Eastside Elementary School

2014-15 School Improvement Plan

Eastside Elementary School

1820 JOHNSON AVE E, Haines City, FL 33844

http://schools.polk-fl.net/ee

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	Yes	59%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	90%

School Grades History

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

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

To provide a high quality education for all students.

Provide the school's vision statement

Improving student academic success is the core value of every staff member at Eastside Elementary. We believe every student will learn at the highest level. We are prepared to offer more time, support, and feedback to every student who needs it.

School Environment

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

Teachers learn about students through data chats. The teacher will meet with students and discuss how the student is doing on weekly assessments, quarterly assessments, and previous year's data. The teacher will also take this time to build a positive relationship with the student.

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

Students are greeted by teachers at the door every morning before coming in the room. Teachers on-duty also speak to students in the hallway. During the day, teachers us Positive Behavior Support as the key disciplinary system at Eastside.

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

Teachers are empowered to manage behaviors in the classroom using PBS. We use SOAR as our school wide expectations: Show Respect, Observe Safety, Accept Responsibility, & Resolve Problems. Teachers use a reward chip system. When students are practicing on of the four SOAR expectations, they receive a chip. After five chips, a student gets a ticket. We have weekly ticket drawings and large monthly drawings.
Students will reflect on their behavior using the Student Discipline Form. If a behavior is an office managed behavior, the teacher will write and online referral. Then, the administration will call for the student after 2PM.

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

Teachers are always observing students throughout the day. If something is out of the ordinary or if a student brings something to the attention of the teacher, the teacher will refer the student to the guidance office. The guidance office will set up mentoring or counseling as needed.

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 use the district Early Warning System. It includes:
-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
-One or more suspensions, whether in school or out of school
-Course failure in English Language Arts or mathematics
-A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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
	1	2	3	4	5	
Attendance below 90 percent	34	23	35	19	25	136
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	89	87	84	260

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	12	5	4	21

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

Teachers will mentor students who are habitually absent. Interventionist will work with students academically who are exhibiting two or more indicators. The attendance team will monitor, make contact with parents, and create attendance plans for students who are under 90% attendance rate. The attendance manager will reward students who move from a low attendance rate to a higher rate. Teachers will meet with administration every Wednesday to discuss data, which includes attendance and discipline data.

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/195905.

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

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

The school invites local business leaders to the School Advisory Council meetings. We ask for input in decision making that will benefit our students to be college and career ready. We sent out a Welcome Back letter to all parents which included expectations. We give a volunteer letter to all community members who want to help the school out in any way possible, such as tutoring & mentoring students, and providing items to meet physical needs of our students.

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
JOZWIAK, JOHNA	Principal
Foster, Ryan	Assistant Principal
Anglin, Will	Assistant Principal
Nicks, Lucinda	Instructional Coach

Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills 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.
Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the
implementation of PS/RtI, further assists the principal in the assessment of PS/RtI skills, implementation of intervention support and documentation, professional learning, and communication with
parents concerning MTSS plans and activities.
Instructional Coach: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention,
collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities.
All team members: 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.
Instructional Coaches-Reading/Math/Science: 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.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

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.

ESOL Teacher: 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. She will also focus on ESOL students and their academic 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 Data-based 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 in our students?

The Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The PS/RtI Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available. We will also focus on attendance and discipline data.

o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.

o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

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, 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, Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated

with district Drop-out Prevention programs.
Title I, Title II
District receives supplemental funds for improving basic education programs through the purchase of small

equipment to supplement education programs. New technology in classrooms will increase the instructional

strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.
Title II
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 III
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.
Title X
Supplemental Academic Instruction (SAI)
SAI funds are used to provide services to Tier 2 and Tier 3 students.
Supplemental Violence Prevention Programs
The district provides training in anti-bullying.
Violence Nutrition Programs
The district provides materials and training on nutrition.
Nutrition Housing Programs
N/A
Housing Head Start
The district provides Head Start programs is selected locations.
Head Adult Education
The district provides opportunities for adults take GED classes.
Career and Technical Education
The district provides both career and technical educational opportunities.
Career Job Training
The district provides opportunities for job training through the career, technical and adult education efforts.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Johna Jozwiak	Principal
Ryan Foster, Assistant	Principal
Twanna Henderson	Parent
Beverly Dingle	Parent
Maria Quiroa	Teacher
Clotilde Marrero	Teacher
Lucinda Nicks	Teacher
Iris Colon	Parent
Carol Collins	Parent
Felsy Sepulveda	Teacher
Ivelise Brunet	Business/Community
Yodeli Vargas	Parent

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 will dive deep into the previous year SIP and connect it with actual data. We will discuss the sections that worked and the parts that did not.

Development of this school improvement plan

SAC will look at student data, discuss problems, and solutions. Once the SIP is completed, SAC will approve the plan.

Preparation of the school's annual budget and plan

While developing and approving the SIP, the SAC will create the budget to work out the details of the plan.

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

After school tutoring-$25,000

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
Foster, Ryan	Assistant Principal
JOZWIAK, JOHNA	Principal
Anglin, Will	Assistant Principal
Nicks, Lucinda	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

What will be the major initiatives of the LLT this year?
o Increase Accelerated Reading participation by offering classroom and school wide incentives
o Provide time each day for age appropriate, engaging literacy centers that align with the lesson that was taught that morning
o Participate in the Author's Backpack program in which ESOL students receive a free backpack full of reading books and literacy activity books to complete both in school and at home
o Offer an after-school Reading Aimed on Sucess Camp prior to the FCAT to help students who are in need of improvement

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

All teachers will have a common planning for reading and math.
Monday is for Reading planning for all grades, during a 50 minute planning time.
Tuesday is for math planning for all grades, during a 50 minute planning time.
Planning periods are as followed:
KG-12:15-1:05
1st-9:05-9:55
2nd-8:15-9:05
3rd-1:05-1:55
4th-1:55-2:45
5th-10:05-10:55
Teachers will use the Instructional Alignment Tool to dive deeper into standards-based planning.
Collaborative planning is lead by the reading coach, math coach, and administration.

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

We will have a mentoring program, where each new teacher will be placed with an experienced teacher. We will meet monthly with math coach, mentees, and mentors. Teachers will view other teachers throughout the year in a differentiated professional development team. Administration and peer support with feedback will retain teachers at Eastside. Also, we are promoting our "Shining Stars" as our positive reinforcement for highly effective teaching strategies. We set up a program before the school year started so we could meet with all new to Eastside teachers and discuss the expectations and curriculum maps.

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

Each "New to Eastside" teacher is paired with a highly-qualified, master teacher. The mentees and mentors meet with the math coachl two weeks a month. The meetings are held to discuss the issues that arise at the time period of the meetings, such as beginning of school year, interims, and report card grades. A weekly blast will be sent to all mentees to discuss a prime factor going on in the school at that time.

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

Teachers, through common planning, will use the instructional alignment tool to align all instruction with the standards. The teachers will use resources that meet the content limit of the standard.

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

All teachers will collect assessment data to make decisions on differentiated instruction. The teacher will plan small group differentiated lessons to meet those needs/deficiencies. The school is following the gradual release structured lesson plan for reading and gradual release for math. We are providing a Power Hour for all students that focuses on the deficiencies as well as support of ESE and ESOL students. We created a third/fourth grade combo and a fourth/fifth grade combo to increase proficiency for retained students as well as address the overage student to fill in the gap for mid-year promotion. We dissolved the Dual Language program and implemented a One-Way Bilingual program to meet the needs of our ELL students.

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

Strategy: After School Program

Minutes added to school year: 1,440

Teachers will work with students in 3rd, 4th, and 5th grade in the subjects of reading, math, science (5th). Teachers will use best practices to instruct students in those areas.

Strategy Rationale

Increasing instructional time after school could benefit students who are not mastering a standard.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Foster, Ryan, ryan.foster@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 from FAIR for reading and IMPROVE data for math and science progress monitoring before and after the tutoring program.

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

In the spring of each year, a "Kindergarten Visits" is held by the school. The students and teachers spend the morning with a Kindergarten
class where they participate in several activities that our Kindergarten staff has prepared. The students also take a tour of the Eastside campus with a stop in the cafeteria for snacks.
Eastside Kindergarten Visit allows children to:
• Register for school
• Visit kindergarten classrooms
• Learn about the things that parents can do to prepare their children for kindergarten
• Receive necessary information
At the August orientation:
• Parents meet the teacher
• Tour the school
• Receive supply lists and other information
The students and teachers spend the morning with a Kindergarten
class where they participate in several activities that our Kindergarten staff has prepared. The students also take a tour of the Eastside campus with a stop in the cafeteria for snacks.

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.   If teachers effectively deliver standards-based instruction in core academic areas consistently, then Eastside Elementary will place at or above the 40th percentile statewide for growth in Reading and Math proficiency in 2014-2015.

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. If teachers effectively deliver standards-based instruction in core academic areas consistently, then Eastside Elementary will place at or above the 40th percentile statewide for growth in Reading and Math proficiency in 2014-2015. `1a`

Targets Supported `1b`

`G041770`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	40.0
FSA - Mathematics - Proficiency Rate	40.0

Resources Available to Support the Goal `2`

- Florida Standards
- Data-Based PLC
- Reading and Math Planning
- Reading Wonders
- Florida Standards Test Specs Reading and Math
- Math Coach
- District Coach for Math and Science (still waiting for District Reading Support)
- FCRR.ORG
- Instructional Alignment Tool
- Gradual Release Lesson Plan Template
- Power Hour-Instructional Time
- ELA Interventionists
- Americorp
- Rosetta Stone
- FAIR Data
- Achieve 3000
- ESOL Paras
- Media Paras
- After School Tutoring Program
- Before School Computer-Based Tutoring
- Edusmart

Targeted Barriers to Achieving the Goal `3`

- Teachers do not plan based on Standards, they plan based on curriculum

Plan to Monitor Progress Toward G1. `8`

The data-based leadership team will review progress monitoring data to look for gains in proficiency.

Person Responsible
Ryan Foster

Schedule
Quarterly, from 10/1/2014 to 3/31/2015

Evidence of Completion
FAIR-FS, IMPROVE

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. If teachers effectively deliver standards-based instruction in core academic areas consistently, then Eastside Elementary will place at or above the 40th percentile statewide for growth in Reading and Math proficiency in 2014-2015. 1

🔑 G041770

G1.B2 Teachers do not plan based on Standards, they plan based on curriculum 2

🔑 B101491

G1.B2.S1 Weekly Planning Sessions with coaches and administration where we plan based on the standards using the instructional alignment tool for reading and math. 4

🔑 S112689

Strategy Rationale

If we focus on the standards in planning, delivery will be standards-based.

Action Step 1 5

Reading and Math Planning with the Instructional Alignment Tool

Person Responsible

Ryan Foster

Schedule

Weekly, from 8/19/2014 to 6/3/2015

Evidence of Completion

Completed Instructional Alignment Tools for all grades in reading and math.

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

Principal will observe the weekly planning sessions at least bi-weekly.

Person Responsible

JOHNA JOZWIAK

Schedule

Biweekly, from 8/19/2014 to 6/3/2015

Evidence of Completion

Principal will record notes of the planning session and review the instructional alignment tools.

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

Classroom Walkthrough Observations and Weekly Assessment data for reading and Formative Assessments for math will be discussed by the Leadership Team

Person Responsible

JOHNA JOZWIAK

Schedule

Weekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

Observation Notes, Data-based Leadership Team agendas and weekly Data-based PLC notes

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

Administration will collect classroom walk through observation data on the effective delivery of the planned lesson in math and reading.

Person Responsible

JOHNA JOZWIAK

Schedule

Weekly, from 10/21/2014 to 6/5/2015

Evidence of Completion

Administration will walk through classrooms with the instructional calendar and lesson plans to observe the effectiveness of the delivery of the lesson plan. The data from this observation will be used in planning in order to work on delivery of the lesson. Observation data will be shared at leadership team meetings. Then,the Reading and Math Coach's schedules will evolve based on that observation data where support will be given based on a tiered level of support from leadership team meetings.

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.B2.S1.A1	Reading and Math Planning with the Instructional Alignment Tool	Foster, Ryan	8/19/2014	Completed Instructional Alignment Tools for all grades in reading and math.	6/3/2015 weekly
G1.MA1	The data-based leadership team will review progress monitoring data to look for gains in proficiency.	Foster, Ryan	10/1/2014	FAIR-FS, IMPROVE	3/31/2015 quarterly
G1.B2.S1.MA1	Classroom Walkthrough Observations and Weekly Assessment data for reading and Formative Assessments for math will be discussed by the Leadership Team	JOZWIAK, JOHNA	8/20/2014	Observation Notes, Data-based Leadership Team agendas and weekly Data-based PLC notes	6/3/2015 weekly
G1.B2.S1.MA3	Administration will collect classroom walk through observation data on the effective delivery of the planned lesson in math and reading.	JOZWIAK, JOHNA	10/21/2014	Administration will walk through classrooms with the instructional calendar and lesson plans to observe the effectiveness of the delivery of the lesson plan. The data from this observation will be used in planning in order to work on delivery of the lesson. Observation data will be shared at leadership team meetings. Then,the Reading and Math Coach's schedules will evolve based on that observation data where support will be given based on a tiered level of support from leadership team meetings.	6/5/2015 weekly
G1.B2.S1.MA1	Principal will observe the weekly planning sessions at least bi-weekly.	JOZWIAK, JOHNA	8/19/2014	Principal will record notes of the planning session and review the instructional alignment tools.	6/3/2015 biweekly

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**
Goal 1: If teachers effectively deliver standards-based instruction in core academic areas consistently, then Eastside Elementary will place at or above the 40th percentile statewide for growth in Reading and Math proficiency in 2014-2015.	63,000
Grand Total	**63,000**

Goal 1: If teachers effectively deliver standards-based instruction in core academic areas consistently, then Eastside Elementary will place at or above the 40th percentile statewide for growth in Reading and Math proficiency in 2014-2015.		
Description	**Source**	**Total**
B2.S1.A1 - Math Coach	Title I Part A	63,000
Total Goal 1		**63,000**