Eastside Elementary School

2014-15 School Improvement Plan

Eastside Elementary School

27151 ROPER RD, Brooksville, FL 34602

www.hcsb.k12.fl.us/ees

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	76%

Alternative/ESE Center	Charter School	Minority
No	No	33%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	F	D	C

School Board Approval

This plan was approved by the Hernando County School Board on 11/18/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	4	Jim Browder

Former F	Turnaround Status
Yes	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To encourage children in a caring environment to become lifelong learners through discovery, self-discipline, and commitment to academic achievement, through cooperative efforts of the school, home, and community.

Provide the school's vision statement

Every Child,
Every Chance,
Every Way.

School Environment

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

Teachers utilize in class interest surveys to learn about students likes and dislikes as well as background and culture. The EES Guidance Department spends a majority of their day in classrooms interacting with students to build successful relationships and trust. The school provides Extended Day programs as well as before school and Saturday school programs to meet students needs. The Boys and Girls Club of Hernando County has opened a Before and After Care program on campus to help provide positive role models for students and a safe environment for after school sports. Our teachers also provide many opportunities for students to participate in extra curricular clubs on campus. Title I Needs Assessment surveys are also an opportunity for the school to learn about our students background and culture.

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

The EES Guidance Department has provided Anti-Bullying training to our staff, students and parents during the opening weeks of school. Students and parents are encouraged to complete Witness Statements when reporting school incidences for administrative investigation. As teachers and staff are responsible for the Health, Safety, and Wellness of all students, EES has a detailed process for dismissal of students which follows set routines and procedures. All visitors are signed in through the front office of the school utilizing the Raptor software. Student Leadership actively participates in clubs such as K-Kids and Safety Patrol, thereby giving students an opportunity to participate in school-wide safety. RtI-B data is reviewed with students, parents and staff so as to inform all stakeholders of disciplinary concerns.

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

EES is a Positive Behavior Support (PBS) school. Through utilization of the tools within the PBS program, students are taught some basic classroom rules and School-Wide Expectations. These rules and expectations are re-enforced periodically throughout the year so that all students, even new ones to our school, have an opportunity to learn and participate in the program. Grade levels are

required to meet to set consistent classroom/grade level expectations with consistent PBS Incentive Menus. Students are rewarded weekly by earning PBS coins for compliance with rules and expectations. Students are then able to "purchase" items off of the incentive menu utilizing their earned coins. In addition to classroom Incentive Menus, the EES PBS Team brings presentations and events to school that students may be able to attend through utilizing their PBS coins. These events may be assembly style with the presentation tied to school-wide themes, or it could be participation in the PBS Wii Dance, or the PBS Field Day. Students may also purchase additional items at the event, such as popcorn, icee pops, or drinks.

Our EES faculty is trained yearly in the aspects of PBS. Implementation is a "look for" by school administrators during campus walk-throughs. Our PBS Team contains grade level representatives from each grade and are responsible for planning and implementation of school-wide events each year.

Students participate in Expectation Meetings with Guidance and Administration each 9-weeks marking period where RtI-B data is reviewed with the grade levels. Areas of concern are reviewed with students so that they know what types of behavior they need to work on. Guidance and Administration issue grade level challenges based on the RtI-B data so grade levels have an opportunity to improve their data prior to the next big PBS event. Discipline and Attendance data is also shared with our EES teachers through our bi-weekly School Based Leadership Team (SBLT) meetings.

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

The Social-Emotional needs of all students are met through utilization of Second Step presented to all students in the classrooms by school Guidance Department and Behavior Specialist. Tier 2 Social Skills groups are implemented through Problem Solving recommendation. Individual counseling is provided as needed. Attendance mentors are assigned to students who have 4 or more unexcused absences. Guidance utilizes a School-Based puppet for student interaction, including question and answer sessions. Title I weekend Back Pack program, Homeless and Students in Transition, and ELL are other pupil services provided.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/24321.

Description
A PIP has been uploaded for this school or district - see the link above.

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

The Parental Engagement Liaison and Title I Facilitator work together to plan events that involve the students, faculty, families and business partners in the community. Events are determined by a needs

assessment and are coordinated through parent, student and faculty surveys. Invitations are sent to local businesses to invite them to attend Title I Committee Meetings and The School Advisory Council. Members have the opportunity to make suggestions, volunteer, and donate to EES.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
LeDoux, Mary	Principal
Mccane, Wendy	Assistant Principal
Carpenter, Gwynne	Instructional Coach
Barnes, Michelle	Instructional Coach
Finch, Ed	Instructional Coach
Dewitt, Debra	Teacher, K-12
Scrivens, Sheryl	Teacher, K-12

Duties

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

At EES, the school administration has empowered Instructional Coaches and Teacher Leaders to help make decisions regarding classroom instruction and Best Practices. All Coaches perform Walk-Throughs on a daily basis, as well as mentoring new teachers on campus, modeling, team teaching, and co-teaching lessons as needed. The administration and coaching team meet each Friday to review weekly data and plan for the strategies and activities by week and/or month.

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

At Eastside Elementary School, the School Based Leadership Team (SBLT) meets the first and third Wednesday of the month to review available data with grade level teams to determine student placement in MTSS. The school-based administration oversees and implements the resources and personnel needed to have on-going successful MTSS Tiers. Once students have begun to receive services through MTSS, teachers may refer students to the Problem Solving Team, which meets every Tuesday, for discussion in regards to progress, or lack thereof. Additional Tier services are provided as needed, as well as monitoring the appropriate application of Tier I and the implementation of all Tiers with fidelity. Teachers are required to have data walls in their classrooms that administrators can view during walkthroughs. In addition, grade level data is posted in the Staff Training Room, which can be viewed by teams at any time during the day. These opportunities for data discussions should support and assist all teachers in the successful implementation of MTSS. As a school-wide Title I program, EES is dedicated to providing, maintaining, and improving comparable, supplementary Title I education services for all students on a daily basis. Our Title I

School Facilitator and Title I Parental Engagement Liaison regularly collaborate with the District's Coordinator of Family Involvement to build home support networks that facilitate targeted student's success. Title I services at EES are regularly coordinated with other federally-funded programs. These include the use of Title II funds to support additional research-based professional development programs and teacher recruitment and retention activities. Curriculum and software have been purchased through Title I funds which are utilized on a daily basis in the classrooms, as well as Highly Qualified subject area personnel. In addition, Title I funds are used to fund curriculum for our Extended Day programs, which run October through April, as well as funding curriculum for any Summer School programs and/or before and after school programs. EES coordinates with H.E.A.R.T. literacy to provide other county outreach services which provide support to the families at our school. IDEA funds are used in conjunction with Title II funds to train teachers.

The District receives supplemental funds for improving basic education programs through the purchase of staff development (Title II) in areas of need, such as facilitative planning by the state. In addition, QAR training, data and assessment, highly qualified teacher training, reading, learning styles, Kagan and FCIM are just a few of the areas in which Title II funds have enhanced professional development in Hernando County in the past. Individual schools must apply for Title II money to the district office to utilize Title II money, thereby assuring that it (the professional development) meets the needs and criteria of Title II. Only those professional development opportunities which meet Title II requirements and the school needs are approved.

In regards to Title III, EES defers to the county office in regards to support for the ELL/LEP students. The county office supplies an ESOL teacher to each school to support the students at each school in their pursuit of their appropriate education. These Lead Teachers report to the principal at each school to discuss each student and their curriculum/strategy needs. ELL meetings are held at the school level at least twice a year with the ESOL Lead Teacher, the general education teacher, and the parent to further discuss student needs.

Title III provides an extended day/year program for ELL students and educational materials to improve their education. This service is generally provided through a summer school model.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Tom Garvin	Parent
Diana Childers	Parent
Gayke Kirby	Parent
Brittany Ramsey	Parent
Deborah Hayes	Parent
Amy McDonald	Parent
Tina Manning	Parent
Joe Murphy	Business/Community
Rebecca Seals	Business/Community
Mary LeDoux	Principal
Cathy Nelson	Teacher
Beth Zacharias	Education Support Employee
Roxann Chapdelaine	Teacher
Gwynne Carpenter	Teacher
Thomas Kelly	Education Support Employee
Kojak Burnett	Education Support Employee
Emily Berry	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the May 2014 Exit Meeting with the State DA Team, the 2013-2014 School Improvement Plan goals were reviewed. It was determined at that time that although EES had made progress in regards to the goals (Rigorous Instruction and Culture of High Expectations), they would be continued as the goals for the 2014-2015 school year. Progress towards last years' goals may be seen through the improvement points gained in our EES School Grade comparison.

Development of this school improvement plan

The process for the development of this year's plan will be the same as last year. Please see item "c" below.

Preparation of the school's annual budget and plan

All SAC members were given a survey sheet, provided by the HCSB Council of Councils, for input regarding each curricular area, attendance and tardy, and discipline sections of the SIP. Completed surveys were reviewed and appropriate input was incorporated into the SIP. Final Draft of the SIP was presented to SAC at the September meeting for additional input.

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

The EES SAC is committed to the administrative and school-wide goal of improving reading skills on campus. At every SAC meeting during the 2013-2014 school year, all available data was reviewed so as to keep all stakeholders informed of student progress and potential areas of weakness. Upon the

understanding of the students weaknesses in the area of reading (EES students are 2 years below grade level as identified by Success Maker data), the EES SAC voted to purchase Tumble Books for the school. This is an online database of children's books, including non-fiction and fiction titles with follow-up activities, which has remote access so students can read books at home. The purchase price was $769.

To support the goal of creating a Culture of High Expectations, the SAC voted to support the 1st Annual EES Barn Dance through the approval of $700 to support this night event. Parents and families were invited onto campus for this night time carnival to help "bridge the gap" between the school and the neighborhood and families.

Also to support the goal of improving school culture, the SAC voted to support the EES Art Exhibit through the approval of $350. The Art Exhibit was held on the same night as the EES Barn Dance. The total amount of SAC contribution for the 2013-2014 school year was $1819.10

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Dysart, Mary	Instructional Media
Stalbaum, Kristine	Teacher, K-12
Gorham, Malinda	Teacher, K-12
Littlefield, Kerri	Teacher, K-12
MacDonald, Donna	Teacher, K-12
O'Shaughnessy, Laura	Teacher, K-12
Cagnina, Annmarie	Teacher, K-12
Howard, Sue	Teacher, K-12
Berry, Emily	Teacher, K-12
Carpenter, Gwynne	Instructional Coach
LeDoux, Mary	Principal
Mccane, Wendy	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT meets once per month and is chaired by the Media Specialist. Administration attends the meetings as do grade level representatives, the Reading Coach, and the school assessment teacher. Data is reviewed in the area of reading, and this data can be a basis for additional Professional Development in the area of reading. Major initiatives come from the committee -- they are not administrative driven, and as the school administration attends the meetings, approval for initiatives may be gained at the meeting. It is hoped that in this manner the LLT becomes the driving force behind reading instruction at the school, setting expectations, looking at data, raising the bar, and establishing a love of reading in all children.

The biggest initiative that the LLT has undertaken is the implementation of reading for 20 minutes each night for homework, logging the minutes read, and then taking Accelerated Reader tests to earn point. Each grade level set point goals for each semester, which was monitored by the school Media Specialist. Students were rewarded at the end of each semester to encourage reading and taking AR tests. The Media Specialist monitored the books students checked out from the Media Center to ensure students were reading on their AR level. The Media Specialist also monitored the books students checked out to ensure a balance between fiction and non-fiction books, stressing a heavy predominance of non-fiction for students in grades 3-5. It was through this process, that the LLT Team determined the need to help provide access to books for students at home. The LLT addressed SAC and requested funds to purchase Tumble Books, an online database of children's books, including both fiction and non-fiction titles with follow-up activities, which students can access at home.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

The State DA Team provided a 3 day Facilitative Planning to teachers in grades Kindergarten through 5th grade. Seventy-five percent of our 5th grade teachers did not return this school year, and we have set up another Facilitative Planning with the state on September 3, 2014. Fifty percent of teachers in grade three also did not return. The third grade team will be planning with the state on September 10, 2014. We also encourage teachers to plan as a grade level once a week before or after school. Teachers may request an opportunity to observe highly effective teachers using collaborative strategies and structures.

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

The school culture and climate has been improved by including faculty and staff in the decision making practices. High quality professional development has been provided in Kagan, Project Read, Reflex Math, and Gizmos. Providing additional resources and professional development creates effective strategies to implement in the classroom with a higher quality of instruction.

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

Hernando County provides the opportunity for all new teachers (year 1) and teachers on a Professional Improvement Plan to be assigned a school-based mentor. All mentors must have a minimum of 3 years experience in the classroom and have taken Clinical Educator Training. Pairings between teachers and mentors are made by the principal based on grade level and subject area.
Mentors are available for coaching sessions, co-teach and/or modeling sessions, observations, and working with the teacher on lesson planning. Data review and RtI processes are also a critical part of a mentor/mentee relationship.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Through the use of adopted texts and other supplemental materials, CPalms, and weekly team planning, we ensure that the new standards are covered in a rigorous manner. The administration and coaches walk through classrooms regularly to monitor that lessons are taught with fidelity.

Instructional Strategies

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

Biweekly, SBLT meets to look at current data on core instruction. Identified weak areas are assigned to instructional leaders to problem-solve with grade level teachers. For example, FCIM will target class needs and RtI will target students' individual academic weaknesses.

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

Strategy: After School Program

Minutes added to school year: 1,800

Targeted students receive additional academic instruction for 180 minutes per week. Highly qualified teachers are hired to provide reading instruction for grades 3 and 4, and math instruction for grade 5 using research-based instructional materials.

Strategy Rationale

We completed a needs assessment and will provide instruction using research-based materials for targeted students in their weakest area.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Scrivens, Sheryl, scrivens_s@hcsb.k12.fl.us

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

We will use the state assessment data to evaluate student academic growth.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

EES has a Pre-K program. The teachers vertically plan with kindergarten teachers to help our youngest students transition to kindergarten by providing instruction in necessary readiness skills. Each spring, there is a Kindergarten Round-Up to sign students up for kindergarten and to assess prerequisite skills to ensure that weak areas are identified and addressed before the students start kindergarten. Head Start is also invited to bring their students to visit classrooms and tour the school. In addition, on the first day of school EES has a Coffee and Cry, in which the Parental Engagement Liaison provides information on the Florida Standards for the parents.

In order to support our 5th graders who will transition to middle school, after the state test we begin to teach the standards of the next grade level for enrichment of on grade level students, and we remediate specific problem areas for students who have not mastered grade level material. Teachers, coaches, and sometimes administrators, collaborate weekly to plan for specific strategies and projects.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   All students will meet high performance expectations as defined by stakeholders and their support for an improved school culture.

G2.   Teachers will regularly engage students in activities that involve higher order thinking skills as part of participating in hands on, rigorous lessons across all core academics.

Strategic Goals Detail

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

G1. All students will meet high performance expectations as defined by stakeholders and their support for an improved school culture. `1a`

🔑 G039393

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	62.0
AMO Math - African American	41.0
AMO Math - Hispanic	61.0
AMO Math - ED	58.0
AMO Math - ELL	54.0
AMO Math - SWD	47.0
AMO Math - White	65.0
AMO Reading - All Students	67.0
AMO Reading - African American	49.0
AMO Reading - Hispanic	65.0
AMO Reading - White	71.0
AMO Reading - ELL	54.0
AMO Reading - SWD	49.0
AMO Reading - ED	64.0

Resources Available to Support the Goal `2`

- Utilization of school-wide data chats to monitor behavior, attendance, and academics.

Targeted Barriers to Achieving the Goal `3`

- Lack of belief on the part of the students and staff in their ability to be successful.

Plan to Monitor Progress Toward G1. `8`

Successmaker, FAIR, and SAMS data will be monitored and used for ongoing RtI differentiated groups.

Person Responsible
Mary LeDoux

Schedule
Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion
Weekly cumulative reports from SuccessMaker Lab will be printed and reviewed by teachers, coaches, and administration. FAIR and SAMS benchmark and midyear data will be reviewed and groups updated.

G2. Teachers will regularly engage students in activities that involve higher order thinking skills as part of participating in hands on, rigorous lessons across all core academics. 1a

🔍 G039391

Targets Supported 1b

Indicator	Annual Target
Attendance rate	92.97

Resources Available to Support the Goal 2

- Kagan Cooperative Learning Strategies

- Facilitative Planning Training with State DA Team with expectation of all grade levels to participate.

- IP Coaches performing walk-throughs, co-teaching, and modeling

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of the level of rigor in which the standards are written.

- Excused and unexcused absence rate is high resulting in staff not being able to engage students.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. All students will meet high performance expectations as defined by stakeholders and their support for an improved school culture. 1

🔑 G039393

G1.B1 Lack of belief on the part of the students and staff in their ability to be successful. 2

🔑 B094928

G1.B1.S1 Data will be displayed on data walls and students will chart their own success in data folders. 4

🔑 S106041

Strategy Rationale

Progress toward goals will reinforce for both students and teachers that all students can learn.

Action Step 1 5

Give teachers common assessment score graph poster to be hung in classrooms, with data reviewed every two weeks in SBLT.

Person Responsible

Mary LeDoux

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Administration walk-throughs will indicate that data is displayed.

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

Data displays and data chats will be observed through coach and administrative walk-throughs.

Person Responsible

Mary LeDoux

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Walk-through data on Observation 360.

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

Effectiveness will be monitored through data presentations by grade levels during SBLT meetings.

Person Responsible

Mary LeDoux

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Action Plans will be written and developed at every SBLT meeting, and published for all stakeholders to be reminded of all tasks assigned.

G2. Teachers will regularly engage students in activities that involve higher order thinking skills as part of participating in hands on, rigorous lessons across all core academics. [1]

🔑 G039391

G2.B1 Lack of understanding of the level of rigor in which the standards are written. [2]

🔑 B094887

G2.B1.S1 EES Administration is providing Facilitative Planning Training to all grade level teachers with support and assistance of Instructional Practice Coaches. [4]

🔑 S105968

Strategy Rationale

Facilitative Planning is a process that involves inquiry-based planning on the part of the teachers, guided by the facilitator. This process is guided by the standards and intended to boost the rigor at which the lessons are instructed.

Action Step 1 [5]

We will schedule facilitative planning dates with the state team.

Person Responsible

Mary LeDoux

Schedule

Semiannually, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teacher created observation form to be utilized on day 2 of the process.

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

Instructional Practice Coach will be part of the Facilitative Planning process.

Person Responsible

Gwynne Carpenter

Schedule

Semiannually, from 8/18/2014 to 6/3/2015

Evidence of Completion

Sign in sheets, a copy of the lesson plan, and the observation instruments.

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

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	We will schedule facilitative planning dates with the state team.	LeDoux, Mary	8/18/2014	Teacher created observation form to be utilized on day 2 of the process.	6/3/2015 semiannually
G1.B1.S1.A1	Give teachers common assessment score graph poster to be hung in classrooms, with data reviewed every two weeks in SBLT.	LeDoux, Mary	8/18/2014	Administration walk-throughs will indicate that data is displayed.	6/3/2015 biweekly
G1.MA1	Successmaker, FAIR, and SAMS data will be monitored and used for ongoing RtI differentiated groups.	LeDoux, Mary	8/18/2014	Weekly cumulative reports from SuccessMaker Lab will be printed and reviewed by teachers, coaches, and administration. FAIR and SAMS benchmark and midyear data will be reviewed and groups updated.	6/3/2015 weekly
G1.B1.S1.MA1	Effectiveness will be monitored through data presentations by grade levels during SBLT meetings.	LeDoux, Mary	8/18/2014	Action Plans will be written and developed at every SBLT meeting, and published for all stakeholders to be reminded of all tasks assigned.	6/3/2015 biweekly
G1.B1.S1.MA1	Data displays and data chats will be observed through coach and administrative walk-throughs.	LeDoux, Mary	8/18/2014	Walk-through data on Observation 360.	6/3/2015 daily
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Instructional Practice Coach will be part of the Facilitative Planning process.	Carpenter, Gwynne	8/18/2014	Sign in sheets, a copy of the lesson plan, and the observation instruments.	6/3/2015 semiannually

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G2. Teachers will regularly engage students in activities that involve higher order thinking skills as part of participating in hands on, rigorous lessons across all core academics.

G2.B1 Lack of understanding of the level of rigor in which the standards are written.

G2.B1.S1 EES Administration is providing Facilitative Planning Training to all grade level teachers with support and assistance of Instructional Practice Coaches.

PD Opportunity 1

We will schedule facilitative planning dates with the state team.

Facilitator

Lucinda Thompson, State DA Team member

Participants

Grade level teachers

Schedule

Semiannually, from 8/18/2014 to 6/3/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**