Eastside Elementary School

2014-15 School Improvement Plan

Eastside Elementary School

201 ARROYO AVE, Clewiston, FL 33440

http://hendry-schools.org/education/school/school.php?sectionid=11&sc_id=1171294169

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	86%

Alternative/ESE Center	Charter School	Minority
No	No	85%

School Grades History

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

School Board Approval

This plan is pending approval by the Hendry 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	5	Gayle Sitter

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 Eastside Elementary School is to provide our students the opportunity to reach their full potential by providing a safe, positive environment focused on learning and driven by research based best practices.

Provide the school's vision statement

Eastside Elementary is committed to improve student achievement in reading, writing, science, and math skills. To achieve continued growth in these areas there must be a partnership between school, parents, and community. High expectations for students, focused curriculum, quality instructional materials, and dedicated staff are essential.
Preparing students for the future requires continual monitoring of student progress and doing what it takes to meet the needs of our students. The school improvement plan at our school serves as the means to see ideas put into action and is a catalyst for student achievement.

School Environment

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

Our school is a Title I school. That brings about issues of poverty along with different cultures. Each teacher is required by our county to complete an on-line course on diversity. We have dedicated a few of our weekly grade group meetings to being sensitive not only to different cultures but also to students who come from homes of poverty, abuse, single families, incarcerated parents, etc. We send out our phone messages and information to parents in both English and Spanish. We have translators at all meetings in order to communicate with our parents. We have the majority of our events in the evening so that our working parents are able to attend. We do not have any meetings scheduled for Wednesday because that is an active church night in our community.

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

Our county and school has adopted a "No Bullying Policy". Students are welcome to tell teachers, office personnel, administration, and faculty if they have any problems. The administration has an open door policy for both students and parents if a problem should arise.
There is a faculty monitor in the hallways before and after school. Teachers are asked to do classroom restroom breaks and only two students are to be sent to the restroom with passes otherwise.
We also have an SRO on duty at the school all day long. We created a safety committee with representatives from each grade group and along with the SRO, they are continually improving the safety of our school.

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

Our administration supports the teachers with behavioral problems. If a child is physically or verbally abusive, the situation is directed to the office immediately. If the behavior isn't something that constitutes an immediate office referral, there are steps that the teacher must take.

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

This year we are starting a mentoring program with several students. We are partnering with Clewiston High School. The high school students there are being interviewed and selected to be part of it. They will then come and work with a particular student and help them with work and just give them an opportunity to talk. The elementary students who will be mentored will be selected by classroom teachers and administration.

We also have a Guidance Counselor on staff who meets with students to help through situations and can help parents by referring them to different programs or organizations.

Academic services are assisted through the RtI/MTSS program in place along with ESE services.

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

Attendance: Our teachers are to call home for any student missing more than two days in a row to find out the circumstances. The administration talks to parents who their children are missing too much school or who are checking out too often to try to resolve any issues. Our attendance clerk keeps record of students with excessive absences and notifies the Truancy Officer.

Suspensions: All suspension sheets are given to the Guidance Counselor. She then does a follow up meeting with each child who is suspended to try to correct the behavior so that the behavior will not occur again.

Course Failure: We have the RtI/MTSS system in place at all grade levels. If a child is falling behind, he/she is given additional small group instruction in the area/s of need.

Level 1: Each teacher keeps a record of the level of the student from the previous year. He/she creates a goal. The students who received a level 1 are put into the RtI/MTSS process in order for them to receive additional instruction.

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	38	19	17	16	10	8	108
One or more suspensions	8	5	5	8	19	7	52
Course failure in ELA or Math	18	15	22	15	19	13	102
Level 1 on statewide assessment	0	0	0	37	21	27	85

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	5	3	2	7	4	21

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

We are starting the mentoring program. We are partnering with the high school and the students with one or more indicators are going to be our focus group. This will be organized by Sarah Sanchez who will not only monitor attendance of the students making sure they are meeting with our elementary student but she will also be having workshops to help the high school students help our students. She will do this by setting up scenarios to open the lines of communication. We will then work to try to solve any of the situations that may have solutions.

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

We plan to have at least 4 events where parents are invited and involved in activities with their children. We will be having two Family Fun Nights in conjunction with our Scholastic Book Fair. We will also have a Celebration Concert in December and a Talent Show in May.
On August 26th and 28th we had two different parent nights. Each grade level presented their curriculum and expectations for their students. Parents were given an opportunity to ask questions during and after the meeting. Translators were available.
We are going to start a tutoring program on Thursday evenings. This will be an opportunity to parents to bring their child to the school and a teacher will be available to help the parent and child together understand the homework concepts. We will also be getting high school volunteers to help with the translating.
We are providing parents with on line monitoring of their child's AR reports.
Every teacher will have a scheduled time during progress reports to meet with parents regarding their child's progress. Each teacher will also have an "open door" policy so that parents can make appointments to meet outside of the designated times.
Every child will receive a progress report and report card.
Monthly calendars will be distributed to all students with any information needed for that month.
Phone calls will also go out in both English and Spanish.

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

We partner with several business and organizations to help support our school.
1. We partner with the local Clewiston Museum. Mr. Wilson receives a grant which gives us the opportunity to have him come to the school and give a five part presentation of Florida History for our 4th graders that culminates with a field trip.
2. The local officers present the DARE program to our 5th grade students.
3. The local Emergency Management is coming in to present pertinent information for all students grades K-5 on dealing with emergency situations focusing on bad weather.

4. Local businesses a Community Helpers day explaining to the students their role in the community.
5. Teachers are encouraged to have one local business person come in and explain how their profession relates to a concept that is being delivered in class. For example, when 5th grade was working on percentages, they brought in a banker who explained how percentages are related to banking.
6. There is a local business that supports us financially for the past few years with a grant.

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
Duckstein, Lori	Principal
Carter, Melissa	Assistant Principal

Duties

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

The Leadership Team member is responsible for leading his/her grade group to provide quality instruction and assessment at Tier I. The Leadership Team member is also responsible for continually working with their grade group looking at data to determine who needs interventions and also working together as a grade group to provide quality interventions at Tier II.
Ivette Porth- Kindergarten
Sarah Sanchez- First Grade
Marrisa Holman-Second Grade
Ron Dierks/ Danielle Dasher- Third Grade/ Enrichment
Kristin Mann- Fourth Grade
Ansley Cockram- Fifth Grade
Sandra Perry- ESE
The Leadership Team also meets twice a month to improve instruction at all grade levels and locate gaps in instruction and come up with solutions.
This team mentors new teachers and gives a support system to all members of the staff.

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

At Eastside MTSS (formerly known as RtI) is a classroom teacher initiative. We currently have a pacing guide for each grade level that contains all of the assessments and when they are given for each grade level. These assessments include the baseline testing and any progress monitoring. We then take this information and at the next PLC (Grade Group Meeting) we go over this information. Prior to teaching each skill, the grade groups work cooperatively to build quality units with expectations clearly defined. After reviewing the data, the teacher then reteaches within small groups to assist the students before they are reassessed. If the data determines that the majority of the students are not being successful, an intervention for the teacher occurs. The teacher is given extra assistance from a Coach. If the data shows that the majority of the students are successful but that a

few are continually falling lower than expectations, these students are then put into a Tier II group which is conducted by the classroom teacher. Meetings are then held on each of these students during our MTSS/ RtI meetings which are held every Monday. The students are put on a rotating schedule and all of the data from that child compared to the classroom and the other MTSS/ RtI students in the small group are reviewed. Interventions are recommended. If a child still does not make progress, the team then moves that child into a Tier III Intervention Group. We have all of our Tier III Intervention Groups at the beginning of the day for the entire school. All of my resources from ESE Teachers, to Coaches, to Enrichment Teachers have a small group of MTSS/ RtI students based on the needs of the particular child. After all of these interventions are in place and the child still has not made progress, the file is then sent off to the ESE department for further review.

Title I- Part A: Eastside Elementary School receives federal monies to supplement our existing educational programs. We use these funds to address needs of our students which are based on the results of our assessments which include but are not limited to; FCAT, FAIR, Pearson Computer Lab, Performance Matters Baselines, Chapter and Unit Tests, Focus Tests, Progress Monitoring, and Teacher Formative Assessments. We will continue to focus on student centered learning and transition over to Common Core. We will continue our focus on writing through the curriculum to prepare for higher standards through the Common Core. We will continue Lesson Studies, text complexity, and problem based learning activities. The professional development will be tailored to specific needs of each grade level during PLCs and Teacher Inservice Days.

Monies from the Federal Programs will continue to supplement our after-school programs targeting students in need of tutorial services. Services provided under Title I, Part are integrated and coordinated with our programs funded under NCLB including Title I, Part C, Title II, Part A, Title II and Title VI, Part B, Subpart 2. All of these programs will provide funds for before/ after school tutorials, resource personnel to meet the needs of teachers, and students in the areas of Math, Reading, ELL, and Technology. Funds from Title I, Part A will be coordinated with funds from Title I, Part C, Title III and Title VI to provide intervention materials that will be used in the before/ after school tutorials, and during the school day. We will also continue to fund our Title I Interventionist. She will be used to directly assist the students in K-2nd grade with interventions.

Title I, Part C- Migrant: We also receive Title I, Part C funds to supplement educational programs for migrant students. A Migrant Liaison provides services and support to students and parents. The Liaison coordinates with Title I and other programs to ensure students' needs are met. This money also supports our Migrant Afterschool Program.

Title II: Our Title II funds supplement professional development for teachers.

Title III: Our Title III funds supplement services provided for students who are ELL (Emerging Language Learners) Title III coordinates with Title I, Part A to provide Resource Teachers to work with the general education classroom teachers to provide services and professional development to teachers.

Title X, Homeless: Title X is integrated with Title I, Part C, and Title I, Part A to provide supplemental supplies and tutorials for students identified in the LEA homeless and in need of these services. Additionally, there are monies set aside in Title I, Part A to address these needs for identified homeless students in the LEA

Supplemental Academic Instruction (SAI): Provides funds and coordinates with Title I, Part A to provide supplemental instruction to 3rd grade students who have not scored a Level 1 on the FCAT Reading Test.

Violence Prevention Programs: Eastside uses internal motivation to make positive changes. Teachers work on changing the behavior and using positive reinforcement. Teachers are encouraged and required to notify parents through written and verbal communication prior to making office referrals (unless a serious offense). Miss Brown, the Guidance Counselor, provides workshops during the enrichment times to communicate with the students about bullying and violence. Each year the 5th grade students spend a semester on the DARE Program. This is not just a drug intervention program but does an excellent job of helping the students to make good choices.

Nutrition Programs: The guidelines from the state are followed in our school concerning school

snacks, special events, sale of nutritional foods, etc. Education is provided to the students using the state standards for health.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Lori Duckstein	Principal
Denise Gibson- President	Teacher
Darcenia Graham	Parent
Eneyda Rios	Parent
Juana Santos	Parent
Graciela Hernandez	Parent
Sarah Sanchez	Teacher
Brandi Guasp	Parent
Enedina Dookram	Parent
Briana Thomas	Parent
Chelsey Brown	Teacher
Ivette Porth	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

Principal's Summary for the 2013-2014 School Year
Eastside Elementary continues to work towards excellence. Our staff works extremely well together towards providing each student with a quality education.
Our focus for the 2013-2014 school year was Science. We reviewed the standards and started teaching much of our reading through non-fiction materials. Our scores increased 8% from last year and we are currently at 53% proficiency. This is an increase of 13% over the last two years. We are very proud of these accomplishments and will continue to make improvements so that our scores continue to increase. Some strategies we have used include; teaching more reading from non-fiction passages, increasing goals of non-fiction books in AR, and Science rotations at some grade levels. We planned one of our pre-planning days to introduce more STEM/ STEAM activities to the teachers. We believe that these types of activities will truly engage our students.
Our math proficiency scores dropped 7% overall in 3rd-5th grades to a 57%. We were not happy with these scores. When we look at our younger grades, they are not leaving the primary grades proficient in all areas. Our data over the year shows that our students do well in the concepts that we are teaching at the time of the assessments. Therefore, we are implementing a daily review in all 5 areas of the mathematical concepts at all grade levels so that students are continually practicing and reviewing the concepts.
We fell 2% from 51% to 49% in Reading. This is the area that we are going to focus on the most for the upcoming 2014-2015 school year because we believe this is an area of need. We are creating our master schedule based on small groups in reading. Each and every child will have a small group 4 days a week based on their needs. We will use all of our resources and put them into a few classes at

a time. We believe that this will be better use of classroom time so that every child will have instruction with a teacher and not just independent work or centers. We hope to increase the proficiency of the struggling students, while challenging our higher students. We will focus on close reads during this time to improve the reading skills and comprehension skills of our students. A great deal of progress monitoring will be completed to make sure that our changes are beneficial.

Writing has always been an area where we have done very well. We are a little nervous of the changes in the way our students will be assessed in this area. Over the past two years we started implementing different writing strategies in order to prepare our upcoming intermediate students for the more text based informational writing that they will be expected to do. We are hoping that our efforts will pay off.

I believe in our students, our teachers, our faculty, and our school. I believe our teachers are here to make a difference in the lives of our students and do so on a daily basis. Our teachers want to be here and they want to help our students! We will continue to work together to improve what we do. Like I have stated before, we are not accepting excuses, we are searching for solutions!

Development of this school improvement plan

The academic areas, focus groups, and goals are pretty much already outlined by the requirements. Our SAC committee (also comprised of our School Leadership Committee) does a great deal of the problem solving and collaborating to help find solutions to our barriers. Our SAC also assists in updating such documents at the Parent Involvement and the School Compact.

This year we were given the opportunity to attend a DA Workshop that was fabulous. During this workshop we were given the opportunity to work with a representative from the DA Team who walked us through the process of determining our needs for Eastside Elementary and step by step on solutions to improve this area. This was EXTREMELY beneficial. We decided to work on two really big goals that encompasses the majority of the academic curriculum at our school.

Preparation of the school's annual budget and plan

Our SAC budget this year will mirror the same percentages of allocated money for the areas of Parent Planners and Technology as it did last year.

The Parent Planners are an excellent resource to help remain in constant communication with our parents. It provides the students an organizational method to keep trace of homework and school events but there is also an area where teachers and parents can communicate personally back and forth and academics or behavior.

We also want to continue to increase our technology. Much of our focus this year will be on text based evidence which includes using technology.

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

$2,000 Parent Planners
$3,650 Technology
$5,650 Total SAC Budget

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
Duckstein, Lori	Principal
Carter, Melissa	Assistant Principal
Perry, Sandra	Other
Sanchez, Sara	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

After looking at our data, we see that we are making great gains in the lower 25% but where we see student scores falling are in the upper levels. In order to try to fix this situation, we are going to small group instruction for 20-30 minutes per day for each and every student. We will send in all of our resources at one time to two or three classrooms and create small groups based on the needs of the students. This will help because the lower 25% will continue to have small group instruction but the on level and above level will continue to be challenged.

Another major initiative this year is to increase the amount of non-fiction for our students. We want to do this through more close reads and incorporating the literature and writing together. The number of non-fiction books students are required to read at each grade level will reflect the increases.

We are also working on implementing more STEM ideas into our school so that we transition from giving our students the readings to students having to figure out where they need to get the information to complete projects.

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

This is an area where I really believe we have improved over the last five years. When we started collaboratively working together, teachers were on the defensive rather than realizing that we are a team. There are now several initiatives that are working for us here at Eastside.

1. We gave weekly grade group meetings/ PLCs. The topic of each meeting depends on the needs of that grade level. We have done everything from having workshops lead by administration/ coaches, to looking at grade level data, evaluating teaching videos, creating rubrics, making center activities, to reading and discussing articles.

2. We have data meetings every other week. The administration usually picks the topic of the meetings. Sometimes it is based on grade level data but the majority of the time it is looking at data that spans the grade levels. We have the opportunity to look at standards and see how they are tested. We then try to come up with solutions to make connections between grade levels.

3. Our Leadership Team meets every other week. We discuss events that are going on within the school, difficulties that we care having that we could try to brainstorm solutions, and having open communication with other areas that we could improve.

4. We do two rotations of Lesson Studies. We work on improving the quality of our instruction, delivery, and questioning.

5. Teachers are required to meet once a week to plan and complete a sheet with minutes from the meeting. The guidelines are set forth for these meetings and what should be accomplished.

6. We continue to have our "Sunshine Committee". This group of teachers organize events where we can spend time together as a faculty whether it be a luncheon, a breakfast, or activities outside of the school.

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

We are a Title I School. Therefore, we are required to have all of our teachers highly qualified. We do have a few teachers who are out of field because they have not yet met all of the requirements for ESOL.

In order to recruit we use several different websites provided by the county. The county also provides us with opportunities to attend "teach-in" to recruit new teachers. Once we have a possible candidate we contact the county office for information to make sure that the candidate is highly qualified.

Our county provides a very structured and supportive beginning teacher program in order to retain the quality teachers that we hire.

Each new teacher at Eastside is assigned a mentor who is connected with that grade level and has met all of the requirements to be part of the Leadership Team. The administration, along with the coaches, meet with every grade level once a week to provide workshops in areas of need or to problem solve. It is also a requirement to have each grade level plan together once a week.

We feel these additional requirements help the new teachers to assimilate to our school better, make them feel more connected, and assist them with quality teaching.

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

All of our mentors at Eastside Elementary are also part of our Leadership Team. Therefore, they are teachers who have passed all of the requirements set forth by the county, are very involved in the schools, and have completed all of the requirements for Collegial Coaching. We try to connect each new teacher with someone from the Leadership Team who is part of his/her grade level.

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

We use the textbooks for all of our main core subjects that have already been approved by the state. Each week during our planning or grade group meetings, we take a look at the instruction that is being delivered and we use the book as a resource. We pull out the standards and see if what is instructed in the book mirrors the level of proficiency stated in the standard. If it doesn't, the grade group brainstorms other activities or ideas that could reinforce the main standard taught. It is also discussed what other sub-categories of the standards could easily be taught within the realms of the lesson.

We do a great deal of progress monitoring throughout the year to look at the proficiency of the students and make adjustments as needed.

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

We use SEVERAL forms of data at different grade levels to determine the needs of the students. In Kindergarten, we begin with checklists. From these checklists we determine whether the students are still needing to work on recognition of letter, if they have moved on to phonemic awareness and phonics, or if they are ready to blend and read. We use a combination of this checklist along with the first FAIR test. We then group them for 20 minutes per day based on this data. We found that many students are ready to read and begin to get bored if they have to sit there and learn letters. We then continue these checklists and FAIR throughout the year to look at progress and make determinations

for groups. Sometimes we see that the students need even more assistance and need to begin the RtI/ MTSS process. We also administer the Discovery Ed test 3 times per year. This is based more on comprehension and listening/ speaking. Depending on the data different decisions are needed to be made for different classrooms. We also give the teachers the opportunity to see which teachers excel in certain areas so that they can be used for a resource for the other teachers. In Math we use the chapter tests as progress monitoring. Students who fall below proficiency are put into extra small groups to help improve the understanding of the skill.

In first and second grade we depend more on the Discovery Ed test for both Reading and Math. Each teacher gives every student a goal and they do data chats with the students after every test. Scores are put into spreadsheets and used to look at during our data meetings.

In third-fifth grade we will use progress monitoring created by the county using the Performance Matters bank of questions. These scores will be monitored and evaluated and decisions on small groups and whole group instruction will be based on this. Adjustments will be made accordingly.

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: Summer Program

Minutes added to school year: 2,160

We have a few different programs that we offer after school for our students for an additional hour two times a week for several months.
1. Last year we had an after school program for 3rd-5th grade students. We did see some growth in academics but not a lot. This year we are going to use some of our Title I money to have a teacher come in for 6 hours a week and administer one of our small groups so that we can give more time to each student. We are also implementing our night time tutoring program.
2. This past summer there was a program set up in our Harlem area to support the academics of some of our students from that area.
3. The third program is our Migrant Program. This program is for our Migrant students assisting them with homework and extending the skills to make sure that the student understands the concepts and that language does not become a barrier with the topic.

Strategy Rationale

1. The rationale for the small groups is so that we can have more differentiated groups to meet the individual needs of more students.
2. The summer program was to continue learning so the students would come back to school where they left off.
3. The Migrant homework time and language acquisition are to assist students who have a language barrier so that they can become more successful and be given the additional time they need in order to be more proficient in the language.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Duckstein, Lori, ducksteinl@hendry.k12.fl.us

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

We will use our Discovery Ed data and Performance Matters data to continue to make decisions as stated in one of the previous questions.

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

All three schools on our side of the district get together each year and hosts a visitation for all of the local preschools and parents prior to entering Kindergarten at the end of the regular school year. The preschoolers receive a tour of the school which includes activities in a Kindergarten classroom. We provide VPK to students with highly qualified teachers the summer prior to entering Kindergarten. At the end of the year we have a "Kindergarten Round Up" We create an entire evening and reach out the to the whole community. We have centers and we even do a little assessment so parents will know what they can work on with their child before they enter Kindergarten.
We have also partnered with Harlem Academy preschool where we go and talk to parents about the expectations of Kindergarten students and how they can begin preparing their children.

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

We meet with each of our third, fourth, and fifth grade students individually and discuss their assessment data, their future goals, the different academic programs that our school offers and what they need to be successful. We also work on creating individual goals. We believe this one-on-one time helps students plan now for their future.
We encourage each grade group to invite at least one person from the community in during a concept that would relate to their profession. We want to expose our students to more career opportunities other than teachers and doctors that they are already familiar with.

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

We have already implemented Common Core K-2 and we are starting on 3-5 this year. We have sent several people to Common Core Training and now we are following through by presenting this information to our teachers. We do two rotations of Lesson Study, watch a lot of video examples of teachers implementing Common Core, create lessons together, and SHARE ideas. We are requiring all of our teachers to document one lesson per week in their plans as problem solving lessons with hands on activities. This year we are also implementing STEM/STEAM strategies.

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

We meet with each of our third, fourth, and fifth grade students individually and discuss their assessment data, their future goals, the different academic programs that our school offers and what they need to be successful. We also work on creating individual goals. We believe this one-on-one time helps students plan now for their future.

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.   Our goal is to use Writing instruction across the Curriculum and have students practice writing more throughout different subjects so that we can increase our student achievement.

G2.   Our goal is to increase Student Engagement during instructional delivery through the use of purposeful activities and lessons across 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. Our goal is to use Writing instruction across the Curriculum and have students practice writing more throughout different subjects so that we can increase our student achievement. `1a`

🔍 `G048780`

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	69.0

Resources Available to Support the Goal `2`

- Resource Teachers - Our Resource Teachers include our Title I Interventionist, Reading Coach, Reading Resource, Paras, and ESE teachers. These teachers will help students be able to write and answer questions for all subject areas. These teachers will also pull small groups throughout the day so that they can work more one on one with the students and writing will be incorporated within their lessons.

- Technology - Students will use the computers to help learn typing skills with writing and responding to short and long responses to help them when assessed on the computer.

- Subject Area Content - Teachers can use the curriculum they are already teaching and incorporate writing into it. For example, comparing two stories, explaining a math problem, and even steps for a science experiment.

- Lucy Calkins Writing Program - this program has helped teachers how to teach informational and opinion writings the past two years. It is a basis for helping write throughout the content areas.

- Journals - Students can write in their journals daily as part of practicing simple responses to questions for reading, math, and science.

- Rubrics - These will allow teachers to be able to follow some sort of guideline when teaching their students on how to respond and explain questions when being assessed.

Targeted Barriers to Achieving the Goal `3`

- Expectations for writing are not clear.

Plan to Monitor Progress Toward G1. `8`

Monthly writing assessments will be given to every student. These scores will be used to determine whether or not we have made progress towards our goal in this area.

Person Responsible
Lori Duckstein

Schedule
Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion
Monthly writing assessments data will be used to monitor the progress of students.

G2. Our goal is to increase Student Engagement during instructional delivery through the use of purposeful activities and lessons across all content areas. 1a

🔍 G048781

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	70.0
AMO Reading - All Students	69.0

Resources Available to Support the Goal 2

- Support Personnel - Paraprofessionals and ESE Teachers will be able to assist teachers when implementing activities and lessons for the students; including small group activities and lessons.

- Technology - Classroom technology such as document cameras, Promethean Boards, student computers, and laptops will allow teachers to plan lessons for the class so that the students are more involved in learning.

- Journals - Will allow students to share their work and ideas with others and implement writing throughout all content areas.

- Manipulatives - Will be used in math so that students can have a deeper understanding of the content and work together with other students to come up with a solution.

Targeted Barriers to Achieving the Goal 3

- Lack of Understanding of what Student Engagement is in the classroom.

Plan to Monitor Progress Toward G2. 8

Lesson plan checks and classroom walk-throughs will be used to collect data to determine the amount and quality of student engaging activities that are being used in the classroom.

Person Responsible
Lori Duckstein

Schedule
Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion
Lessons will incorporate student engaging activities therefore leading to increased proficiency.

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. Our goal is to use Writing instruction across the Curriculum and have students practice writing more throughout different subjects so that we can increase our student achievement. 1

🔍 G048780

G1.B3 Expectations for writing are not clear. 2

🔍 B121791

G1.B3.S1 The Leadership team will agree on a Lesson Plan format and teachers will be required to use that format and incorporate writing activities across the curriculum in their weekly plans. 4

🔍 S133742

Strategy Rationale

To make sure all teachers are planning time and activities to teach writing throughout their lessons and incorporate it into all subject areas.

Action Step 1 5

Administrators will check teachers' lesson plans to hold teachers accountable for incorporating writing into their lessons across the curriculums.

Person Responsible

Melissa Carter

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Classroom Observations/Lesson Plan checks/Monthly Writing assessments

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Lesson Plan Checks

Person Responsible

Melissa Carter

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Checklists of Lesson Plan checks and Grade Group meeting data chats from Writing Assessments.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Lesson Plan Checks

Person Responsible

Melissa Carter

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Amount of quality lesson plans containing writing will match overall scores of students

G1.B3.S2 When students are taking assessments, open ended questions will be incorporated within. 4

S133743

Strategy Rationale

Our students will be asked to answer open ended questions on state testing. Therefore, we are wanting to give our students opportunities to answer text based questions and explain their reasoning for their answer.

Action Step 1 5

Throughout the year teachers will give assessments in all content areas and open ended questions will be incorporated so that students are having to answer the questions by writing out an answer not just filling in a multiple choice bubble.

Person Responsible

Lori Duckstein

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

The administrators will meet with the teachers to observe their data from their assessments and make decisions according to that data.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administrators will check the monthly assessment data, observe teachers' instruction, and check lesson plans to make sure writing is being implemented.

Person Responsible

Lori Duckstein

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Monthly data from the writing assessments, teacher classroom observations, and lesson plan checks.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Administrators will review data from monthly assessments and make decisions based on this information

Person Responsible

Lori Duckstein

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Review of writing data.

G1.B3.S3 Throughout the year teachers will be expected to model writing more when answering questions in their daily lessons. `4`

S133744

Strategy Rationale

Students need to learn how to format, reference, and explain their answers when given a text based question.

Action Step 1 `5`

Teachers will be expected to have opportunities within all subject areas where students will be writing with a purpose using text based answers.

Person Responsible

Lori Duckstein

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Evidence of students writing within all subject areas will be observed during weekly classroom walk-throughs.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 `6`

Classroom walk-throughs will be conducted to monitor teachers modeling quality writing

Person Responsible

Lori Duckstein

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 `7`

Review the correlation between teacher modeling and student scores

Person Responsible

Lori Duckstein

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student scores on assessments will be used to monitor effectiveness. Teachers with lower scores will be paired with teachers who are more effectively modeling for their students.

G1.B3.S4 Teachers will be given the opportunity to work through the process of a Lesson Study. The will collaboratively create, teach, re-vise, and re-teach a quality lesson. 4

S133745

Strategy Rationale

Teachers need to be given the opportunity to be part of a team that creates a quality lesson based on best practices.

Action Step 1 5

During Lesson Studies and grade group meetings teachers will meet and discuss how to incorporate writing activities into their lessons for the week.

Person Responsible

Lori Duckstein

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Documentation of sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

The Lead teacher will send the meeting agenda/minutes to the administrators to make sure the sharing of ideas for writing is being addressed. The administrators will also conduct lesson plan checks and classroom observations.

Person Responsible

Lori Duckstein

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Grade group meeting agendas/minutes will be collected after each meeting and the administrators will discuss lesson plan checks and classroom observations with the teachers to help better their instruction.

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 `7`

Lori Duckstein will attend all Lesson Studies monitoring and guiding teachers using effective models learned through NISL

Person Responsible

Lori Duckstein

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Completion of Lesson Studies. Effective lessons will be selected as part of an Action Plan Project through NISL

G2. Our goal is to increase Student Engagement during instructional delivery through the use of purposeful activities and lessons across all content areas. `1`

🔑 G048781

G2.B1 Lack of Understanding of what Student Engagement is in the classroom. `2`

🔑 B121792

G2.B1.S1 The Leadership Team will develop a Survey at the beginning of the School Year to see how comfortable teachers feel about Student Engagement. `4`

🔑 S133746

Strategy Rationale

Teachers continue to use the same instructional deliveries and not introducing new strategies for student engagement.

Action Step 1 `5`

The Leadership Team will review the surveys and then share them with each teacher to see where the teachers need the most support.

Person Responsible

Lori Duckstein

Schedule

On 10/31/2014

Evidence of Completion

Completed surveys from the teachers

Action Step 2 `5`

Observations and Lesson Study Evaluations will be implemented for Student Engagement.

Person Responsible

Lori Duckstein

Schedule

Biweekly, from 9/8/2014 to 5/15/2015

Evidence of Completion

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

The Leadership team will review the surveys and look for teachers' areas of weaknesses and then provide Professional Development in the areas most needed for Student Engagement. Teachers will be monitored by an attendance sign in sheet.

Person Responsible

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

The administrators will use observations and Lesson Study evaluations for fidelity and implementation of Student Engagement.

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

To make sure teachers are utilizing effective Student Engagement strategies the Leadership team will develop a Post Survey as well as Observations from the Administrators for every teacher.

Person Responsible

Lori Duckstein

Schedule

Every 6 Weeks, from 9/8/2014 to 5/15/2015

Evidence of Completion

Post Surveys and Observations from the Administrators throughout the year.

G2.B1.S2 Resource Teachers, will have a Professional Development session and we will use documentation of attendance to monitor that everyone is participating. 4

S133747

Strategy Rationale

A Professional Development for Student Engagement is needed so that teachers can be introduced to new and various Student Engagement activities and/or lessons that can be implemented.

Action Step 1 5

Professional development on Student Engagement in all subject areas

Person Responsible

Sara Sanchez

Schedule

Monthly, from 10/7/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Documentation of attendance

Person Responsible

Melissa Carter

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Sign in sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Classroom walk-throughs will be conducted to see evidence of student engagement being implemented.

Person Responsible

Lori Duckstein

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Classroom observations will show that more student engagement is evident in daily lessons.

G2.B1.S3 Each grade group will have 2 lesson studies throughout the year where they will create lessons, present them, and turn in documentation of their lesson and how successful it was. `4`

`S133748`

Strategy Rationale

Lesson Studies are for teachers to be able to come up with a great lesson together and then critique it and modify it as needed so that it is a lesson that is as effective as possible.

Action Step 1 `5`

Teacher grade groups will conduct a lesson study

Person Responsible

Lori Duckstein

Schedule

Semiannually, from 10/6/2014 to 5/29/2015

Evidence of Completion

Lesson studies will be conducted

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Lori Duckstein will be at preparation and delivery of lesson studies

Person Responsible

Lori Duckstein

Schedule

Semiannually, from 10/6/2014 to 5/29/2015

Evidence of Completion

Completion of 2 lesson studies per grade group

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Lori Duckstein will monitor and coach through the process using quality instruction from NISL strategies

Person Responsible

Lori Duckstein

Schedule

Semiannually, from 10/6/2014 to 5/29/2015

Evidence of Completion

Two quality lessons will be created, taught, re-evaluation, changed and presented again. Quality lessons will be used as part of an Action Learning Project through NISL

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.B3.S1.A1	Administrators will check teachers' lesson plans to hold teachers accountable for incorporating writing into their lessons across the curriculums.	Carter, Melissa	8/25/2014	Classroom Observations/Lesson Plan checks/Monthly Writing assessments	5/29/2015 monthly
G1.B3.S2.A1	Throughout the year teachers will give assessments in all content areas and open ended questions will be incorporated so that students are having to answer the questions by writing out an answer not just filling in a multiple choice bubble.	Duckstein, Lori	8/18/2014	The administrators will meet with the teachers to observe their data from their assessments and make decisions according to that data.	5/29/2015 biweekly
G1.B3.S3.A1	Teachers will be expected to have opportunities within all subject areas	Duckstein, Lori	8/18/2014	Evidence of students writing within all subject areas will be observed during weekly classroom walk-throughs.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	where students will be writing with a purpose using text based answers.				
G1.B3.S4.A1	During Lesson Studies and grade group meetings teachers will meet and discuss how to incorporate writing activities into their lessons for the week.	Duckstein, Lori	8/18/2014	Documentation of sign in sheets	5/29/2015 semiannually
G2.B1.S1.A1	The Leadership Team will review the surveys and then share them with each teacher to see where the teachers need the most support.	Duckstein, Lori	8/18/2014	Completed surveys from the teachers	10/31/2014 one-time
G2.B1.S2.A1	Professional development on Student Engagement in all subject areas	Sanchez, Sara	10/7/2014		5/29/2015 monthly
G2.B1.S3.A1	Teacher grade groups will conduct a lesson study	Duckstein, Lori	10/6/2014	Lesson studies will be conducted	5/29/2015 semiannually
G2.B1.S1.A2	Observations and Lesson Study Evaluations will be implemented for Student Engagement.	Duckstein, Lori	9/8/2014		5/15/2015 biweekly
G1.MA1	Monthly writing assessments will be given to every student. These scores will be used to determine whether or not we have made progress towards our goal in this area.	Duckstein, Lori	8/18/2014	Monthly writing assessments data will be used to monitor the progress of students.	5/29/2015 monthly
G1.B3.S1.MA1	Lesson Plan Checks	Carter, Melissa	8/18/2014	Amount of quality lesson plans containing writing will match overall scores of students	5/29/2015 monthly
G1.B3.S1.MA1	Lesson Plan Checks	Carter, Melissa	8/18/2014	Checklists of Lesson Plan checks and Grade Group meeting data chats from Writing Assessments.	5/29/2015 monthly
G1.B3.S2.MA1	Administrators will review data from monthly assessments and make decisions based on this information	Duckstein, Lori	8/18/2014	Review of writing data.	5/29/2015 biweekly
G1.B3.S2.MA1	Administrators will check the monthly assessment data, observe teachers' instruction, and check lesson plans to make sure writing is being implemented.	Duckstein, Lori	8/18/2014	Monthly data from the writing assessments, teacher classroom observations, and lesson plan checks.	5/29/2015 monthly
G1.B3.S3.MA1	Review the correlation between teacher modeling and student scores	Duckstein, Lori	8/18/2014	Student scores on assessments will be used to monitor effectiveness. Teachers with lower scores will be paired with teachers who are more effectively modeling for their students.	5/29/2015 monthly
G1.B3.S3.MA1	Classroom walk-throughs will be conducted to monitor teachers modeling quality writing	Duckstein, Lori	8/18/2014	Classroom observations	5/29/2015 weekly
G1.B3.S4.MA1	Lori Duckstein will attend all Lesson Studies monitoring and guiding teachers using effective models learned through NISL	Duckstein, Lori	8/18/2014	Completion of Lesson Studies. Effective lessons will be selected as part of an Action Plan Project through NISL	5/29/2015 semiannually
G1.B3.S4.MA1	The Lead teacher will send the meeting agenda/minutes to the administrators to make sure the sharing of ideas for writing is being addressed. The administrators will also conduct lesson plan checks and classroom observations.	Duckstein, Lori	8/18/2014	Grade group meeting agendas/minutes will be collected after each meeting and the administrators will discuss lesson plan checks and classroom observations with the teachers to help better their instruction.	5/29/2015 biweekly
G2.MA1	Lesson plan checks and classroom walk-throughs will be used to collect data to determine the amount and quality of student engaging activities that are being used in the classroom.	Duckstein, Lori	8/18/2014	Lessons will incorporate student engaging activities therefore leading to increased proficiency.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	To make sure teachers are utilizing effective Student Engagement strategies the Leadership team will develop a Post Survey as well as Observations from the Administrators for every teacher.	Duckstein, Lori	9/8/2014	Post Surveys and Observations from the Administrators throughout the year.	5/15/2015 every-6-weeks
G2.B1.S1.MA1	The Leadership team will review the surveys and look for teachers' areas of weaknesses and then provide Professional Development in the areas most needed for Student Engagement. Teachers will be monitored by an attendance sign in sheet.		9/8/2014	The administrators will use observations and Lesson Study evaluations for fidelity and implementation of Student Engagement.	5/29/2015 biweekly
G2.B1.S2.MA1	Classroom walk-throughs will be conducted to see evidence of student engagement being implemented.	Duckstein, Lori	9/15/2014	Classroom observations will show that more student engagement is evident in daily lessons.	5/29/2015 weekly
G2.B1.S2.MA1	Documentation of attendance	Carter, Melissa	8/18/2014	Sign in sheets	5/29/2015 monthly
G2.B1.S3.MA1	Lori Duckstein will monitor and coach through the process using quality instruction from NISL strategies	Duckstein, Lori	10/6/2014	Two quality lessons will be created, taught, re-evaluation, changed and presented again. Quality lessons will be used as part of an Action Learning Project through NISL	5/29/2015 semiannually
G2.B1.S3.MA1	Lori Duckstein will be at preparation and delivery of lesson studies	Duckstein, Lori	10/6/2014	Completion of 2 lesson studies per grade group	5/29/2015 semiannually

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Our goal is to use Writing instruction across the Curriculum and have students practice writing more throughout different subjects so that we can increase our student achievement.

G1.B3 Expectations for writing are not clear.

G1.B3.S3 Throughout the year teachers will be expected to model writing more when answering questions in their daily lessons.

PD Opportunity 1

Teachers will be expected to have opportunities within all subject areas where students will be writing with a purpose using text based answers.

Facilitator

Sarah Sanchez

Participants

All Teachers

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G1.B3.S4 Teachers will be given the opportunity to work through the process of a Lesson Study. The will collaboratively create, teach, re-vise, and re-teach a quality lesson.

PD Opportunity 1

During Lesson Studies and grade group meetings teachers will meet and discuss how to incorporate writing activities into their lessons for the week.

Facilitator

Lori Duckstein

Participants

All Teachers

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

G2. Our goal is to increase Student Engagement during instructional delivery through the use of purposeful activities and lessons across all content areas.

G2.B1 Lack of Understanding of what Student Engagement is in the classroom.

G2.B1.S1 The Leadership Team will develop a Survey at the beginning of the School Year to see how comfortable teachers feel about Student Engagement.

PD Opportunity 1

The Leadership Team will review the surveys and then share them with each teacher to see where the teachers need the most support.

Facilitator

Resource Teachers (Sarah Sanchez, Ivette Porth, and Sandi Perry)

Participants

All teachers

Schedule

On 10/31/2014

G2.B1.S2 Resource Teachers, will have a Professional Development session and we will use documentation of attendance to monitor that everyone is participating.

PD Opportunity 1

Professional development on Student Engagement in all subject areas

Facilitator

Sarah Sanchez

Participants

All Teachers

Schedule

Monthly, from 10/7/2014 to 5/29/2015

G2.B1.S3 Each grade group will have 2 lesson studies throughout the year where they will create lessons, present them, and turn in documentation of their lesson and how successful it was.

PD Opportunity 1

Teacher grade groups will conduct a lesson study

Facilitator

Lori Duckstein

Participants

All Teachers

Schedule

Semiannually, from 10/6/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: Our goal is to use Writing instruction across the Curriculum and have students practice writing more throughout different subjects so that we can increase our student achievement.	0
Goal 2: Our goal is to increase Student Engagement during instructional delivery through the use of purposeful activities and lessons across all content areas.	0
Grand Total	**0**

Goal 1: Our goal is to use Writing instruction across the Curriculum and have students practice writing more throughout different subjects so that we can increase our student achievement.		
Description	**Source**	**Total**
B3.S3.A1 - Items such as small readers will be purchased to create writing assessments.	Title I Part A	0
B3.S4.A1 - Substitutes will be hired to cover the classes for 1/2 day for each grade level while the actual delivery of the Lesson Study is given.	Title I Part A	0
Total Goal 1		**0**

Goal 2: Our goal is to increase Student Engagement during instructional delivery through the use of purposeful activities and lessons across all content areas.		
Description	**Source**	**Total**
B1.S3.A1 - Substitutes will be hired to cover classes while teachers are in the delivery part of the Lesson Study.	Title I Part A	0
Total Goal 2		**0**