive
• Positive
• Clear and specific
• Differentiated

• During the training we learned about using coaching cycles to give teachers targeted or bite size feedback in an area of focus, based on strength and readiness. The characteristics of this type of feedback are:
1. Targeted feedback is framed around actionable improvements.
2. Targeted feedback is based on evidence of teaching strategy and/or student response.
3. Targeted feedback is situated within a context.
As you know Faculty Development is a large part of the Polk County School Leader Framework. It is my goal to incorporate this new learning into my teacher development practice. I will continue to provide updates regarding my professional development and learning as it aligns with our work for students and families at Eastside Elementary.
• Teacher Evaluation Domain 1: Instructional Design, Lesson Planning, and Assessment, Domain 2: Instructional Delivery and Facilitation, Domain 3: The Learning Environment, & Domain 4: Professional Responsibilities and Ethical Conduct.
3. Our final day of formal training was focused on a process for planning professional development. We used data to determine professional development needs and drafted a professional development plan to support teacher learning around one focus area.
? On June 2, 2017, K-5 teachers reflected on their own Celebration and Growths, Struggles and Lingering Questions, and Next Steps/Supports, which will help frame and plan future, differentiated professional development.
? On June 3, 2017, K-5 teachers received individual targeted feedback, based on classroom walkthroughs, on June 1st, for Guided Reading Small Groups, on what we Noticed and what your Next Steps could be. Using the feedback we will begin the year with Teacher Led Studio Labs, to address individual needs and differentiated PD.

? The overall "BIG AH HA" I learned, last two years, was professional development should connect the teacher learning to student learning.
• Teachers will understand or know _____ and

that will result in students achieving _____.

? On June 19, 20, 21, & 22, 2017, a Core Instructional Team, revised and planned, the gradual release architecture for Eastside's Balanced Literacy Instructional Framework, to include mini lessons and writing, as well as Guided Reading and Writing Small Group Instruction (GRSG & GWSG). The Team also revised and planned, the gradual release architecture for Eastside's Math Instructional Framework, as well as Guided Math Small Group (GMSG).

• Teacher Evaluation Domain 1: Instructional Design, Lesson Planning, and Assessment, Domain 2: Instructional Delivery and Facilitation, Domain 3: The Learning Environment, & Domain 4: Professional Responsibilities and Ethical Conduct.

? Teachers will understand or know how to create a culture of learners, thinkers, and readers and that will result in students achieving a culture of learners, thinkers, and readers.

As you know Faculty Development is a large part of the Polk County School Leader Framework. It is my goal to incorporate this new learning into my teacher development practice. I will continue to provide updates regarding my professional development and learning as it aligns with our work for students and families at Eastside Elementary. Thank you for continuing to grow with me to ensure Eastside is "Aimed on Success/All Students WILL Learn"!
Johna

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"Â? 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.

The data shows we need to continue the following major initiatives his year:

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

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

To plan teacher professional development, monitor, support (individual and collaborative learning while working to develop and support effective teaching practices), and provide targeted feedback, to teachers, to change their practices to grow. Collaborative Planning Structure Protocols and Procedures, Professional Development Calendar, Teacher Led Studio Lab Protocols and Procedures, RtI/MTSS/CHAMPS recording sheet, and Eastside Leadership Team Triangulation PD Protocols and Procedures. As a result students will be able to improve achievement.

Revising and Planning for Effective Standards-Based Planning of the Gradual Release Architecture for Eastside's Balanced Literacy Instructional Framework, to include mini lessons and writing, as well as Guided Reading and Writing Small Group Instruction, (GRSG & GWSG), and Gradual Release Architecture for Eastside's Math Instructional Framework, including Guided Math Small Group Instruction (GMSG) and

Guided Science Small Group Instruction (GSSG) while using formative assessment data, for instructional decisions, to track individual student progress.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If teachers understand the purpose of how to use formative and summative student data,to plan lessons, in Whole Group and Guided Reading, Writing, and Math Small Group, including climate, social, emotional, attendance, behavior, and interventions, then students will receive differentiated instruction, to improve student achievement and the learning environment.

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

G3.   If teachers effectively deliver standards-based instruction in core academic areas consistently, then Eastside Elementary will place at or above the 40th percentile statewide for growth in Reading, Math, and Science proficiency in 2017 - 2018.

Strategic Goals Detail

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

G1. If teachers understand the purpose of how to use formative and summative student data,to plan lessons, in Whole Group and Guided Reading, Writing, and Math Small Group, including climate, social, emotional, attendance, behavior, and interventions, then students will receive differentiated instruction, to improve student achievement and the learning environment. 1a

🔍 G098151

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

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

- Revising and Planning for Effective Standards-Based Planning of the Gradual Release Architecture for Eastside's Balanced Literacy Instructional Framework, to include mini lessons and writing, as well as Guided Reading, Writing, Math, and Science Small Group Instruction, (GRSG & GWSG) with CEL Content Specialist - Mary Beth Crowder-Meier.

- Gradual Release Architecture for Eastside's Math Instructional Framework, including Guided Math Small Group Instruction (GMSG

- Gradual Release within the RtI/MTSS/CHAPMS Architecture to include aligning, integrating, and monitoring (recording sheet) new and existing climate, social, emotional, academic, attendance, behavior, and interventions of students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading and Math Coach, ESOL Teacher, Reading Interventionists, Administration, and Highly Effective/Effective Teachers.

- Professional Development to link what the teacher does, to what the students do, while supporting and monitoring for growth.

- Reading a-z leveled consumable readers.

- Content Specialist in Guided Reading, Writing, and Math Small Group PD - CEL - Mary Beth Crowder-Meier.

- AR books with high interest levels for all students.

- Teachers, Reading Interventionists, Guidance Counselor, Reading and Math Coaches, and Administration, learn about students through formative data chats. We will meet with students and discuss how the student is doing on reading, writing, math, and science standards, daily, during Whole Group, Guided Reading Small Group, with Reading a-z, just right, consumable, leveled text, iStation center rotation, Reading Wonders computer center rotation, AR Just Right Independent Text center rotation, Vocabulary in Context center rotation, Writing about Reading center rotation (shared text or independent),Reading Wonders, Guided Writing Small Group,Independent Writing, Writing Conferences, Guided Math Small Group, Math, ELA, Science, and Writing Unit/Module Assessments, STAR, STAR Early Literature, and STAR Math quarterly assessments,and previous Spring FSA data. The teacher will also take this time to build a positive relationship with the student, through academics, Breakfast in the Classroom, and Lunch CHAMPS.

- How School Leaders Create a Learning Focused Environment - Protocols and Procedures for Collaboration and Dialogue, Weekly Monitoring Schedule, Collaborative Planning Structure Protocols and Procedures, Professional Development Calendar, Teacher Led Studio Lab Protocols and Procedures, RtI/MTSS/CHAMPS recording sheet, and Eastside Leadership Team Triangulation PD Protocols and Procedures, and RtI/MTSS/CHAMPS recording sheet monitoring climate, social, emotional, academic, attendance, behavior, and interventions,

Plan to Monitor Progress Toward G1. `8`

Leadership Team - Administration, Reading and Math Coaches, ESOL Teacher, and Guidance Counselor will collect classroom walk through observation data on the effective delivery, of the planned lesson, for Guided Reading, Guided Writing, and Math Small Group differentiated instruction to triangulate, calibrate, and grow our knowledge, of the learning environment around the Florida School Leader Assessment and Teacher EPC Rating Rubrics.

Person Responsible
JOHNA JOZWIAK

Schedule
Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion
Eastside Leadership Team Triangulation PD - Protocols and Procedures - data collection tool.

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

🔑 G098152

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Teachers not being willing to share best practices.

- Needs of new teachers.

- Second year CHAMPS STOIC implementation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaborative Planning Structure Protocols and Procedures, Professional Development Calendar, Teacher Led Studio Lab Protocols and Procedures, RtI/MTSS/CHAMPS recording sheet, and Eastside Leadership Team Triangulation PD Protocols and Procedures. As a result students will be able to improve achievement and the learning environment. Professional Development PD Calendar, Eastside Elementary Schools - Protocols and Procedures for Collaboration and Dialogue, Weekly Monitoring Schedule, Leadership Team, Teacher Representatives, Grade Level Teams, Principal/Assistant Principal, Instructional Coaches, Reading Interventionists, New Staff Building TEAM, CEL Content Specialist- Mary Beth Crowder-Meier, and the Balanced Literacy, Math, and Science Instructional Framework PLC.

Plan to Monitor Progress Toward G2. 8

Student proficiency or appropriate learning gains on grade level standards.

Person Responsible
JOHNA JOZWIAK

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

Evidence of Completion
Progress Monitoring Assessments (PMAs) - (STAR Reading and Math, Weekly Assessments, Smarty Ants, Guided Reading, Writing, and Math Small Group Logs, Whole Group Daily Standards Based Checklists, iStation, Mobymax, Guided Reading, Writing, and Math Small Group Student Journals, Teacher Data Notebooks, and Student Data Agenda Page).

G3. If teachers effectively deliver standards-based instruction in core academic areas consistently, then Eastside Elementary will place at or above the 40th percentile statewide for growth in Reading, Math, and Science proficiency in 2017 - 2018. 1a

🔑 G098153

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Poor Core Instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards

- Data-Based PLC

- Reading and Math Planning

- Reading Wonders

- Florida Standards Test Specs Reading and Math

- District Coaches for Reading, Math, & Science

- FCRR.ORG

- Instructional Alignment Tool

- Gradual Release Lesson Plan Template

- Power Hour-Instructional Time

- ELA Interventionists

- Rosetta Stone

- ESOL Paras

- Media Paras

- Reading Coach

- Math Coach

- ESOL Teacher

- 5th Grade Departmentalization

- Sheltered Core Program

- P-SELL Science Program

- Principal Professional Development Impact Evaluation Program at American Institutes for Research

- Reading a-z just right consumable leveled text

- Student Agenda Data Pages

- Reading and Math Parent Nights

-

Plan to Monitor Progress Toward G3. 8

Student proficiency or appropriate learning gains on grade level standards.

Person Responsible
JOHNA JOZWIAK

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

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

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If teachers understand the purpose of how to use formative and summative student data, to plan lessons, in Whole Group and Guided Reading, Writing, and Math Small Group, including climate, social, emotional, attendance, behavior, and interventions, then students will receive differentiated instruction, to improve student achievement and the learning environment. `1`

🔑 G098151

G1.B5 Revising and Planning for Effective Standards-Based Planning of the Gradual Release Architecture for Eastside's Balanced Literacy Instructional Framework, to include mini lessons and writing, as well as Guided Reading, Writing, Math, and Science Small Group Instruction, (GRSG & GWSG) with CEL Content Specialist - Mary Beth Crowder-Meier. `2`

🔑 B264011

G1.B5.S1 Revising and Planning for Effective Standards-Based Planning of the Gradual Release Architecture for Eastside's Balanced Literacy and Math Instructional Framework, to include mini lessons and writing, as well as Guided Reading and Writing Small Group Instruction, (GRSG & GWSG), and Guided Math and Science Small Group, (GMSG & GSSG) while using formative assessment data, for instructional decisions, to track individual student progress and have students track their own progress. `4`

🔑 S279642

Strategy Rationale

Teachers will understand or know how to create a culture of learners, thinkers, readers, and writers which will result in students achieving a culture of learning, thinking, reading, and writing.

Action Step 1 `5`

Teachers, Reading Interventionists, and Reading and Math Coaches, will bring their laptops, literacy lesson plans, characteristics of text levels A -Z worksheets, GRSG lesson plan and log, GWSG log, teacher Reading Wonders text, GRSG - Reading a-z text, read aloud text, Math lesson plans, GMSG lesson plan and log, and data notebook (STAR - reading and math, GRSG, GWSG, GMSG, & GSSG formative assessment logs, RtI/MTSS/CHAMPS Recording Sheet, 2017 Spring FSA scores, Whole Group formative assessment check off list, to dive deeper into standards-based planning. Teachers, Reading Interventionist, Guidance Counselor, Reading and Math Coaches, and Administration will monitor Student Agenda Data Pages. Reading and Math Parent Nights will address grade level standards and provide families with resources to support student practice, of skills learned, at school, at home. Collaborative planning is lead by the reading coach, math coach, ESOL teacher, administration, and teacher leaders.

Person Responsible

JOHNA JOZWIAK

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

GRSG lesson plan and log, GWSG log,data notebook (STAR - reading and math, GRSG, GWSG, GMSG, & GSSG, formative assessment logs, RtI/MTSS/CHAMPS Recording Sheet, Whole Group formative assessment check off list, Reading and Math planning agendas, sign in sheets, and Student Agenda Data Pages.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Weekly Monitoring Schedules of all Leadership Team Members, Classroom Observations, Teacher Evaluations, and Student Agenda Data Pages.

Person Responsible

JOHNA JOZWIAK

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

GRSG lesson plan and log, GWSG log,data notebook (STAR - reading and math, GRSG, GWSG, GMSG & GSSG, formative assessment logs, RtI/MTSS/CHAMPS Recording Sheet, Whole Group formative assessment check off list, Weekly Monitoring Schedule, Reading and Math planning agendas, sign in sheets, and student agenda data pages.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Weekly Monitoring Schedules of all Leadership Team Members, Classroom Observations, Teacher Evaluations, and Student Agenda Data Pages.

Person Responsible

JOHNA JOZWIAK

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

GRSG lesson plan and log, GWSG log,data notebook (STAR - reading and math, GRSG, GWSG, GMSG, & GSSG, formative assessment logs, RtI/MTSS/CHAMPS Recording Sheet, Whole Group formative assessment check off list, Weekly Monitoring Schedule, Reading and Math planning agendas,sign in sheets, and Student Agenda Data Pages.

G1.B6 Gradual Release Architecture for Eastside's Math Instructional Framework, including Guided Math Small Group Instruction (GMSG 2

🔑 B264012

G1.B6.S1 Teachers will bring their laptops, Math lesson plans, GMSG lesson plan and log, and data notebook (STAR - reading math, GMSG formative assessment logs, RtI/MTSS/CHAMPS Recording Sheet, 2017 Spring FSA scores, Whole Group formative assessment check off list, to dive deeper into standards-based planning. Collaborative planning is lead by the math coach, ESOL teacher, administration, and teacher leaders. 4

🔑 S279643

Strategy Rationale

To support teachers in understanding how to use formative and summative data, including student work samples and student self assessments, to differentiate and guide teacher led Guided Reading, Writing, and Math Small Group. As a result students will use accountable talk and vocabulary (critical thinking) to intellectually discuss and summarize the learning target, comprehension, re-counting text with details, and self assessing, on students' real text levels. Students will become independent readers, writers, and mathematicians.Teachers will understand or know how to create a culture of learners, thinkers, readers, writers, and mathematicians which will result in students achieving a culture of learning, thinking,reading.

Action Step 1 5

Teachers will bring their laptops, Math lesson plans, GMSG lesson plan and log, and data notebook (STAR - reading math, GMSG formative assessment logs, RtI/MTSS/CHAMPS Recording Sheet, 2017 Spring FSA scores, Whole Group formative assessment check off list, to dive deeper into standards-based planning. Collaborative planning is lead by the math coach, ESOL teacher, administration, and teacher leaders.

Person Responsible

JOHNA JOZWIAK

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

GMSG lesson plan and log, data notebook, STAR - Math & GMSG formative assessment logs, RtI/MTSS/CHAMPS Recording Sheet, Whole Group formative assessment check off list, Weekly Monitoring Schedule, Math planning agendas, and sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Weekly Monitoring Schedules of all Leadership Team Members, Classroom Observations, and Teacher Evaluations.

Person Responsible

JOHNA JOZWIAK

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

GMSG lesson plan and log, data notebook, STAR - Math & GMSG formative assessment logs, RtI/MTSS/CHAMPS Recording Sheet, Whole Group formative assessment check off list, Weekly Monitoring Schedule, Math planning agendas, and sign in sheets.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Leadership Team - Administration, Reading and Math Coaches, ESOL Teacher, and Guidance Counselor will collect classroom walk through observation data on the effective delivery, of the planned lesson, for Guided Reading, Guided Writing, and Math Small Group differentiated instruction to triangulate, calibrate, and grow our knowledge, of the learning environment around the Florida School Leader Assessment and Teacher EPC Rating Rubrics.

Person Responsible

JOHNA JOZWIAK

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Eastside Leadership Team Triangulation PD - Protocols and Procedures - data collection tool.

G1.B7 Gradual Release within the RtI/MTSS/CHAPMS Architecture to include aligning, integrating, and monitoring (recording sheet) new and existing climate, social, emotional, academic, attendance, behavior, and interventions of students. [2]

🔑 B264013

G1.B7.S1 Teachers, Reading Interventionists, Guidance Counselor, Reading and Math Coaches, and Administration learn about students through formative data chats. The teacher will meet with students and discuss how the student is doing on reading, writing, and math standards, daily, during Whole Group, Guided Reading Small Group, iStation center rotation, Reading Wonders computer center rotation, AR Just Right Independent Text center rotation, Vocabulary in Context center rotation, Writing about Reading center rotation (shared text or independent),Reading Wonders, Guided Writing Small Group,Independent Writing, Writing Conferences, Guided Math Small Group, Math, ELA, Science, and Writing Unit/Module Assessments, STAR quarterly assessments, RtI/MTSS/CHAMPS recording sheet monitoring climate, social, emotional, academic, attendance, behavior, and interventions, and FSA data. The teacher will also take this time to build a positive relationship with the student, through academics as well as Breakfast in the Classroom and Lunch CHAMPS. [4]

🔑 S279644

Strategy Rationale

Gradual Release within the RtI/MTSS/CHAPMS Architecture to include aligning, integrating, and monitoring (recording sheet) new and existing climate, social, emotional, academic, attendance, behavior, and interventions of students. Conferring with students, setting targets, monitoring academic and RtI/MTSS/CHAMPS assessment data, via Aimed on Success/All Students WILL Learn agenda page.
Teachers are empowered to manage behaviors in the classroom using classroom rewards systems and CHAMPS.

Action Step 1 [5]

Gradual Release within the RtI/MTSS/CHAPMS Architecture to include aligning, integrating, and monitoring (recording sheet) new and existing climate, social, emotional, academic, attendance, behavior, and interventions of students. Conferring with students, setting targets, monitoring academic and RtI/MTSS/CHAMPS assessment data.

Person Responsible

Rodrick Gray

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Aimed on Success/All Students WILL Learn Agenda page, RtI/MTSS/CHAMPS Recording Sheet, Dailiy/Weekly Misbehavior Recording Sheet, Leadership Team, ESE Resource Teachers, and Reading Interventionists, Weekly Monitoring Schedules.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Teachers will bring their laptops, Data Notebook (STAR - reading math, GMSG formative assessment logs, RtI/MTSS/CHAMPS Recording Sheet, 2017 Spring FSA scores. Collaborative planning is lead by the math coach, ESOL teacher, administration, and teacher leaders.

Person Responsible

Rodrick Gray

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Aimed on Success/All Students WILL Learn Agenda Data Page, RtI/MTSS/CHAMPS Recording Sheet, and Daily/Weekly Misbehavior Recording Sheet, Weekly Monitoring Schedule, Reading and Math planning agendas, and sign in sheets.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 `7`

Leadership Team - Administration, Reading and Math Coaches, ESOL Teacher, and Guidance Counselor will collect classroom walk through observational data on the Gradual Release Architecture of RtI/MTSS/CHAMPS to include aligning, integrating, and monitoring (recording sheet) new and existing climate, social, emotional, academic, attendance, behavior, and interventions of students, to triangulate, calibrate, and grow our knowledge, of the learning environment around the Florida School Leader Assessment and Teacher EPC Rating Rubrics.

Person Responsible

Rodrick Gray

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

GRSG lesson plan and log, GWSG log, GMSG log, data notebook (STAR - reading and math, GRSG, GWSG, & GMSG formative assessment logs, RtI/MTSS/CHAMPS Recording Sheet, Whole Group formative assessment check off list, Aimed on Success/All Students WILL Learn RtI/MTSS/CHAMPS Recording Sheet, Daily/Weekly Misbehavior Recording Sheet, Leadership Team, ESE Resource Teachers, and Reading Interventionists, Weekly Monitoring Schedules.Weekly Monitoring Schedule, and Eastside Leadership Team Triangulation PD - Protocols and Procedures - data collection tool.

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

🔑 G098152

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

🔑 B264014

G2.B1.S1 Bi-Weekly Collaborative Planning Sessions, in Reading & Math (K-5) Science (5), with Coaches, ESOL Teacher, Reading Interventionists, and Administration will Revise and Plan for Effective Standards-Based Planning of the Gradual Release Architecture for Eastside's Balanced Literacy Instructional Framework, to include mini lessons and writing, as well as Guided Reading and Writing Small Group Instruction, (GRSG & GWSG), and Gradual Release Architecture for Eastside's Math and Science Instructional Framework, including Guided Math and Science Small Group Instruction (GMSG & GSSG), while using formative assessment data, for instructional decisions, to track individual student progress.Also, Gradual Release within the RtI/MTSS/CHAPMS Architecture to include aligning, integrating, and monitoring (recording sheet) new and existing climate, social, emotional, academic, attendance, behavior, and interventions of students. `4`

🔑 S279645

Strategy Rationale

Developing sustainability of focusing on the standards in pre-planning, planning, post planning, after school Balanced Literacy, Math, and Science Instructional Framework PLC, and monitoring of implementation delivery of the standards-based lessons, we can ensure effective teacher and learning will support strengthening our instructional core in Reading, Writing, Math, & Science.Also, to plan teacher professional development, monitor, support (individual and collaborative learning while working to develop and support effective teaching practices), and provide targeted feedback, to teachers, to change their practices to grow. Collaborative Planning Structure Protocols and Procedures, Professional Development Calendar, Teacher Led Studio Lab Protocols and Procedures, RtI/MTSS/CHAMPS recording sheet, and Eastside Leadership Team Triangulation PD Protocols and Procedures. As a result students will be able to improve achievement and the learning environment.

Action Step 1 `5`

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

Grade Level Professional Learning Communities - Build leadership capacity among staff - it is the foundation of all our work. Monitor student achievement in a collaborative, data driven model. Focus on our "our kids". Keeps achievement and our work transparent and moving forward.

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

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

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

Teacher Leaders - Build leadership capacity among staff. Collaborative development of staff PD. Teacher leaders are also liaisons/resources for teacher learning and implementing the framework and the teacher/Principal Evaluation Domains Rubric. Teacher Leaders will provide PD in Studio Labs, centered around SIP Goals and Teacher EPC Rating Rubrics.

Person Responsible

JOHNA JOZWIAK

Schedule

Biweekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Teacher data notebooks, lesson plans, guided reading lesson plans, Balanced Literacy, Math, and Science Instructional Framework PLC, monitoring schedule, agendas and minutes from leadership team meetings , agendas, sign in sheets, and surveys from PLCs and Teacher Led Studio Lab PDs, student work samples, and student data folders.

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

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

Person Responsible

JOHNA JOZWIAK

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

JOHNA JOZWIAK

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

JOHNA JOZWIAK

Schedule

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

Evidence of Completion

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

G2.B1.S2 Teacher Led Studio Lab PD, to model their role, in the lesson plan, using student engagement strategies. We are now sharing student common task work, using a rubric, for formative assessment and grade leveling as well as, revising the lesson plans. `4`

🔧 S279646

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

JOHNA JOZWIAK

Schedule

Weekly, from 6/19/2017 to 6/19/2017

Evidence of Completion

AR, STAR, Weekly Assessments, Smarty Ants, Guided Reading, Writing, and Math Small Group Lesson Plan and Logs, Whole Group Reading, Writing, and Math Daily Standards Based Check List, Guided Reading, Writing, and Math Small Group Student Journals, Student Data Agenda Page, Teacher Data Notebooks, PSELL, PD agendas and sign in sheets, Surveys, Collaborative Reading and Math Lesson Planning signs in sheets, Teacher Led Studio Labs - Differeantiated PD sign in sheets, Lesson Plans, Classroom Observations, AdvancEd Documentation, and CEL agendas.

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

Leadership Team will lead and monitor the implementation of School Improvement Plan (SIP) and building initiatives (data, PD, PLCs, instructional programs, district needs). Grade level team members are organized in professional learning communities (PLCs). PLCs are guided by the three critical components of high quality PLCs: a focus on learning, a collaborative culture, and a results orientation. Leadership created and monitor norms for collaboration, How School Leaders Create A Results-Focused Learning Environment - Eastside Elementary Protocols and Procedures for Collaboration and Dialogue. Work is anchored by smart goals created through data analysis and ongoing progress monitoring of these goals daily, weekly, monthly, and a minimum of every 20-30 days.

Person Responsible

JOHNA JOZWIAK

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

JOHNA JOZWIAK

Schedule

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

Evidence of Completion

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

G2.B2 Needs of new teachers. 2

🔑 B264015

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

🔑 S279647

Strategy Rationale

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

Action Step 1 5

New Teachers/Staff team to keep new staff connected to building leadership(principal team, coach); highlight upcoming events and information and provide supports (e.g., parent/teacher/ student goal setting conferences) specific to what is coming up on the calendar (mostly topics that veteran staff don't need to meet about any longer). Provide opportunity to ask questions, ensure implementation of building processes and culture (how we do thing around here), observe and reflect on learning from colleagues and Studio Led PD,in classrooms (noticings and wonderings). Build leadership capacity among staff - it is the foundation of all our work. Monitor student achievement in a collaborative, data driven model. Focus on "our kids". Keeps achievement and our work transparent and moving forward.Strategies to help implement the goals include the following action steps:

Grade Level Professional Learning Communities - Build leadership capacity among staff - it is the foundation of all our work. Monitor student achievement in a collaborative, data driven model. Focus on our "our kids". Keeps achievement and our work transparent and moving forward.To plan teacher professional development, monitor, support (individual and collaborative learning while working to develop and support effective teaching practices), and provide targeted feedback, to teachers, to change their practices to grow. Collaborative Planning Structure Protocols and Procedures, Professional Development Calendar, Teacher Led Studio Lab Protocols and Procedures, RtI/MTSS/CHAMPS recording sheet, and Eastside Leadership Team Triangulation PD Protocols and Procedures. As a result students will be able to improve achievement.

Professional Development - Build instructional and leadership capacity among the staff to promote student achievement for all students. Provide the necessary support to staff so they have the capacity to produce what we are asking for. Reciprocal accountability.To plan teacher professional development, monitor, support (individual and collaborative learning while working to develop and support effective teaching practices), and provide targeted feedback, to teachers, to change their practices to grow. Collaborative Planning Structure Protocols and Procedures, Professional Development Calendar, Teacher Led Studio Lab Protocols and Procedures, RtI/MTSS/CHAMPS recording sheet,and Eastside Leadership Team Triangulation PD Protocols and Procedures. As a result students will be able to improve achievement.

Building Committees - Literacy, Math, Science, New Staff, and Rti/MTSS/CHAMPS TEAMS. Staff Led and participate on building committees as part of our commitment to "The Basic School" philosophy, which is based on the belief that everyone plays a role in the running of the school. All important and necessary functions of the school; committee work allows for a focus on these issues while keeping the conversations and work around SIP, PD, PLCs, etc., focused on teaching,learning, climate, social, emotional, behavior, attendance, and interventions.

Leadership TEAM - Build leadership capacity among staff. Accountability to school improvement plans and programs; keep focus on student achievement and make sure any program or instructional decisions made are aligned to SIP goals and initiatives. Team members assume responsibility for collecting and disseminating critical communication to their representatives. To plan teacher professional development, monitor, support (individual and collaborative learning while working to develop and support effective teaching practices), and provide targeted feedback, to teachers, to change their practices to grow. Collaborative Planning Structure Protocols and Procedures, Professional Development Calendar, Teacher Led Studio Lab Protocols and Procedures, RtI/MTSS/CHAMPS recording sheet, and Eastside Leadership Team Triangulation PD Protocols and Procedures. As a result students will be able to improve achievement.

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

Person Responsible

JOHNA JOZWIAK

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

JOHNA JOZWIAK

Schedule

Daily, from 8/3/2017 to 5/24/2019

Evidence of Completion

Staff and student data, PD, Building team, agendas and sign in sheets, PLCs, Teacher/Principal Evaluation Domains Rubric, Weekly Monitoring Schedule, Collaborative Planning Structure Protocols and Procedures, Professional Development Calendar, Teacher Led Studio Lab Protocols and Procedures, RtI/MTSS/CHAMPS recording sheet, and Eastside Leadership Team Triangulation PD Protocols and Procedures. As a result students will be able to improve achievement.

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

Student proficiency or appropriate learning gains on grade level standards.

Person Responsible

JOHNA JOZWIAK

Schedule

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

Evidence of Completion

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

G2.B3 Second year CHAMPS STOIC implementation. 2

🔑 B264016

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

🔑 S279648

Strategy Rationale

Monitor student achievement for all. A protected block of time with each team to analyze the results of formative and summative standards-based assessments, attendance and discipline data, to have deeper discussions about "the work". Provide instructional supports where warranted.

Action Step 1 5

RtI/MTSS/CHAMPS Intervention TEAM will plan weekly with each grade level team, during Reading Planning.

Person Responsible

Rodrick Gray

Schedule

Weekly, from 8/10/2017 to 8/10/2017

Evidence of Completion

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

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

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

Person Responsible

Rodrick Gray

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Rodrick Gray

Schedule

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

Evidence of Completion

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

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.B2.S1.A1 🔑 A376906	New Teachers/Staff team to keep new staff connected to building leadership(principal team, coach);...	JOZWIAK, JOHNA	8/22/2016	Staff and student data, PD agendas and sign in sheets, PLCs, and Teacher/ Principal Evaluation Domains Rubric	5/31/2017 weekly
G2.B3.S1.MA1 🔑 M407824	Principal/Assistant Principal, Instructional Coaches, Grade Level Teams, & Certified Intervention...	Gray, Rodrick	8/15/2016	Staff and student data, PD, Building team, agendas and sign in sheets, PLCs, and Teacher/Principal Evaluation Domains Rubric.	5/31/2017 biweekly
G2.B3.S1.MA1 🔑 M407825	Principal/Assistant Principal, Instructional Coaches, Grade Level Teams, Certified Intervention...	Gray, Rodrick	8/22/2016	Individual teacher data notebooks, Student data sheets, in Agendas, Teacher formative assessment checklists, whole and small group, Student Accelerated Reader log and reports, Student Summary Writing of the Learning Target, FAIR data summary and reports, STAR data summary and reports, Unit Reading Assessments, Reflex Math data summary and reports, Math module data assessments, Parent Involvement and Communication Documentation, Tier Summary and Intervention Plan form,Document Fidelity of Intervention and Progress Monitoring data sheet, Intervention Plan form, Tier 2 Small Group Problem Solving & Intervention Plan data sheet, PS-RtI Eligibility Documentation Worksheet, & PD sign in sheets.	5/31/2017 monthly
G2.B2.S1.MA1 🔑 M407822	Student proficiency or appropriate learning gains on grade level standards.	JOZWIAK, JOHNA	8/22/2016	Progress Monitoring Assessments (PMAs) - (AR, STAR, Weekly Assessments, Achieve 3000, Smarty Ants, Math IBTP, Weekly Standards Based Quizzes, Reflex, Guided Reading and Math Small Group Journals, Teacher Data Notebooks, and Student Data Folders).	6/1/2017 daily
G2.B1.S1.MA1 🔑 M407817	Build leadership capacity among staff. Monitor staff and student progress, make adjustments as...	JOZWIAK, JOHNA	8/15/2016	Staff and student data, PD agendas and sign in sheets, PLCs, and Teacher/ Principal Evaluation Domains Rubric.	6/2/2017 weekly
G2.B1.S1.MA1 🔑 M407818	Leadership Team will lead and monitor the implementation of School Improvement Plan (SIP) and...	JOZWIAK, JOHNA	8/15/2016	AR, STAR, Weekly Assessments, Achieve 3000,Smarty Ants, IBTP, Math Weekly Standards Based Quizzes, Guided Reading and Math Small Group Student Journals, Student Data Folder, Teacher Data Notebooks, PSELL, PD agendas and sign in sheets, Surveys, Collaborative Reading and Math Lesson Planning signs in sheets, Lesson Plans, Classroom Observations, AdvancEd Documentation, and CEL agendas.	6/2/2017 biweekly
G2.B1.S1.MA3 🔑 M407819	Teacher Leaders with Principal/ Assistant Principal, Instructional Coaches, and ESOL Teacher will...	JOZWIAK, JOHNA	8/15/2016	PD agendas and sign in sheets, surveys, and Journey Observations.	6/2/2017 weekly
G2.B1.S2.A1 🔑 A376905	Build leadership capacity among staff. Teacher leaders are also liaisons/ resources for teacher...	JOZWIAK, JOHNA	6/19/2017	AR, STAR, Weekly Assessments, Smarty Ants, Guided Reading, Writing, and Math Small Group Lesson Plan and Logs, Whole Group Reading, Writing, and Math Daily Standards Based Check List, Guided Reading, Writing, and Math Small Group Student Journals, Student Data Agenda Page, Teacher Data	6/19/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Notebooks, PSELL, PD agendas and sign in sheets, Surveys, Collaborative Reading and Math Lesson Planning signs in sheets, Teacher Led Studio Labs - Differentiated PD sign in sheets, Lesson Plans, Classroom Observations, AdvancEd Documentation, and CEL agendas.	
G2.B3.S1.A1 🔑 A376907	RtI/MTSS/CHAMPS Intervention TEAM will plan weekly with each grade level team, during Reading...	Gray, Rodrick	8/10/2017	Individual teacher data notebooks, Student data sheets, in Agendas, Teacher formative assessment checklists, whole and small group, Reading, Writing, and Math. Student Accelerated Reader log and reports, Student Summary Writing of the Learning Target, iStation data reports, STAR data summary and reports, Unit Reading Assessments,Smarty Ants, Moxymax data summary and reports, Parent Involvement and Communication Documentation, Tier Summary and Intervention Plan form,Document Fidelity of Intervention and Progress Monitoring data sheet, Intervention Plan form, Tier 2 Small Group Problem Solving & Intervention Plan data sheet, PS-RtI Eligibility Documentation Worksheet, & PD sign in sheets.	8/10/2017 weekly
G1.MA1 🔑 M407816	Leadership Team - Administration, Reading and Math Coaches, ESOL Teacher, and Guidance Counselor...	JOZWIAK, JOHNA	8/10/2017	Eastside Leadership Team Triangulation PD - Protocols and Procedures - data collection tool.	5/23/2018 monthly
G1.B5.S1.MA1 🔑 M407810	Weekly Monitoring Schedules of all Leadership Team Members, Classroom Observations, Teacher...	JOZWIAK, JOHNA	8/10/2017	GRSG lesson plan and log, GWSG log,data notebook (STAR - reading and math, GRSG, GWSG, GMSG, & GSSG, formative assessment logs, RtI/MTSS/ CHAMPS Recording Sheet, Whole Group formative assessment check off list, Weekly Monitoring Schedule, Reading and Math planning agendas,sign in sheets, and Student Agenda Data Pages.	5/23/2018 weekly
G1.B5.S1.MA1 🔑 M407811	Weekly Monitoring Schedules of all Leadership Team Members, Classroom Observations, Teacher...	JOZWIAK, JOHNA	8/10/2017	GRSG lesson plan and log, GWSG log,data notebook (STAR - reading and math, GRSG, GWSG, GMSG & GSSG, formative assessment logs, RtI/MTSS/ CHAMPS Recording Sheet, Whole Group formative assessment check off list, Weekly Monitoring Schedule, Reading and Math planning agendas, sign in sheets, and student agenda data pages.	5/23/2018 weekly
G1.B5.S1.A1 🔑 A376901	Teachers, Reading Interventionists, and Reading and Math Coaches, will bring their laptops,...	JOZWIAK, JOHNA	8/10/2017	GRSG lesson plan and log, GWSG log,data notebook (STAR - reading and math, GRSG, GWSG, GMSG, & GSSG, formative assessment logs, RtI/MTSS/ CHAMPS Recording Sheet, Whole Group formative assessment check off list, Reading and Math planning agendas, sign in sheets, and Student Agenda Data Pages.	5/23/2018 weekly
G1.B6.S1.MA1 🔑 M407812	Leadership Team - Administration, Reading and Math Coaches, ESOL Teacher, and Guidance Counselor...	JOZWIAK, JOHNA	8/10/2017	Eastside Leadership Team Triangulation PD - Protocols and Procedures - data collection tool.	5/23/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.MA1 🔑 M407813	Weekly Monitoring Schedules of all Leadership Team Members, Classroom Observations, and Teacher...	JOZWIAK, JOHNA	8/10/2017	GMSG lesson plan and log, data notebook, STAR - Math & GMSG formative assessment logs, RtI/MTSS/ CHAMPS Recording Sheet, Whole Group formative assessment check off list, Weekly Monitoring Schedule, Math planning agendas, and sign in sheets.	5/23/2018 weekly
G1.B6.S1.A1 🔑 A376902	Teachers will bring their laptops, Math lesson plans, GMSG lesson plan and log, and data notebook (...	JOZWIAK, JOHNA	8/10/2017	GMSG lesson plan and log, data notebook, STAR - Math & GMSG formative assessment logs, RtI/MTSS/ CHAMPS Recording Sheet, Whole Group formative assessment check off list, Weekly Monitoring Schedule, Math planning agendas, and sign in sheets	5/23/2018 weekly
G1.B7.S1.MA1 🔑 M407814	Leadership Team - Administration, Reading and Math Coaches, ESOL Teacher, and Guidance Counselor...	Gray, Rodrick	8/10/2017	GRSG lesson plan and log, GWSG log, GMSG log, data notebook (STAR - reading and math, GRSG, GWSG, & GMSG formative assessment logs, RtI/ MTSS/CHAMPS Recording Sheet, Whole Group formative assessment check off list, Aimed on Success/All Students WILL Learn RtI/MTSS/ CHAMPS Recording Sheet, Daily/ Weekly Misbehavior Recording Sheet, Leadership Team, ESE Resource Teachers, and Reading Interventionists, Weekly Monitoring Schedules.Weekly Monitoring Schedule, and Eastside Leadership Team Triangulation PD - Protocols and Procedures - data collection tool.	5/23/2018 monthly
G1.B7.S1.MA1 🔑 M407815	Teachers will bring their laptops, Data Notebook (STAR - reading math, GMSG formative assessment...	Gray, Rodrick	8/10/2017	Aimed on Success/All Students WILL Learn Agenda Data Page, RtI/MTSS/ CHAMPS Recording Sheet, and Daily/ Weekly Misbehavior Recording Sheet, Weekly Monitoring Schedule, Reading and Math planning agendas, and sign in sheets.	5/23/2018 weekly
G1.B7.S1.A1 🔑 A376903	Gradual Release within the RtI/MTSS/ CHAPMS Architecture to include aligning, integrating, and...	Gray, Rodrick	8/10/2017	Aimed on Success/All Students WILL Learn Agenda page, RtI/MTSS/ CHAMPS Recording Sheet, Dailiy/ Weekly Misbehavior Recording Sheet, Leadership Team, ESE Resource Teachers, and Reading Interventionists, Weekly Monitoring Schedules.	5/23/2018 daily
G2.B1.S1.A1 🔑 A376904	Build leadership capacity among staff - it is the foundation of all our work. Monitor student...	JOZWIAK, JOHNA	8/10/2017	Teacher data notebooks, lesson plans, guided reading lesson plans, Balanced Literacy, Math, and Science Instructional Framework PLC, monitoring schedule, agendas and minutes from leadership team meetings , agendas, sign in sheets, and surveys from PLCs and Teacher Led Studio Lab PDs, student work samples, and student data folders.	5/23/2018 biweekly
G2.MA1 🔑 M407826	Student proficiency or appropriate learning gains on grade level standards.	JOZWIAK, JOHNA	8/10/2017	Progress Monitoring Assessments (PMAs) - (STAR Reading and Math, Weekly Assessments, Smarty Ants, Guided Reading, Writing, and Math Small Group Logs, Whole Group Daily Standards Based Checklists, iStation, Mobymax, Guided Reading, Writing, and Math Small Group Student Journals, Teacher Data Notebooks, and Student Data Agenda Page).	5/25/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1 M407820	Build leadership capacity among staff. Monitor staff and student progress, make adjustments as...	JOZWIAK, JOHNA	8/10/2017	Staff and student data, PD agendas and sign in sheets, PLCs, and Teacher/ Principal Evaluation Domains Rubric.	5/25/2018 weekly
G2.B1.S2.MA1 M407821	Leadership Team will lead and monitor the implementation of School Improvement Plan (SIP) and...	JOZWIAK, JOHNA	8/10/2017	Learning Walkthroughs by the Principal/ Assistant Principal and Instructional Coaches. Part of the supervision/ evaluation process; informal walkthrough lookfors are aligned to the instructional framework - provide feedback to instructional staff. Professional development created and lead by Principal/Assistant Principal; Instructional Coaches, Teacher Leaders (formally identified and other instructional leaders in the building). Provide necessary training, support, resources, and materials for the whole group, small group, and individual staff. Build on and coordinate with district initiatives and training (e.g., in-service and Model Classroom Observations, Studio Labs.	5/25/2018 weekly
G2.B2.S1.MA1 M407823	Leadership Team will lead and monitor the implementation of School Improvement Plan (SIP) and...	JOZWIAK, JOHNA	8/3/2017	Staff and student data, PD, Building team, agendas and sign in sheets, PLCs, Teacher/Principal Evaluation Domains Rubric, Weekly Monitoring Schedule, Collaborative Planning Structure Protocols and Procedures, Professional Development Calendar, Teacher Led Studio Lab Protocols and Procedures, RtI/MTSS/CHAMPS recording sheet, and Eastside Leadership Team Triangulation PD Protocols and Procedures. As a result students will be able to improve achievement.	5/24/2019 daily

V. Professional Development Opportunities

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

G1. If teachers understand the purpose of how to use formative and summative student data,to plan lessons, in Whole Group and Guided Reading, Writing, and Math Small Group, including climate, social, emotional, attendance, behavior, and interventions, then students will receive differentiated instruction, to improve student achievement and the learning environment.

G1.B5 Revising and Planning for Effective Standards-Based Planning of the Gradual Release Architecture for Eastside's Balanced Literacy Instructional Framework, to include mini lessons and writing, as well as Guided Reading, Writing, Math, and Science Small Group Instruction, (GRSG & GWSG) with CEL Content Specialist - Mary Beth Crowder-Meier.

G1.B5.S1 Revising and Planning for Effective Standards-Based Planning of the Gradual Release Architecture for Eastside's Balanced Literacy and Math Instructional Framework, to include mini lessons and writing, as well as Guided Reading and Writing Small Group Instruction, (GRSG & GWSG), and Guided Math and Science Small Group, (GMSG & GSSG) while using formative assessment data, for instructional decisions, to track individual student progress and have students track their own progress.

PD Opportunity 1

Teachers, Reading Interventionists, and Reading and Math Coaches, will bring their laptops, literacy lesson plans, characteristics of text levels A -Z worksheets, GRSG lesson plan and log, GWSG log, teacher Reading Wonders text, GRSG - Reading a-z text, read aloud text, Math lesson plans, GMSG lesson plan and log, and data notebook (STAR - reading and math, GRSG, GWSG, GMSG, & GSSG formative assessment logs, RtI/MTSS/CHAMPS Recording Sheet, 2017 Spring FSA scores, Whole Group formative assessment check off list, to dive deeper into standards-based planning. Teachers, Reading Interventionist, Guidance Counselor, Reading and Math Coaches, and Administration will monitor Student Agenda Data Pages. Reading and Math Parent Nights will address grade level standards and provide families with resources to support student practice, of skills learned, at school, at home. Collaborative planning is lead by the reading coach, math coach, ESOL teacher, administration, and teacher leaders.

Facilitator

CEL - Content Specialist - Mary Beth Crowder-Meier

Participants

All K-5 teachers, Reading Interventionists, Reading and Math Coaches, and Administration.

Schedule

Weekly, from 8/10/2017 to 5/23/2018

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

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

G2.B1.S1 Bi-Weekly Collaborative Planning Sessions, in Reading & Math (K-5) Science (5), with Coaches, ESOL Teacher, Reading Interventionists, and Administration will Revise and Plan for Effective Standards-Based Planning of the Gradual Release Architecture for Eastside's Balanced Literacy Instructional Framework, to include mini lessons and writing, as well as Guided Reading and Writing Small Group Instruction, (GRSG & GWSG), and Gradual Release Architecture for Eastside's Math and Science Instructional Framework, including Guided Math and Science Small Group Instruction (GMSG & GSSG), while using formative assessment data, for instructional decisions, to track individual student progress.Also, Gradual Release within the RtI/MTSS/CHAPMS Architecture to include aligning, integrating, and monitoring (recording sheet) new and existing climate, social, emotional, academic, attendance, behavior, and interventions of students.

PD Opportunity 1

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

Facilitator

Teacher Leaders, Reading and Math Coaches, Reading Interventionists, Administration, and Content Specialist - Mary Beth Crowder-Meier.

Participants

Differentiated Teacher PD based on observational data and teacher needs.

Schedule

Biweekly, from 8/10/2017 to 5/23/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B5.S1.A1	Teachers, Reading Interventionists, and Reading and Math Coaches, will bring their laptops, literacy lesson plans, characteristics of text levels A -Z worksheets, GRSG lesson plan and log, GWSG log, teacher Reading Wonders text, GRSG - Reading a-z text, read aloud text, Math lesson plans, GMSG lesson plan and log, and data notebook (STAR - reading and math, GRSG, GWSG, GMSG, & GSSG formative assessment logs, RtI/MTSS/CHAMPS Recording Sheet, 2017 Spring FSA scores, Whole Group formative assessment check off list, to dive deeper into standards-based planning. Teachers, Reading Interventionist, Guidance Counselor, Reading and Math Coaches, and Administration will monitor Student Agenda Data Pages. Reading and Math Parent Nights will address grade level standards and provide families with resources to support student practice, of skills learned, at school, at home. Collaborative planning is lead by the reading coach, math coach, ESOL teacher, administration, and teacher leaders.	$279,820.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0361 - Eastside Elementary School	Title, I Part A		$7,100.00
			Notes: CEL CSA with Content Specialist - Mary Beth Crowder-Meier.			
	6400	130-Other Certified Instructional Personnel	0361 - Eastside Elementary School	Title, I Part A	2.0	$120,788.00
			Notes: Literacy Coach Math/Science Coach			
	5100	130-Other Certified Instructional Personnel	0361 - Eastside Elementary School	Title, I Part A	2.0	$151,932.00
			Notes: Interventionists			

2	G1.B6.S1.A1	Teachers will bring their laptops, Math lesson plans, GMSG lesson plan and log, and data notebook (STAR - reading math, GMSG formative assessment logs, RtI/MTSS/CHAMPS Recording Sheet, 2017 Spring FSA scores, Whole Group formative assessment check off list, to dive deeper into standards-based planning. Collaborative planning is lead by the math coach, ESOL teacher, administration, and teacher leaders.	$5,998.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	310-Professional and Technical Services	0361 - Eastside Elementary School	Title, I Part A		$5,998.00
			Notes: Reading a-z subscription			

3	G1.B7.S1.A1	Gradual Release within the RtI/MTSS/CHAPMS Architecture to include aligning, integrating, and monitoring (recording sheet) new and existing climate, social, emotional, academic, attendance, behavior, and interventions of students. Conferring with students, setting targets, monitoring academic and RtI/MTSS/CHAMPS assessment data.	$5,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18

	6150	510-Supplies	0361 - Eastside Elementary School	Title, I Part A		$5,000.00
			Notes: Student Agendas have Student Data Pages, so students, staff, and parents can monitor academic, attendance, behavior and interventions.			
4	G2.B1.S1.A1	**Build leadership capacity among staff - it is the foundation of all our work. Monitor student achievement in a collaborative, data driven model. Focus on "our kids". Keeps achievement and our work transparent and moving forward.Strategies to help implement the goals include the following action steps: Grade Level Professional Learning Communities - Build leadership capacity among staff - it is the foundation of all our work. Monitor student achievement in a collaborative, data driven model. Focus on our "our kids". Keeps achievement and our work transparent and moving forward. Professional Development - Build instructional and leadership capacity among the staff to promote student achievement for all students. Provide the necessary support to staff so they have the capacity to produce what we are asking for. Reciprocal accountability. Building Committees - Literacy, Math, Science, Rti/MTSS/CHAMPS, and New Staff TEAMS. Staff Led and participate on building committees as part of our commitment to "The Basic School" philosophy, which is based on the belief that everyone plays a role in the running of the school. All important and necessary functions of the school; committee work allows for a focus on these issues while keeping the conversations and work around SIP, PD, PLCs, etc., focused on teaching and learning. Leadership TEAM - Build leadership capacity among staff. Accountability to school improvement plans and programs; keep focus on student achievement and make sure any program or instructional decisions made are aligned to SIP goals and initiatives. Team members assume responsibility for collecting and disseminating critical communication to their representatives. Teacher Leaders - Build leadership capacity among staff. Collaborative development of staff PD. Teacher leaders are also liaisons/ resources for teacher learning and implementing the framework and the teacher/Principal Evaluation Domains Rubric. Teacher Leaders will provide PD in Studio Labs, centered around SIP Goals and Teacher EPC Rating Rubrics.**				$4,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	100-Salaries	0361 - Eastside Elementary School	Title, I Part A		$4,000.00
			Notes: Balanced Literacy, Math, and Science Instructional Framework PLC - 4 times a year, after school.			
5	G2.B1.S2.A1	**Build leadership capacity among staff. Teacher leaders are also liaisons/ resources for teacher learning and implementing the framework and the Teacher/Principal Evaluation Domains Rubric.**				**$8,000.00**

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0361 - Eastside Elementary School	Title, I Part A		$8,000.00
			Notes: Paper, Ink, and Toner will be purchased for teachers' collaborative lesson plans in reading, math, science, and guided reading, math, and science small group lesson plans.			
6	G2.B2.S1.A1	**New Teachers/Staff team to keep new staff connected to building leadership(principal team, coach); highlight upcoming events and information and provide supports (e.g., parent/teacher/student goal setting conferences) specific to what is coming up on the calendar (mostly topics that veteran staff don't need to meet about any longer). Provide opportunity to ask questions,**				$1,000.00

ensure implementation of building processes and culture (how we do thing around here), observe and reflect on learning from colleagues and Studio Led PD,in classrooms (noticings and wonderings). Build leadership capacity among staff - it is the foundation of all our work. Monitor student achievement in a collaborative, data driven model. Focus on "our kids". Keeps achievement and our work transparent and moving forward.Strategies to help implement the goals include the following action steps: Grade Level Professional Learning Communities - Build leadership capacity among staff - it is the foundation of all our work. Monitor student achievement in a collaborative, data driven model. Focus on our "our kids". Keeps achievement and our work transparent and moving forward.To plan teacher professional development, monitor, support (individual and collaborative learning while working to develop and support effective teaching practices), and provide targeted feedback, to teachers, to change their practices to grow. Collaborative Planning Structure Protocols and Procedures, Professional Development Calendar, Teacher Led Studio Lab Protocols and Procedures, RtI/MTSS/CHAMPS recording sheet, and Eastside Leadership Team Triangulation PD Protocols and Procedures. As a result students will be able to improve achievement. Professional Development - Build instructional and leadership capacity among the staff to promote student achievement for all students. Provide the necessary support to staff so they have the capacity to produce what we are asking for. Reciprocal accountability.To plan teacher professional development, monitor, support (individual and collaborative learning while working to develop and support effective teaching practices), and provide targeted feedback, to teachers, to change their practices to grow. Collaborative Planning Structure Protocols and Procedures, Professional Development Calendar, Teacher Led Studio Lab Protocols and Procedures, RtI/MTSS/CHAMPS recording sheet,and Eastside Leadership Team Triangulation PD Protocols and Procedures. As a result students will be able to improve achievement. Building Committees - Literacy, Math, Science, New Staff, and Rti/MTSS/CHAMPS TEAMS. Staff Led and participate on building committees as part of our commitment to "The Basic School" philosophy, which is based on the belief that everyone plays a role in the running of the school. All important and necessary functions of the school; committee work allows for a focus on these issues while keeping the conversations and work around SIP, PD, PLCs, etc., focused on teaching,learning, climate, social, emotional, behavior, attendance, and interventions. Leadership TEAM - Build leadership capacity among staff. Accountability to school improvement plans and programs; keep focus on student achievement and make sure any program or instructional decisions made are aligned to SIP goals and initiatives. Team members assume responsibility for collecting and disseminating critical communication to their representatives. To plan teacher professional development, monitor, support (individual and collaborative learning while working to develop and support effective teaching practices), and provide targeted feedback, to teachers, to change their practices to grow. Collaborative Planning Structure Protocols and Procedures, Professional Development Calendar, Teacher Led Studio Lab Protocols and Procedures, RtI/MTSS/CHAMPS recording sheet, and Eastside Leadership Team Triangulation PD Protocols and Procedures. As a result students will be able to improve achievement. Teacher Leaders - Build leadership capacity among staff. Collaborative development of staff PD. Teacher leaders are also liaisons/ resources for teacher learning and implementing the framework and the teacher/Principal Evaluation Domains Rubric.

Function	Object	Budget Focus	Funding Source	FTE	2017-18
6150	241000-REPAIRS/ MAINTENANCE -	0361 - Eastside Elementary School	Title, I Part A		$1,000.00

		COMMODITIES - GENERAL				
			Notes: Parent Involvement Copier			
7	**G2.B3.S1.A1**	**RtI/MTSS/CHAMPS Intervention TEAM will plan weekly with each grade level team, during Reading Planning.**				**$13,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0361 - Eastside Elementary School	Title, I Part A		$13,000.00
			Notes: Reading and Math Parent Nights. Leveled Readers, Materials and supplies to support what students have learned at school and be able to have resources to practices skills learned at home.			
					Total:	**$316,818.00**