

Orange County Public Schools

# Eccleston Elementary



## 2016-17 Schoolwide Improvement Plan

## Eccleston Elementary

1500 AARON AVE, Orlando, FL 32811

<https://ecclestons.ocps.net/>

### School Demographics

**School Type and Grades Served**  
(per MSID File)

Elementary School  
PK-5

**2018-19 Title I School**

Yes

**2018-19 Economically Disadvantaged (FRL) Rate**  
(as reported on Survey 3)

100%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

99%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	F*	B	B

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Orange 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of “Planning” or “Implementing” or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in “Implementing” status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Eccleston Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">Diane Leinenbach</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

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

To be the top producer of successful students in the nation.

#### 2. School Environment

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

Eccleston Elementary's faculty and staff work actively to foster an environment where cultural diversity is recognized and celebrated. School-based administration and teachers work to build culturally sensitive relationships with students and families on an ongoing basis to ensure all parents and students feel welcomed. Through parental involvement activities such as the Black History Month and Hispanic Heritage Month celebrations, the cultural diversity and backgrounds of our students and families are considered and embraced.

Relationship building is one of the key strategies used at Eccleston to foster a positive, student-centered learning environment. Teachers spend time understanding students' interests, backgrounds and goals through surveys and team building exercises during the beginning of the school year, and utilize that information to plan lessons and activities that connect to students' interests.

Eccleston is proud to have a Parental Involvement coordinator who works closely with school administration, the Eccleston community, and families to ensure that planned school events are meeting the needs of students and families. The Parental Involvement coordinator sends home interest surveys for families to complete to develop a plan of activities for the year that fosters relationships between staff, students, and families, while also deepening family understanding of the educational system.

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

Eccleston Elementary is dedicated to providing a positive, safe, and supportive environment that promotes teaching and learning. Eccleston continually reviews and practices rules, routines, and procedures throughout the school year to ensure the safety of everyone on the campus. Through consistent practices, we hope that all students understand the important role they play in our school family and they are empowered to become the greatest version of themselves. Acknowledging student achievement toward building honorable character is one of the top priorities in helping students achieve ultimate success in life. Therefore, all teachers and staff members are dedicated to implementing positive reinforcement strategies, as well as holding students accountable for personal choices and behavior.



Supervision is an important component of a safe and respectful environment. Eccleston's staff is actively involved in the supervision of students, beginning at 7:40 AM when school staff members are placed in key locations throughout the campus to provide supervision, as well as relationship building through greeting of students. In addition, at dismissal, staff members who have volunteered to accept a supplemental duty, actively participate in the dismissal process in order to ensure each student leaves the campus safely.

**c. 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**

Eccleston uses a behavioral expectation system called "Eagle Pride - Ready, Responsible, Respectful, and Safe". In addition, Eccleston has developed a student creed that the school reviews daily to remind all students of their role in ensuring appropriate behaviors are demonstrated and the impact of appropriate behaviors on the school community. Eccleston's Student Creed is as follows: "As an Eccleston student: I have the responsibility to come prepared, to pay attention, and do my best. I have the right to learn in a positive environment. I have the responsibility to behave in an orderly manner. I have the right to help keep myself safe. I have the responsibility to treat others with respect." Through the use of CHAMPS, a management tool used school-wide, teachers and students are provided a set of specific student expectations for all areas on the campus. Signage and explicit training for all staff was provided to support this initiative.

To support these initiatives, Eccleston Elementary has implemented a school-wide Positive Behavior Support (PBS) system. PBS has three clear and concise expectations every teacher has been empowered to follow: Redirect, Reteach, and Refer students who need additional behavioral support. A pillar of the PBS system involves "Eagle Pride Tickets" that students receive for following rules and demonstrating Eagle Pride. Students can spend the "Eagle Pride Tickets" they earn using a school generated catalog that contains a variety of tangible incentives. In addition to the "Eagle Pride Tickets", Eccleston has implemented Class Dojo, a technology-based behavior management system that provides parents and students with real-time data concerning their behavioral progress.

At Eccleston Elementary we understand that it is imperative to hold students accountable for the choices they make. We are dedicated to providing consistent and fair consequences to all students. Teachers do the following (when students are engaging in the same behavior): First infraction - document the behavior, provide a verbal warning, and reteach school expectations/appropriate behavior; second infraction- document the behavior, provide appropriate behavior interventions (example:behavior reflection form, student conference); third infraction - complete classroom referral, document the behavior, provide behavior interventions, parent contact, and contact the Eccleston Behavior team. If students' behaviors continue, an OCPS referral will be issued consequences are assigned by school administration/school behavior team to ensure that consistent expectations are enforced for all students.

School personnel were educated on the school-wide behavior expectations in August 2016 and expectations are reviewed frequently with staff members throughout the school year. In addition to this, school staff members will continue to receive follow-up training on positive behavior systems, the use of Safe Spots, behavior data collection,

and CHAMPS to ensure the facilitation of a successful school-wide behavior system. Key team members (administrators, dean, and additional identified school personnel members) will also receive training in Crisis Prevention Intervention.

**d. 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**

Eccleston Elementary is staffed with a school counselor who works closely with administration, the dean, and school staff members to ensure that the social-emotional needs of all students are being met. The school counselor provides guidance lessons in the classroom, small group focus lessons that target anger management, self-regulation for behavior, and social skills, along with individual counseling sessions with identified students. The counselor also works with students that are assigned to the school's Positive Alternative to School Suspension (PASS) program to ensure that students are developing a plan to better manage their behavior in the future and provides educative behavioral supports.

In addition to the social-emotional support provided by our school-based counselor, Eccleston works closely with district approved vendors such as Devereux, for mental health and counseling services. Through additional partnerships with programs such as Dad's Pro, My Brother's Keeper mentoring program, and Family and Friends United, the students at Eccleston are able to select or be selected for the type of support that is best suited for their individual needs. As a liaison between these service providers and classroom teachers, services and support are provided to assist students in a timely fashion.

### 3. 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).

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

Eccleston Elementary's early warning system includes the monitoring of the following indicators:

- Attendance of kindergarten through fifth grade students for absences and tardiness (with an emphasis on those demonstrating below 90% attendance)
- Dean and administrators monitoring the number of out of school suspensions per student
- Progress monitoring of kindergarten through fifth grade students in English Language Arts, Math, and Science
- Progress monitoring of the lowest 30%
- Progress monitoring of all students receiving a Level 1 on statewide, standardized assessments

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	19	17	23	34	21	12	0	0	0	0	0	0	0	126
One or more suspensions	6	13	24	46	40	25	0	0	0	0	0	0	0	154
Course failure in ELA or Math	12	5	1	1	2	3	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	93	80	53	0	0	0	0	0	0	0	226

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	7	5	12	57	34	27	0	0	0	0	0	0	0	142

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

At Eccleston, administrators will facilitate academic progress monitoring meetings to address all of the early warning indicators. Through this process, preventative measures for early warning indicators will be put into place, and additional interventions will be structured as needed. Using the Florida Continuous Improvement Model for all students will ensure multiple exposures to standards-based content and opportunities for students and teachers to monitor areas of proficiency versus those where students still require additional support.

An attendance monitoring system has been put into place in order to minimize the number of absences. All teachers must submit attendance by 9:30 a.m. daily. If a student has been absent more than two days, the teacher contacts the parent to check-in on the student and re-iterate school and state attendance policies. The school social worker meets with the attendance clerk weekly to send 5 day unexcused absence letters. After seven unexcused absences, a Child Student Team meeting which includes parents, social worker, administrator, teacher, counselor, attendance clerk, and school resource officer (if on campus) will be held to address attendance concerns and develop a plan that the student and parents must follow. If the plan is not followed, the social worker may begin the truancy process, if absences meet statutory requirements.

The principal and Area Superintendent must approve all suspensions from school. This allows the administration to closely monitor the number of suspensions. Once a student returns, the dean will meet with the student and/ or parents to develop a plan to prevent the behavior from occurring in the future, and to develop additional interventions if needed.

**B. Family and Community Engagement**

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).

- 1. 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).

### **a. Will the school use its PIP to satisfy this question?**

Yes

#### **1. PIP Link**

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

#### **2. Description**

### **2. 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**

Eccleston Elementary has an extremely active Partners in Education (PIE) program, and is currently supported by many businesses and community partnerships, such as Universal Studios Orlando and local faith-based organizations. Eccleston's Partners In Education are visible at school nights and the school is able to attend and host events at the PIE organizations to promote unity and generate resources for both. Community and school stakeholders are able to clearly view the school-community relationship that provides students with needed benefits and resources.

Eccleston's Partner in Education Coordinator reaches out to community businesses and organizations in order to utilize available resources to support the school and students. This includes, but is not limited to, food and clothing donations for Eccleston families to ensure our students are having their basic needs met, "man-power" for volunteers in the classroom to help support small group instruction, and financial or item donations for the school, such as incentives for increasing student achievement and school supplies. Once the grade level or Leadership team has expressed a need, the Partners in Education Coordinator will contact the business or faith-based partners who may be willing and able to help meet this need. Additional needs are met by researching Partner in Education members beyond our Eccleston community.

## **C. 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).

### **1. School Leadership Team**

#### **a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Helton, Julie	Principal
Chandler, Betty	Teacher, K-12
Henry, Tara	Dean
Johnson, Sarita	Instructional Coach
Koehler, Paula	Teacher, K-12
Cooke, Tanya	Instructional Coach
Young, Terranesha	Assistant Principal
Alday, Kerry	Instructional Coach

## b. Duties

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

The Leadership team meets one time each week to collaborate on school-based decisions as identified from multiple data sources. The roles for the Leadership team members are as follows:

Julie Helton, Principal: Dr. Helton serves as the facilitator of all progress monitoring meetings that are held to determine and implement strategies and practices required to meet the needs of all students at Eccleston. Dr. Helton ensures that the school staff meets all instructional expectations for the district and state through daily classroom walk-throughs. Dr. Helton works with the Leadership team to develop the school professional development calendar and provides professional development on the Marzano Instructional Framework and instructional best practices. She also works with the school secretary/ bookkeeper to ensure that appropriate resources and curriculum are provided to the staff for meeting student needs. Dr. Helton serves as a Literacy team member, Behavior Leadership team member, and a Multi-Tiered Systems of Support team member.

Terranesha Young, Assistant Principal: Ms. Young co-facilitates all progress monitoring meetings that are held to determine and implement strategies and practices required to meet the needs of all students at Eccleston. Ms. Young ensures that the school staff meets all instructional expectations for the district and state through daily classroom walk-throughs. Mrs. Wyka works with the Leadership team to develop the school professional development calendar and provides professional development on the Marzano Instructional Framework and instructional best practices. She serves as a Literacy team member, Behavior Leadership team member, and a Multi-Tiered Systems of Support team member.

Betty Chandler, Parental Involvement: Mrs. Chandler serves as the Parental Involvement coordinator and Partners in Education Coordinator. Through active community outreach, Mrs. Chandler facilitates the school to home connection through a wide variety of parent education events and the provision of resources to ensure that students have their basic needs of clothing and food met.

Tanya Cooke, Reading Coach: Ms. Cooke supports kindergarten through fifth grades for reading instruction, through the facilitation of reading and language arts common planning meetings. She supports classroom instruction by pushing into multiple

classrooms to provide focused, differentiated small group instruction on targeted reading skills. She provides professional development opportunities for all staff members.

Kerry Alday, Instructional/Data Coach: Dr. Alday serves as the curriculum and data coordinator for the school, and works to ensure that all teachers have the necessary instructional support for small group interventions by creating flexible student intervention groups based on ongoing data. She also serves as the testing coordinator for the school, and schedules, plans, and trains all staff members on all district and state assessments. Dr. Alday supports classroom instruction by pushing into multiple classrooms to provide focused, differentiated small group instruction on targeted reading skills.

Tara Henry, Dean: Ms. Henry is the key leader of the behavior and discipline team for the school. She collaborates with school administration, teachers, and school staff to develop school-wide behavioral expectations and systems. Ms. Henry develops behavior contracts for students in need of additional behavioral support. She intervenes when student behaviors escalate, collaborates with administration to assign consequences for discipline infractions, and develops preventative behavior measures for possible future discipline infractions. Ms. Henry collaborates with the school staff to set up mentorship programs for students in need. She also works closely with the guidance counselor to ensure that students' social-emotional needs are being addressed.

Sarita Johnson, Instructional Coach: Ms. Johnson supports classroom instruction by pushing into multiple classrooms to provide focused, differentiated small group instruction on targeted reading skills. Ms. Johnson supports and monitors the new teacher induction program at Eccleston by coaching new teachers and their mentors, providing necessary resources, and monitoring the new teachers' completion of state and district expectations. Ms. Johnson is the instructional coach for the school and is targeted on facilitating the inclusion of effective instructional strategies in the common planning process.

Paula Koehler, Staffing Specialist/MTSS : Ms. Koehler monitors and supports the exceptional student education (ESE), Multi-Tiered System of Support (MTSS) process, and English language learner (ELL) programs at the school by ensuring that all district, state, and federal guidelines are met. She also serves as our transportation coordinator and is the homeless student education coordinator for the school. Ms. Koehler supports classroom instruction by pushing into multiple classrooms to provide focused, differentiated small group instruction on targeted reading skills.

Jermaine Lamar, Math Coach: Mr. Lamar supports kindergarten through fifth grades for math instruction, through the facilitation of math common planning meetings. Mr. Lamar supports classroom instruction by pushing into multiple classrooms to provide focused, differentiated small group instruction on targeted skills. He also provides professional development opportunities for all staff members.

Melissa Miskovsky, Science Coach: Mrs. Miskovsky supports kindergarten through fifth grades for science instruction, through the facilitation of science common planning meetings. Mrs. Miskovsky supports classroom instruction by pushing into multiple classrooms to provide focused, differentiated small group instruction on targeted skills. She also provides professional development opportunities for all staff members.

**2. 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**

Eccleston's instructional staff members will be using district-adopted core reading and math programs along with research-based supplemental resources to teach the Florida Standards. Core classroom instruction is differentiated through teacher-led small groups in reading and math to re-teach and remediate grade level content. Prior year's assessment data, beginning of the year assessments, and diagnostic assessments will be used to place students in strategic intervention groups that address student instructional needs for Tier II and Tier III interventions, according to the state's Multi-Tiered Systems of Support (MTSS) process. A progress monitoring plan will be implemented to ensure student achievement. From this information, professional development, coaching support and other resources will be identified to assist with instruction and behavior management. Further meetings are held to evaluate the effectiveness of the interventions using ongoing progress monitoring data. Modifications are made as necessary.

#### Title I Part A:

Title I funds will be used to purchase positions for staff members who serve our entire student population such as (but not limited to) instructional support teachers, paraprofessionals, and hourly tutors. Title I provides funds for tutoring and a Parent Involvement position.

#### SAI funds:

SAI funds will be used to provide tutoring and materials for level 1 third grade students and levels 1 & 2 fourth and fifth grade students. A summer reading camp is available for third grade students who scored level one on FSA

The school provides free tutoring services and materials for students in third through fifth grades. The tutoring focuses on reading and math for third and fourth grade. Fifth grade focuses on reading, math, and science. Our third through fifth grade students are offered Saturday school during select parts of the year.

#### Title X: Homeless

The homeless education program, provided through the McKinney Vento Act, assists our students and their families, if they are classified homeless. The school staffing coordinator and the family outreach coordinator are the contacts for this program. They ensure parents are aware of services available to them.

#### Nutrition:

Eccleston Elementary is designated as a Provision 2 school which allows the school to provide free breakfast and lunch to all students.

Housing: N/A

Adult Education: A Parent Involvement resource teacher provides training for parents on skills to help their children at home with their school work.

## 2. School Advisory Council (SAC)

**a. Membership**

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

Name	Stakeholder Group
Julie Helton	Principal
Diane Goodson	Teacher
Betty Chandler	Teacher
Willie Martin	Education Support Employee
Mary Maxwell	Parent
Norma Beasley	Parent
Ethel Pierce	Business/Community
Jerome Johnson	Teacher
Mary Clark	Teacher
Elmy Morales	Parent
Lisa Morales	Parent
Ruby Jefferson	Parent
TiLisa Fisher	Parent
Keron Thompson	Parent
Courtney Sellers	Teacher
Terranesha Young	Principal

**b. Duties**

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

*a. Evaluation of last year's school improvement plan*

At School Advisory Council (SAC) meetings during the school year, the School Improvement Plan (SIP) was reviewed, suggestions were provided, and revisions were suggested for the upcoming school year. The SAC collaboratively reviewed an annual needs assessment that was sent to parents, students, and staff to determine possible needs for Eccleston during the new school year. This needs assessment, along with the information from SAC meetings during the school year, helps to determine school and educational programming for the new school year, and needs that may be addressed on the SIP. Additionally, the results of this needs assessment are used to develop a plan for the SAC for the upcoming school year.

*b. Development of this school improvement plan*

The Eccleston Elementary SAC holds monthly meetings to discuss SIP goals, the school budget, school needs, and possible barriers for school success. The SAC provides feedback to school administration on the effectiveness of strategies for the SIP goals and helps to support the development of new strategies, as needed.

The SAC met to develop the 2016-17 SIP utilizing the 8-step problem solving process. Members analyzed 2015-16 assessment data and suggested goals and strategies to increase student achievement. Upon completion of the SIP, the SAC will review and make revisions as needed.



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

The SAC reviews the budget as it relates to resources and professional development articulated in the School Improvement Plan.

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

School improvement funds will be used to support various parental involvement activities this school year.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Helton, Julie	Principal
Cooke, Tanya	Instructional Coach
Johnson, Sarita	Instructional Coach
Goodson, Diane	Teacher, K-12
Chandler, Betty	Teacher, K-12
Koehler, Paula	Administrative Support
Young, Terranasha	Assistant Principal
Alday, Kerry	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

The major initiatives of the Literacy Leadership team (LLT) will be to assist teachers with implementing the 120 minutes of ELA instruction through the use of research-based instructional practices that will lead to rigorous lessons, promoting and utilizing Accelerated Reader, coaching and supporting differentiating instruction in order to close student achievement gaps, and coaching and supporting tiered intervention support. The LLT will also provide staff development and side-by-side coaching of effective literacy strategies and practices. Finally, the LLT will also plan, develop, and host a literacy night for students and parents to receive further information on effective strategies to increase literacy.

**D. 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).

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

At the beginning of the school year, school-wide collaborative meeting norms were developed to support and facilitate a positive working environment that is focused on student achievement. In addition, the master schedule has been structured so that teachers have 45 minutes of planning time five times per week in order to support the common planning process. Grade level teams will meet daily for common planning to develop rigorous units of instruction that reach the full intent of the standards and demonstrate a logical progression of instruction. It is the school's expectation that all members of the team utilize the backwards design of instruction framework through deconstructing standards, determine content limits utilizing test item specifications, and determine how mastery of the content will be measured.

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

Recruiting Highly Qualified Teachers:

-All teacher applicants are pre-qualified as highly qualified per state and federal guidelines before being called in for an interview.

-Active participation in district job fairs to recruit highly qualified teachers

Develop/Retaining Highly Qualified Teachers:

-Beginning Teacher Program- Beginning teachers attend monthly support meetings to become familiar with the school expectations and collaborate on best practices.

-Teacher Mentoring Program- Continue with the school wide teacher mentoring program where new teachers are paired with veteran teachers for support and encouragement.

-Coaching Support Team- Eccleston coaches are paired with teachers to support, monitor, and coach throughout the year regarding instructional best practices, content specific strategies, classroom management, and behavior support.

-Professional Learning Communities- Teams will work collaboratively to commonly plan standards based instruction, create common assessments and share instructional strategies.

Developing Highly Qualified Teachers:

-Grade level book studies of chosen books target differentiated grade level development needs.

-On-going staff development targets staff and student needs.

-Identification of teacher leaders to build capacity in supporting effective teaching and learning and increasing instructional staff members' expertise in leadership, content, and instructional practices.

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

Our school mentoring program is designed to assist first year teachers, second year teachers, and teachers new to Eccleston with the necessary tools needed to manage an

effective classroom, including but not limited to classroom design and procedures, planning for and providing rigorous instruction and the use of high probability strategies and research based practices.

The mentee will be supported by the Instructional Coach, Sarita Johnson. Monthly meetings will be scheduled to provide collaboration between the beginning teachers. School updates, team building and opportunities for questions and reflection will be included in each month's agenda. Open lines of communication will be maintained to ensure that the beginning teacher is provided with the necessary support to succeed.

Each beginning teacher will also be paired with an experienced, veteran teacher. This mentor will provide constant support and feedback to the mentee. The pair will meet daily and weekly to discuss the important happenings in the school as well as assistance with, but not limited to lesson planning, assessments and progress monitoring.

Both the instructional coach and mentor will assist the beginning teacher with the requirements of the Orange County Public Schools Beginning Teacher Program.

The thirteen teachers in need of a mentor at Eccleston have been paired with mentors that either teach on the same grade level or have experience with that grade level. All teachers have a proven track record of positively impacting student achievement, and are recognized as instructional leaders within the school.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

#### **b. Instructional Strategies**

##### ***1. 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***

Eccleston Elementary uses the Multi-Tiered Support System (MTSS) and the Florida Continuous Improvement Model to promote and monitor change within the school focusing on student progress, student achievement, and school improvement. Through the MTSS process, the Administrative Team provides support to the students and teachers as it relates to academic and behavioral concerns. The team will focus on core curriculum areas, school based curriculum, methods of instruction, school based resources and the classroom environment to continually increase student achievement and promote school improvement. The team will focus on student data, grade level instructional focus calendars, instructional pacing, differentiated instruction and current interventions being implemented. Members of the MTSS school based team will meet with grade levels and individual teachers weekly to assess the progress of identified

students who currently receive interventions and students needing the added benefits of the MTSS process. This careful monitoring of the process of evaluating and determining individual student data trends will be facilitated through this data meeting process.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Provide kindergarten through fifth grade students with an additional hour of reading instruction daily. Instruction will be focused on intensive, differentiated small group instruction that addresses specific reading skills.

**Strategy Rationale**

By providing an additional hour of reading instruction daily, student achievement in reading will improve through the additional focused instruction to address reading deficits.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Helton, Julie, julie.helton@ocps.net

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

Progress monitoring, teacher observations, classroom informal or formal assessments will be used to determine the effectiveness of the strategy.

**Strategy:** After School Program

**Minutes added to school year:** 3,600

After-school tutoring will provide identified kindergarten through fifth grade students with reading and mathematics tutoring two times weekly for 60 minutes.

***Strategy Rationale***

By providing after-school tutoring in reading and mathematics, student achievement in reading and mathematics will improve due to the additional focused instruction to address specific reading math deficits.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Cooke, Tanya, tanya.cooke@ocps.net

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

Progress monitoring, teacher observations, classroom informal or formal assessments will be used to determine the effectiveness of the before school tutoring program.

**Strategy:** Weekend Program

**Minutes added to school year:** 3,600

A strategically identified group of students in grades Kindergarten through Fifth grade will attend school on Saturdays for an additional 120 minutes of instruction weekly in the areas of math, reading, and science.

***Strategy Rationale***

Additional focused time spent on student identified areas of need will increase student achievement in math, reading, and science and will support their progress in meeting the expectations of the Florida Standards.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Johnson, Sarita, sarita.johnson@ocps.net

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

Progress monitoring, classroom informal or formal assessments will be used to determine the effectiveness of the additional instructional time

**2. Student Transition and Readiness**

**a. 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).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

The school works with a variety of pre-kindergarten schools in the area to provide tours of the school for zoned students. This helps to ensure that new kindergarten students are familiar with the school prior to the first day. Additionally, Incoming Kindergartners are screened with the Florida Kindergarten Readiness Screener within the first 30 days of school to provide teachers with the necessary data to individualize instruction to meet the needs of each student.

In the spring current grade level instructors meet with upper grade level instructors to form tentative upper grade classrooms for the upcoming school year. Academic levels, behavior, ELL needs, ESE needs, gender, learning styles, personality, and race are considered when classroom rosters are being built. Each year, an Eccleston representative will communicate with the feeder pattern middle schools concerning the needs of the rising sixth grade students.

**b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Each student will be provided a binder or organizational tool in which he or she is required to keep materials for each subject. Students are taught study skills, test preparation, time management, and the writing process. The school also works to develop and support a college and career atmosphere through the use of bulletin boards and signage relating to careers and colleges. Jobs in the classrooms are also related to real-world occupations in order to help foster the connection between school and future careers.

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

N/A

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

N/A

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

**II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

**A. Problem Identification**

## 1. Data to Support Problem Identification

### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

## 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## C. Strategic Goals

## 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.** Teachers will Implement and monitor the MTSS framework, resulting in increased student achievement (Division Priority #1: Student Achievement).
  
- G2.** Teachers will increase the effectiveness of rigorous standards-based instruction through the implementation of research-based strategies and intentional common planning, resulting in increased student achievement (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital).

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.



**G1.** Teachers will Implement and monitor the MTSS framework, resulting in increased student achievement (Division Priority #1: Student Achievement). 1a

G084137

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	80.0
FSA Mathematics Achievement	40.0
Math Gains	80.0
Math Lowest 25% Gains	80.0
FCAT 2.0 Science Proficiency	40.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack knowledge of the MTSS framework.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- MTSS training; Journeys ELA program (Tier 1); IReady (Tier 2); Early Interventions in Reading and Corrective Reading (Tier 3); FCRR materials, fluency probes; CORE reading assessment; mini measurements of learning

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

MTSS documents including data graphs will be monitored for academic improvement or the need for a change in instruction.

**Person Responsible**

Paula Koehler

**Schedule**

Every 3 Weeks, from 9/2/2016 to 5/31/2017

**Evidence of Completion**

MTSS list of interventions, meeting log and data graphs

**G2.** Teachers will increase the effectiveness of rigorous standards-based instruction through the implementation of research-based strategies and intentional common planning, resulting in increased student achievement (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital). **1a**

G084138

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Gains	80.0
FSA ELA Achievement	40.0
ELA/Reading Lowest 25% Gains	80.0
FSA Mathematics Achievement	40.0
Math Gains	80.0
Math Lowest 25% Gains	80.0
FCAT 2.0 Science Proficiency	40.0

**Targeted Barriers to Achieving the Goal** **3**

- Instructional personnel do not teach to the rigor of the Florida Standards during every lesson.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- District-provided lesson plan framework, Florida Standards, test item specifications, instructional focus calendars, Journeys (ELA), Fusion (Science), PSELL (Science), Go Math, CPALMS, iReady (computer based program and workbooks), school-based identified supplemental instructional resources, district provided common assessments, Thinking Maps, content area instructional coaches from the school and district office; designated daily common planning time

**Plan to Monitor Progress Toward G2.** **8**

iObservation data will indicate progress toward more effective instructional delivery.

**Person Responsible**

Julie Helton

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

iObservation data

**Plan to Monitor Progress Toward G2. 8**

Mini Measurements of Learning (MML) data will indicate progress in standards achievement.

**Person Responsible**

Kerry Alday

**Schedule**

Weekly, from 9/2/2016 to 6/2/2017

**Evidence of Completion**

Mini Measurements of Learning data

**Plan to Monitor Progress Toward G2. 8**

iReady diagnostic testing will indicate improvement in reading and math achievement.

**Person Responsible**

Kerry Alday

**Schedule**

Triannually, from 8/22/2016 to 5/26/2017

**Evidence of Completion**

iReady Reading and Math diagnostic reports

**Plan to Monitor Progress Toward G2. 8**

Science Big Idea assessments will indicate improvement in science achievement.

**Person Responsible**

Kerry Alday

**Schedule**

Monthly, from 9/2/2016 to 6/2/2017

**Evidence of Completion**

Science assessment data

**Plan to Monitor Progress Toward G2. 8**

Write Score writing assessments will indicate improvement in writing achievement.

**Person Responsible**

Kerry Alday

**Schedule**

Quarterly, from 9/23/2016 to 5/31/2017

**Evidence of Completion**

Write Score assessment data

## 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.** Teachers will Implement and monitor the MTSS framework, resulting in increased student achievement (Division Priority #1: Student Achievement). 1

G084137

**G1.B1** Teachers lack knowledge of the MTSS framework. 2

B223549

**G1.B1.S1** Provide professional development to teachers on the MTSS framework. 4

S235877

### **Strategy Rationale**

Providing professional development on the MTSS framework will increase teachers' capacity for instruction.

### **Action Step 1** 5

Train teachers how to analyze multiple sources of student data and use it to drive instruction.

#### **Person Responsible**

Paula Koehler

#### **Schedule**

Quarterly, from 9/1/2016 to 5/31/2017

#### **Evidence of Completion**

Agenda and documents from the training

### **Action Step 2** 5

Meet with teachers every three weeks to discuss their students' progress and determine if changes are needed for the instructional strategy or focus skill.

#### **Person Responsible**

Paula Koehler

#### **Schedule**

Every 3 Weeks, from 9/12/2016 to 5/31/2017

#### **Evidence of Completion**

MTSS meeting log; MTSS list of interventions; MTSS data graphs

### Action Step 3 5

Provide individual assistance to teachers within the classroom to observe instructional strategies and students' response.

#### **Person Responsible**

Paula Koehler

#### **Schedule**

Monthly, from 9/26/2016 to 5/31/2017

#### **Evidence of Completion**

Observation notes

### Action Step 4 5

Provide resources to the teachers, as needed, for focused interventions or instructional strategies.

#### **Person Responsible**

Paula Koehler

#### **Schedule**

Every 3 Weeks, from 9/12/2016 to 5/31/2017

#### **Evidence of Completion**

MTSS list of interventions; MTSS change line in graphs

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

Administration will attend the training and observe.

#### **Person Responsible**

Julie Helton

#### **Schedule**

Every 3 Weeks, from 9/2/2016 to 5/31/2017

#### **Evidence of Completion**

Training agenda, sign-in sheets, training notes

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

Administration will review MTSS documents and meeting notes.

**Person Responsible**

Julie Helton

**Schedule**

Quarterly, from 9/26/2016 to 5/31/2017

**Evidence of Completion**

MTSS meeting notes; MTSS list of interventions; MTSS graphs

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

The administration will attend MTSS meetings to ensure that the framework is being effectively implemented.

**Person Responsible**

Julie Helton

**Schedule**

Every 3 Weeks, from 9/9/2016 to 5/31/2017

**Evidence of Completion**

Minutes from MTSS meetings

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

The administration will conduct classroom walk throughs to observe the MTSS framework in action.

**Person Responsible**

Julie Helton

**Schedule**

Biweekly, from 9/2/2016 to 5/31/2017

**Evidence of Completion**

iObservation data

**G2.** Teachers will increase the effectiveness of rigorous standards-based instruction through the implementation of research-based strategies and intentional common planning, resulting in increased student achievement (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital). 1

G084138

**G2.B1** Instructional personnel do not teach to the rigor of the Florida Standards during every lesson. 2

B223550

**G2.B1.S1** School and district based coaches will provide professional development through modeling of the intentional planning process and instructional delivery. 4

S235879

### Strategy Rationale

With support from coaches and administration, teachers will be able to improve their implementation of rigorous standards based instruction.

### Action Step 1 5

Instructional coaches will model lessons for teachers through the coaching cycle.

#### Person Responsible

Julie Helton

#### Schedule

Weekly, from 8/15/2016 to 6/2/2017

#### Evidence of Completion

Model lesson plan

### Action Step 2 5

Standards will be deconstructed in Professional Learning Communities, so that teachers may discuss prerequisite skills that students must know and be able to do, as well as knowledge and skills at grade level expectations.

#### Person Responsible

Julie Helton

#### Schedule

Weekly, from 8/15/2016 to 6/2/2017

#### Evidence of Completion

Lesson plans, PLC notes



### Action Step 3 5

Daily learning targets, which are based on the deconstructed standard, will be written during Professional Learning Communities.

#### **Person Responsible**

Julie Helton

#### **Schedule**

Weekly, from 8/15/2016 to 5/31/2017

#### ***Evidence of Completion***

Lesson plans

### Action Step 4 5

Teachers will collaborate on lesson planning and instructional delivery in order to ensure that standards will be taught at the appropriate level of rigor during weekly Professional Learning Communities.

#### **Person Responsible**

Julie Helton

#### **Schedule**

Weekly, from 8/15/2016 to 5/31/2017

#### ***Evidence of Completion***

### Action Step 5 5

Student achievement data from standards based assessments will be reviewed during intentional planning sessions in order to determine who needs remediation or enrichment.

#### **Person Responsible**

Julie Helton

#### **Schedule**

Weekly, from 9/5/2016 to 5/31/2017

#### ***Evidence of Completion***

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

The principal and/or assistant principal will attend each PLC planning session to participate and observe the process.

**Person Responsible**

Julie Helton

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans; PLC notes

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

Administrators and coaches will observe classroom instruction and provide specific, actionable feedback regarding the effectiveness of the lesson and activities.

**Person Responsible**

Julie Helton

**Schedule**

Weekly, from 9/12/2016 to 5/31/2017

**Evidence of Completion**

iObservation data and feedback

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

Administrators will observe instruction in the classroom and give teachers actionable feedback through the iObservation tool and in personal conferences.

**Person Responsible**

Julie Helton

**Schedule**

Weekly, from 9/13/2016 to 5/31/2017

**Evidence of Completion**

iObservation notes and reports; conference notes

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

Data from Mini Measurements of Learning, iReady, and other classroom assessments will be monitored for increased student achievement.

**Person Responsible**

Kerry Alday











**Schedule**

Weekly, from 9/2/2016 to 5/31/2017

**Evidence of Completion**

Mini Measurements of Learning data; classroom assessment data; iReady diagnostic data

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G2.MA3  M309740	iReady diagnostic testing will indicate improvement in reading and math achievement.	Alday, Kerry	8/22/2016	iReady Reading and Math diagnostic reports	5/26/2017 triannually
G1.MA1  M309733	MTSS documents including data graphs will be monitored for academic improvement or the need for a...	Koehler, Paula	9/2/2016	MTSS list of interventions, meeting log and data graphs	5/31/2017 every-3-weeks
G2.MA5  M309742	Write Score writing assessments will indicate improvement in writing achievement.	Alday, Kerry	9/23/2016	Write Score assessment data	5/31/2017 quarterly
G1.B1.S1.MA1  M309729	The administration will attend MTSS meetings to ensure that the framework is being effectively...	Helton, Julie	9/9/2016	Minutes from MTSS meetings	5/31/2017 every-3-weeks
G1.B1.S1.MA3  M309730	The administration will conduct classroom walk throughs to observe the MTSS framework in action.	Helton, Julie	9/2/2016	iObservation data	5/31/2017 biweekly
G1.B1.S1.MA1  M309731	Administration will attend the training and observe.	Helton, Julie	9/2/2016	Training agenda, sign-in sheets, training notes	5/31/2017 every-3-weeks
G1.B1.S1.MA4  M309732	Administration will review MTSS documents and meeting notes.	Helton, Julie	9/26/2016	MTSS meeting notes; MTSS list of interventions; MTSS graphs	5/31/2017 quarterly
G1.B1.S1.A1  A304223	Train teachers how to analyze multiple sources of student data and use it to drive instruction.	Koehler, Paula	9/1/2016	Agenda and documents from the training	5/31/2017 quarterly
G1.B1.S1.A2  A304224	Meet with teachers every three weeks to discuss their students' progress and determine if changes...	Koehler, Paula	9/12/2016	MTSS meeting log; MTSS list of interventions; MTSS data graphs	5/31/2017 every-3-weeks
G1.B1.S1.A3  A304225	Provide individual assistance to teachers within the classroom to observe instructional strategies...	Koehler, Paula	9/26/2016	Observation notes	5/31/2017 monthly
G1.B1.S1.A4  A304226	Provide resources to the teachers, as needed, for focused interventions or instructional strategies.	Koehler, Paula	9/12/2016	MTSS list of interventions; MTSS change line in graphs	5/31/2017 every-3-weeks
G2.B1.S1.MA1  M309734	Administrators will observe instruction in the classroom and give teachers actionable feedback...	Helton, Julie	9/13/2016	iObservation notes and reports; conference notes	5/31/2017 weekly
G2.B1.S1.MA5  M309735	Data from Mini Measurements of Learning, iReady, and other classroom assessments will be monitored...	Alday, Kerry	9/2/2016	Mini Measurements of Learning data; classroom assessment data; iReady diagnostic data	5/31/2017 weekly
G2.B1.S1.MA2  M309737	Administrators and coaches will observe classroom instruction and provide specific, actionable...	Helton, Julie	9/12/2016	iObservation data and feedback	5/31/2017 weekly
G2.B1.S1.A3  A304230	Daily learning targets, which are based on the deconstructed standard, will be written during...	Helton, Julie	8/15/2016	Lesson plans	5/31/2017 weekly
G2.B1.S1.A4  A304231	Teachers will collaborate on lesson planning and instructional delivery in order to ensure that...	Helton, Julie	8/15/2016		5/31/2017 weekly

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*Eccleston Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A5 A304232	Student achievement data from standards based assessments will be reviewed during intentional...	Helton, Julie	9/5/2016		5/31/2017 weekly
G2.MA1 M309738	iObservation data will indicate progress toward more effective instructional delivery.	Helton, Julie	8/15/2016	iObservation data	6/2/2017 weekly
G2.MA2 M309739	Mini Measurements of Learning (MML) data will indicate progress in standards achievement.	Alday, Kerry	9/2/2016	Mini Measurements of Learning data	6/2/2017 weekly
G2.MA4 M309741	Science Big Idea assessments will indicate improvement in science achievement.	Alday, Kerry	9/2/2016	Science assessment data	6/2/2017 monthly
G2.B1.S1.MA1 M309736	The principal and/or assistant principal will attend each PLC planning session to participate and...	Helton, Julie	8/15/2016	Lesson plans; PLC notes	6/2/2017 weekly
G2.B1.S1.A1 A304227	Instructional coaches will model lessons for teachers through the coaching cycle.	Helton, Julie	8/15/2016	Model lesson plan	6/2/2017 weekly
G2.B1.S1.A2 A304228	Standards will be deconstructed in Professional Learning Communities, so that teachers may discuss...	Helton, Julie	8/15/2016	Lesson plans, PLC notes	6/2/2017 weekly

## V. Professional Development Opportunities

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

**G1.** Teachers will implement and monitor the MTSS framework, resulting in increased student achievement (Division Priority #1: Student Achievement).

**G1.B1** Teachers lack knowledge of the MTSS framework.

**G1.B1.S1** Provide professional development to teachers on the MTSS framework.

### **PD Opportunity 1**

Train teachers how to analyze multiple sources of student data and use it to drive instruction.

#### **Facilitator**

Paula Koehler

#### **Participants**

Teachers

#### **Schedule**

Quarterly, from 9/1/2016 to 5/31/2017

## VI. Technical Assistance Items

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

**G1.** Teachers will Implement and monitor the MTSS framework, resulting in increased student achievement (Division Priority #1: Student Achievement).

**G1.B1** Teachers lack knowledge of the MTSS framework.

**G1.B1.S1** Provide professional development to teachers on the MTSS framework.

### **TA Opportunity 1**

Meet with teachers every three weeks to discuss their students' progress and determine if changes are needed for the instructional strategy or focus skill.

#### **Facilitator**

Paula Koehler

#### **Participants**

Teachers

#### **Schedule**

Every 3 Weeks, from 9/12/2016 to 5/31/2017

### **TA Opportunity 2**

Provide individual assistance to teachers within the classroom to observe instructional strategies and students' response.

#### **Facilitator**

Paula Koehler

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 9/26/2016 to 5/31/2017

### TA Opportunity 3

Provide resources to the teachers, as needed, for focused interventions or instructional strategies.

#### Facilitator

Paula Koehler

#### Participants

Teachers

#### Schedule

Every 3 Weeks, from 9/12/2016 to 5/31/2017

**G2.** Teachers will increase the effectiveness of rigorous standards-based instruction through the implementation of research-based strategies and intentional common planning, resulting in increased student achievement (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital).

**G2.B1** Instructional personnel do not teach to the rigor of the Florida Standards during every lesson.

**G2.B1.S1** School and district based coaches will provide professional development through modeling of the intentional planning process and instructional delivery.

### TA Opportunity 1

Instructional coaches will model lessons for teachers through the coaching cycle.

#### Facilitator

Julie Helton; Terranesha Young; Tanya Cooke (ELA); Jermaine Lamar (Math); Melissa Miskovsky (Science)

#### Participants

Teachers

#### Schedule

Weekly, from 8/15/2016 to 6/2/2017



## **TA Opportunity 2**

Standards will be deconstructed in Professional Learning Communities, so that teachers may discuss prerequisite skills that students must know and be able to do, as well as knowledge and skills at grade level expectations.

### **Facilitator**

Julie Helton; Terranesha Young; Tanya Cooke (ELA); Jermaine Lamar (Math); Melissa Miskovsky (Science)

### **Participants**

Teachers

### **Schedule**

Weekly, from 8/15/2016 to 6/2/2017

## **TA Opportunity 3**

Daily learning targets, which are based on the deconstructed standard, will be written during Professional Learning Communities.

### **Facilitator**

Julie Helton; Terranesha Young; Tanya Cooke (ELA); Jermaine Lamar (Math); Melissa Miskovsky (Science)

### **Participants**

Teachers

### **Schedule**

Weekly, from 8/15/2016 to 5/31/2017

## **TA Opportunity 4**

Teachers will collaborate on lesson planning and instructional delivery in order to ensure that standards will be taught at the appropriate level of rigor during weekly Professional Learning Communities.

### **Facilitator**

Julie Helton; Terranesha Young; Tanya Cooke (ELA); Jermaine Lamar (Math); Melissa Miskovsky (Science)

### **Participants**

Teachers

### **Schedule**

Weekly, from 8/15/2016 to 5/31/2017

### TA Opportunity 5

Student achievement data from standards based assessments will be reviewed during intentional planning sessions in order to determine who needs remediation or enrichment.

#### Facilitator

Julie Helton; Terranesha Young; Tanya Cooke (ELA); Jermaine Lamar (Math); Melissa Miskovsky (Science)

#### Participants

Teachers

#### Schedule

Weekly, from 9/5/2016 to 5/31/2017

### VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Train teachers how to analyze multiple sources of student data and use it to drive instruction.</b>				<b>\$0.00</b>
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Meet with teachers every three weeks to discuss their students' progress and determine if changes are needed for the instructional strategy or focus skill.</b>				<b>\$0.00</b>
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Provide individual assistance to teachers within the classroom to observe instructional strategies and students' response.</b>				<b>\$0.00</b>
<b>4</b>	<b>G1.B1.S1.A4</b>	<b>Provide resources to the teachers, as needed, for focused interventions or instructional strategies.</b>				<b>\$0.00</b>
<b>5</b>	<b>G2.B1.S1.A1</b>	<b>Instructional coaches will model lessons for teachers through the coaching cycle.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6300	100-Salaries	5841 - Eccleston Elementary	Title I, Part A	550.0	\$0.00
			<i>Notes: Additional common planning time outside of the school day</i>			
<b>6</b>	<b>G2.B1.S1.A2</b>	<b>Standards will be deconstructed in Professional Learning Communities, so that teachers may discuss prerequisite skills that students must know and be able to do, as well as knowledge and skills at grade level expectations.</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6300	100-Salaries	5841 - Eccleston Elementary	Title I, Part A	550.0	\$10,000.00
			<i>Notes: Substitutes for teacher release time for common planning days</i>			

**Orange - 5841 - Eccleston Elementary - 2016-17 SIP**  
*Eccleston Elementary*

<b>7</b>	<b>G2.B1.S1.A3</b>	<b>Daily learning targets, which are based on the deconstructed standard, will be written during Professional Learning Communities.</b>	<b>\$0.00</b>
<b>8</b>	<b>G2.B1.S1.A4</b>	<b>Teachers will collaborate on lesson planning and instructional delivery in order to ensure that standards will be taught at the appropriate level of rigor during weekly Professional Learning Communities.</b>	<b>\$0.00</b>
<b>9</b>	<b>G2.B1.S1.A5</b>	<b>Student achievement data from standards based assessments will be reviewed during intentional planning sessions in order to determine who needs remediation or enrichment.</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$10,000.00</b>