

Eagle Lake Elementary School



2014-15 School Improvement Plan

Eagle Lake Elementary School

400 CRYSTAL BEACH RD, Eagle Lake, FL 33839

<http://schools.polk-fl.net/eaglelake>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
61%

Alternative/ESE Center
No

Charter School
No

Minority
57%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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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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
Focus	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

The mission of Eagle Lake Elementary is to build a strong team of students, parents, faculty, staff, administration, and community that will do whatever it takes to motivate and challenge students through rigorous academic study and a nurturing environment. As a team, we will provide a quality learning experience that produces responsible, successful, self-confident, life-long learners.

Provide the school's vision statement

The vision of Eagle Lake Elementary School is to become a healthy community of learners that develops high performing students with an emphasis on collaboration involving families, staff members, and school community.

School Environment

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

At Eagle Lake Elementary, we strive to build relationships with students and learn about cultures which is critical to the student's academic achievement. At the beginning of the year, teachers build relationships with students by setting clear expectations, modeling positive attitudes, and leading by example. Classroom rules are enforced in a positive manner. Teachers can get to know their students by building rapport with students about non-academic topics, getting to know each child in order to individualize instruction to meet the needs of the student, and being mindful of the words they speak to the students.

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

Staff members are strategically placed around the school for morning, lunch and afternoon duty to ensure students are behaving in a safe and orderly manner. Each classroom teacher posts school-wide rules and sets expectations for their students. In addition to the district provided bullying lessons, teachers train students on how to fill out a slip to report when they feel they are being bullied. The bully box is located in the front office. The guidance counselor monitors the box and meets with students involved in the situation to complete an initial assessment to determine if a bullying incident has actually taken place. If the counselor feels bullying has actually taken place, the guidance counselor will refer the situation to administration. The administration will follow protocol to disintegrate the situation.

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

Eagle Lake Elementary is a Positive Behavior Support (PBS) school. Eagle Lake Elementary rewards its students for making good choices and for following school wide expectations by giving them "Eagle Bucks". The eagle bucks are given out randomly by any staff member who sees the student following the expectations. They should never be taken away once they are earned. When giving a student an Eagle Buck, they should be told what they did to earn the Eagle Buck and what

expectation the behavior fulfilled. The student should then put their name on the Eagle Buck as they will be responsible for keeping track of their own Eagle Bucks. Each teacher should have a designated place for their students to keep their Eagle Bucks.

The PBS Team will schedule an activity every month. Special “social activities” will be scheduled intermittently and will require more Eagle Bucks to participate. The students can redeem their bucks as they choose. Students will be informed of upcoming activities in case they want to save up for a particular social activity rather than spend them.

The students have responded well to the “Eagle Bucks” and it is a system that is easily managed by the staff. Staff also have the opportunity to earn Eagle Bucks and will have items or activities with which to redeem them.

Guidelines for Eagle Bucks

- Never take away once given.
- Provide a place for your students to put their Eagle Bucks, for safe-keeping. (i.e. in front of their agenda, sandwich bag, pencil pouch)
- Have your students put their name on all of their Eagle Bucks.
- If one of your students should lose an Eagle Buck(s):
-Nicely tell them that it is their responsibility to keep track of their Eagle Bucks. Remind them that their Eagle Bucks that they earn in the future should be placed in the decided upon designated area.

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

Eagle Lake ensures the social-emotional needs of students are being met by providing prevention, intervention, transition and follow-up services for students and families. Our counselor provides direct services for all children and youth, especially those who are experiencing problems that create barriers to learning. Direct services are provided by means such as education, counseling, consultation and individual assessment.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Early Warning System track students in two criteria:

1. Absent 10% or more for the days enrolled. Individual students are listed and tracked in each grade level when they have meet the criteria. In addition, a total is listed of all students for the school.
2. Over-age students with 2 or more years for the grade level. Students are tracked in grades 3-5 who meet the criteria. In addition a total is listed for the school.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	10	13	7	12	16	66
One or more suspensions	2	0	0	2	5	4	13
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	20	21	16	57

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

Indicator	Grade Level			Total
	K	3	4	
Students exhibiting two or more indicators	1	1	2	4

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

Positive behavioral interventions and supports are implemented to help students acquire appropriate behavior and skills rather than focusing solely on eliminating or reducing problem behaviors. This enables students to make progress towards goals and in the general education curriculum and function as independently as possible. Students are also sent to other classrooms in the same grade level to have time to decompress and are also, provided with small group academic interventions as needed.

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/197287>.

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

Eagle Lake has entered into a several business partnerships with our area businesses. Chick-Fil-A has been generous with providing incentives for students and food coupons to be used during our evening parent meetings. First Baptist Church and the Kiwanis Club both of Winter Haven provide our students with school classroom supplies required to start the year. Publix on Spirit Lake brought to our K-2 classrooms Plato, the Plaxosaurus to meet with our children and donated crayons and bumper stickers. Howell and Thornell donated school supplies to help our needy children. Also, RaceTrac of Eagle Lake has been very generous in supplying our teachers and students with coupons for free food and drinks.

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
Loutzenhiser, Connie	Principal
Caraballo, Nildalis	Assistant Principal
Katsoulis, Patty	Instructional Technology
Croft, Laurie	Instructional Coach
Bryant, Carolyn	Instructional Coach
Jimenez, Maria	Guidance Counselor
Rogers, Robin	Teacher, K-12

Duties

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

The leadership team will meet weekly. The roles/functions will include the collection and analysis of data, contribute to and review/revise the School Improvement Plan, plan professional development opportunities, and share overall happenings from each member of the leadership team to improve. Each member of the team will serve the staff in their designated area of assignments. For example, the administration and/or coaches will lead the staff during professional developments and/or PLCs. The coaches will work with the staff to plan standards-based lessons on a weekly basis. The Reading interventionist will work with students 70% of the day and the remaining portion can be attributed to Title one duties. The guidance counselor will lead teachers in implementing PBS behavior plan and working with teachers and staff to ensure Eagle Lake Elementary is a safe and secure environment.

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

Baseline data is gathered through September. FAIR 3-5 which is used for reading is processed through the Progress Monitoring and Reporting Network (PMRN). Third through Fifth Grade instructional data is gathered from the previous year's FCAT scores. Also, 3-5 will have data from the IMPROVE testing. K-2 Reading Wonders beginning/end of the year assessments will be used to progress monitor.

Math baseline data for K-2 will be established through the Go Math Series. Kindergarten will take the test a paper/pencil test, while 1st and 2nd will take the Think Central Benchmark tests. Grades 3-5 will take a Computer-based Test (CBT) provided by the district through IMPROVE. The tests will be given 2 times throughout the year for the purpose of progress monitoring.

Bi-monthly, during a Grade Level PLC meetings, the teachers will review the data collected for the week with the administration, recommendations will be made as needed to increase student achievement.

Classroom teachers will conduct Data Chats with students after each of the FAIR and Math CBT testing periods to help students develop strategies and goals to increase academic achievement. Progress Monitoring Data is also gathered beginning, mid-year and the end of the year according to each grade level's Progress Monitoring Plan. Other assessment data is collected as needed for the classroom or student progress. This information may be obtained by RW Assessments, Quick Reads, Fluency checks, etc.

Diagnostic Monitoring Data is gathered through CBT provided by the county, and other ongoing assessments.

End of the Year data is gathered through FAIR and Math CBT.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school

programs or summer school. The district coordinates with Title II and Title III in ensuring staff development

needs are provided

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and

other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

NA

Title III

Services are provided through the district for education materials and ELL district support services to improve

the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for

students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate

education.

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

Eagle Lake Elementary is participating in the Community Eligibility Option (CEO) pilot program during the 2014-2015 school year. This program provides free breakfasts and lunches without having to fill out a qualifying application for the free and reduced meal programs.

Housing Programs

NA

Head Start

Four units of Head Start are housed on campus and managed by Polk County Schools.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
	Education Support Employee
Nildalis Caraballo	Principal
Connie Loutzenhiser	Principal
Robin Rogers	Education Support Employee
Leticia Mendez	Education Support Employee
Yvonne Moore	Parent
Peggy Koran	Business/Community
Dick Loutzenhiser	Business/Community
Merida Acevedo	Parent
Stacy Harris	Parent
Marsha Boudreau	Business/Community

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 is involved with developing and implementing our school improvement plan. The council is advisory in nature and meets monthly during the year. The SIP was evaluated during a SAC meeting.

Development of this school improvement plan

A member of SAC is a member of the SIP committee and helps develop the goals and strategies.

Preparation of the school's annual budget and plan

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

There were no school improvement funds.

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
Bryant, Carolyn	Instructional Coach
Caraballo, Nildalis	Assistant Principal
Loutzenhiser, Connie	Principal
Rogers, Robin	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The PURPOSE of the LLT is to increase student achievement in literacy by including literacy-based activities across the curriculum by focusing on school-wide literacy through activities and events. The LLT will meet bi-monthly to communicate and gather input from grade levels as requested by the committee.

The COMPREHENSIVE LITERACY PLAN will include:

Implementation of the Florida Standards with fidelity

Reading Wonders implementation with fidelity

Implement additional 60 minute Reading block for Differentiated groups based on data

Active use of the Media Center to increase circulation

Book Club: Sunshine State Young Readers Award (Literature Discussion Groups: 3-5)

Identifying the strengths/weaknesses of the different Reading Strategies and/or Comprehension Skills

Implementation of Drop Everything And Read (D.E.A.R.: Independent Reading Time)

Model best Reading practices using Read Alouds

Families Building Better Readers (Community Connection)

Implement additional 60 Differentiated Reading groups

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

Each week during PLC's the teachers will meet with the School-based coaches to plan collaboratively for Reading and or Math. This planning will take place on Wednesdays. The coaches will be available to aid in providing research-based strategies and resources.

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

1. Partnering new teachers with veteran staff
2. Welcome and encourage Level 2 and Level 3 Interns from local colleges and universities
3. Common planning times to build teams

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

1. Grade Chairs will be partnered with first year teachers. Grade Chairs are in a unique position to mentor First Year teachers because they are successful, experienced teachers who can share specific information about the curriculum, teaching strategies, and routines for the particular grade level. Activities will include: reviewing Curriculum Maps and teaching strategies, an Introduction to Pinnacle, the online grade records book used in Polk County, and discussions of classroom management.
2. The Leadership Team will be partnered with teachers who are new to Eagle Lake Elementary. The Leadership Team consists of experienced teachers; as well as the administration and other specialized teachers (guidance, Library Media Specialist, coaches, etc.). This group of individuals will be able to help these experienced teachers be successful in this school. Activities will include: an introduction to the various resources available and sharing insights into the Eagle Lake Elementary community, the students, parents, community leaders, and other supporters of the school.
3. The Leadership Team will be partnered with struggling teachers. Led by the administration, the Leadership Team will be able to share a variety of experiences and provide guidance for teachers who are struggling to have their students achieve in their classrooms. Activities will include: reviewing the

Curriculum Maps and successful teaching strategies, observations and reflections to help the teacher be successful in the classroom, and modeling lessons, use of technology, classroom management, etc.

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

Each classroom teacher uses the county provided Curriculum Learning Maps during collaborative planning sessions for all subjects. School-based coaches meet with the teachers during their planning sessions to provide support. Teachers have access to CPALM lessons through the learning maps. Furthermore, teachers have been provided with all materials for Reading Wonders and Go Math. If teachers choose a resource outside of CPALMS or the curriculum materials provided, the teacher must document the standard that aligns with the resource in their lesson plans.

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

The school uses data to provide and differentiate instruction to meet the diverse needs of students by keeping-it-simple. Teachers determine what grade-level and content-area standards need to be retaught, when each standard will be retaught, and how to determine student mastery after reteaching. Agreement on the "what," "when," and "reassessment" plan ensures that standards get implemented consistently with the entire teaching team. In addition, several support staff have been in classrooms working in small groups on academic skills that need improvement.

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: 0

Curriculum will include an additional 60 minutes of Intensive Reading instructional time daily. This will total to a 180 minutes of daily direct reading instruction.

Strategy Rationale

The additional 60 minutes a day will ensure that teachers have time to implement individualized small group instruction to meet student proficiency in reading.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Loutzenhiser, Connie, connie.loutzenhiser@polk-fl.net

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

Data will be collected and analyzed from FAIR (reading), teacher-made ongoing writing assessments; as well as any assessments given as part of the programs

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

ESE PreK:

Plans are being made to meet with parents of students who will exit the ESE PreK program at the end of this year. They will receive information concerning the expectations, curriculum and the role of Common Core in Kindergarten.

Head Start:

Several Informational Meetings will be held for parents of students who would be attending Head Start on our campus. Many of these were conducted on a one-to-one basis.

Day Care Programs:

The local Day Care Centers are given information notices to be distributed to the parents of students who will attend Eagle Lake Elementary so they can chose to attend any of the meetings/activities on campus. Copies of the Tuesday Tidbits, a weekly Title I publication, will be sent to each of these facilities.

5th Graders Transitioning to Middle School:

Students are provided with information and are encouraged to attend orientation prior to students starding the new year. The feeder middle schools recruit students for band and other electives.

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

NA

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

NA

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

NA

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

NA

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.** Through administrative and coach support, teachers will plan and deliver standards-based instruction with fidelity in all content areas.

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. Through administrative and coach support, teachers will plan and deliver standards-based instruction with fidelity in all content areas. 1a

G039087

Targets Supported 1b

Indicator	Annual Target
AMO Reading - White	67.0

Resources Available to Support the Goal 2

- District Learning Maps administration
- CPALMS
- Florida State Standards
- District and School-based coaches
- Reading and Math Series
- Administration

Targeted Barriers to Achieving the Goal 3

- Teachers lack of knowledge of the Florida State Standards
- Lack of structured collaborative planning

Plan to Monitor Progress Toward G1. 8

Quantify classroom walkthrough data

Person Responsible

Connie Loutzenhiser

Schedule

Weekly, from 12/5/2014 to 6/5/2015

Evidence of Completion

Classroom walkthrough tool

Plan to Monitor Progress Toward G1. 8

Student achievement data indicating student improvement

Person Responsible

Connie Loutzenhiser

Schedule

Weekly, from 12/5/2014 to 6/5/2015

Evidence of Completion

Progress monitoring data sheet

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. Through administrative and coach support, teachers will plan and deliver standards-based instruction with fidelity in all content areas. **1**

 G039087

G1.B1 Teachers lack of knowledge of the Florida State Standards **2**

 B093999

G1.B1.S1 Teachers will deconstruct Florida State Standards with school-based coaches and administration. **4**

 S125372

Strategy Rationale

Teachers need to understand the depth and rigor of the standards.

Action Step 1 **5**

Teachers will meet during PLC's with Administration and Coaches to deconstruct Florida State Standards.

Person Responsible

Carolyn Bryant

Schedule

Weekly, from 10/28/2014 to 6/5/2015

Evidence of Completion

Agenda, sign-in sheet, pre-planning tool

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

Administration/coaches will attend collaborative planning meetings with teachers to provide support as needed.

Person Responsible

Nildalis Caraballo

Schedule

Weekly, from 11/14/2014 to 6/5/2015

Evidence of Completion

Completed pre-planning tool

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

The pre-planning sheet will allow teachers to collaboratively plan lessons aligned to the standards.

Person Responsible

Nildalis Caraballo

Schedule

Weekly, from 11/21/2014 to 6/5/2015


Evidence of Completion

Lesson plans that meet the full intent of the standards will be checked by administrators

G1.B2 Lack of structured collaborative planning **2**

 B133388

G1.B2.S1 Teachers will collaboratively plan weekly and will develop standards-based lessons to enhance student achievement. **4**

 S145274

Strategy Rationale

With support and guidance, teachers will plan and deliver standards-based lessons.

Action Step 1 **5**

Weekly grade level collaborative planning sessions will be scheduled.

Person Responsible

Carolyn Bryant

Schedule

Weekly, from 11/12/2014 to 6/5/2015

Evidence of Completion

Agenda, sign-in sheets, coaches' log, lesson plans

Action Step 2 **5**

Teachers will consistently deliver standards-based lessons as planned.

Person Responsible

Connie Loutzenhiser

Schedule

Weekly, from 12/2/2014 to 6/5/2015

Evidence of Completion

Classroom walkthrough data

Action Step 3 5

Coaches will be utilized to support teachers in the delivery of standards-based instruction through the coaching cycle.

Person Responsible

Laurie Croft

Schedule

Weekly, from 12/2/2014 to 6/5/2015

Evidence of Completion

Coaches' Log, Administrative referral form

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers will bring a completed copy of the pre-planning tool and resources. A sign-in sheet and agenda will be utilized at each planning session. Administration and coaches will attend the planning sessions.

Person Responsible

Carolyn Bryant

Schedule

Weekly, from 11/18/2014 to 6/5/2015

Evidence of Completion

Sign-in sheet, agenda/minutes, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrators will conduct walkthroughs for implementation of standards-based instruction.

Person Responsible

Connie Loutzenhiser

Schedule

Weekly, from 12/2/2014 to 6/5/2015

Evidence of Completion

Data collected during walkthroughs.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administrators will conduct classroom walkthroughs to observe implementation of planned lessons.

Person Responsible

Connie Loutzenhiser

Schedule

Weekly, from 12/2/2014 to 6/5/2015

Evidence of Completion

Data collected from classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Through Journey Evaluation Process and informal walkthrough tool teachers will receive constructive feedback.

Person Responsible

Connie Loutzenhiser

Schedule

Biweekly, from 1/16/2015 to 6/5/2015

Evidence of Completion

Jouney Evaluation/ Informal Feedback Tool

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	Teachers will meet during PLC's with Administration and Coaches to deconstruct Florida State Standards.	Bryant, Carolyn	10/28/2014	Agenda, sign-in sheet, pre-planning tool	6/5/2015 weekly
G1.B2.S1.A1	Weekly grade level collaborative planning sessions will be scheduled.	Bryant, Carolyn	11/12/2014	Agenda, sign-in sheets, coaches' log, lesson plans	6/5/2015 weekly
G1.B2.S1.A2	Teachers will consistently deliver standards-based lessons as planned.	Loutzenhiser, Connie	12/2/2014	Classroom walkthrough data	6/5/2015 weekly
G1.B2.S1.A3	Coaches will be utilized to support teachers in the delivery of standards-based instruction through the coaching cycle.	Croft, Laurie	12/2/2014	Coaches' Log, Administrative referral form	6/5/2015 weekly
G1.MA1	Quantify classroom walkthrough data	Loutzenhiser, Connie	12/5/2014	Classroom walkthrough tool	6/5/2015 weekly
G1.MA2	Student achievement data indicating student improvement	Loutzenhiser, Connie	12/5/2014	Progress monitoring data sheet	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	The pre-planning sheet will allow teachers to collaboratively plan lessons aligned to the standards.	Caraballo, Nildalis	11/21/2014	Lesson plans that meet the full intent of the standards will be checked by administrators	6/5/2015 weekly
G1.B1.S1.MA1	Administration/coaches will attend collaborative planning meetings with teachers to provide support as needed.	Caraballo, Nildalis	11/14/2014	Completed pre-planning tool	6/5/2015 weekly
G1.B2.S1.MA1	Administrators will conduct classroom walkthroughs to observe implementation of planned lessons.	Loutzenhiser, Connie	12/2/2014	Data collected from classroom walkthroughs	6/5/2015 weekly
G1.B2.S1.MA4	Through Journey Evaluation Process and informal walkthrough tool teachers will receive constructive feedback.	Loutzenhiser, Connie	1/16/2015	Journey Evaluation/ Informal Feedback Tool	6/5/2015 biweekly
G1.B2.S1.MA1	Teachers will bring a completed copy of the pre-planning tool and resources. A sign-in sheet and agenda will be utilized at each planning session. Administration and coaches will attend the planning sessions.	Bryant, Carolyn	11/18/2014	Sign-in sheet, agenda/minutes, lesson plans	6/5/2015 weekly
G1.B2.S1.MA3	Administrators will conduct walkthroughs for implementation of standards-based instruction.	Loutzenhiser, Connie	12/2/2014	Data collected during walkthroughs.	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 Opportunities

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

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