



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Eastbrook Elementary School

5525 TANGERINE AVE

Winter Park, FL 32792

407-746-7950

[http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0531](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0531)

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 56%
Alternative/ESE Center No	Charter School No	Minority Rate 51%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11 A
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Eastbrook Elementary School

Principal

Ricky Carver

School Advisory Council chair

Christopher Schmidt

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ricky Carver	Principal
Leslie Durias	Assistant Principal
Betty Donaldson	Reading Coach
Kathleen Beckman	Guidance Counselor
Kristine Cash	Teacher
Jennifer Lawrence	Teacher
Cornelius Mays	Teacher

District-Level Information

District

Seminole

Superintendent

Dr. Walt Griffin

Date of school board approval of SIP

11/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Ricky Carver, Principal
 Alice Hickey, Administrative Assistant (secretary)
 Amanda Kunkle, Teacher
 Christina Wimberly, teacher
 Cornelius Mays, teacher
 Carl Hofmann, parent
 Sam Vrochopolous, parent
 Jeanette Velez, parent
 Dana Crosby-Collier, parent (co-chair)
 Christopher Schmidt, parent (chair)

Lisa Perez, parent
Donald Swift, parent

Involvement of the SAC in the development of the SIP

SAC provides input and feedback to identify areas in need of school improvement and develop a focus for the 2013-2014 school year. The SAC is involved in reviewing the school's FCAT and DE data to make informed decisions regarding goal setting and the professional development focus for the upcoming year.

Activities of the SAC for the upcoming school year

The SAC will continuously analyze data and help progress monitor the school's growth toward achieving the stated goals related to reading, writing, and math.

The SAC will approve funds to provide the necessary trainings for teachers in order to implement best practices in their classrooms.

Projected use of school improvement funds, including the amount allocated to each project

The SAC will divide their budget between professional development, materials and supplies, and substitutes for professional development.

The total budget for the 2013-2014 school year is \$3,444.44

Substitutes-\$1,722.22

Substitutes will be provide to enhance collaboration between teacher (extended planning) and so that teachers may attend professional development opportunities related to the school's professional development plan.

Professional Development-\$1,377.77

Professional development funds will assist teachers in attending trainings related to the school improvement plan and professional development plan.

Materials and Supplies-\$344.44

Materials and supplies will be purchased for parent and teacher trainings.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Ricky Carver		
Principal	Years as Administrator: 15	Years at Current School: 4
Credentials	BS degree in Elementary Education MS degree in Educational Leadership	
Performance Record	2012-2013-Eastbrook Elementary Grade: B; Reading Mastery: 66%; Math Mastery: 64%; Writing Mastery: 55% AMO target met in Reading by ELL AMO target met in Math by Hispanic 2011-2012-Eastbrook Elementary Grade: A, Reading Mastery: 65%; Math Mastery: 65%; Writing Mastery: 90% AMO target met in Reading by Lowest quartile and Hispanic AMO target met in Math by SWD 2010-2011-Eastbrook Elementary Grade: A	

Leslie Durias		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	Doctorate in Educational Leadership from Nova Masters in Reading from UCF Bachelors in Elementary Education from UCF	
Performance Record	2012-2013 Round Lake Elementary Grade: A; Reading Mastery: 68%; Math Mastery: 58%; Writing Mastery: 78% AMO target met in Reading by Hispanic and Economically Disadvantaged subgroups. AMO target met in Math by Hispanic and English Language Learner subgroups. 2010-2011 Round Lake Elementary Grade: A; Reading Mastery: 67%; Math Mastery: 57%; Writing Mastery: 82% AMO made in Reading by Hispanic and Economically Disadvantaged subgroups. 2009-2010 Round Lake Elementary Grade: A; AYP: No; Reading Mastery: 78%; Math Mastery: 77%; Writing Mastery: 82% AYP not made in Reading and Math by the Hispanic and Economically Disadvantaged subgroups.	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Betty Donaldson

Full-time / School-based Years as Coach: 9 Years at Current School: 28

Areas Reading/Literacy, Data, RtI/MTSS

Credentials BS in Elementary Education
MS in Elementary Education

Performance Record 2012-2013-Eastbrook Elementary
Grade: B; Reading Mastery: 66%; Math Mastery: 64%; Writing
Mastery: 55%
AMO target met in Reading by ELL
AMO target met in Math by Hispanic
2011-2012-Eastbrook Elementary
Grade: A, Reading Mastery: 65%; Math Mastery: 65%; Writing
Mastery: 90%
AMO target met in Reading by Lowest quartile and Hispanic
AMO target met in Math by SWD
2010-2011-Eastbrook Elementary
Grade: A

Part-time / District-based Years as Coach: Years at Current School:

Areas [none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

56

receiving effective rating or higher

0, 0%

Highly Qualified Teachers

100%

certified in-field

55, 98%

ESOL endorsed

42, 75%

reading endorsed

19, 34%

with advanced degrees

28, 50%

National Board Certified

0, 0%

first-year teachers

5, 9%

with 1-5 years of experience

15, 27%

with 6-14 years of experience

19, 34%

with 15 or more years of experience

17, 30%

Education Paraprofessionals**# of paraprofessionals**

14

Highly Qualified

14, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before

school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Ricky Carver, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-base team is implementing MTSS, conducts assessments of MTSS skills of the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding MTSS plans and activities.

Leslie Durias, Assistant Principal: Helps the principal in the implementation of a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessments of MTSS skills of the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding MTSS plans and activities.

Betty Donaldson, Literacy Coach: Provides guidance on the K-12 reading plan; facilitates and supports data collection; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of the Multi-Tiered Systems approach. Develops, leads, and evaluates the core content standards and programs; identifies and analyzes existing literature on scientifically-based curriculum intervention strategies; assists with whole group screening programs that provide early intervention services for students that are considered "at-risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis.

Kathleen Beckman, Guidance Counselor: Schedules MTSS meetings and progress monitors students using EdInsight. Assists in determining further needs of students based on data, Contacts and invites parents to MTSS meetings, and meets with the leadership team to address concerns in the implementation of MTSS.

Cornelius Mays, Behavior Teacher: Assists in MTSS that involves behavioral interventions. Helps to develop and provide these interventions.

Anthony Capoverd, School Psychologist: Assist in MTSS that involves behavioral and academic interventions. Helps in developing behavioral interventions and collecting/interpreting data for academic interventions.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school provides information on MTSS during faculty meetings in order to create a common language and consistency in expectations. The school's MTSS team meets on a weekly basis to discuss data relating to specific students. The MTSS team consists of an administrator, guidance representative, literacy coach, school psychologist (depending upon the level of intervention), and selected teachers. Interventions are planned on the basis of data and discussion. This team constantly reviews data related to the instructional needs of specific groups through trends, as well as individual student needs.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The school primarily uses FCAT data, DE results, and Benchmark testing to identify students. The Scholastic Reading Inventory is also used as a progress monitoring tool. EdInsight provides specific data to make informed decisions related to academics and behavioral concerns.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Eastbrook Elementary is striving to implement the MTSS process and improve every year. This year, the leadership team has decided to implement MTSS on a weekly basis in an effort to improve the efficiency and understanding of the process. MTSS will also be an ongoing discussion at PLCs. EdInsight is also instrumental in providing the tools needed to make informed decisions to increase student achievement.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,760

Third, Fourth, and Fifth grade students that are identified as in need of extra support participate in after school tutoring programs to assist in mastering reading and math skills essential for success. Students are grouped in small settings, based on ability, in order to focus instruction.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Previous FCAT scores and Discovery Education assessment data is used to recommend students for the extended learning opportunity. The students are progress monitored using Discovery Education assessment (3 times per year) data, as well as the Scholastic Reading Inventory (monthly).

Who is responsible for monitoring implementation of this strategy?

The administration of the school is responsible for monitoring the implementation of this plan. The administration team will work closely with the lead teacher and reading coach to make any adjustments to curriculum and instruction to promote maximum growth for all students.

Strategy: Before or After School Program

Minutes added to school year: 2,400

Eastbrook Elementary School students have the opportunity to participate in chorus in order to explore their musical talents, learn teamwork, and perform at community events. Research suggests that students who are involved in extra curricular activities have better attendance records and higher achievement in academics.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

To determine the effectiveness of this program, data is collected regarding participants' grades and attendance.

Who is responsible for monitoring implementation of this strategy?

Lisa Langston is responsible for the implementation of the plan. Mrs. Langston is the art teacher at Eastbrook Elementary.

Strategy: Before or After School Program

Minutes added to school year: 1,200

Eastbrook students have the opportunity to participate in Art Club in order to explore their creative interests, as well as learn about different periods and styles, as well as different mediums used for art. Research suggests that students who are involved in extra curricular activities have better attendance records and higher achievement in academics.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

To determine the effectiveness of this program, data is collected regarding participants' grades and attendance.

Who is responsible for monitoring implementation of this strategy?

Rebecca Ford is responsible for the implementation of the plan. Ms. Ford is the art teacher at Eastbrook Elementary.

Strategy: Before or After School Program

Minutes added to school year: 1,200

Fifth grade students have the opportunity to participate in the Robotics Club once a week in the afternoons. This club engages students interest in science and engineering through invention and discovery. Eastbrook Elementary strongly encourages involvement in enrichment activities. Research suggests that students who are involved in extra curricular activities have better attendance records and higher achievement in academics.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

To determine the effectiveness of this program, data is collected through Science FCAT trends, as well as Discovery Education assessment data.

Who is responsible for monitoring implementation of this strategy?

The plan is monitored by the Robotics Sponsor, Darren Evans, who is also a teacher at Eastbrook Elementary.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Ricky Carver	Principal

Name	Title
Leslie Durias	Assistant Principal
Betty Donaldson	Reading Coach
Marianne Wells	Teacher
Susan Hajek	Teacher
Lauren Moore	Teacher
David Wagner	Teacher
Allyson Ellis	Teacher

How the school-based LLT functions

The Literacy Leadership team will meet on a monthly basis to review the school's reading data, identify trends, and make informed decisions regarding the instruction of reading at Eastbrook Elementary. The role of the reading coach will be to inform the members of testing data and brainstorm with the group what we can do to improve student performance. She will also bring information regarding reading trends to the group.

Major initiatives of the LLT

The major initiatives of the LLT will be to continue to develop teachers' understanding of how to use the Discovery Education assessment data to make informed decisions regarding instruction, as well as how to utilize Reading Street materials for the instruction of reading and common core alignment.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

Eastbrook Elementary currently has two Pre-K units on-site (VPK and ESE VEPK). The Pre-K teachers work closely with our Kindergarten teachers to ensure students are learning the proper skills and behaviors to promote a smooth transition. Pre-K parents also participate in all Eastbrook Elementary school functions, as they are apart of our school community and we strive to build relationships with

parents and families.

Eastbrook Elementary School also promotes our Kindergarten by sending information to area preschools and daycare facilities invited prospective students to a Kindergarten information night. During this evening parents can learn what is needed to register their student, as well as meet administration, teachers, and staff. Parent are given the opportunity to ask questions about school curriculum, expectations, and policies. Eastbrook Elementary administration, faculty, and staff promote positive relationships with our students and families.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	66%	No	74%
American Indian				
Asian				
Black/African American	61%	45%	No	65%
Hispanic	63%	60%	No	66%
White	76%	73%	No	78%
English language learners	17%	50%	Yes	25%
Students with disabilities	44%	24%	No	50%
Economically disadvantaged	64%	63%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	26%	29%
Students scoring at or above Achievement Level 4	147	40%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	132	55%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	29	48%	66%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	28	70%	73%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	54%	66%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	42%	66%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	65	55%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	64%	No	73%
American Indian				
Asian				
Black/African American	48%	41%	No	54%
Hispanic	61%	61%	Yes	65%
White	77%	67%	No	79%
English language learners	44%	38%	No	50%
Students with disabilities	43%	18%	No	49%
Economically disadvantaged	61%	58%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	32%	35%
Students scoring at or above Achievement Level 4	117	32%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		66%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		66%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	141	59%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	28	46%	66%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	31%	34%
Students scoring at or above Achievement Level 4	47	39%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	750	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	60	8%	3%
Students retained, pursuant to s. 1008.25, F.S.	20	2%	1%
Students who are not proficient in reading by third grade	36	27%	23%
Students who receive two or more behavior referrals	25	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	1%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Eastbrook Elementary will strive to increase parent involvement through the following activities:

- Skyward participation
- Dividend Volunteers
- Discovery Education Data Night
- Curriculum Night Events
- FCAT Night
- Parent Conferences

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents that logged on to Skyward in the 2012-2013 school year	98	15%	25%

Goals Summary

- G1.** Eastbrook Elementary teachers will implement effective teaching instruction aligned to standards and differentiate for all learners during the math block.
- G2.** Teachers will implement the use of anchor papers for student learning and the tracking of student progress.
- G3.** Eastbrook Elementary School will focus on supporting writing based on textual evidence for the development of Common Core-based skills.
- G4.** Eastbrook Elementary teachers will implement effective teaching instruction aligned to standards and differentiate for all learners during the 120-minute reading block.

Goals Detail

G1. Eastbrook Elementary teachers will implement effective teaching instruction aligned to standards and differentiate for all learners during the math block.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Math series (for remediation and enrichment)
- Trainings
- District approved support materials
- District support personnel

Targeted Barriers to Achieving the Goal

- The series is not built for differentiation, though it does have differentiation tools.

Plan to Monitor Progress Toward the Goal

Administrative and leadership team will monitor the effectiveness of the PLCs with district support through walk-through data and observation, as well as assessment data.

Person or Persons Responsible

Administrative team and leadership team

Target Dates or Schedule:

Administrative and leadership team will meet monthly to review data from walk-throughs and student data.

Evidence of Completion:

Discovery Education, MTSS data, as well as walk through data will serve as evidence.

G2. Teachers will implement the use of anchor papers for student learning and the tracking of student progress.

Targets Supported

- Writing

Resources Available to Support the Goal

- Training by district support personnel on-site ongoing
- Marzano Indicator Trainings
- District and State anchor papers
- District provided professional development on scoring

Targeted Barriers to Achieving the Goal

- Inter-rater reliability within classroom teachers at the school level

Plan to Monitor Progress Toward the Goal

Bi-monthly writing prompts

Person or Persons Responsible

teachers, students

Target Dates or Schedule:

twice a month

Evidence of Completion:

data of student progress as evidenced on data chart/spreadsheets

G3. Eastbrook Elementary School will focus on supporting writing based on textual evidence for the development of Common Core-based skills.

Targets Supported

- Writing

Resources Available to Support the Goal

- District support
- Vertical planning
- ELA standards training
- Substitutes for vertical planning

Targeted Barriers to Achieving the Goal

- Lack of knowledge of ELA standards
- Time for planning

Plan to Monitor Progress Toward the Goal

Administrators and team leaders will monitor the effectiveness of this process by looking at student data (focusing on growth), and observing team planning.

Person or Persons Responsible

Administrators and team leaders

Target Dates or Schedule:

Administrators will meet monthly to discuss student data trends.

Evidence of Completion:

data notebooks, lowest quartile information, student data notebooks

G4. Eastbrook Elementary teachers will implement effective teaching instruction aligned to standards and differentiate for all learners during the 120-minute reading block.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Reading Coach
- District Support
- Subs for planning
- PLC time
- PD days
- Reading Street Materials
- Marzano Trainings
- District approved resources

Targeted Barriers to Achieving the Goal

- Lack of knowledge regarding standards and materials
- Too many initiatives
- Understanding the assessment data

Plan to Monitor Progress Toward the Goal

Administration and Leadership team will analyze data of student and teacher performance through DE assessments and the Marzano evaluation through focused walk-throughs on a frequent basis.

Person or Persons Responsible

Administrative and leadership team.

Target Dates or Schedule:

Administrative and leadership team will meet on a monthly basis to analyze data and discuss progress toward the goal.

Evidence of Completion:

Meeting Logs, student data folders, student data wall, and ibservation data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Eastbrook Elementary teachers will implement effective teaching instruction aligned to standards and differentiate for all learners during the math block.

G1.B1 The series is not built for differentiation, though it does have differentiation tools.

G1.B1.S1 Teachers will meet with district support personnel on a monthly basis to explore differentiation through the GO Math series

Action Step 1

All teams will meet in monthly PLCs with district support personnel to explore Math series.

Person or Persons Responsible

Each grade level team will meet during monthly PLCs.

Target Dates or Schedule

Teams will meet once a month with District Support personnel.

Evidence of Completion

PLC reflection logs and agendas, as well as administration observation on PLCs.

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

The fidelity of the goals will be evidenced during walk-throughs and observation, as well as collaborative planning.

Person or Persons Responsible

Administrative team will monitor

Target Dates or Schedule

Once a month walk-through will occur

Evidence of Completion

Administrative team will monitor data related to reading, as well as iObservation data related to effective teaching practices.

Plan to Monitor Effectiveness of G1.B1.S1

Administrative and leadership team will monitor the effectiveness of the PLCs with district support through walk-through data and observation, as well as assessment data.

Person or Persons Responsible

Administrative team and leadership team

Target Dates or Schedule

Walk-throughs will occur at least once a month to collect data.

Evidence of Completion

Discovery Education, MTSS data, lesson plans, as well as walk through data will serve as evidence.

G2. Teachers will implement the use of anchor papers for student learning and the tracking of student progress.

G2.B2 Inter-rater reliability within classroom teachers at the school level

G2.B2.S2 Teams collaboration and multiple scorers for weekly writing

Action Step 1

After one teacher scores their class, they will exchange prompts with another teacher on the team for a second score and take the mean.

Person or Persons Responsible

fourth grade teachers

Target Dates or Schedule

twice a month

Evidence of Completion

keep track of student averaged score

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

tracking student data through spreadsheet

Person or Persons Responsible

team leader/administration

Target Dates or Schedule

twice a month

Evidence of Completion

tracking student data through team-wide writing chart

Plan to Monitor Effectiveness of G2.B2.S2

Data chart/spreadsheet

Person or Persons Responsible

teachers, students, administration

Target Dates or Schedule

twice a month

Evidence of Completion

data of student progress as evidenced on data chart/spreadsheets

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Eastbrook Elementary School will focus on supporting writing based on textual evidence for the development of Common Core-based skills.

G3.B1 Lack of knowledge of ELA standards

G3.B1.S1 Utilization of district support personnel for the implementation of textual evidenced-based writing

Action Step 1

Utilization of district support

Person or Persons Responsible

district support personnel, teachers, administration

Target Dates or Schedule

monthly during team PLCs

Evidence of Completion

PLC agendas and Reflection Logs and student samples

Facilitator:

District support

Participants:

Specified participants as needed

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

Utilization of district support personnel for the implementation of textural evidenced-based writing

Person or Persons Responsible

teachers, district based personnel, administration

Target Dates or Schedule

monthly

Evidence of Completion

PLC agendas, Reflection Logs, student data, lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

student data

Person or Persons Responsible

teachers, administration, district-based personnel

Target Dates or Schedule

monthly

Evidence of Completion

student growth

G3.B2 Time for planning

G3.B2.S1 Teacher will be given the opportunity to plan vertically

Action Step 1

Vertical planning

Person or Persons Responsible

All teachers and leadership team

Target Dates or Schedule

Twice a year

Evidence of Completion

PLC agenda and action plan

Facilitator:

Leslie Durias and Ricky Carver

Participants:

All grade levels

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

Participation in the meeting

Person or Persons Responsible

All participants

Target Dates or Schedule

Twice annually

Evidence of Completion

Learning Logs and Action plans

Plan to Monitor Effectiveness of G3.B2.S1

Skill progression between grade levels

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Monthly through walkthroughs

Evidence of Completion

plans, data, and observation

G4. Eastbrook Elementary teachers will implement effective teaching instruction aligned to standards and differentiate for all learners during the 120-minute reading block.

G4.B1 Lack of knowledge regarding standards and materials

G4.B1.S1 Training from district level staff as well as PLCS. Having vertical articulation meeting between grade levels to explore standards and expectations. Offering varied trainings district-wide, as well as in house.

Action Step 1

Marzano Indicator Training

Person or Persons Responsible

All staff (voluntary)

Target Dates or Schedule

Once a month after school

Evidence of Completion

Sign in sheets and collaboration plans.

Facilitator:

Leslie Durias

Participants:

Staff, depending upon availability and interest

Action Step 2

Vertical Articulation meetings

Person or Persons Responsible

All teams

Target Dates or Schedule

Twice a year in the Fall and Spring.

Evidence of Completion

Meeting agendas and an action plan.

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G4.B1.S1

PLC Logs and Collaboration Action Plans will be collected from participants

Person or Persons Responsible

Team leaders and administration will monitor for fidelity.

Target Dates or Schedule

At the conclusion of the meetings, monthly.

Evidence of Completion

PLC Logs and Collaboration Action Plans

Plan to Monitor Effectiveness of G4.B1.S1

Administration and Leadership team will analyze data of student and teacher performance through DE assessments and the Marzano evaluation through focused walk-throughs.

Person or Persons Responsible

The Administrative team

Target Dates or Schedule

Focused walk-throughs will take place at the completion of the trainings, monthly. Administrators will review DE data and student growth after each testing period.

Evidence of Completion

Walkthroughs evidence will be present in iboservation. Teachers and administration will keep data notebooks. A lower quartile data wall and folders with specific data information will be kept in the conference room to analyze frequently.

G4.B2 Too many initiatives

G4.B2.S1 Prioritize with staff regarding importance of issues. Learning "what works" with Reading Street through Reading Coach collaboration and PLCS.

Action Step 1

PLC Collaboration discussing highlights of Reading Street

Person or Persons Responsible

All teams

Target Dates or Schedule

Once a month

Evidence of Completion

PLC agendas and list

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B3 Understanding the assessment data

G4.B3.S1 Teacher will be given additional time to dissect DE data as a team.

Action Step 1

Teachers will be given Substitutes in order to collaborate to increase understanding of the DE data.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Different days throughout the fall, in order to increase PLC time for each grade level.

Evidence of Completion

Administrators will attend PLC meetings and ask for a grade level action plan.

Facilitator:

Team Leaders and Reading Coaches

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Student growth as evidenced on the DE assessments, as well as teacher planning for instruction.

Person or Persons Responsible

Team leaders and administration

Target Dates or Schedule

DE data will be monitored for growth at the conclusion of each assessment period.

Evidence of Completion

Student growth and teacher plans

Plan to Monitor Effectiveness of G4.B3.S1

Student growth as evidenced on the DE assessments, as well as teacher planning for instruction.

Person or Persons Responsible

Administration and Team Leaders

Target Dates or Schedule

DE data will be monitored for growth at the conclusion of each assessment period.

Evidence of Completion

Student growth on the DE assessments, teacher plans, SOAR observations

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Eastbrook Elementary School will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G3. Eastbrook Elementary School will focus on supporting writing based on textual evidence for the development of Common Core-based skills.

G3.B1 Lack of knowledge of ELA standards

G3.B1.S1 Utilization of district support personnel for the implementation of textual evidenced-based writing

PD Opportunity 1

Utilization of district support

Facilitator

District support

Participants

Specified participants as needed

Target Dates or Schedule

monthly during team PLCs

Evidence of Completion

PLC agendas and Reflection Logs and student samples

G3.B2 Time for planning

G3.B2.S1 Teacher will be given the opportunity to plan vertically

PD Opportunity 1

Vertical planning

Facilitator

Leslie Durias and Ricky Carver

Participants

All grade levels

Target Dates or Schedule

Twice a year

Evidence of Completion

PLC agenda and action plan

G4. Eastbrook Elementary teachers will implement effective teaching instruction aligned to standards and differentiate for all learners during the 120-minute reading block.

G4.B1 Lack of knowledge regarding standards and materials

G4.B1.S1 Training from district level staff as well as PLCS. Having vertical articulation meeting between grade levels to explore standards and expectations. Offering varied trainings district-wide, as well as in house.

PD Opportunity 1

Marzano Indicator Training

Facilitator

Leslie Durias

Participants

Staff, depending upon availability and interest

Target Dates or Schedule

Once a month after school

Evidence of Completion

Sign in sheets and collaboration plans.

PD Opportunity 2

Vertical Articulation meetings

Facilitator

Participants

Target Dates or Schedule

Twice a year in the Fall and Spring.

Evidence of Completion

Meeting agendas and an action plan.

G4.B3 Understanding the assessment data

G4.B3.S1 Teacher will be given additional time to dissect DE data as a team.

PD Opportunity 1

Teachers will be given Substitutes in order to collaborate to increase understanding of the DE data.

Facilitator

Team Leaders and Reading Coaches

Participants

All teachers

Target Dates or Schedule

Different days throughout the fall, in order to increase PLC time for each grade level.

Evidence of Completion

Administrators will attend PLC meetings and ask for a grade level action plan.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Eastbrook Elementary School will focus on supporting writing based on textual evidence for the development of Common Core-based skills.	\$4,000
G4.	Eastbrook Elementary teachers will implement effective teaching instruction aligned to standards and differentiate for all learners during the 120-minute reading block.	\$5,000
Total		\$9,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
Professional development	\$3,000	\$0	\$3,000
SAC	\$0	\$2,000	\$2,000
professional development	\$0	\$0	\$0
Professional Development	\$0	\$4,000	\$4,000
Total	\$3,000	\$6,000	\$9,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. Eastbrook Elementary School will focus on supporting writing based on textual evidence for the development of Common Core-based skills.

G3.B1 Lack of knowledge of ELA standards

G3.B1.S1 Utilization of district support personnel for the implementation of textual evidenced-based writing

Action Step 1

Utilization of district support

Resource Type

Evidence-Based Program

Resource

Teachers will attend monthly PLCs with district support, as well as workshops when needed

Funding Source

SAC

Amount Needed

\$2,000

G3.B2 Time for planning

G3.B2.S1 Teacher will be given the opportunity to plan vertically

Action Step 1

Vertical planning

Resource Type

Evidence-Based Program

Resource

Teachers will be provided substitutes for vertical planning

Funding Source

Professional Development

Amount Needed

\$2,000

G4. Eastbrook Elementary teachers will implement effective teaching instruction aligned to standards and differentiate for all learners during the 120-minute reading block.

G4.B1 Lack of knowledge regarding standards and materials

G4.B1.S1 Training from district level staff as well as PLCS. Having vertical articulation meeting between grade levels to explore standards and expectations. Offering varied trainings district-wide, as well as in house.

Action Step 1

Marzano Indicator Training

Resource Type

Personnel

Resource

Teachers will participate in after-school training.

Funding Source

Professional development

Amount Needed

\$3,000

Action Step 2

Vertical Articulation meetings

Resource Type

Evidence-Based Program

Resource

Substitutes

Funding Source

Professional Development

Amount Needed

\$1,000

G4.B3 Understanding the assessment data

G4.B3.S1 Teacher will be given additional time to dissect DE data as a team.

Action Step 1

Teachers will be given Substitutes in order to collaborate to increase understanding of the DE data.

Resource Type

Evidence-Based Program

Resource

extended planning time to collaborate through the use of substitutes

Funding Source

professional development

Amount Needed

\$1,000