

Eagles Nest Elementary

5353 METROWEST BLVD, Orlando, FL 32811

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

100%

Alternative/ESE Center

No

Charter School

No

Minority

95%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Our school climate survey and home language survey will help to provide a snapshot of our students' cultural needs. Teachers will use weekly newsletters in order to maintain constant contact and bridge the gap between home and school. Our Positive Behavior System (PBS) newsletter will also provide parents with helpful hints on successfully supporting their children. The continued support between faculty and parents will ensure positive relationships.

Our monthly parental involvement events will build positive relationships, communicate the school's mission and values, and keep parents informed of their child's progress. These events include, but are not limited to: Open House, Fall Conference Night, Math/Science Night, Turkey/Gingerbread Parade, Literacy Night, Florida State Assessment (FSA)/End of Course Exam (EOC) Information Night, Black History Celebration, Movie Nights, Talent Show & Celebrate the Arts Night.

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

We have clear systems implemented for arrival and dismissal with adult supervision at all times. Safety procedures are in place for all circumstances ie: code red, fire, severe weather. Our new uniform security officer is available to anyone entering the school which in turn provides safety and security. Having a staff and leadership team that is visible and available allows for students and parents to feel valued, appreciated, and respected. This will help to foster an environment where students will participate and contribute to the learning environment. Cafeteria systems are in place and staff members have assigned duties to ensure safety for all students. Staff members use of radios for continuous communication. Students use hall passes and a buddy system when leaving the classroom. Teachers utilize a warning system on classroom doors in order to alert for safety or threat.

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 behavioral system is used school wide and extends into the classrooms. All classroom teachers follow a system of colors ranging from purple to red. Teachers reward points each day based on the color earned. Utilizing a color system and defining clear expectations at the onset of school will help to minimize distractions and keep students engaged during instruction. The PBS team has established clear protocols for students that need disciplinary action. A tiered system helps teachers to determine the intervention necessary to deescalate situations that may arise. Members of our

Exceptional Student Education (ESE) team are Crisis Prevention Institute (CPI) trained if further assistance is needed to ensure safety.

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

A guidance counselor is available to all students if counseling is needed. The guidance counselor has created a form for teachers to identify and request services in order to meet the needs of our students. In addition, the students can participate in a lunch buddy group, and social skills class. We have additional help from outside resources such as social workers and counselors that provide one on one counseling. Teachers are available to assist students as mentors if the need arises. On occasion college students from our community will volunteer as mentors to help students with homework or any social and emotional needs.

Early Warning Systems

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

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

The dominant early warning indicators at Eagle's Nest are attendance below 90 percent, one or more suspensions, and receiving a score of a Level 1 on statewide, standardized assessments in English Language Arts or mathematics. Attendance below 90 percent is an early warning indicator because the issue exists in all grade levels. Receiving one or more suspensions is also an early warning indicator because students miss quality instruction when they are not in class. Scoring a Level 1 on a statewide, standardized assessment in English Language Arts or mathematics is another early warning indicator because those students are working below grade level in one or more of the core subjects.

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	18	18	9	9	12	13	79
One or more suspensions	2	8	11	8	9	18	56
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	45	44	46	135

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	6	7	24	16	23	76

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

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning system.

In order to support attendance, students have the opportunity to be a part of the Walking School Bus. In this program, adults walk a group of students to and from school in order to ensure student safety. Eagle's Nest also offers free breakfast, lunch, and snacks to our students. We have adopted the fruit and vegetable program, which enables our students to receive fruits and vegetable snacks multiple times per week.

In order to support behavior and minimize suspensions, Eagle's Nest has adopted the Positive Behavior System as a school wide behavior program. We have also implemented the "Caught Being Cool" program. In this program, students have the opportunity to be recognized for their actions at a school-wide level. Teachers have the opportunity to request support from the leadership team by using the Behavior Support Request form. This enables staff members to collaborate with the goal of meeting the behavioral needs of specific students. Finally, we will implement Positive Alternative to School Suspension (PASS) as another intervention strategy to support student behavior.

To improve the academic performance of our students who scored a Level 1 on statewide assessments, we will be providing an extra hour of reading instruction for all grade levels. Our staff will be trained on the Marzano Instructional Framework and will be expected to use elements of the framework in every lesson. We have purchased the Voyager Passport program to use as an intervention piece during our Multi-Tiered System of Supports (MTSS) instructional time. We have also purchased the I-Ready computer program that will be used as a supplement to our core reading and math instruction.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

Our Partner in Education (PIE) program is the springboard to build and sustain partnerships with the local community. Through these partnerships, Eagle's Nest is able to secure and utilize resources to support the school and student achievement. Our school based PIE representative establishes new relationships, while maintaining previous relationships with area businesses. Our partnerships include, but are not limited to: McDonalds, UCF, Panda Express, Chick-Fil-A, Tijuana Flats, Flipper's Pizzeria, local churches, Junior Achievement, STARS, OUC, Orlando Science Center, and CoCo Key Water Resort.

The Love Pantry is provided through the Christian Service Center in efforts to help keep hunger from having an impact on learning at Eagle's Nest. The pantry is restocked monthly and the school guidance counselor assists teachers in identifying and providing families with food.

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
Aldridge, Curry	Principal
Donovan , Sarah	Assistant Principal
Collins, Allison	Other
Columbus, Christina	Other
Tolosa, Lauren	Other
Lauzon, Jane	Instructional Coach
Backherms, Cara	SAC Member

Duties

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

Eagle's Nests principal, Curry Aldridge, is an instructional leader who sustains a shared vision for the students' academic achievement. She ensures rigorous, standards-based instruction. She supports continuous professional development opportunities for all teachers. The principal oversees school wide safety and efficient operations. She is in constant communication and collaboration with the surrounding community and its stakeholders.

The assistant principal, Sarah Donovan, is an instructional leader who assists and supports all of the principal's initiatives and duties. She is the lead for the following initiatives: Title I documentation, Differentiated Accountability, state accountability corrections, common planning, facilities management, classified staff, and summer school.

Our MTSS lead team: Allison Collins, Jane Lauzon, Lovelle Wright and Rani Maharaj will provide intervention support for teachers and assist in progress monitoring at risk students. The team assists with whole school screening programs. They assist in the design and implementation for progress monitoring, data collection, and data analysis.

The English Language Arts (ELA) Coaches: Allison Collins, Christina Columbus, and Bonnie Jack collaborate with teachers on differentiated best instructional practices. They meet weekly during Professional Learning Communities (PLC)/common planning to support the design of rigorous unit plans for whole group reading, centers, reading groups, text based writing, close/careful reads, reading interventions, and the extended reading hour. In addition they are the leads for the following initiatives: Title I MTSS, extended media, non-fiction text resources (science and social studies), K-2 FAIR testing, ELA mentor/modeling, ELA professional development, Accelerated Reader (AR) Program and Incentives, ELA Grants, literacy events, oration/speech contests, Imagine Learning, and iReady reading online program.

The Math Coaches: Lauren Tolosa and Lauren Bocken collaborate with teachers on differentiated, best instructional practices. They meet weekly during PLC/common planning to support the design of rigorous unit plans for whole group math lessons, math centers, math interventions, and math resources. In addition they are the leads for the following initiatives: math fluency plan (school wide), math mentor/modeling, math professional development, iReady math online program.

The instructional coach, Jane Lauzon, is the lead for full implementation of Marzano's Instructional Framework. She provides professional development on best instructional practices, classroom coaching, and feedback specific to the framework's elements. She is the lead for Deliberate Practice and iObservation. She supports the teachers in locating and using instructional materials that support best practices. The instructional coach oversees the mentor and mentee program. She is also the lead for Title I professional development.

The Curriculum Resource Teacher, Cara Backherms, is the lead for Title I tutoring and School Advisory Council (SAC)/Parent Teacher Organization (PTO). She is the school's testing coordinator, which includes, FSA, Performance Matters, Comprehensive English Language Learning Assessment (CELLA), and EOC's. She is the lead for the following initiatives: curriculum materials/inventory, technology materials/inventory, Progress Book, progress monitoring records, weekly staff newsletter, master calendar, school events, Teach-In, Junior Achievement, Additions, field trips, and English for Speakers of Other Languages (ESOL) compliance contact.

Our Dean, Tammy Dawson, oversees the PBS program. She is the lead on all behavior support, documentation, and referrals. The dean ensures the Code of Conduct is communicated to students monthly and is the lead for our school's PASS program. She assists the guidance counselor with the Title I Parent Involvement and Safe School Plan initiatives. In addition, she is our school's bus coordinator.

Our Guidance Counselor, Kimberly Borden, provides guidance services for social and emotional needs to our Eagle's Nest students. She is a lead for PBS and the character education program. Mrs. Borden holds small, social skill groups weekly and provides attendance support. She is the lead for our school's Red Ribbon Week, Love Pantry and uniform closet. She is the Title I Contact for Parental Involvement and the Partner in Education Coordinator. She is also our liaison for 5th grade middle school contacts and orientations.

Our Staffing Specialist, Lovelle Wright, is the lead for our ESE team. She coordinates all student staffing documentation, progress monitoring, and meetings. She is our Section 504 and Individualized Education Program (IEP) manager. She also oversees the ESE buses.

Overall, the leadership team works collaboratively on the following items: PLCs, common planning, MTSS, classroom walkthroughs and coaching, school events, and lesson plans/grading systems/data tracking.

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

The Eagle's Nest leadership team has the following systems in place to identify and align all available resources in order to meet the needs of students and maximize desired outcomes.

Our leadership team works collaboratively with our district based School Transformation Office team. This team includes: Kathy Shuler, Associate Superintendent of School Transformation Office; Patricia Fritzler, Executive Area Director of School Transformation Office; Jennifer DeGelleke, Senior Administrator School Transformation Office; Bonnie Jack, ELA Coach; and Lauren Bocken, Math Coach. The coaches support Eagle's Nest through weekly classroom walkthroughs, coaching, and common planning. Our STO leadership team provides ongoing support to Eagle's Nest through school visits and collaborative meetings with the principal.

The school based leadership team meets every Monday to review PLC/common planning meetings, classroom walkthroughs/evaluations, coaching, problem-solving discussions and to address overall school needs. Based on these meetings, additional resources are allocated to support rigorous classroom instruction and student interventions.

The grade level PLC/common planning meetings are supported by a member of the leadership team. During these meetings each leadership team member is responsible for supporting the teams in developing rigorous units of study for each subject area. During this time, it is determined what instructional materials will be used and what materials need to be provided.

In addition, each grade level meets with the leadership bi-weekly for data meetings. During these meetings, formative/summative assessment and intervention data is reviewed to determine next best steps to meet the needs of all students and maximize desired outcomes. This includes allocation of available instructional materials through funding resources.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Curry Aldridge	Principal
Sarah Donovan	Principal
Cara Backherms	Teacher
Damaris Rodriguez	Teacher
Tamera Patten	Teacher
Craig Lanoue	Teacher
Allison Collins	Teacher
Christina Columbus	Teacher
Janice Childs	Teacher

Duties

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

Evaluation of last year's school improvement plan

At the initial SAC meeting, we will review last year's school improvement plan in conjunction with 2014 FCAT state assessment results to determine an evaluation of its goals and effectiveness.

Development of this school improvement plan

At the initial SAC meeting, the current school improvement plan draft will be reviewed. SAC member input will be discussed, considered, and integrated into the draft plan as appropriate.

Preparation of the school's annual budget and plan

In the spring, the projected school budget for the 2014-2015 school year was shared with the SAC and input was collected. During the September 2014 meeting, updated budget information will be shared and the SAC will determine allocations for professional development for teachers as well as expenditures for instructional materials.

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

At the September 2014 meeting, the SAC will review the school improvement funds. Allocations will be determined for each SIP goal, which include professional development for teachers and instructional materials.

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
Aldridge, Curry	Principal
Donovan , Sarah	Assistant Principal
Collins, Allison	Other
Columbus, Christina	Other
Tolosa, Lauren	Other
Lauzon, Jane	Instructional Coach
Backherms, Cara	Other

Duties

Describe how the LLT promotes literacy within the school

The literacy leadership team will work to increase the number of students meeting grade level expectations and proficiency standards. The focus of the literacy team will be to develop a plan to increase readership of non-fiction and complex text. Eagle's Nest AR program is a school wide initiative to promote and celebrate independent reading. The Eagle Book Challenge partners with AR to promote non-fiction literacy and comprehension. Eagle's Nest will participate in the Title I Extended Media program to provide additional opportunities for our K, 1 and 2 students to interact with text. As a selected extended hour school, students receive an additional hour of reading intervention. In January, we will host a Literacy Night to promote positive family interactions with text based activities. The Literacy Night will be funded by the Target Literacy Grant. In addition, PLC/common planning meetings will be time for teams and district/school based coaches to deconstruct the Language Arts Florida Standards (LAFS) and create rigorous literacy instruction.

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

A variety of strategies are used to encourage positive working relationships between teachers at Eagle's Nest. Grade levels conduct weekly PLC's to focus on collaborative planning and standards-based instruction. A leadership team representative attends and supports the PLC's. We also hold bi-weekly data meetings in order to disaggregate data and continue the collaboration process. Staff meetings are held monthly, and professional development activities are held on Wednesdays. In addition, grade level teams focus on a specific, instructional strategy during the Deliberate Practice process. They work together to practice and refine this instructional strategy. Eagle's Nest supports new teachers through the Mentor/Mentee program. Mentees receive support from a veteran teacher through this program. We also have the New Nester's Program in place at our school. Teachers who are new to Eagle's Nest meet regularly to learn about our school and ask questions as necessary.

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

In order for Eagle's Nest Elementary to recruit and retain highly qualified, certified-in-field, effective teachers to our school, the following plan is executed:

Instructional coaches will provide feedback to teachers on a weekly basis. Jane Lauzon (Instructional coach), Allison Collins (Reading coach), Christina Columbus (Reading coach), and Lauren Tolosa (Math coach) will be responsible for conducting weekly walkthroughs and providing ongoing feedback for

classroom teachers.

Deliberate Practice, as a district initiative, includes self reflection and peer observation/evaluation. Teachers will observe one another using the Marzano iObservation protocols and provide constructive feedback to one another as they focus on, and continuously practice, one specific instructional skill. Our principal, Curry Aldridge, and assistant principal, Sarah Donovan, will work with the district office during the hiring process to ensure that candidates are highly qualified before being placed in instructional positions. The principal and assistant principal will retain highly effective teachers by continuously building instructional skills through ongoing professional development, staff surveys, courageous classroom conversations, valid and reliable observation feedback, and mentoring/coaching of instructional leadership.

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

New teachers meet monthly or as needed with our instructional coach, Jane Lauzon. She conducts mini professional development sessions based upon observations and teachers' needs.

Christina Correa, a first year teacher, is paired with Christina Columbus. Christina Columbus is a veteran teacher who has taught multiple grade levels. She has completed her Clinical Educator Training.

LaKisha Callwood, a first year teacher, is paired with Christina Lowery. Christina Lowery has been teaching for 4 years in grades 2 and 3. She is in the process of completing her Clinical Educator Training.

Chaneice Hall, a first year teacher, is paired with Karen Johnson. Karen Johnson is a veteran teacher who has taught Kindergarten through fifth grade and has served as reading coach. She has completed her Clinical Educator Training.

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

Eagle's Nest ensures its core instructional programs and materials are aligned to Florida's Standards during weekly PLC/common planning times. During these meetings the leadership team representative and grade level team begin with specific standards to develop a cohesive, rigorous unit of study. The district based Instructional Management System (IMS), Measurement Topic Plans (MTP), and the School Transformation Office's resources are used to assist with the development of standards-based units. The units include an overall learning goal with specific learning targets from the deconstructed Florida Standard(s). In addition, instructional teams use the FSA Test Item Specifications and district-based EOC outlines. Based on these units, the teams determine the instructional programs, materials, and formative/summative assessments that align specifically to each unit of study.

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

Eagle's Nest uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first weeks of school, all students are given baseline assessments in reading, math, writing, and science. The data provided from these assessments will be used to differentiate instruction based on specific needs. After the initial assessment, teachers will give

weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' achievement relative to the standards-based learning goal. Small reading and math groups will address students' needs based on grade level expectations.

Students who are performing below grade level proficiency will receive intervention specific to their needs during MTSS. These students will be progress monitored on a bi-weekly basis, and groups will be fluid based on student needs. The additional hour reading block at the end of each day will also be used for reading interventions to assist students having difficulty attaining proficiency or advanced levels on state assessments.

The leadership team and grade levels will meet bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on student data. For example, if students display proficiency on a pre-assessment, the teacher will modify the instructional plan to address the standards at an advanced level. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address foundational learning targets. Students who are proficient will receive advanced instruction in small groups.

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

Students in all grade levels receive an extra hour of reading instruction at the end of each day. Teachers use data to drive their instruction and meet with students in small groups. This enables the teachers to meet the needs of their students in order to improve students' reading proficiency.

Strategy Rationale

As a result, students overall reading proficiency will increase.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Aldridge, Curry, curry.aldridge@ocps.net

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

Teachers will keep record in a digital data notebook on our SharePoint site. The data notebook will be updated weekly, and an assigned leadership team member will review the data during the weekly PLC/common planning time. The leadership team and grade levels will meet bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on students' data.

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 kindergarten students are assessed using Florida Kindergarten Readiness test (FLKRS) and the Florida Assessments for Instruction in Reading (FAIR) assessment. These tools are used to measure the progress of foundational reading skills. These assessments are completed within the first 20 days of school. Eagle's Nest will test all current kindergarten students who participated in our Voluntary Prekindergarten Education Program (VPK) program. The goal is to show a 3% increase based on FLKRS data (score 70% and above). Data will be used to plan daily academic and social instruction for all students. Teachers will determine if supplemental instruction is needed for small groups and/or individual students. Core academic and social instruction will be provided by the teacher. Supplemental instruction may also be provided by the teacher or could be provided by a paraprofessional or support staff member. The FAIR assessment will be administered mid- year and at the end of the year in order to determine if students are making necessary learning gains. Teachers will utilize the social behavior observation checklist to determine if students are progressing in the social development.

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

N/A

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

N/A

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

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

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase with the implementation of research-based instructional best practices identified by the district adopted Marzano Framework.
- G2.** Student achievement will increase when MTSS is implemented with fidelity.
- G3.** Student achievement will increase when teachers apply rigorous standards-based, data-driven instruction.

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. Student achievement will increase with the implementation of research-based instructional best practices identified by the district adopted Marzano Framework. 1a

G038522

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	75.0

Resources Available to Support the Goal 2

- Marzano's Instructional Framework, Becoming a Reflective Teacher, iObservation, and Instructional Management System

Targeted Barriers to Achieving the Goal 3

- Teachers lack the understanding of how to strategically plan and implement research-based instructional strategies from Marzano's Domain 1 in the Instructional Framework.

Plan to Monitor Progress Toward G1. 8

Classroom walk-throughs, informal, and formal observations using the Marzano's protocols will provide data for progress monitoring each teacher's performance in relation to attaining the desired effect of strategies used and if they are increasing student achievement. Teacher's Deliberate Practice Plan will show growth on the use of a specific element in relation to reaching the desired effect of the element to increase student achievement.

Person Responsible

Curry Aldridge

Schedule

Weekly, from 8/19/2014 to 5/29/2015

Evidence of Completion

iObservation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

G2. Student achievement will increase when MTSS is implemented with fidelity. 1a

G036746

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	60.0

Resources Available to Support the Goal 2

- Voyager Passport, iReady, digital data notebooks, progress monitoring graphs, MTSS Team, and Leadership Team

Targeted Barriers to Achieving the Goal 3

- There is need for a school-wide understanding of progress monitoring, analyzing, and disaggregating data to drive instruction.

Plan to Monitor Progress Toward G2. 8

Analyze progress monitoring data at bi-weekly data meetings and through the digital data notebooks on SharePoint to determine if teacher implementation of Voyager Passport has increased Tier II and Tier III student achievement.

Person Responsible

Sarah Donovan

Schedule

Biweekly, from 9/16/2014 to 5/26/2015

Evidence of Completion

Bi-weekly data meetings, iObservation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

G3. Student achievement will increase when teachers apply rigorous standards-based, data-driven instruction. 1a

G036747

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	60.0
AMO Math - All Students	61.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Language Arts Florida Standards, Mathematics Florida Standards, Next Generation Sunshine State Science Standards, Next Generation Sunshine State Social Studies Standards, FSA Test Items Specifications, EOC Blueprints, STO PDS Online, IMS, Hess's Model for Webb's Depth of Knowledge, Marzano Instructional Framework, Progress Monitoring Assessments, MTSS

Targeted Barriers to Achieving the Goal 3

- Teachers lack of understanding on how to effectively apply relevant student data to their instruction.

Plan to Monitor Progress Toward G3. 8

iObservation Data, lesson plans, digital data notebooks, and progress reports/report cards.

Person Responsible

Curry Aldridge

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Weekly PLC/common planning meetings, bi-weekly data meetings, iObservaton data, lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

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. Student achievement will increase with the implementation of research-based instructional best practices identified by the district adopted Marzano Framework. **1**

 G038522

G1.B1 Teachers lack the understanding of how to strategically plan and implement research-based instructional strategies from Marzano's Domain 1 in the Instructional Framework. **2**

 B092535

G1.B1.S1 Professional Development will be provided on Domain 1 of the Marzano Framework. **4**

 S103453

Strategy Rationale

Teachers will understand each element and how to use strategies to reach the desired effect of each element to increase student achievement.

Action Step 1 **5**

The Leadership Team will coordinate a professional development calendar to include professional development on implementation for Domain 1 of the Marzano Instructional Framework and Deliberate Practice.

Person Responsible

Jane Lauzon

Schedule

Monthly, from 8/27/2014 to 5/27/2015

Evidence of Completion

iObservaton data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

Action Step 2 5

The Leadership Team will provide opportunities to coach, model, and give feedback to all instructional staff using the Marzano Framework of research-based best instructional practices.

Person Responsible

Jane Lauzon

Schedule

Weekly, from 8/27/2014 to 5/29/2015

Evidence of Completion

iObservaton data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

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

Weekly walk through observations, informal observations, and formal observations using the protocols from Marzano's Instructional Framework will be scheduled.

Person Responsible

Sarah Donovan

Schedule

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

Evidence of Completion

iObservaton data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

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

The Leadership Team will use classroom observation data to determine which design questions and elements from Domain 1 need the most support for additional professional development. Deliberate Practice plans will provide a focus for professional development on particular elements.

Person Responsible

Jane Lauzon

Schedule

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

Evidence of Completion

iObservaton data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

G1.B1.S2 Leadership Team members will provide grade level support during PLC and common planning for teachers to strategically plan for using the research-based instructional strategies. 4

 S103454

Strategy Rationale

Teachers will understand the importance and process of planning to use research-based instructional strategies to increase student achievement.

Action Step 1 5

Leadership members will attend PLC and common planning meetings to ensure teachers are strategically and appropriately planning strategies from the Marzano Instructional Framework.

Person Responsible

Jane Lauzon

Schedule

Weekly, from 8/13/2014 to 5/28/2015

Evidence of Completion

Lesson plans will show strategic and appropriate planning of the Marzano Instructional Strategies. Teacher observed lessons will use the strategies appropriately while monitoring for the students to reach the desired effect of the strategy and increase student achievement.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Leadership team members will attend PLC and common planning meetings to ensure teachers are planning with the Marzano strategies. The leadership team will schedule meetings to discuss the fidelity of implementation on each grade level. Leadership team members will rotate weekly walk throughs to monitor instruction and lesson plans.

Person Responsible

Curry Aldridge

Schedule

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

Evidence of Completion

Teacher lesson plans and instruction will show appropriate and strategic planning for the use of the Marzano elements and strategies.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Walk through observations, informal observations, and formal observations will be scheduled.

Person Responsible

Sarah Donovan

Schedule

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

Evidence of Completion

iObservaton data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

G2. Student achievement will increase when MTSS is implemented with fidelity. 1

G036746

G2.B1 There is need for a school-wide understanding of progress monitoring, analyzing, and disaggregating data to drive instruction. 2

B088021

G2.B1.S1 Professional development on progress monitoring, analyzing, and disaggregating data to drive instruction. 4

S098746

Strategy Rationale

When teachers have the knowledge on how to use data for instructional decisions their instruction will be centered on data based needs.

Action Step 1 5

The leadership team will coordinate professional development on MTSS. Professional development will be provided on the new MTSS curriculum Voyager Passport, progress monitoring of students, and using progress monitoring data to drive instruction to meet student needs and increase student achievement.

Person Responsible

Allison Collins

Schedule

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

Evidence of Completion

Bi-weekly data meetings, iObservaton data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

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

Bi-weekly data meeting discussions and data-based decisions will be observed for teachers ability to analyze data.

Person Responsible

Sarah Donovan

Schedule

Biweekly, from 9/16/2014 to 5/26/2015

Evidence of Completion

Bi-weekly data meetings, lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

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

Classroom walk throughs and observations, Domain 2 documentation, and Domain 3 documentation will be monitored for data-based instructional decision making.

Person Responsible

Schedule

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

Evidence of Completion

Bi-weekly data meetings, iObservaton data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

G3. Student achievement will increase when teachers apply rigorous standards-based, data-driven instruction.

1

G036747

G3.B1 Teachers lack of understanding on how to effectively apply relevant student data to their instruction.

2

B088024

G3.B1.S1 The leadership team representative and STO coaches will meet weekly with PLC/common planning teams to support the teams in developing rigorous instructional plans based on standards and current student data. 4

S098749

Strategy Rationale

With the guidance and support of the coaches and administration, teams will learn how to develop rigorous standards-based and data-driven instruction.

Action Step 1 5

PLC/common planning meetings will be held weekly, on Thursdays, with an assigned leadership team representative.

Person Responsible

Sarah Donovan

Schedule

Weekly, from 8/21/2014 to 5/28/2015

Evidence of Completion

Lesson plans and classroom observations will show common planning and collaboration on standards based instruction and relevant student data.

Action Step 2 5

Data meetings will be held bi-weekly, on Tuesdays, with the leadership team to review student data.

Person Responsible

Curry Aldridge

Schedule

Biweekly, from 9/16/2014 to 5/26/2015

Evidence of Completion

Bi-weekly data meeting discussions, iObservaton data, lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

iObservation Data, lesson plans, digital data notebooks, and progress reports/report cards.

Person Responsible

Curry Aldridge

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Weekly PLC/common planning meetings, bi-weekly data meetings, iObservaton data, lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

iObservation Data, lesson plans, digital data notebooks, and progress reports/report cards.

Person Responsible

Curry Aldridge

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Weekly PLC/common planning meetings, bi-weekly data meetings, iObservaton data, lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.

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
G2.B1.S1.A1	The leadership team will coordinate professional development on MTSS. Professional development will be provided on the new MTSS curriculum Voyager Passport, progress monitoring of students, and using progress monitoring data to drive instruction to meet student needs and increase student achievement.	Collins, Allison	8/27/2014	Bi-weekly data meetings, iObservaton data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.	6/3/2015 biweekly
G3.B1.S1.A1	PLC/common planning meetings will be held weekly, on Thursdays, with an	Donovan , Sarah	8/21/2014	Lesson plans and classroom observations will show common planning and collaboration on standards	5/28/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	assigned leadership team representative.			based instruction and relevant student data.	
G1.B1.S1.A1	The Leadership Team will coordinate a professional development calendar to include professional development on implementation for Domain 1 of the Marzano Instructional Framework and Deliberate Practice.	Lauzon, Jane	8/27/2014	iObservaton data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.	5/27/2015 monthly
G1.B1.S2.A1	Leadership members will attend PLC and common planning meetings to ensure teachers are strategically and appropriately planning strategies from the Marzano Instructional Framework.	Lauzon, Jane	8/13/2014	Lesson plans will show strategic and appropriate planning of the Marzano Instructional Strategies. Teacher observed lessons will use the strategies appropriately while monitoring for the students to reach the desired effect of the strategy and increase student achievement.	5/28/2015 weekly
G1.B1.S1.A2	The Leadership Team will provide opportunities to coach, model, and give feedback to all instructional staff using the Marzano Framework of research-based best instructional practices.	Lauzon, Jane	8/27/2014	iObservaton data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.	5/29/2015 weekly
G3.B1.S1.A2	Data meetings will be held bi-weekly, on Tuesdays, with the leadership team to review student data.	Aldridge, Curry	9/16/2014	Bi-weekly data meeting discussions, iObservaton data, lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.	5/26/2015 biweekly
G1.MA1	Classroom walk-throughs, informal, and formal observations using the Marzano's protocols will provide data for progress monitoring each teacher's performance in relation to attaining the desired effect of strategies used and if they are increasing student achievement. Teacher's Deliberate Practice Plan will show growth on the use of a specific element in relation to reaching the desired effect of the element to increase student achievement.	Aldridge, Curry	8/19/2014	iObservaton data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.	5/29/2015 weekly
G1.B1.S1.MA1	The Leadership Team will use classroom observation data to determine which design questions and elements from Domain 1 need the most support for additional professional development. Deliberate Practice plans will provide a focus for professional development on particular elements.	Lauzon, Jane	8/18/2014	iObservaton data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.	5/29/2015 weekly
G1.B1.S1.MA1	Weekly walk through observations, informal observations, and formal observations using the protocols from Marzano's Instructional Framework will be scheduled.	Donovan , Sarah	8/18/2014	iObservaton data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.	5/29/2015 weekly
G1.B1.S2.MA1	Walk through observations, informal observations, and formal observations will be scheduled.	Donovan , Sarah	8/18/2014	iObservaton data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.	5/29/2015 weekly
G1.B1.S2.MA1	Leadership team members will attend PLC and common planning meetings to ensure teachers are planning with the Marzano strategies. The leadership	Aldridge, Curry	8/18/2014	Teacher lesson plans and instruction will show appropriate and strategic planning for the use of the Marzano elements and strategies.	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
	team will schedule meetings to discuss the fidelity of implementation on each grade level. Leadership team members will rotate weekly walk throughs to monitor instruction and lesson plans.				
G2.MA1	Analyze progress monitoring data at bi-weekly data meetings and through the digital data notebooks on SharePoint to determine if teacher implementation of Voyager Passport has increased Tier II and Tier III student achievement.	Donovan , Sarah	9/16/2014	Bi-weekly data meetings, iObservaton data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.	5/26/2015 biweekly
G2.B1.S1.MA1	Classroom walk throughs and observations, Domain 2 documentation, and Domain 3 documentation will be monitored for data-based instructional decision making.		9/8/2014	Bi-weekly data meetings, iObservaton data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.	5/29/2015 weekly
G2.B1.S1.MA1	Bi-weekly data meeting discussions and data-based decisions will be observed for teachers ability to analyze data.	Donovan , Sarah	9/16/2014	Bi-weekly data meetings, lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.	5/26/2015 biweekly
G3.MA1	iObservation Data, lesson plans, digital data notebooks, and progress reports/ report cards.	Aldridge, Curry	8/18/2014	Weekly PLC/common planning meetings, bi-weekly data meetings, iObservaton data, lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.	6/3/2015 biweekly
G3.B1.S1.MA1	iObservation Data, lesson plans, digital data notebooks, and progress reports/ report cards.	Aldridge, Curry	8/18/2014	Weekly PLC/common planning meetings, bi-weekly data meetings, iObservaton data, lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.	6/3/2015 weekly
G3.B1.S1.MA1	iObservation Data, lesson plans, digital data notebooks, and progress reports/ report cards.	Aldridge, Curry	8/18/2014	Weekly PLC/common planning meetings, bi-weekly data meetings, iObservaton data, lesson plan documentation, and digital data notebooks will display evidences of both staff and student growth.	6/3/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Student achievement will increase with the implementation of research-based instructional best practices identified by the district adopted Marzano Framework.

G1.B1 Teachers lack the understanding of how to strategically plan and implement research-based instructional strategies from Marzano's Domain 1 in the Instructional Framework.

G1.B1.S1 Professional Development will be provided on Domain 1 of the Marzano Framework.

PD Opportunity 1

The Leadership Team will coordinate a professional development calendar to include professional development on implementation for Domain 1 of the Marzano Instructional Framework and Deliberate Practice.

Facilitator

Jane Lauzon

Participants

All Instructional Staff

Schedule

Monthly, from 8/27/2014 to 5/27/2015

PD Opportunity 2

The Leadership Team will provide opportunities to coach, model, and give feedback to all instructional staff using the Marzano Framework of research-based best instructional practices.

Facilitator

Curry Aldridge, Sarah Donovan, Jane Lauzon, Allison Collins, Lauren Tolosa, Christina Columbus, Cara Backherms, Lovelle Wright

Participants

All Instructional Staff

Schedule

Weekly, from 8/27/2014 to 5/29/2015

G2. Student achievement will increase when MTSS is implemented with fidelity.

G2.B1 There is need for a school-wide understanding of progress monitoring, analyzing, and disaggregating data to drive instruction.

G2.B1.S1 Professional development on progress monitoring, analyzing, and disaggregating data to drive instruction.

PD Opportunity 1

The leadership team will coordinate professional development on MTSS. Professional development will be provided on the new MTSS curriculum Voyager Passport, progress monitoring of students, and using progress monitoring data to drive instruction to meet student needs and increase student achievement.

Facilitator

Curry Aldridge, Sarah Donovan, Jane Lauzon, Allison Collins, Lauren Tolosa, Christina Columbus, Cara Backherms, Lovelle Wright

Participants

All instructional staff

Schedule

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

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: Student achievement will increase with the implementation of research-based instructional best practices identified by the district adopted Marzano Framework.	3,302
Goal 2: Student achievement will increase when MTSS is implemented with fidelity.	69,016
Goal 3: Student achievement will increase when teachers apply rigorous standards-based, data-driven instruction.	20,865
Grand Total	93,183

Goal 1: Student achievement will increase with the implementation of research-based instructional best practices identified by the district adopted Marzano Framework.

Description	Source	Total
B1.S1.A1 - Whiteboards and markers (K-5)	General Fund	3,302
Total Goal 1		3,302

Goal 2: Student achievement will increase when MTSS is implemented with fidelity.

Description	Source	Total
B1.S1.A1 - Voyager Passport comprehensive intervention (K-5) program.	Title I Part A	60,219
B1.S1.A1 - Journey's Write-In Readers (1-5)	Title I Part A	5,720
B1.S1.A1 - Journey's Literacy Toolkits (1-3)	Title I Part A	3,077
Total Goal 2		69,016

Goal 3: Student achievement will increase when teachers apply rigorous standards-based, data-driven instruction.

Description	Source	Total
B1.S1.A1 - National Geographic for Kids (K-5)	General Fund	3,000
B1.S1.A1 - Florida Test Power Workbooks (2-5)	Title I Part A	2,343
B1.S1.A1 - iReady Reading (3-5) and Math Workbooks (K-5)	Title I Part A	13,915
B1.S1.A1 - Science Assessment Workbooks (5)	Title I Part A	607
B1.S1.A1 - Cold Read Workbooks (2-5)	General Fund	1,000
Total Goal 3		20,865