



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Eustis Elementary School

714 E CITRUS AVE

Eustis, FL 32726

352-357-2779

<http://lake.k12.fl.us/eel>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 72%
Alternative/ESE Center No	Charter School No	Minority Rate 55%

School Grades History

2013-14 B	2012-13 B	2011-12 A	2010-11 C
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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

Eustis Elementary School

Principal

Kay Sawchuk

School Advisory Council chair

Terri Pfister Germeroth

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

Name	Title
Kay Sawchuk	Principal
Tammie Henry	Assistant Principal
Debbie Hartog	CRT
Cindy Miller	Guidance Counselor
Melinda Stubbs	Literacy Coach

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

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

The membership of the SAC includes Terri Germeroth, Chairperson; Classified representation includes Terri Palmer and Maria Parra; Business Partner, Porchia Green; Parent representatives include Trish Buffkin, Orea Williams,

Involvement of the SAC in the development of the SIP

The SAC will review, approve and oversee the implementation of the school improvement plan.

Activities of the SAC for the upcoming school year

Meet at least every other month to review implementation of the School Improvement Plan.

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

Eustis Elementary recieved no school improvement funds. Eustis Elementary did receive "A" monies in the 2012-2013 school year. Those monies were used to support technology needs.

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

Eustis Elementary is in the process of replacing parent members who no longer attend meetings.

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:

Kay Sawchuk

Principal

Years as Administrator: 8

Years at Current School: 3

Credentials

AA general education from Lake Sumter Community College
 BS Early Childhood/Elementary Education from Georgia Southern University
 MS Educational Leadership from Nova Southeastern University
 ESOL endorsed

Performance Record

Assistant Principal
 Principal EES

Tammie Henry

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

AA General Education LSCC
 Bachelor of Science Elementary Ed. UCF
 Masters of Science in Educational Leadership Barry University
 Reading Endorsed
 Middle Grades 5-9
 ESE K-12
 ESOL Endorsed

Performance Record

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Melinda Stubbs

Full-time / School-based

Years as Coach: 3

Years at Current School: 7

Areas

Reading/Literacy, Data, RtI/MTSS

Credentials

Performance Record

Classroom Teachers

of classroom teachers

33

receiving effective rating or higher

33, 100%

Highly Qualified Teachers

100%

certified in-field

31, 94%

ESOL endorsed

29, 88%

reading endorsed

4, 12%

with advanced degrees

7, 21%

National Board Certified

1, 3%

first-year teachers

1, 3%

with 1-5 years of experience

7, 21%

with 6-14 years of experience

16, 48%

with 15 or more years of experience

9, 27%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

5, 100%

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

1

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

When hiring the administration makes sure to hire highly qualified teachers when at all possible. Mentors are assigned to new teachers to the profession as well as new teachers to Eustis Elementary. The person who represents EES as TQR is Tammie Henry. She is the liason between the district and the school.

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

At EES we have several teachers who are being mentored. Lynda Wichhart is returning to the classroom after six years. Melinda Stubbs, literacy coach, is her mentor. Simon Hawkins is in his second full year of teaching and Debbie Hartog is mentoring him. Melinda Stubbs is in the process of becoming the representative for the district initiative Engage LCS. A new teacher was hired recently and her mentor will be Nancy Schneck.

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

Eustis Elementary has an MTSS team that consists of an administrator, guidance counselor, CRT and literacy coach. This team meets about every six weeks with teachers and parents of students who are in the MTSS process. Our SIP committees meet monthly to monitor the data and make recommendations for next steps to ensure that students are working toward the goals stated in the SIP.

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

Principal leads the team, monitors data, sits in the MTSS monthly meetings as much as possible. Assistant Principal is responsible for the discipline, safety, and PBS implementation. She reports information to the committee responsible for early warning systems. Literacy coach is responsible for SIP committee related to reading and writing. She is also an active member of the MTSS team and provides suggestions for reading interventions. Curriculum resource teacher is responsible for SIP committee

related to math and science. She monitors STEM school initiatives. She is an active member of the MTSS team and provides support to teachers.

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

system that is in place to monitor MTSS is MTSS star. To monitor SIP we use various sources including the data from STAR testing, reports from Moby Math, mini-benchmark assessments for reading and math. We have monthly committee meetings to monitor progress with the data.

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

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

The guidance counselor attends the C2 ready co-hort meetings. She meets with the SBLT monthly to share the information learned. She works with the teachers during the MTSS meetings to implement strategies. Parents are invited to every MTSS meeting regarding their students.

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: 60

Students in grades 3-5 are given an opportunity to be involved in STEM Club. This club meets weekly throughout the school year starting in October.
 Students in grades 4 & 5 are given an opportunity to be involved in Art Club and Origami Club. This club meets weekly throughout the school year starting in October.

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?

The data used to determine effectiveness of these after school initiatives is the BOY and Midyear benchmark exams in reading, math, and science. We also use data from the mini-benchmarks to determine whether students are applying what they are learning to the classroom.

Who is responsible for monitoring implementation of this strategy?

The person responsible for monitoring is Debbie Hartog our CRT.

Strategy: Before or After School Program

Minutes added to school year: 3

Identified students are given the opportunity to stay after school for tutoring in the following subject areas: Writing, Math, and Reading. Students who are at risk to score below 3.5 on FCAT writes will be given an opportunity to stay for tutoring starting in December. Students who scored Level 1 or Level 2 on FCAT reading in 2012-2013 will be given the opportunity to stay after for tutoring starting in January. Students in 3rd grade who are at risk for scoring below level 2 on FCAT reading will have the opportunity to stay after school for tutoring starting in January. This tutoring will be for 40 sessions at 1.5 hours per session.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The data used to determine effectiveness will be the same data that we are using to monitor all of our initiatives.

Who is responsible for monitoring implementation of this strategy?

Debbie Hartog will be the person monitoring the implementation of this initiative.

Literacy Leadership Team (LLT)

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

Name	Title
Melinda Stubbs	Literacy Coach
Heather Hadley	Media Specialist
Debbie Urbon	First grade teacher
Carrie Tracy	Fourth grade teacher
Kay Sawchuk	Principal

How the school-based LLT functions

The LLT is part of the School Improvement Committee formed to monitor the reading and writing part of the School Improvement Plan. They are also charged with planning activities for Literacy Week. The LLT will also monitor writing data and provide support for writing initiatives related to FCAT writes. LLT will support reading goals by reviewing data and making recommendations through the SIP committees.

Major initiatives of the LLT

The LLT will monitor AR goals, plan Literacy Week activities and plan parent engagement activities.

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

To assist with transition we have local Headstart students come and tour EES. We also have a couple of meetings in the Spring and invite prospective Kindergarten parents to attend. These meetings give the parents an opportunity to meet the Kindergarten teachers and other staff members. We also provide information about the curriculum.

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	61%	52%	No	65%
American Indian				
Asian				
Black/African American	43%	39%	No	49%
Hispanic	49%	37%	No	54%
White	73%	66%	No	76%
English language learners	43%	19%	No	48%
Students with disabilities	28%	29%	Yes	35%
Economically disadvantaged	51%	34%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	125	52%	65%
Students scoring at or above Achievement Level 4	74	30%	35%

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)	36	67%	72%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19	35%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	28%	33%

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	38	48%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	53%	57%	Yes	57%
American Indian				
Asian				
Black/African American	40%	33%	No	46%
Hispanic	46%	51%	Yes	51%
White	60%	71%	Yes	64%
English language learners	35%	31%	No	42%
Students with disabilities	22%	33%	Yes	30%
Economically disadvantaged	47%	45%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	150	61%	57%
Students scoring at or above Achievement Level 4	58	24%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	145	59%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	106	43%	63%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%		No	57%
American Indian				
Asian				
Black/African American	40%		No	46%
Hispanic	46%		No	51%
White	60%		No	64%
English language learners	35%		No	42%
Students with disabilities	22%		No	30%
Economically disadvantaged	47%		No	52%

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	41	44%	60%
Students scoring at or above Achievement Level 4	14	47%	52%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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		8
Participation in STEM-related experiences provided for students	375	75%	90%

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	36	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	7	0%	0%
Students who are not proficient in reading by third grade	53	66%	52%
Students who receive two or more behavior referrals	85	16%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	31	0%	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

Our goal for parent involvement is to have 90% of our parents attend 2 or more scheduled parent activities. Specific parent engagement opportunities will be scheduled every month beginning with the Curriculum Nights in September.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents of the students in at risk subgroups including economically disadvantaged and african american.	150	35%	50%

Goals Summary

- G1.** Sixty one percent of the students in grades 3-5 will score level 3 or above on FCAT math.
- G2.** Eighty percent of the students in 4th grade will score 3.5 or above on FCAT Writes.
- G3.** Sixty percent of the students in 5th grade will score 3 or above on FCAT Science.
- G4.** Eight five percent of all parent will partipate in two or more parent involvement activities in the 2013-2014 school year.
- G5.** Decrease the number of hours of instruction missed through absences, in school suspension and out of school suspension by 5%.
- G6.** Sixty percent of the students in grades 3-5 will score level 3 or above on FCAT reading.

Goals Detail

G1. Sixty one percent of the students in grades 3-5 will score level 3 or above on FCAT math.

Targets Supported

Resources Available to Support the Goal

- Mobi Math

Targeted Barriers to Achieving the Goal

- Student struggle with solving word problems
- Students are not fluent in addition, subtraction, multiplication and division
- Teaching of students is not targeted to standard and rigor of FCAT

Plan to Monitor Progress Toward the Goal

Overall data collected from mini-assessments, midyear benchmark assessments will be used to monitor how close we are to reaching our goal

Person or Persons Responsible

CRT, grade specific teachers, administrators

Target Dates or Schedule:

midyear

Evidence of Completion:

data listed above, plan for next steps

G2. Eighty percent of the students in 4th grade will score 3.5 or above on FCAT Writes.

Targets Supported

- Writing

Resources Available to Support the Goal

- Write Score
- Dedicated language arts block in master schedule
- Test in new reading series includes a written response section
- Literacy design collaboration
- Thinking Maps

Targeted Barriers to Achieving the Goal

- Only a quarter of the students who entered fourth grade this year are able to produce a focused essay
- Essays produced by current fourth grade students are lacking support and proper use of conventions

Plan to Monitor Progress Toward the Goal

Data will be collected by teachers. Teachers will share data with literacy coach in PLC to determine next steps.

Person or Persons Responsible

teachers and literacy coaches

Target Dates or Schedule:

monthly starting in November

Evidence of Completion:

Data from Write Score, next steps documents

G3. Sixty percent of the students in 5th grade will score 3 or above on FCAT Science.

Targets Supported

- Science - Elementary School
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Dedicated time on Wednesdays for hands on activities
- STEM club
- STEM activities
- FCAT Explorer

Targeted Barriers to Achieving the Goal

- Students do not have experiences with participating in STEM type activities

Plan to Monitor Progress Toward the Goal

Monitor data from mini-benchmark assessments, BOY, Midyear Benchmark Assessments

Person or Persons Responsible

Debbie Hartog CRT, SBLT

Target Dates or Schedule:

Monthly through SIP committees

Evidence of Completion:

Minutes and data from SIP committee

G4. Eight five percent of all parent will partipate in two or more parent involvement activities in the 2013-2014 school year.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- School Website
- School Messenger
- Association of Parents and Teachers

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. Decrease the number of hours of instruction missed through absences, in school suspension and out of school suspension by 5%.

Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Saturday School
- PBS
- Discipline ladder
- guidance counselor
- MTSS
- social worker

Targeted Barriers to Achieving the Goal

- Relationship between student, teacher & parent

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G6. Sixty percent of the students in grades 3-5 will score level 3 or above on FCAT reading.

Targets Supported

Resources Available to Support the Goal

- PAWS intervention and enrichment groups
- Accelerated Reader
- Tutoring for students who are classified as homeless
- Common Core Flip Book
- Teacher assistants
- ELA connection cards
- McGraw Hill intervention resource

Targeted Barriers to Achieving the Goal

- Students are not motivated
- Students are not reading on grade level
- Instruction needs to be based on the standards

Plan to Monitor Progress Toward the Goal

Look at all data and determine next steps

Person or Persons Responsible

Administrative Team

Target Dates or Schedule:

Every 9 weeks

Evidence of Completion:

agenda and minutes from meeting

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Sixty one percent of the students in grades 3-5 will score level 3 or above on FCAT math.

G1.B1 Student struggle with solving word problems

G1.B1.S1 Small group instruction and meaningful centers will be used to give students opportunity to explore solving word problems

Action Step 1

Students will be divided into small groups based on skill deficits. Teachers will use mini benchmark assessments to determine what students need extra assistance. Teachers will meet with groups regularly. Students who are not meeting with teacher will work in centers that are developed to allow them to have practice with problem solving related to benchmarks that have already been taught.

Person or Persons Responsible

CRT, administrators

Target Dates or Schedule

Starting the second 9 weeks of the 2013-2014 school year through FCAT.

Evidence of Completion

lesson plans, mini-assessments

Facilitator:

Debbie Hartog

Participants:

All teachers grades K-5

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

Fidelity will be monitored through classroom walkthrough, lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom walkthrough checklist

Plan to Monitor Effectiveness of G1.B1.S1

Data will be collected from mini-benchmark assessments, mid year benchmark assessment, classroom tests

Person or Persons Responsible

SIP committee for math, CRT, literacy coach

Target Dates or Schedule

Quarterly, midyear

Evidence of Completion

data from assessments, plan for next steps

G1.B2 Students are not fluent in addition, subtraction, multiplication and division

G1.B2.S1 Use Moby Math to remediate students in the areas where they are weak

Action Step 1

Students will be assigned to Moby Math. Students will work on the skills that they lack at least 15 minutes a day, four days week.

Person or Persons Responsible

Teachers, CRT

Target Dates or Schedule

Students will begin using by September 30th and continue throughout the school year

Evidence of Completion

Data from Moby Math

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

Teachers will print student record and turn in to Mrs. Hartog. If students are not getting enough time a plan will be developed to make sure they get what they need

Person or Persons Responsible

CRT

Target Dates or Schedule

monthly

Evidence of Completion

reports generated by CRT

Plan to Monitor Effectiveness of G1.B2.S1

Monitoring for effectiveness will be done through the mini-assessment data, midyear benchmark assessment data and student grades

Person or Persons Responsible

CRT, administrators

Target Dates or Schedule

Monthly

Evidence of Completion

data from assessments

G1.B3 Teaching of students is not targeted to standard and rigor of FCAT

G1.B3.S1 Develop focus calendar based on the blended curriculum scope and sequence

Action Step 1

Focus calendars will be developed by each grade level and used to deliver instruction

Person or Persons Responsible

Teachers, CRT, principal

Target Dates or Schedule

calendars will be completed by October 1, 2013. Teachers will use focus calendars for the remainder of the school year.

Evidence of Completion

focus calendar documents, lesson plans

Facilitator:

Debbie Hartog

Participants:

Grades k-5

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

Monitoring will be done through classroom walkthrough checklist, lesson plans, agenda from meeting

Person or Persons Responsible

CRT, administrators, teachers

Target Dates or Schedule

Monthly

Evidence of Completion

CBC, classroom walkthrough checklists

Plan to Monitor Effectiveness of G1.B3.S1

Mini benchmark assessments, midyear benchmark assessments,

Person or Persons Responsible

CRT, teachers, administrators

Target Dates or Schedule

monthly

Evidence of Completion

data from assessments, plans for next steps

G2. Eighty percent of the students in 4th grade will score 3.5 or above on FCAT Writes.

G2.B2 Essays produced by current fourth grade students are lacking support and proper use of conventions

G2.B2.S1 Use task cards developed by the county for scope, sequence and focused activities that will help students improve their writing

Action Step 1

Use task cards when planning

Person or Persons Responsible

Teachers, administrators

Target Dates or Schedule

Weekly until FCAT

Evidence of Completion

Lesson plans, student work

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

Monitoring of implementation will be done through lesson plan checks and Classroom walkthrough

Person or Persons Responsible

administrators

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, walkthrough schedule

Plan to Monitor Effectiveness of G2.B2.S1

the data that will be collected is the results of the progress monitoring done by Write Score

Person or Persons Responsible

literacy coach will discuss results with teachers, develop plan for next steps, report to principal

Target Dates or Schedule

October, November, January, Feb

Evidence of Completion

Data and plan for next steps

G2.B2.S2 Mrs. Germeroth and Mrs. Tracy will attend the county writing PLC. They will share info with grade level.

Action Step 1

Attend county writing PLC. Share info with other 4th grade teachers.

Person or Persons Responsible

4th grade teachers

Target Dates or Schedule

Starting in September, ending when Writing FCAT is given.

Evidence of Completion

minutes from grade level meetings

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

Monitoring will be through minutes from grade level meetings.

Person or Persons Responsible

Melinda Stubbs

Target Dates or Schedule

monthly

Evidence of Completion

grade level meeting minutes

Plan to Monitor Effectiveness of G2.B2.S2

Data will be collected from the essays that are scored by Write Score

Person or Persons Responsible

Melinda Stubbs

Target Dates or Schedule

After progress monitoring assessments

Evidence of Completion

Grade level minutes will be collected, next steps

G2.B2.S3 Use the 8 thinking maps in the planning process as appropriate to focus student's writing.

Action Step 1

Teachers will introduce the 8 thinking maps to students. After they have been introduced to all 8 then students will begin to use the appropriate map as they do their preplanning for writing.

Person or Persons Responsible

4th grade teachers

Target Dates or Schedule

School year 2013-2014

Evidence of Completion

Student writing exemplars posted in classroom. Progress monitoring done through Write Score.

Facilitator:

Zhakema Spratley

Participants:

All instructional staff at EES

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Classroom walkthrough checklist will be introduced to teachers. Classrooms will be monitored twice a month to make sure student exemplars are posted.

Person or Persons Responsible

Literacy Coach, CRT, Principal

Target Dates or Schedule

2 times monthly

Evidence of Completion

Walkthrough checklist

Plan to Monitor Effectiveness of G2.B2.S3

Data from the scheduled prompts will be collected. The data will show that students continue to show improvement toward the goal of a 3.5. Data will be reviewed to determine whether instructional strategies need to be changed.

Person or Persons Responsible

teachers, SBLT

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

Grade level meeting minutes

G3. Sixty percent of the students in 5th grade will score 3 or above on FCAT Science.

G3.B2 Students do not have experiences with participating in STEM type activities

G3.B2.S1 Complete criteria to qualify for STEM school

Action Step 1

Teachers will review the criteria for STEM School. Each grade level will be responsible for implementing their part of the plan.

Person or Persons Responsible

Debbie Hartog

Target Dates or Schedule

during the school year until deadline

Evidence of Completion

Develop a timeline and at specific times check off what each grade level has completed.

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

First a timeline for completion for each one of the criteria. Timeline will be checked off as each item is complete

Person or Persons Responsible

CRT, SIP committee for Science

Target Dates or Schedule

Monthly

Evidence of Completion

Timeline, check off sheet

Plan to Monitor Effectiveness of G3.B2.S1

Data from the Benchmark assessments that are given in the beginning of the year and middle of the year will be used to determine if strategy is effective

Person or Persons Responsible

CRT, Administration

Target Dates or Schedule

Beginning of the year, middle of the year

Evidence of Completion

Data from LBA on science

G5. Decrease the number of hours of instruction missed through absences, in school suspension and out of school suspension by 5%.

G5.B1 Relationship between student, teacher & parent

G5.B1.S1 Increase positive communication with parents.

Action Step 1

Teacher will make positive contact with parents at least once per 9 weeks outside of the regular communication.

Person or Persons Responsible

Mrs. Henry

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

logs kept by teacher

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Teacher logs will be checked by each 9 weeks. Attendance and suspensions will be monitored every nine weeks.

Person or Persons Responsible

Mrs. Henry

Target Dates or Schedule

every 9 weeks

Evidence of Completion

teacher logs, sesir reports

Plan to Monitor Effectiveness of G5.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. Sixty percent of the students in grades 3-5 will score level 3 or above on FCAT reading.

G6.B1 Students are not motivated

G6.B1.S1 Use Accelerated Reader to set goals for students. Monitor and reward students who are hitting their goals.

Action Step 1

Mrs.Hadley along with the teachers will monitor whether students are meeting AR goals. Melinda Stubbs will give feedback to Mrs. Sawchuk

Person or Persons Responsible

Melinda Stubbs and Heather Hadley

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

Student/Class reports

Action Step 2

Give rewards and schedule AR parties

Person or Persons Responsible

Heather

Target Dates or Schedule

every 9 weeks

Evidence of Completion

list of students who participate

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B2 Students are not reading on grade level

G6.B2.S1 Use the Practicing and Working Strong time for delivering research based interventions

Action Step 1

Use thirty minutes four times a week to deliver research based interventions to students who are not reading on grade level.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Lesson Plans

Facilitator:

Melinda Stubbs

Participants:

Teachers who are delivering intervention instruction

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Monitor through MTSS

Person or Persons Responsible

Melinda Stubbs, Cindy Miller

Target Dates or Schedule

Monthly

Evidence of Completion

Fidelity forms for PAWS

Plan to Monitor Effectiveness of G6.B2.S1

Data from STAR reading, mini assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

monthly

Evidence of Completion

minutes from data meetings

G6.B3 Instruction needs to be based on the standards

G6.B3.S1 Create an instructional focus calendar.

Action Step 1

Create instructional focus calendar with Grades K-5

Person or Persons Responsible

Melinda Stubbs

Target Dates or Schedule

By September 27, 2013

Evidence of Completion

Focus Calendars

Action Step 2

Help grade levels plan for instruction using the standards and mini-assessments. Use thinking maps to teach standards as they are appropriate.

Person or Persons Responsible

Melinda Stubbs, Debbie Hartog

Target Dates or Schedule

Weekly for the rest of the 2013-2014 school year

Evidence of Completion

Agenda from grade level meetings

Facilitator:

Melinda Stubbs, Debbie Hartog

Participants:

Teachers K-5, ESE teachers

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Instructional focus calendars will be provided to SBLT.

Person or Persons Responsible

Melinda Stubbs

Target Dates or Schedule

Monthly during the 2013-2014 school year

Evidence of Completion

Classroom walkthrough checklist completed on all teachers monthly.

Plan to Monitor Effectiveness of G6.B3.S1

Mini benchmark assessments will be given as noted in focus calendars.

Person or Persons Responsible

Melinda Stubbs

Target Dates or Schedule

Data will be collected and discussed monthly to determine where instructional strategies need to change.

Evidence of Completion

PLC agenda and minutes

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

After school tutoring will be offered to students who are classified as homeless or scored Level 1 on FCAT reading and/or FCAT math. SAI funds will be used for after school tutoring in reading, writing, and math for students who scored Level 1 and/or Level 2 on FCAT reading or FCAT math.

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.

G1. Sixty one percent of the students in grades 3-5 will score level 3 or above on FCAT math.

G1.B1 Student struggle with solving word problems

G1.B1.S1 Small group instruction and meaningful centers will be used to give students opportunity to explore solving word problems

PD Opportunity 1

Students will be divided into small groups based on skill deficits. Teachers will use mini benchmark assessments to determine what students need extra assistance. Teachers will meet with groups regularly. Students who are not meeting with teacher will work in centers that are developed to allow them to have practice with problem solving related to benchmarks that have already been taught.

Facilitator

Debbie Hartog

Participants

All teachers grades K-5

Target Dates or Schedule

Starting the second 9 weeks of the 2013-2014 school year through FCAT.

Evidence of Completion

lesson plans, mini-assessments

G1.B3 Teaching of students is not targeted to standard and rigor of FCAT

G1.B3.S1 Develop focus calendar based on the blended curriculum scope and sequence

PD Opportunity 1

Focus calendars will be developed by each grade level and used to deliver instruction

Facilitator

Debbie Hartog

Participants

Grades k-5

Target Dates or Schedule

calendars will be completed by October 1, 2013. Teachers will use focus calendars for the remainder of the school year.

Evidence of Completion

focus calendar documents, lesson plans

G2. Eighty percent of the students in 4th grade will score 3.5 or above on FCAT Writes.

G2.B2 Essays produced by current fourth grade students are lacking support and proper use of conventions

G2.B2.S3 Use the 8 thinking maps in the planning process as appropriate to focus student's writing.

PD Opportunity 1

Teachers will introduce the 8 thinking maps to students. After they have been introduced to all 8 then students will begin to use the appropriate map as they do their preplanning for writing.

Facilitator

Zhakema Spratley

Participants

All instructional staff at EES

Target Dates or Schedule

School year 2013-2014

Evidence of Completion

Student writing exemplars posted in classroom. Progress monitoring done through Write Score.

G6. Sixty percent of the students in grades 3-5 will score level 3 or above on FCAT reading.

G6.B2 Students are not reading on grade level

G6.B2.S1 Use the Practicing and Working Strong time for delivering research based interventions

PD Opportunity 1

Use thirty minutes four times a week to deliver research based interventions to students who are not reading on grade level.

Facilitator

Melinda Stubbs

Participants

Teachers who are delivering intervention instruction

Target Dates or Schedule

weekly

Evidence of Completion

Lesson Plans

G6.B3 Instruction needs to be based on the standards

G6.B3.S1 Create an instructional focus calendar.

PD Opportunity 1

Help grade levels plan for instruction using the standards and mini-assessments. Use thinking maps to teach standards as they are appropriate.

Facilitator

Melinda Stubbs, Debbie Hartog

Participants

Teachers K-5, ESE teachers

Target Dates or Schedule

Weekly for the rest of the 2013-2014 school year

Evidence of Completion

Agenda from grade level meetings

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G6.	Sixty percent of the students in grades 3-5 will score level 3 or above on FCAT reading.	\$2,500
Total		\$2,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	\$0	\$0
ESE monies Discretionary Budget	\$2,500	\$2,500
Total	\$2,500	\$2,500

Budget Details

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

G2. Eighty percent of the students in 4th grade will score 3.5 or above on FCAT Writes.

G2.B2 Essays produced by current fourth grade students are lacking support and proper use of conventions

G2.B2.S3 Use the 8 thinking maps in the planning process as appropriate to focus student's writing.

Action Step 1

Teachers will introduce the 8 thinking maps to students. After they have been introduced to all 8 then students will begin to use the appropriate map as they do their preplanning for writing.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G6. Sixty percent of the students in grades 3-5 will score level 3 or above on FCAT reading.

G6.B3 Instruction needs to be based on the standards

G6.B3.S1 Create an instructional focus calendar.

Action Step 2

Help grade levels plan for instruction using the standards and mini-assessments. Use thinking maps to teach standards as they are appropriate.

Resource Type

Evidence-Based Program

Resource

Thinking Maps teacher binders

Funding Source

ESE monies Discretionary Budget

Amount Needed

\$2,500