# East Lake Elementary School

**2014-15 School Improvement Plan**

# East Lake Elementary School

4001 BOGGY CREEK RD, Kissimmee, FL 34744

www.osceola.k12.fl.us

## School Demographics

| School Type | Title I | Free/Reduced Price Lunch |
|---|---|---|
| Elementary | No | 61% |

| Alternative/ESE Center | Charter School | Minority |
|---|---|---|
| No | No | 81% |

## School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|---|---|---|---|---|
| Grade | A | B | A | A |

## School Board Approval

This plan is pending approval by the Osceola 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.

# Table of Contents

# Purpose and Outline of the SIP

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

## Part I: Current School Status

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

## Part II: Needs Assessment

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

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

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

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

## Appendices

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

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

# Differentiated Accountability

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

## DA Regions

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

## DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2014-15 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Not In DA | 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

"To provide a welcoming, supportive environment that empowers, encourages, and inspires all individuals to soar into life-long learning."

##### Provide the school's vision statement

To be a high performing school, which supports the school district's vision to outperform every other School District in the State of Florida.

#### School Environment

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

During the school year and summer, administration makes an effort to welcome and greet new families entering the school. The school's guidance councilor is readily available to help any family or student with their transition into East Lake. Teachers also incorporate various activities into the students' daily learning that asks students share their past with others.

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

East Lake's number one priority is student safety. During the morning, there are many staff members present to welcome and greet students. Staff members are also spread throughout the school and offer assistance to any student that may need help getting to their classroom or another area. At all times the outside and classrooms doors remain locked and the students are taught they are locked to keep the campus safe. During dismissal, students are released on two bells, which gives students ample time to exit the building and/or get to the area where they need to be. Again, may staff members are present during dismissal and other assistance to all students as they exit the building. In the classrooms, hallway, lunch room, and all other areas, staff members treat students like family and students are shown daily how great it is to be an eagle.

##### 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

East Lake follows the PBS model. Within the model, both discipline and academics are looked at. The PBS committee has set up incentives for students who have earned "Eagle Bucks" for following school-wide expectations. East Lake uses both minor and major infraction forms, with the major infraction form being a referral. Teachers are taught what behaviors elicit a minor or a major and students are held accountable for their actions. Teachers also have classroom expectations posted in their classrooms that remind the students of the rules and consequences daily.

##### 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

Students requiring social-emotional help are directed to our guidance councilor, Ms. Serrano. Ms. Serrano works with students in a variety of ways to meet the individual needs of students. Ms.

Serrano has also set up small groups, in which students meet to discuss different types of matters that may come about during school. Teachers work with students in the classroom as well by providing one on one time for students to discuss and share any uncertainties or problems that the students may have.

**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**

We analyzed our school's data grades K-5 using the following indicators:
-10% or more of days missed
-One or more suspensions (in school and out of school)
-Course failures in ELA and Mathematics
-Level 1 score on the FCAT (grades 3-5)

**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 | 11 | 14 | 15 | 10 | 8 | 11 | 69 |
| One or more suspensions | 0 | 1 | 1 | 2 | 5 | 1 | 10 |
| Course failure in ELA or Math | 13 | 15 | 24 | 16 | 18 | 19 | 105 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 23 | 22 | 21 | 66 |
| | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | Total |
|---|---|---|---|---|---|
| | 1 | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 1 | 4 | 3 | 2 | 10 |

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

East Lake implemented many intervention strategies to improve academic performance of students that were identified using the early warning system. We offered morning tutoring, Saturday school tutoring, push in tutoring in the classrooms, as well as using the P.E. waiver to offer more instruction during essentials (or block) classes. Students were selected based upon previous test scores, including FCAT, STAR, and common formative assessments.

**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?**

No

*PIP Link*

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

*Description*

100% of the parents at East Lake Elementary will be involved with their student education by communicating with the teacher on a regular basis via agenda, email, phone or parent conferences. Parents will become involved by volunteering and attending school functions.

**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**

East Lake maintains a constant partnership with various organizations, businesses, and community members. East Lake works with the Casa De Paz church and it's minister Pastor Jose Nieves. The church and the school provide for one another and community members are welcome to attend church on Sunday's at the school. East Lake also has made and continued partnerships with many other local businesses in the area. East Lake is a 5-Star school, having reached the required number of volunteer hours within a school year. Parents are welcome to sign up through the Oasis program and volunteer at the school or in a classroom. A fall event is held each year where are students and families are invited to the school for a day filled with fun, food, meet and greets, and much more.

## 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 |
|------|-------|
| Burdette, Stacy | Principal |
| DeRight, Nathan | Assistant Principal |
| Blades, Kathy | Instructional Coach |
| Cooper, Liz | Instructional Coach |
| Glasheen, Jennifer | Instructional Media |

**Duties**

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

Administration: Provide a common vision for the use of data-based decision making, ensure that the school-based team is implementing RtI, conduct assessment of RtI of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based

RtI plans and activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

RtI Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development ; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on K-12 Reading Plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 Intervention Plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language arts.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

***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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and our students?

The team meets once a month to engage in the following activities:

Review universal screening data and link to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Local funds help support SIP targets by providing professional development, coaching support, and access to research-based resources for teachers. Supplemental Academic Instruction (SAI) funds provide extended learning opportunities for students in math, reading, writing, and science. The extended instruction is targeted and based upon students' needs. All other funding sources are strategically distributed to address students' learning needs that vary over the course of the school

year. Through the coordination of the various funding sources, we provide students at all levels with targeted instruction.

## School Advisory Council (SAC)

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

| Name | Stakeholder Group |
|---|---|
| Carrie Sassic | Teacher |
| Stacy Johnson | Teacher |
| Jennifer Pearson | Teacher |
| Louise Smith | Teacher |
| Stacy Burdette | Principal |
| Nathan DeRight | Principal |
| Kodie Rogers | Teacher |
| Jose Nieves | Business/Community |
| Jennifer Glasheen | Teacher |
| Ivette Santiago | Parent |
| Sonya King | Parent |
|  | Student |
| Bertrice Romeus | Teacher |
| Michelle Ford | Teacher |

### Duties

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

*Evaluation of last year's school improvement plan*

At every SAC meeting, the administration highlights various areas of the School Improvement Plan. During a SAC meeting, the school climate survey was disbursed and results were shared once all data was collected. Suggestions were then made based upon the results of the survey to better the school as a whole.

*Development of this school improvement plan*

The SIP is normally developed by administration and selected staff members. Administration presents the SIP to the SAC committee, suggestions are discussed, and the committee aproves the SIP. Administration reviews the SIP with SAC several times throughout the year to review data and discuss our progress towards meeting our goals.

*Preparation of the school's annual budget and plan*

The principal provides an update of the school's budget and expenditures at each meeting. The SAC committee then discusses how money is spent and together, a plan is made.

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

The use of SAC funds will be utilized to support teachers and students in accordance to the School Improvement Plan. SAC purchased books on Apps for the media specialist to enhance the technology in the classroom. SAC spent $100 on this project. SAC also spent $100 on incentives for the school to be used throughout the year.

***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 |
|------|-------|
| Burdette, Stacy | Principal |

**Duties**

***Describe how the LLT promotes literacy within the school***

To increase the percentage of students meeting proficiency in Reading and making learning gains in reading.

## Public and Collaborative Teaching

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

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

The Principal and Assistant Principal work collaboratively to promote consistent and efficient Professional Learning Communities (PLC's). Within the PLC's, each grade level plans lessons, creates assessments, and analyzes school data as a team. PLC teams meet weekly and at least one PLC meeting is designated as a vertical alignment meeting, where teachers of various grade levels meet with their content areas. Administration also provides teachers with grade level planning days twice a year. Reading and Math teachers meet and collaborate together to create lesson plans and CIM assessments to provide a spiral review. Grade levels either are given a half or a full day planning day respectively. Finally, teachers are encouraged to flexibly group their students and provide each student with their most suitable learning environment.

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

The Principal and Assistant Principal work collaboratively to screen resumes of potential candidates of East Lake Elementary. The Principal and/or Assistant Principal utilize the Winocular computer program to check references, monitor completed applications, and to follow up on any previous interviews at other institutions. The Principal and/or Assistant Principal then contacts Human Resources to check if the candidate is highly qualified for the Job listing posted. Upon completion, the Principal and/or Assistant Principal schedule an interview with the candidate. If the interview is a successful interview, the Principal and/or Assistant Principal contact the most recent supervisor of the candidate to obtain a reference. If the reference is positive, the candidate is contacted by the Principal or Assistant Principal and extended an offer to accept the position.

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

All teachers new to East Lake Elementary are assigned a mentor to assist with any questions and share important information that may arise throughout the year. The mentor and mentee should meet with one another daily, weekly, and monthly. The mentors are teachers in the same grade level of the mentee and may be next door for easy access. A mentoring handbook, training, and log were given to both mentors and mentees to help with the transition.

## 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***

East Lake strives to provide instruction aligned with the Florida Standards. Teachers are given professional development sessions multiple times a year. School assigned mentors offer assistance to new staff members and are expected to ensure any questions are answered. Administration both supports and expects teachers to create lessons and assessments while using the Florida Standards. The school's Literacy Coach and selected Math and Science Coaches offer assistance and small professional development sessions as well.

#### 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***

East Lake uses STAR data to progress monitor regularly throughout the year. Students that are not performing to proficiency are provided with additional assistance. Students are given more direct attention within smaller group settings during iii math and reading time daily. Students in the lower quartile of the school are tutored during the school day and are given at home opportunities as well. Teachers meet reguarly with the school Literacy Coach and Math/Science coaches to be given assistance on how to differentiate instruction based upon the students needs.

***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:** 1,080

Students that are in the lowest quartile and scored a Level 1 on FCAT Reading or Mathematics and/or Tier 3 in the RtI process will receive intervention in reading and mathematics for 30 minutes a day/4 days a week. The intervention will be taught by highly qualified teachers during essential time.

### Strategy Rationale

The extended learning strategy above is necessary to help students on the path to proficiency in order to be college and career ready.

### Strategy Purpose(s)

- Teacher collaboration, planning and professional development

### Person(s) responsible for monitoring implementation of the strategy
DeRight, Nathan, derightn@osceola.k12.fl.us

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

Data from STAR reading and math will be collected on a weekly, monthly, and quarterly basis to determine if students are progressing or need to continue with intervention.

## 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

East Lake provides two units of Voluntary Pre-Kindergarten in the morning and the afternoon. This services 80 students in the community. East Lake also houses three ESE Pre-K units for students ages 3 to 5 for our students with disabilities. All units follow a set curriculum for their students. Both VPK and ESE Pre-K meet weekly during Professional Learning Communities. The District Level supervisor makes monthly or quarterly visits to the units and provides feedback to Administration. Professional Development opportunities for our teachers are also offered in-house or within the District to help our instructors grow in their field.

### 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

East Lake has established a partnership with The Orlando Science Center. The entire staff visited the Science Center and worked together to complete STEM activities. Teachers are incorporating STEM activities throughout the school year.

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

Engineering is Elementary

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

Teachers are being trained by Orlando Science Center personnel in STEM strategies.

***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***

N/A

## 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.**     Standards-based instruction will occur amongst all subject areas within every grade level.

**G2.**     Professional Learning Communities will be implemented with fidelity.

## 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.** Standards-based instruction will occur amongst all subject areas within every grade level. 1a

G040162

**Targets Supported** 1b

| Indicator | Annual Target |
|---|---|

**Resources Available to Support the Goal** 2

- Extended Learning Opportunities

- PLC's

- Personnel- Admins, Literacy Coach, LRS, media specialist

**Targeted Barriers to Achieving the Goal** 3

- Increase support for teachers to teach ALL standards to proficiency

- Increase the number of training/professional development opportunities

**Plan to Monitor Progress Toward G1.** 8

Classroom Walk-throughs
Data Analysis

**Person Responsible**
Stacy Burdette

**Schedule**
Weekly, from 8/27/2014 to 6/3/2015

*Evidence of Completion*
Data Chats Monitor data for learning gains

**G2.** Professional Learning Communities will be implemented with fidelity. `1a`

🔍 G040163

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|

### Resources Available to Support the Goal `2`

- Personnel- Admins, Literacy Coach, LRS, Media Specialist, Computer Tech

- Classroom Teachers

- PLC Facilitators

### Targeted Barriers to Achieving the Goal `3`

- Increase a community of cooperative learners that positively interact within the PLC

### Plan to Monitor Progress Toward G2. `8`

Implement common assessments and provide intervention where needed

**Person Responsible**

Nathan DeRight

**Schedule**

Every 6 Weeks, from 9/3/2014 to 6/3/2015

***Evidence of Completion***

Classes receive intervention based on assessments An appropriate FCIM is produced and carried out

## 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.** Standards-based instruction will occur amongst all subject areas within every grade level. 1

🔑 G040162

**G1.B1** Increase support for teachers to teach ALL standards to proficiency 2

🔑 B097061

**G1.B1.S1** PLC's will collaborate to create both common lesson plans and common assessments. In addition to the PLC lead teacher, each PLC group was designated a School-Based Leadership Team member as a designee. 4

🔑 S108282

**Strategy Rationale**

**Action Step 1** 5

PLC leaders will send agendas prior to meetings. PLC leads will also review and send out standards for upcoming units based on pacing guides.

**Person Responsible**

Stacy Burdette

**Schedule**

Weekly, from 8/27/2014 to 6/3/2015

***Evidence of Completion***

Minutes from PLC meetings

### Action Step 2  5

East Lake will target FCAT Level 2 students through the use of small group instruction and extended learning opportunities.

#### Person Responsible

Stacy Burdette

#### Schedule

Quarterly, from 8/27/2014 to 6/3/2015

#### *Evidence of Completion*

Tutoring attendance, Assessment data, PLC minutes

### Action Step 3  5

Teacher will create common assessments during PLC's

#### Person Responsible

Nathan DeRight

#### Schedule

Weekly, from 9/3/2014 to 6/3/2015

#### *Evidence of Completion*

PLC Minutes

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

PLC leads/facilitators will oversee PLC meetings via walkthroughs. PLC leads will also monitor task expectations based on data from minutes/agendas.

#### Person Responsible

Nathan DeRight

#### Schedule

Weekly, from 9/3/2014 to 6/3/2015

#### *Evidence of Completion*

Lesson Plans PLC minutes/agendas

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

1. Compare teachers averages on common formative assessments by finding the range between teachers in a PLC. 2. Analyze level of proficiency demonstrated by students in relation to assessment findings. 3. Identify outliers and make adjustments.

### Person Responsible

Stacy Burdette

### Schedule

Weekly, from 8/27/2014 to 6/3/2015

### *Evidence of Completion*

In relation to the range for assessments, a good range is less than or equal to 10 percentage points. A poor range is 20 percentage points or more.

**G2.** Professional Learning Communities will be implemented with fidelity. `1`

🔑 G040163

**G2.B2** Increase a community of cooperative learners that positively interact within the PLC `2`

🔑 B097064

**G2.B2.S1** PLC facilitators and administration will request that PLC meeting agendas and minutes be kept and turned in each meeting. `4`

🔑 S108284

### Strategy Rationale

Agendas and minutes will be sent to the school's Public drive, where administration can view the contents. This way, each PLC group is kept honest and all stakeholders are contributing to the group.

**Action Step 1** `5`

Meet with grade level PLC facilitators

### Person Responsible

Nathan DeRight

### Schedule

Quarterly, from 9/3/2014 to 6/3/2015

### *Evidence of Completion*

PLC Minutes PLC Agendas Documentation from PLC facilitators PLC walkthroughs

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** `6`

Meet with PLC facilitators regularly

### Person Responsible

Nathan DeRight

### Schedule

Quarterly, from 9/3/2014 to 6/3/2015

### *Evidence of Completion*

Meeting Notes Various PLC meeting data

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** `7`

Meet with grade levels to ensure all planning and common assessments are compiled as a PLC

### Person Responsible

Nathan DeRight

### Schedule

Monthly, from 9/3/2014 to 6/3/2015

### *Evidence of Completion*

Grade level meeting notes Common assessment examples similar data

## 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 | PLC leaders will send agendas prior to meetings. PLC leads will also review and send out standards for upcoming units based on pacing guides. | Burdette, Stacy | 8/27/2014 | Minutes from PLC meetings | 6/3/2015 weekly |
| G2.B2.S1.A1 | Meet with grade level PLC facilitators | DeRight, Nathan | 9/3/2014 | PLC Minutes PLC Agendas Documentation from PLC facilitators PLC walkthroughs | 6/3/2015 quarterly |
| G1.B1.S1.A2 | East Lake will target FCAT Level 2 students through the use of small group instruction and extended learning opportunities. | Burdette, Stacy | 8/27/2014 | Tutoring attendance, Assessment data, PLC minutes | 6/3/2015 quarterly |
| G1.B1.S1.A3 | Teacher will create common assessments during PLC's | DeRight, Nathan | 9/3/2014 | PLC Minutes | 6/3/2015 weekly |
| G1.MA1 | Classroom Walk-throughs Data Analysis | Burdette, Stacy | 8/27/2014 | Data Chats Monitor data for learning gains | 6/3/2015 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 | 1. Compare teachers averages on common formative assessments by finding the range between teachers in a PLC. 2. Analyze level of proficiency demonstrated by students in relation to assessment findings. 3. Identify outliers and make adjustments. | Burdette, Stacy | 8/27/2014 | In relation to the range for assessments, a good range is less than or equal to 10 percentage points. A poor range is 20 percentage points or more. | 6/3/2015 weekly |
| G1.B1.S1.MA1 | PLC leads/facilitators will oversee PLC meetings via walkthroughs. PLC leads will also monitor task expectations based on data from minutes/agendas. | DeRight, Nathan | 9/3/2014 | Lesson Plans PLC minutes/agendas | 6/3/2015 weekly |
| G2.MA1 | Implement common assessments and provide intervention where needed | DeRight, Nathan | 9/3/2014 | Classes receive intervention based on assessments An appropriate FCIM is produced and carried out | 6/3/2015 every-6-weeks |
| G2.B2.S1.MA1 | Meet with grade levels to ensure all planning and common assessments are compiled as a PLC | DeRight, Nathan | 9/3/2014 | Grade level meeting notes Common assessment examples similar data | 6/3/2015 monthly |
| G2.B2.S1.MA1 | Meet with PLC facilitators regularly | DeRight, Nathan | 9/3/2014 | Meeting Notes Various PLC meeting data | 6/3/2015 quarterly |

## 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.*

## 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** |