Eustis Heights Elementary School

2014-15 School Improvement Plan

Eustis Heights Elementary School

310 W TAYLOR AVE, Eustis, FL 32726

http://lake.k12.fl.us/ehe

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	87%

Alternative/ESE Center	Charter School	Minority
No	No	67%

School Grades History

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

School Board Approval

This plan was approved by the Lake County School Board on 1/12/2015.

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.

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Eustis Heights Elementary School

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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 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
Priority	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

EHES, at its best, will provide a successful learning community where all students will meet their potential for the present and their future guided by staff and with support of the Eustis community.

Provide the school's vision statement

Eustis Heights Elementary becomes an A+ School according to the Florida School grading system.? We want to be the Pride of Eustis and help students embody success at the heart.

School Environment

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

As a school, we encourage our teachers to build meaningful relationship with all students. With 87% of the student population receiving free/reduced lunch, it is a priority to provide opportunities for teachers and students to learn about diverse cultures. EHES hosts several family academic nights throughout the school year. To help teachers understand the needs of our diverse population, EHES will be holding diversity training as well as Ruby Payne training. We hold a variety of community building events through-out the year so that students have an opportunity to experience their teachers outside of the instructional environment of the classroom. We are also providing students with a hot breakfast rather than just cereal like in years past.

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

EHES is a Positive Behavior Support (PBS) school. EHES creates an environment where students feel safe and respected before, during, and after school by promoting positive teacher student relationships, creating a nurturing atmosphere, developing clear and consistent expectations for behavior, having set routines and rituals, providing appropriate amounts of structure for specific situations/needs, and having many proactive interventions of problems. We are also going to be implementing the behavioral curriculum "Steps to Respects & Second Steps." We have also implemented school uniforms to reduce the amount of distractions caused with attire.

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

EHES has a school wide behavioral system (PBS) in place that uses a color system from purple to red to give a clear visual to students of what the consequences will be for disciplinary incidents. Teachers are required to follow the established protocols when dealing with disciplinary incidents. If a student is making poor choices and not following the established rules their color is changed from blue, where all students begin the day, down to a different color resulting in behavioral interventions being carried out by the teacher. If a student doesn't respond positively to the intervention the color may be changed yet again indicating a potential second or third behavioral intervention before a referral is written and administration is engaged in the problem solving model to determine appropriate interventions and possible consequences for the student's behavior. Every student has

an opportunity to improve each day when they have made poor behavioral choices. All school personnel are trained on this process at the beginning of each year and one-on-one assistance with the program is provided by administration. We also have a teacher that will be pulling for behavioral intervention groups.

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

EHES ensures that the social-emotional needs of all students are being met through counseling services provided by our on-site guidance department as well as a diverse group of mentors on the campus daily supporting our lowest quartile to provide academic, and social skills support. EHES is hosting monthly family dinners focused on providing parents with Literacy strategies to work with their children at home. EHES has a weekend backpack program where students are provided meals throughout the weekend to help meet needs of the families. EHES is now having hot breakfast served through the cafeteria rather than cereal in the classrooms. EHES is putting incentives in place for students reaching behavioral and academic goals. EHES is implementing "Monthly Random Acts of Kindness, Monthly Terrific Kids, & Monthly Principal's Breakfast.

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 available at the school site.

Description

Eustis Heights Elementary School believes in involving parents in all aspects of its Title I and various programs.
Our targets are to: provide necessary literacy training for parents, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school, and to develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities

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

Eustis Heights will involve parents in Parent Shadowing; whereby, parents sit with their children in the classroom to understand the rigor of the curriculum; Monthly dinners provided by faith based organizations; monthly evening children's programs encouraging parents/students to become involve in extracurricular activities; STEM nights twice a year; Mandatory Parent Conferences twice a year; Home visits with teacher and School Personnel;
Monthly Literacy/Parenting Nights encouraging parents to use the School Resource Room; Weekly parent class for Kindgeraten parents taught by our FSL including lunch; Parent Input with Title I plan; Honor Roll Assembly three times a year; Use of Community Mentors for Identified students; Volunteers in the classroom; Dounts for Dad; Muffins for Mom.

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
Hunt, Rhonda	Principal
Frazier, Chad	Assistant Principal
Bob, Linda	Other
Rodewald, Kelli	Guidance Counselor
Boyd, Adrian	Other
Emrick, Susan	Instructional Coach
Horton, Cleta	Other
Sedely, Rose	Instructional Coach
Wiseman, Michelle	Instructional Coach
Bonesteel, Robert	Dean

Duties

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

Administration - To oversee the MTSS processes, implementation, and procedures.
Curriculum Resource Teacher - To provide strategies, interventions, resources for teachers to implement for students, and to monitor the process for each student.
Literacy Coach - To provide strategies, interventions, resources for teachers to implement for students, and to monitor the progress for each student.
ART- To provide strategies, interventions, resources for teachers to implement for students, and to monitor the process for each student.
Potential Specialist - To provide strategies, interventions, resources for teachers to implement for students, and to monitor the process for each student.
School Counselor - To provide strategies, interventions and resources for teachers to implement for students, and to monitor the process for each student.
The function and responsibilty of each member is to create a system of supports for both the classroom teacher and individual students according to the intervention design outlined in the MTSS process.

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

The school has a MTSS team in place to address the academic and behavioral needs of students. The procedures include teachers discussing concerns with the team in an effort to implement strategies for students to improve in the areas of concern if the student is showing deficiencies with the core instruction. Once strategies / interventions are put into place, ongoing data analysis occurs with the team to make data-driven decisions in the best interest of the student. Support and resources

are provided for students to be successful.

All funding for school-based programs is utilized for the enhancement of student learning opportunities and for student growth. Various funding sources provide resources for this school. Title I funding is used to employ staff to provide additional support for students and to provide additional academic resources for students.

Supplemental Academic Instruction (SAI) funding is used to provide extended services for students beyond the scope of regular school hours. Before and / or after school tutoring services and supplemental resources are provided through SAI funding.

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

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

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

School Advisory Council (SAC)

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

Name	Stakeholder Group
Rhonda Hunt	Principal
Mary Simmons	Education Support Employee
Habeeb Shafeek	Business/Community
Candice Whitford	Parent
Axneiz Vega	Parent
Pamela Hallett	Teacher
Cheryl Parmelee	Teacher
Hank Schneider	Education Support Employee

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

The SAC reviewed, revised, and approved the school improvement plan for the 13-14 school year.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The SAC assists in preparing the school's annual budget and plan.

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

The available budget for SAC is $831. This money will be used as necessary to promote student growth by providing resources for classroom use.

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
Hunt, Rhonda	Principal
Emrick, Susan	Instructional Coach
Wiseman, Michelle	Instructional Coach
Frazier, Chad	Assistant Principal
Horton, Cleta	Other
Sedely, Rose	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Initiatives:
• DIAL (Differentiated Instruction for All Learners) time: 60 minutes every day in grades K-5
• SIPPS (Systematic Instruction in Phonemic Awareness, Phonic and Sight Words) for all students below grade level in reading. This is done during the DIAL time.
• Data Tracking of STAR reading (9 weeks) and AR progress (weekly) & FAIR data tracking
• AR Goals and Incentives (9 weeks and End of Year)
• Myon Reader/iStation
• Celebrate Literacy Week
• Read Across America Day
• Summer Reading
* Superintendents Reading Challenge
*Daily five, Junior Great Books, Response to Literature, & Thinking Maps

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

Teachers have been trained on using the new County Blueprints which are aligned with Florida Standards. The grade level teams will plan weekly with the Literacy Coaches, Accelerated Resource Teacher, Curriculum Resource Teacher and Administration. In addition the grade level teams have an additional day set aside for collaborative planning. The administration will also review lesson plans to assure fidelity and rigor. Coaches will work with teachers by modeling lessons while using the Common

Board Configuration expected.

*Common Planning-common planning will take place during grade level planning times every Tuesday. The purpose of the planning time is to address: 1. How will we respond if they don't learn it or those that already know it? 2. How will we know they have learned it? 3. How will they learn it? 4. What is it we want and expect students to learn?

* Administration will be providing feedback to teachers and coaches regarding the review of lesson plans for fidelity and rigor.

PLC Planning process: Step 1: What is it we want the students to learn? Step 2: How will they learn it? Step 3: How will we know when they have learned it? Step 4: How will we respond to those that don't learn it? How will we respond to those who already know it?

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

All instructional and non-instructional staff are highly qualified as per state requirements. All teachers are certified in the field they teach. In order to retain highly qualified and effective teachers, district personnel work collaboratively with the school and new teachers through coaching and mentoring. The belief is that by growing teachers to be effective and by teaching high effect strategies that promote best practices of instruction, we can retain teachers.
1. New teachers meet with principal and assistant principal to discuss needs and performance expectations.
2. Providing new teachers with mentors
3. District provided "TOPS" training
4. Weekly Grade Level Meetings
5. School based mentors

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

District personnel work collaboratively with the school and new teachers through coaching and mentoring. The belief is that by growing teachers to be effective and by teaching high effect strategies that promote best practices of instruction, we can retain teachers. At the school level, veteran teachers are placed in the position of being grade level chairpersons. In this role, they have opportunity to mentor other teachers on their teams. Also, our on-campus instructional coaches work with all teachers in a collaborative manner in an effort to assist with various classroom and curriculum needs. District personnel also work as teacher mentors through the curriculum department and through professional development.

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

To ensure that EHES core instructional programs and materials are aligned to Florida Standards, the follow non-negotiables have been created:
Classroom Instruction:
1. Use Cognitive complexity and Webb's Depth of Knowledge for the development of rigorous tasks and assessments KG-5th grade.
2. Fidelity to LCS Curriculum blueprints in all content areas K-5.
3. Lesson planning and delivery to the full intent of the Florida Core Standards.

4. Use Webb's Depth of Knowlege for higher order questioning and discourse.
5. Use standards-based centers with fidelity
School-Wide Systems:
1. Use of school-based initatives (Thinking Maps, Math Fact Fluency, Complex Text/Close Reading, Interactive journals, Student data notebooks)
2. Common planning in all grade levels to include curriculum planning, high-yield instructional strategies, and evaluation of authentic student work/writing.
3. Use of CBC with Learning goal, daily objective, student product, and learning scale school wide KG-5th.
4. Quarterly Teacher talks (Student data analyzation)
5. Monthly grade level data chats during common planning
6. Use of centers with fidelity
7. Progress monitoring through FCIM model
8. Lesson planning and delivery to the full intent of the Florida Standards.

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

Teachers assess the ability levels on each student on a weekly basis and use the information to create differentiate small group instruction for remediation and acceleration. Teachers also utilize the SIPPs curriculum to remediate students in all areas of Reading. Instruction is being modified based upon skill deficiencies and teachers are using vertical planning to address gaps and accelerate students who are already proficient. Support for higher level students will be provided by utilizing Options and Junior Great Books during SIPP's.
Grades 4-5- FCAT data, FAIR data, ELA/Math grades (previous year)
Grades 1-3- FAIR data, Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) data, ELA/Math grades (previous year)
Grade K-Florida Readiness Screener (FLKRS), and teacher observation of skills.
Title 1, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day. Title I provides an Academic Resource Teacher, a Literacy Coach, Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.
Title I Part C: Migrant Education Program (MEP) staff provide services and support to identified students and parents on an as-needed basis. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.
Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.
Title X, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

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: Extended School Day

Minutes added to school year: 2,880

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

Strategy Rationale

Students attending after-school opportunties will be our lowest quartile students based up FCAT 2.0 results in Reading who are not at the proficient level and need additional support/practice.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Sedely, Rose, sedelyr@lake.k12.fl.us

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

Data will be collected through collaboration between classroom teacher and tutor. Grades will be monitored. Assessments from the curriculum will be used to determine level of understanding of material.

Strategy: Extended School Day

Minutes added to school year: 1,500

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Sedely, Rose, sedelyr@lake.k12.fl.us

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

Data will be collected through observation by teacher / coach to guage student understanding of material and concepts. Students will participate in a district competition, STEM Bowl, to showcase acquired skills.

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

EHES works in conjunction with our local daycare and head start programs to arrange a day for visitations. Students are escorted around the school to become familiar with the enrichment programs provided, visit Kindergarten classrooms to get a look at their future teachers in action, and finally a visit to the cafeteria for a snack. This seems to reduce anxiety and increase excitement to promote a smoother transition. Eustis Heights also has a Title I Pre-K/VPK unit on site with a highly qualified teacher in addition to a paraprofessional that services student for a full day program. EHES works with our feeder pattern middle school to arrange for visitations/orientation days for our outgoing 5th grade students.

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.   With high expectations teachers will understand and deliver standards based instruction in all content areas for all students.

G2.   Faculty and Staff will increase the integration of standards based writing across all content areas.

G3.   An environment of high expectations for all students

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

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G1. With high expectations teachers will understand and deliver standards based instruction in all content areas for all students. `1a`

Targets Supported `1b`   🔑 G056608

Indicator	Annual Target
AMO Math - African American	49.0
AMO Math - Hispanic	57.0
AMO Math - White	80.0
AMO Math - ELL	50.0
AMO Math - SWD	41.0
AMO Math - ED	59.0
AMO Reading - African American	46.0
AMO Reading - Hispanic	56.0
AMO Reading - White	82.0
AMO Reading - ELL	50.0
AMO Reading - SWD	38.0
AMO Reading - ED	56.0

Resources Available to Support the Goal `2`

- LCS Blueprints (K-5)
- UCF iStation
- SIPPS
- Rosetta Stone
- Cold Reads
- MyOn Reader
- Accelerated Reader
- Penda Learning
- Accelerated Math
- Junior Great Books
- Options
- LCS writing plan
- Cooperative structures & strategies
- Thinking Maps

Targeted Barriers to Achieving the Goal `3`

- Inconsistent and/or limited use of the following (school-wide): 1. Lack of teacher depth of knowledge of standards based instruction

- Inconsistent and/or limited use of the following (school-wide): 2. Teachers modeling and scaffolding higher order thinking questions during instruction.

- Inconsistent and/or limited use of the following (school-wide): 3. Students asking and posing higher order questions to test and generate hypotheses. This inconsistency/limited use is due to

a lack of training in teacher the new Florida Standards according to cognitive complexity and DOK; and high order questioning/generating hypotheses. Accordingly, time to address these issues is a concern.

Plan to Monitor Progress Toward G1. 8

Common planning is consistent, monitored, and supported school-wide.

Person Responsible
Rhonda Hunt

Schedule
Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion
Team meeting minutes; evidence in lesson plans; Classroom walkthrough data

G2. Faculty and Staff will increase the integration of standards based writing across all content areas. 1a

G056609

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	40.0
AMO Math - All Students	63.0
AMO Reading - All Students	62.0
Math Gains	70.0
Math Lowest 25% Gains	70.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Being a Writer
- LCS Blueprints
- UCF iStation
- SIPPS
- Rosetta Stone
- Cold Reads
- MyOn Reading
- Accelerated Reader
- Title I iPads/Apps
- Penda Learning
- Science Bootcamp
- LCS writing plan
- Cooperative Structures & Strategies
- Thinking Maps
- Accelerated Math
- Response to Literature
- Junior Great Books
- Science Bootcamp

Targeted Barriers to Achieving the Goal 3

- Inconsistent use: Lack of knowledge best practice in standards based writing instruction across content

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Plan to Monitor Progress Toward G2. `8`

Close Reading strategies being used; Higher order questioning strategies; Differentiated small group instruction

> ### Person Responsible
> Susan Emrick
>
> ### Schedule
> Daily, from 8/18/2014 to 6/5/2015
>
> ### *Evidence of Completion*
> Lesson Plans & Classroom Walk-through data from leadership team as well as state/DA Team.

G3. An environment of high expectations for all students `1a`

🔑 G056610

Targets Supported `1b`

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

Resources Available to Support the Goal `2`
- Florida Standards Standards
- School-based PBS program
- LCS DecisionEd Early Warning Systems Reports
- MTSS
- Second Steps
- Steps to Respect

Targeted Barriers to Achieving the Goal `3`
- Low expectations for students

Plan to Monitor Progress Toward G3. `8`

Higher level of expectations implemented through teaching, learning and PBS

> ### Person Responsible
> Chad Frazier
>
> ### Schedule
> Monthly, from 8/18/2014 to 6/5/2015
>
> ### *Evidence of Completion*
> PBS, Deliberate Practice, and EWS

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. With high expectations teachers will understand and deliver standards based instruction in all content areas for all students. 1

🔑 G056608

G1.B1 Inconsistent and/or limited use of the following (school-wide): 1. Lack of teacher depth of knowledge of standards based instruction 2

🔑 B143111

G1.B1.S1 To address these inconsistencies, the following three actions will occur: 1. Grade level common planning time supported by leadership team. 2. PLCs. 3. school-wide non-negotiables for instructional planning and delivery. 4

🔑 S155197

Strategy Rationale

Having designated structured time for deconstructing standards, ensuring standards based instruction delivered in the classroom

Action Step 1 5

Dedicate time, resources, and training to reinforce EHES teachers' skill sets in standard-based instruction, data analysis, and differentiated instruction. An established common planning/PLC schedule with clearly defined protocol, district scope/sequence, expected products, and flow map for planning time spent three days a week.

Person Responsible

Rhonda Hunt

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Agendas, minutes, lesson plans , walkthrough data

Action Step 2 5

Coaching cycle of ELA and Math Standards

Person Responsible

Maggie Gardner

Schedule

Weekly, from 9/5/2014 to 6/5/2015

Evidence of Completion

Calendar, logs, pre-post conferences , Classroom Walkthrough Data

Action Step 3 5

Collaborative planning days for each grade level every nine weeks

Person Responsible

Chad Frazier

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Agendas, lesson plan, coaches log, minutes

Action Step 4 5

A plan for Classroom Walkthrough (CWT) with monitoring collaboration, and timely feedback, immediate with a grade level schedule for CWT.

Person Responsible

Chad Frazier

Schedule

Weekly, from 9/2/2014 to 6/1/2015

Evidence of Completion

CWT data.

Action Step 5 5

Provide PD to increase teachers knowledge of standards' based instruction

Person Responsible

Rhonda Hunt

Schedule

Monthly, from 9/2/2014 to 6/2/2015

Evidence of Completion

Agendas, scales and rubrics. sign in sheets, teacher participation, ticket-out

Action Step 6 5

Practice delivery of lessons during all-day common planning day.

Person Responsible

Susan Emrick

Schedule

Quarterly, from 2/17/2015 to 6/6/2015

Evidence of Completion

Reflection sheets will be collected from teachers and teachers will practice delivery of each part of the lesson during the planning day.

Action Step 7 5

Purposeful cooperative structures to have students work in pairs

Person Responsible

Maggie Gardner

Schedule

Monthly, from 2/11/2015 to 6/6/2015

Evidence of Completion

Improved purposeful cooperative structures to have students work in pairs seen through classroom walk-throughs and evidenced in lesson plans.

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

Provide the necessary time and resources to create a school environment conducive to common planning and PLC's.

Person Responsible

Rhonda Hunt

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Time, scheduling, and resources allocated to common planning/PLC's; teacher training in expected outcomes by instructional coaches. Attend common planning day and traiings

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

Common planning is consistent, monitored, and supported school-wide.

Person Responsible

Rhonda Hunt

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Fidelity to common planning schedule and process; teacher lesson plans reflect small groups and centers aligned to the rigor of the standards and are differentiated based on student data and needs. Weekly reports will be given to the prinicpal indicating planning is to the full intent of the standards and uses the PLC planning process flow map.

Lake - 0071 - Eustis Heights Elem. School - 2014-15 SIP

Eustis Heights Elementary School

G2. Faculty and Staff will increase the integration of standards based writing across all content areas. `1`

`G056609`

G2.B1 Inconsistent use: Lack of knowledge best practice in standards based writing instruction across content `2`

`B143114`

G2.B1.S1 Coaches will model through side-by-side coaching, and training in intergrading writing across content. `4`

`S155198`

Strategy Rationale

Teachers need explicit instruction on how to teach writing across content

Action Step 1 `5`

Model through side-by-side coaching of differentiated writing instruction across content

Person Responsible

Susan Emrick

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

coaching logs, calendars, student writing journals

Action Step 2 `5`

Training on Response to Literature thinking maps program

Person Responsible

Susan Emrick

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Teacher lesson plans, agendas, hand outs, scales and rubrics

Action Step 3 `5`

Literacy Coaches and school Literacy Committee will develop and implement a school wide writing plan

Person Responsible

Susan Emrick

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

. Lesson plans, writing plan, student artifacts, finished products

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

Side by side coaching , PD, Writing Plan, Student Evidence

Person Responsible

Rhonda Hunt

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

State Exam, CWT Data, Improved quality of writing with indurance.

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

Standards based teaching and learning of writing across content

Person Responsible

Rhonda Hunt

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

State writing exam, CWT data

Lake - 0071 - Eustis Heights Elem. School - 2014-15 SIP

Eustis Heights Elementary School

G3. An environment of high expectations for all students [1]

G056610

G3.B1 Low expectations for students [2]

B143115

G3.B1.S1 Build higher expectations for teachers [4]

S155199

Strategy Rationale

Higher expectations yields higher student achievement

Action Step 1 [5]

Teachers will be trained in how high expectations will develop improved student achievement using PBS mdel

Person Responsible

Chad Frazier

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Authentic student work that reflects benchmark expectations

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

Student engagement, improved grades

Person Responsible

Maggie Gardner

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Report cards, Deliberate Practice, teacher planning, CWT data

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

Ensure that PBS is having the desired result on student behavior and school culture leading to high teacher expectations for teaching and learning

Person Responsible

Chad Frazier

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PBS,EWS and Deliberate Practice data, CWT

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
G1.B1.S1.A1	Dedicate time, resources, and training to reinforce EHES teachers' skill sets in standard-based instruction, data analysis, and differentiated instruction. An established common planning/PLC schedule with clearly defined protocol, district scope/sequence, expected products, and flow map for planning time spent three days a week.	Hunt, Rhonda	8/18/2014	Agendas, minutes, lesson plans , walkthrough data	6/5/2015 weekly
G2.B1.S1.A1	Model through side-by-side coaching of differentiated writing instruction across content	Emrick, Susan	9/8/2014	coaching logs, calendars, student writing journals	6/5/2015 weekly
G3.B1.S1.A1	Teachers will be trained in how high expectations will develop improved student achievement using PBS mdel	Frazier, Chad	8/18/2014	Authentic student work that reflects benchmark expectations	6/5/2015 monthly
G1.B1.S1.A2	Coaching cycle of ELA and Math Standards	Gardner, Maggie	9/5/2014	Calendar, logs, pre-post conferences , Classroom Walkthrough Data	6/5/2015 weekly
G2.B1.S1.A2	Training on Response to Literature thinking maps program	Emrick, Susan	9/8/2014	Teacher lesson plans, agendas, hand outs, scales and rubrics	6/5/2015 weekly
G1.B1.S1.A3	Collaborative planning days for each grade level every nine weeks	Frazier, Chad	9/8/2014	Agendas, lesson plan, coaches log, minutes	6/5/2015 quarterly
G2.B1.S1.A3	Literacy Coaches and school Literacy Committee will develop and implement a school wide writing plan	Emrick, Susan	9/8/2014	. Lesson plans, writing plan, student artifacts, finished products	6/5/2015 weekly
G1.B1.S1.A4	A plan for Classroom Walkthrough (CWT) with monitoring collaboration, and timely feedback, immediate with a grade level schedule for CWT.	Frazier, Chad	9/2/2014	CWT data.	6/1/2015 weekly
G1.B1.S1.A5	Provide PD to increase teachers knowledge of standards' based instruction	Hunt, Rhonda	9/2/2014	Agendas, scales and rubrics. sign in sheets, teacher participation, ticket-out	6/2/2015 monthly
G1.B1.S1.A6	Practice delivery of lessons during all-day common planning day.	Emrick, Susan	2/17/2015	Reflection sheets will be collected from teachers and teachers will practice delivery of each part of the lesson during the planning day.	6/6/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A7	Purposeful cooperative structures to have students work in pairs	Gardner, Maggie	2/11/2015	Improved purposeful cooperative structures to have students work in pairs seen through classroom walk-throughs and evidenced in lesson plans.	6/6/2015 monthly
G1.MA1	Common planning is consistent, monitored, and supported school-wide.	Hunt, Rhonda	8/18/2014	Team meeting minutes; evidence in lesson plans; Classroom walkthrough data	6/5/2015 weekly
G1.B1.S1.MA1	Common planning is consistent, monitored, and supported school-wide.	Hunt, Rhonda	8/18/2014	Fidelity to common planning schedule and process; teacher lesson plans reflect small groups and centers aligned to the rigor of the standards and are differentiated based on student data and needs. Weekly reports will be given to the prinicpal indicating planning is to the full intent of the standards and uses the PLC planning process flow map.	6/5/2015 weekly
G1.B1.S1.MA1	Provide the necessary time and resources to create a school environment conducive to common planning and PLC's.	Hunt, Rhonda	8/18/2014	Time, scheduling, and resources allocated to common planning/PLC's; teacher training in expected outcomes by instructional coaches. Attend common planning day and traiings	6/5/2015 weekly
G2.MA1	Close Reading strategies being used; Higher order questioning strategies; Differentiated small group instruction	Emrick, Susan	8/18/2014	Lesson Plans & Classroom Walk-through data from leadership team as well as state/DA Team.	6/5/2015 daily
G2.B1.S1.MA1	Standards based teaching and learning of writing across content	Hunt, Rhonda	9/8/2014	State writing exam, CWT data	6/5/2015 weekly
G2.B1.S1.MA1	Side by side coaching , PD, Writing Plan, Student Evidence	Hunt, Rhonda	9/8/2014	State Exam, CWT Data, Improved quality of writing with indurance.	6/5/2015 weekly
G3.MA1	Higher level of expectations implemented through teaching, learning and PBS	Frazier, Chad	8/18/2014	PBS, Deliberate Practice, and EWS	6/5/2015 monthly
G3.B1.S1.MA1	Ensure that PBS is having the desired result on student behavior and school culture leading to high teacher expectations for teaching and learning	Frazier, Chad	8/18/2014	PBS,EWS and Deliberate Practice data, CWT	6/5/2015 weekly
G3.B1.S1.MA1	Student engagement, improved grades	Gardner, Maggie	9/2/2014	Report cards, Deliberate Practice, teacher planning, CWT data	6/5/2015 weekly

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.

G1. With high expectations teachers will understand and deliver standards based instruction in all content areas for all students.

G1.B1 Inconsistent and/or limited use of the following (school-wide): 1. Lack of teacher depth of knowledge of standards based instruction

G1.B1.S1 To address these inconsistencies, the following three actions will occur: 1. Grade level common planning time supported by leadership team. 2. PLCs. 3. school-wide non-negotiables for instructional planning and delivery.

PD Opportunity 1

Dedicate time, resources, and training to reinforce EHES teachers' skill sets in standard-based instruction, data analysis, and differentiated instruction. An established common planning/PLC schedule with clearly defined protocol, district scope/sequence, expected products, and flow map for planning time spent three days a week.

Facilitator

Instructional Coaches

Participants

K-5th

Schedule

Weekly, from 8/18/2014 to 6/5/2015

PD Opportunity 2

Coaching cycle of ELA and Math Standards

Facilitator

Instructional Coaches

Participants

K-5th

Schedule

Weekly, from 9/5/2014 to 6/5/2015

PD Opportunity 3

Provide PD to increase teachers knowledge of standards' based instruction

Facilitator

Rhonda Hunt, Susan Emrick, Michelle Wiseman, Rose Sedely, Cleta Horton, Maggie Gardner, Chad Frazier

Participants

Teachers and Support Staff

Schedule

Monthly, from 9/2/2014 to 6/2/2015

PD Opportunity 4

Practice delivery of lessons during all-day common planning day.

Facilitator

Susan Emrick

Participants

KG-5th Grades

Schedule

Quarterly, from 2/17/2015 to 6/6/2015

PD Opportunity 5

Purposeful cooperative structures to have students work in pairs

Facilitator

Maggie Gardner

Participants

KG-5th Grade Teachers

Schedule

Monthly, from 2/11/2015 to 6/6/2015

G2. Faculty and Staff will increase the integration of standards based writing across all content areas.

G2.B1 Inconsistent use: Lack of knowledge best practice in standards based writing instruction across content

G2.B1.S1 Coaches will model through side-by-side coaching, and training in intergrading writing across content.

PD Opportunity 1

Training on Response to Literature thinking maps program

Facilitator

Thinking Maps trainer,Literacy coaches, CRT and Acceleration Teacher

Participants

Teachers

Schedule

Weekly, from 9/8/2014 to 6/5/2015

G3. An environment of high expectations for all students

G3.B1 Low expectations for students

G3.B1.S1 Build higher expectations for teachers

PD Opportunity 1

Teachers will be trained in how high expectations will develop improved student achievement using PBS mdel

Facilitator

Chad Frazier, Rhonda Hunt

Participants

All K-5 teachers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

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**