School Improvement Plan
2015-2016

Eisenhower Elementary

Michael A. Grego, Ed.D.
Superintendent

pcs
PINELLAS COUNTY SCHOOLS

Table of Contents

2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS

Section A	School Information

School Name
Eisenhower Elementary

Principal's First Name
Wilson

Principal's Last Name
Antonette

School Advisory Council Chair's First Name
Roger

School Advisory Council Chair's Last Name
Ulrich

SCHOOL VISION - What is your school's vision statement?

100% Student Success Every Student, Every Parent, Every Teacher, Everyday.....Expect the Best

SCHOOL MISSION - What is your school's mission statement?

We are committed to preparing our students to be college and career ready by setting high expectations in an environment where achievement is inspired through effective instruction and respect.

SCHOOL ENVIRONMENT

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

At Eisenhower teachers have class meetings
We have a Multicultural Club
We have Panda Pearls and Mighty Pandas (staff members are mentors to identified students

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

We have a School wide Positive Behavior Plan that is implemented by all staff members.

Describe the school wide 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.

Eisenhower Elementary school has a Positive behavior System that address over 80% of our student population. Our students are Positive Attentive Learners. We implement the following:
Classrooms implementation of "Morning Meetings" as a part of the curriculum.
Positive, nurturing classroom environments
PBS Team amend Tier 1 interventions as needed
Train/update staff in Non-Violent Crisis Intervention (CPI) as needed
School wide positive reinforcement (panda pal tickets)
Gold Notes, Panda Pal Tickets, Caught Your Class, Panda Celebrations
Mentoring program Panda Pearls and Mighty Pandas
Bullying awareness to staff and students
Use of CHAMPs as the model for classroom and school wide management

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.

Our Site Based Leadership team meets weekly. At least one a month we discuss behavior and student social and emotional needs. As needed we refer students to our school Guidance Counselor and outside resources as needed.
We partner with Big Bother and Big Sisters. Approved volunteers meet with their little sister on brother weekly for 1 hour.
We partner with Safety Harbor Kiwanis and provide a BUGS (Brining Up School Grades) program for 3rd and 4t graders.

PART I	CURRENT SCHOOL STATUS
Section B	**School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member	Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

Reading

Group	Actual 12/13	SIP Goals 13/14	Actual 14/15
Level 3	77 students (27%)	139 students (48%)	86 students (27%)
Level 4+	54 students (19%)	No Goal	71 students (22%)
Hispanics Lvl 3+	61 students (42%)	No Goal	67 students ((42%)
Black or African American Lvl 3+	15 students (38%)	22 students (55%)	17 students (40%)
LEP students Lvl 3+	16 students (20%	42 students (46%)	24 students (23%)
ESE Students Lvl 3+	6 students (17%)	No Goal Found	9 students (24%)

Action Plans:
   Use the Marzano Learning Map to improve instructional strategies .
• Monitor Guided Reading Groups in K-5 grades using Jane Richardson Reading Routines
• Implement Close Reading Strategies in grades 3-5
• Common Core State Standards K-5
Implementation:
• PD for teachers who do not use the routines effectively in their classroom. Monitor the implementation pd the routines during reading intervention times and walk thrus and teachers working with the literacy coach.
• PD and TDE's for lesson study on the usage and implementation of close reading strategies. Literacy coach and district coach model in classrooms. Teachers implement strategy into lesson plans. Monitor implementation through walk thrus and lesson plans.
Math
Math

Group	Actual 12/13	SIP Goals 13/14	Actual 14/15
Level 3	87 students (30%)	146 students (42%)	89 students (28%)
Level 4+	50 students (18%)	No Goal	76 students (24%)
Hispanics Lvl 3+	68 students (46%)	No Goal	82 students (51%)
Black or African American Lvl 3+	17 students (43%)	24 students (60%)	20 students (47%)
LEP students Lvl 3+	29 students (35%)	51 students (46%)	40 students (39%)
ESE Students Lvl 3+	10 students (29%)	No Goal	7 students (19%)

Action Plans:
   Use the Marzano Learning Map to improve instructional strategies .
• Use formative and summative assessment to plan Tier 1, 2 and 3 instruction.
• Monitor the fidelity of math instruction through classroom walkthroughs, student's engagement in math lessons, lesson plans specifically focusing on the essential learning objective.

• Data discussions on math standards during PLC's with the purpose of identifying enrichment and remediation opportunities.
Implementation:
• With leadership from Instructional Coach, teachers will be lead to analyze their formative and summative assessment to plan tiered instruction during PLC's and data chats. With the expectation on implementation and sharing results.
• Planned walk-throughs by administration during math blocks focusing on student discussions, engagement and usage mathematical practices and our mathematical tools.
• Combined with assessment scores, class participation, teacher observations, class work, etc. Teachers will look at the mathematical standards and how their students are progressing towards the understanding of the standards and what instruction is still needed and or where to enrich.

Science

Group	Actual 12/13	SIP Goals 13/14	Actual 14/15
Level 3	21 students (25%)	40 students (40%)	27 students (26%)
Level 4+	8 students (10%)	30 students (35%)	11 students (10%)
Hispanics Lvl 3+	11 students (24%)	No Goal	17 students (33%)
Black or African American Lvl 3+	5 students (29%)	No Goal	4 students (25%)
LEP students Lvl 3+	2 students (11%)	No Goal	9 students (24%)
ESE Students Lvl 3+	3 students (21%)	No Goal	0 students (0%)

Action Plans:
• In PLC's, teachers, administrators and instructional coach will focus on science standards for each grade level to plan effective science instruction.
• Teachers in grades 3-5 will implement science lab visitations into their lesson plans.
• Teachers in grades K-5 will implement science journaling.

Implementation:
• All teachers will use research-based strategies in core instruction: 5E, Gradual Release, Text Dependent Questioning, Collaboration, Speaking and Listening, Content Enhancement.
• Teachers in grades 3-5 will take their students to the science lab. Within each grade level, a new class will rotate through the science lab each week. Each class at each grade level will go 4 consecutive days 5 times a year. Each grade will experience 5 labs per year.
• K-5 with the support of the instructional coach and district level support teachers will implement science journaling and consistently during science instruction. Monitoring of journaling will be evident in teacher's lesson plans, student sharing during walk-thrus and teacher discussing samples during PLC's.

Writing
Group	Actual 12/13	SIP Goals 13/14	Actual 14/15
Writing 3.5+	75 students (72%)	81 students (87%)	86 students (90%)

Action Plans:
• Monitor fidelity of writing instruction by administration walk-thrus, lesson plans and PLC data conversations.
• Provide PD for best practices in teaching scoring writing through the literacy coach and district support.
• Provide in class modeling and coaching 3rd and 4th grade using literacy coach and Eisenhower teacher master teachers in the area of writing.

Implementation:
• Set expectations of what should be included in lessons plans, discuss in PLC's when focused writing walk-thrus will occur, provide feedback and next steps after walk-thrus, analyze collected writing data and develop instructional plans from data.
• During monthly curriculum meetings designate weeks where writing instruction will be the topic using school based literacy coach. When needed seek district support.
• Identify master writing teachers in 4th grade. Provide TDE's in order that they may model and coach best practices in writing in other 3rd and 4th grade classrooms.

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

Professional Development /Books for Book Studies, Temporary Duty Elsewhere, District Approved Vendors =$18,000

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

SAC was presented with the vision and the mission of Eisenhower. We solicited there support of the vision and mission through the SIP. The goals, actions plans, and budget was presented. They had a month to review to recommend changes, add to the SIP, or seek clarifiaction.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

Review and approve SIP.
Participate in a community service project.
Meet monthly to keep abreast of Eisenhower goals, mission, and vision

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Professional Development with the Marazano Instructional Delivery Model on and off site
Professional Development on unpacking Florida Standards in order to write learning goals and scales.
District Approved Vendor for Professional Development

STATUTORY COMPLIANCE -
Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?   ○ Yes   ○ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

We are actively recruiting parents and community members.

PART I	CURRENT SCHOOL STATUS
Section C	**Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address	
Antonette	Wilson	wilsonanto@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Elementary grades 1-6	2	2
Certifications (if applicable)			
Educational Leasership			

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Thomas	Allen	allent@pcsb.org	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Grades 1-5	14	13

Certifications (if applicable)
Educational Leadershiip

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School

Certifications (if applicable)

PART I	CURRENT SCHOOL STATUS
Section D	**Public and Collaborative Teaching**

INSTRUCTIONAL EMPLOYEES

of instructional employees: 77

% receiving effective rating or higher: _____

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____

% certified infield, pursuant to Section 1012.2315(2), F.S.: _____

% ESOL endorsed: 75

% reading endorsed: 15.6

% with advanced degrees: 39.0

% National Board Certified: 2.6

% first-year teachers: 6.5

% with 1-5 years of experience: 20.8

% with 6-14 years of experience: 32.5

% with 15 or more years of experience: 40.3

PARAPROFESSIONALS

of paraprofessionals: 6

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   98

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

At Eisenhower Elementary we will to continue to seek student internship opportunities with St. Petersburg College and University of South Florida. Historically Eisenhower has been able to offer teaching positions to their final intern students as teachers and or long term substitutes. Provide new staff members with school and district based mentors. Support with professional development and

temporary duties elsewhere.

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

At Eisenhower Elementary School teachers engage in weekly PLC's, weekly curriculum meeting, and collaborative planning.   Teacher will be working collaboratively to plan, understand, and use the Marzano instructional learning map to increase the level of rigor in instruction.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

At Eisenhower new teachers are paired with the school based mentors and grade level mentors (Paula Dangler and Rachael Trieser) that have at least three years of teaching experience, effective or highly effective appraisal ratings, implement and support best practices, and supports the schools vision, mission, values, SIP, and school wide initiatives. These teacher leaders/mentors serve as instructional and curriculum specialist, resources providers, and learning facilitators. Teachers and their mentees will meet at least once a month as well as attend the required weekly PLC's and committees meetings. Planned actives will include but are not limited to observations of the mentee's instructional practices and providing feedback, planning lessons, connecting lesson activities to content standards, discuss student progress and analyze data in order to make informed instructional decisions , model and or co teach lessons.

PART I	CURRENT SCHOOL STATUS
Section E	**Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

PROBELM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

Eisenhower Elementary School utilizes the Data Process of Collaborative Inquiry, derived from "The Data Coaches Guide." This is an ongoing process that looks closely at all available student performance data to drive high quality instruction within the school. The school has identified a Data Team that works in collaboration with grade level teams and schools based leadership to help work through this process. We begin by looking at current school data to identify a Student Learning Problem which then leads the team to verify a cause. From, there the team builds a Logic Model. Within the Logic Model, school performance data drives what strategies, interventions and changes are going to be implemented to solve the identified Student Learning Problem. A monitoring plan is then initiated to track student progress. The plan is monitored closely and changes are made as needed. The process then repeats itself with a new Student Learning problem identified or by adapting the current plan in response to the data trend. Within this process Tier 2 and Tier 3 students are identified for targeted interventions based on displayed gaps in learning. Resources such as Title I funded hourly teachers are in place to help facilitate interventions for these identified students in both small group and one on one settings. Students involved in RtI process are monitored continuously by Title I funded MTSS/Instructional Coach as well as SBLT data team. Students making progress will continue to be monitored for any negative data trends but be released from supplemental services. Students not making grade level appropriate progress are referred for further intervention based on need.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member   Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Christopher	Boulanger	MTSS/Instructional Coach
Allison	Sisco	Literacy Coach
Kelly	Moore	Psychologist
Lisa	Porter	Diagnostician
Chris	Cartier	5th Grade Teacher
Victoria	Wike	4th Grade Teacher

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Melissa	Hunt	3rd Grade Teacher
Mary	Frank	2nd Grade Teacher
Idellia	Mack	1st Grade Teacher
Lenore	Mulligan	Kg. Teacher
Melissa	Mazalewski	ESE Teacher
Roseann	Segura	ESOL Teacher
Antonette	Wilson	Principal
Tom	Allen	Assistant Principal

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

School based leadership team (SBLT) reviews student performance data weekly during their SBLT meetings on a 4 week cycle. MTSS coach will report student performance data highlighting students performing below, on and above grade level. SBLT will recommend appropriate changes to core curriculum as well as students consistently performing above and below grade level for further remediation or enrichment within to each grade level.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Eisenhower Elementary utilizes the following data source(s) to monitor student progress:
Performance Matters
Baseball Card Reports
Pinellas County Data Warehouse
IStation Monthly assessment data (ELA)
ST Math classroom performance reports
Teacher Created Formative Assessments
Behavior Walkthrough data
FOCUS attendance reporting
AIMS Web OPM
IStation "On-Demand" OPM performance data (Tier Students)
Soar to Success reporting
Observation data from Administrative walk throughs based using Marzano framework

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Eisenhower Elementary School will be implementing a continual PD program to ensure staff understanding of MTSS process as well as utilizing site based, grade level data champions to build capacity. Pre-School training reviewing MTSS data review process as well as review of available data for instructional decisions will be carried out. Ongoing data training will occur weekly with both, SBLT and grade level PLCs to enrich staff's working knowledge of data review and MTSS process. We will also be including the team leaders in 3 out of 4 of our MTSS weekly meetings.

PART I	CURRENT SCHOOL STATUS
Section F	**Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Eisenhower uses District Provided Reading Modules and Math and Science Curriculum Guides which are aligned to the Florida Standards. Instructional staff members, Lesson Plans are checked on a weekly bases and monitored for fidelity tduring walkthroughs to

guarantee the use of Florida Standards. We engage in weekly PLC's andcollaborative planning to help us stay focused and centered on the Florida Standards.

DIFFERENTIATED INSTRUCTION - Describe how your 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.

Eisenhower Elementary School's SBLT reviews grade level performance data weekly. This data set includes both formative and summative assessments and is looked at utilizing data review protocols found in the Data Coaches Guide. Recommendations are then made through grade level PLC meetings regarding students showing a need for both remediation and enrichment within in each grade level standard.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Through Formative Assessment Planning every teacher will use small group instruction to differentiate instruction in ELA, Math, and Science

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Analyze student data by subgroups and grade level to determine instructional strengths and areas of foci.
Provide instructional monitoring, coaching and feedback in reading with the support of the literacy coach as it relates to grouping and the usage of iStation On Demand Assessments, MFAS, Soar to Success and Think Central.
Support standards-based instruction through weekly grade level PLCs and MTSS.

Provide a description of the strategy below.

School based, district, and state assessments are used to monitor student progress towards standards.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected after assessments. The SBLT, Data Champions, and teachers will use Performance Matters and classroom assessment data to analyze and graph according to strand, and monitored for positive trends. If positive trends are not noted, we discuss root causes, reteach, and reassess

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration, teachers, and the SBLT Team

INSTRUCTIONAL STRATEGY #2

Strategy Type

Provide an extension of science and math concepts through authentic application.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Identified students in grades 4th and 5th will participate in the after school STEM Academy. The STEM Academy will offer student's opportunities to conduct hands-on STEM investigations, explore careers in STEM, improve team-building and leadership skills, learn about business planning, and interact with community business partners! The emphasizes will be more on the investigations due to our science scores being historically low.

Provide a description of the strategy below.

We will recruit 40 students in grades 4&5. It will first be through interest and then through the use of identified students with low math and science test scores.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected through STEM activities and the transferring of knowledge in theclassroom. Students attending STEMS math and science scores will be closely monitored.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration and STEM Teachers

INSTRUCTIONAL STRATEGY #3

Strategy Type

All teachers will integrate Science text into the ELA block of time.

Minutes added to the school year:

What is/are the strategy's purpose(s) and rationale(s)?

Using the grade level appropriate science texts and grade level science content (including SLAG) the students will have more of an opportunity to be exposed to domain specific vocabulary. Also, students will be able to manipulate the information text and understand its components.

Provide a description of the strategy below.

Students will be using their just right text in science materials to practice the reading strategies and skills laid out by the classroom teacher during ELA block.

How is data collected and analyzed to determine the effectiveness of this strategy?

Students will show improvements on the understanding of informational texts and be able to write a

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrators

INSTRUCTIONAL STRATEGY #4

Strategy Type

Minutes added to the school year:

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

At the end of the year, we give local PreK students information about Eisenhower Kindergarten. They have the opportunity to walk through the classrooms at Eisenhower and are given a book "Welcome to Kindergarten". At the end of the year, we have a transition to Kindergarten program for students in our VPK program and other programs in the community for parents and students to come and receive kindergarten curricular information and expectations.

PART I	CURRENT SCHOOL STATUS
Section G	**Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member   Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Allison	Sisco	ELA Coach	siscoa@pcsb.org
Sarah	Painter	5th Grade Teacher	painters@pcsb.org
Christine	Amstutz	2nd Grade Teacher	york-amstutzc@pcsb.org
Joan	Procida	Kindergarten	procidaj@pcsb.org
Karen	MacLeod	1st Grade Teacher	Macleodk@pcsb.org
Bridgette	Ulrich	3rd Grade Teacher	ulrichb@pcsb.org
Paula	Stephens	4th Grade Teacher	stephensp@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

We completed a survey of our teachers and we are implementing a school-wide chart for our students to deconstruct text and use for building their writing.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Continue to help teachers with their Literary needs and work on creating scales to go with the standards. Also, creating formative assessments/rubrics for grading student work.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section A	**Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27		80

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22		80

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35		80

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
80		90

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
36		50

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24		50

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29		50

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	69		75
Black/African American	40		54
Hispanic	44		58
Asian	n/a		n/a
American Indian	n/a		n/a
English Language Learners (ELLs)	34		54
Students with Disabilities (SWDs)	22		49
Economically Disadvantaged	42		61

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

We will strengthen the core through development and usage (student friendly) of Marzano learning goal scales. Use scales to differentiate instruction within the core curriculum. We will increase the classroom usage of scales from 6.5% to 50%.

Provide possible data sources to measure your reading goal.

Observations
PLC Conversations

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1

Professional Development on building student friendly scales.	During PLC's and Planning time Instructional Coaches will work with teams to create student friendly scales.
Action 2	Plan to Implement Action 2
Frequent walk-throughs by administration and coaches, sharing their findings at monthly leadership meetings.	Set up calendar for Monday monthly meetings to discuss what we see happening in classrooms.
Action 3	Plan to Implement Action 3
Fish bowls by ELA coaches to show how using a student friendly scale will help students build upon their reading skills.	Set up fish bowls during independent reading time, during conferring and have students use scales to monitor their progress in the standard they are working on.
Action 4	Plan to Implement Action 4
Professional Development on student friendly scales and HOW students/teachers will need to refer to the scales multiple times.	Modeling and video taping teachers that are having students refer to the scales multiple times.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	**Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
90		95

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

We will implement a school wide writing graphic organizer to ensure that our students are working on their writing skills and not their "trying to figure out this graphic organizer" skill. By implementing this, we will be able to have clearer conversations about students writing and their scores. This will lead to higher achievement.
We will continue to use the conventions checklist 2-5 as the students move forward in their writing.

Provide possible data sources to measure your writing goal.

Observations
PLC discussions
Writing Scores improving
Conventions Checklist

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1

Professional development on how to use the graphic organizer.	Teachers from each grade level on the LLT will present the organizer and how they use it in their classroom.
Action 2	Plan to Implement Action 2
Each LLT team member will get buy-in from their teammates.	Using this graphic organizer and sharing the successes with their team.
Action 3	Plan to Implement Action 3
Literacy Coach will present the Graphic Organizer school-wide during preschool.	A half-hour meeting to show the teachers what their colleagues have created to help our students plan their writing.
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	**Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28		80

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24		80

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31		80

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
53		80

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	57		70
Black/African American	52		60
Hispanic	52		60
Asian	N/A		N/A
American Indian	N/A		N/A

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
English Language Learners (ELLs)	46		60
Students with Disabilities (SWDs)	16		45
Economically Disadvantaged	46		60

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

1. Students in grades 3-5 will score at least 3% above the state average as measured by the 2015-2016 Florida Standards Assessment.
2. ELL students will score at least 3% above the state average as measured by the 2015-2016 Florida Assessment Standards Assessment.
3. African American students will score at least 3% above the state average as measured by the 2015-2016 Florida Assessment Standards Assessment.
4. ESE Students will score at least 3% above the state average as measured by the 2015-2016 Florida Standards Assessment.

Provide possible data sources to measure your mathematics goal.

Common Assessments
Teacher Based Formative Assessments
Teacher Based Formative Assessments with a focus on Number Sense.
ST Math Data
Researched based intervention Programs.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Use CPALMS/MFAS for formative and summative assessment to plan for Tier 1, 2 and 3 instruction.	Teacher view training videos that help them implement MFAS tasks for K-5.
Action 2	**Plan to Implement Action 2**
Use ST Math to fidelity with teacher supervision and interaction.	Review ST math usage to ensure that students are using the program. Teachers can re-order objective for Tier 2 inerventions.
Action 3	**Plan to Implement Action 3**
Use SOAR to Success to fidelity with teacher supervision and interaction.	Teachers utilize Webinars and online tutorials through the Think Central Dashboard. teachers attend a professional deelopment session on Soar to Success.
Action 4	**Plan to Implement Action 4**
2nd year implementation of the Marzano Teaching and Learning Instructional Strategies.	Conduct classroom observations and provide immediate feedback to teachers, via Iobservation, on predominate Marzano Instructional Strategies that are observed increasing the rigor in the classroom.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	**Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25	28	80

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
11	6	70

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

1. Increase the level of 5th grade students scoring a Level 3 from 28% to 35%.
2. Increase the level of 5th grade students scoring a Level 4 from 6% to 15%.
3. Increase the number of African American students scoring a Level 3 or above by 3% of the state average.
4. Increase the number of ELL students scoring a level 3 or above to 3% above the state average.

Provide possible data sources to measure your science goal.

Science Journals (projects and experiments)
Science Common Assessments
Science Lab Assessments
Formative and Summative Assessments
Classroom observation data collecte by the district proved Science Coach.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Establish routine practice of 10-70-20 Instructional Model for students. This model consists of Setting the Purpose, Core Science and Confirming the Learning.	Identify teachers as mentors that have exhibited routine practice of the 10-70-20 instructional model. Identify dates and schedule a Science Just in Time Coach to provide PD for teachers.
Action 2	**Plan to Implement Action 2**
Develop and adhere to Science Lab schedule where all 3rd, 4th and 5th grade students will complete identified progress monitoring assessments, science lab investigations and Citizen Scientist research and data collection.	Identify a Title 1 hourly teacher who will help staff, plan and implement the science lab curriculum for grades 3, 4 and 5.
Action 3	**Plan to Implement Action 3**

2nd year implementation of the Marzano Teaching and Learning Instructional Strategies.	Conduct classroom observations and provide immediate feedback to teachers, via Iobservation, on predominate Marzano Instructional Strategies that are observed increasing the rigor in the classroom.
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	**Area 5: Science, Technology, and Mathematics (STEM)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

Provide possible data sources to measure your STEM goal.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	**Area 8: Early Warning Systems**

ATTENDANCE

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	21	20	19
Grade 1	17	19	17
Grade 2	23	20	17
Grade 3	13	16	13
Grade 4	11	15	11
Grade 5	12	9	6

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	21	20	19
Grade 1	17	19	17
Grade 2	23	20	17
Grade 3	13	16	13
Grade 4	11	15	11
Grade 5	12	9	6

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	3
Grade 2	1	8	1
Grade 3	2	3	0
Grade 4	1	5	1
Grade 5	3	11	3

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 1	0	1	0
Grade 2	0	1	0
Grade 3	0	0	0
Grade 4	1	0	0
Grade 5	0	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	1	0
Grade 2	0	1	0
Grade 3	0	0	0
Grade 4	1	0	0
Grade 5	0	0	0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	3	0
Grade 2	0	1	0
Grade 3	1	1	0
Grade 4	0	2	0
Grade 5	1	1	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	5	1
Grade 1	7	1	0
Grade 2	1	1	0
Grade 3	4	2	2
Grade 4	0	0	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	24		12
Grade 4	20		10
Grade 5	28		14

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	2	1	0
Grade 4	0	3	0
Grade 5	1	1	0

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
2	1	1

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	4	0
Grade 1	2	4	0
Grade 2	0	4	0
Grade 3	3	3	0
Grade 4	0	3	0
Grade 5	2	1	0

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Eisenhower will support student identified in the Early Warning Systems by identifying the indicators and matching the support to the indicators. ie academic retentions = intense instruction focus in and outside of the classroom, attendance and or tardies CST

interventions and conferences.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section I	**Area 9: Black Student Achievement**

Identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Increase proficiency on the Florida Standards Assessment in English ELA. Black students will be targeted to attend before and/or after school Computer Lab to focus on iStation On Demand Assessments identified by the monthly iStation assessments at least twice a week . They will be targeted to participate in the Title Connect to Success Laptop Initiative.	36		80
Increase proficiency on the Florida Standards Assessment in Math . When students are identified as needing remediation, instructional staff members will use research based resources to instruct students on their grade level and engage them in activities that help them develop fluency with increased confidence and competence.	36		80
Increase proficiency on the Florida Standards Assessment in Science. Teachers will lead and then eventually facilitate students in the tracking of their own progress on one or more learning goals so that students can describe their status, take responsibility, and provide evidence in reference to their progress on the learning scale. Teachers will use Think Central to assign concepts where student are deficient.	25%	20%	80%

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J	**Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Our Parental Involvement hours for 2013/14 was 3160.5 for the 2014/15 school year the hours were 4733.5. We will continue to increase our Parental Involvement by 1500 hours yearly. Goal Setting Curriculum Nights Monthly meetings with the Principal (not SAC) Annual Holiday Breakfast 5 Panda Celebrations 4 Academic Achievement Assembles 9 Chick fil A Night Events Annual End of Year Cause for Applause

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

At Eisenhower we do the following to promote reading: Muffins for Moms, Goodies for Grandparents and Donuts for Dads with the

focus on students reading levels and the skills the students have to read at such level. Each grade level holds a curriculum night for their parents. We have a Holiday breakfast to showcase out students Musical Talents. Monthly our ESOL teachers have "ESOL Coffee Talks" where parents are invited to come and ask questions about the school and when needed they invite community resources to assist parent outside of school.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

We have developed partnerships with the following:
Bay Care
Calvary Church
Achieva
SAMS Club of Clearwater
Safety Harbor Kiwanis
Boys n Girls Club of Wood-valley
Local Apartment Communities

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

	Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation		Bronze Level in 0 ⊞	Bronze in 1 out o ⊞

PART III	PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

	Add PD	Delete PD

Professional Development Identified	Marzano Instructional Strategies
Related Goal(s)	Developing Goals and Scales
Topic, Focus, and Content	Using Florida State Standards, teacher will develop Reading Scales if the team teach they will develop math Scales
Facilitator or Leader	Administration, Teacher Leaders, Literacy Coach,MTSS Coach, Guess Consultant
Participants (e.g., Professional Learning Community, grade level, school wide)	School Wide
Target Dates or Schedule (e.g., professional development day, once a month)	During PLC's once a month and at least 3 times during after school professional development.
Strategies for Follow-Up and Monitoring	Student usage and understanding of scales during walk throughs and observations. Data will be lifted for i Observation.
Person Responsible for Monitoring	Administration and teachers

Professional Development Identified	Professional Development
Related Goal(s)	
Topic, Focus, and Content	
Facilitator or Leader	
Participants *(e.g., Professional Learning Community, grade level, school wide)*	
Target Dates or Schedule *(e.g., professional development day, once a month)*	
Strategies for Follow-Up and Monitoring	
Person Responsible for Monitoring	

PART IV	COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

At Eisenhower, Title I funds will be used to staff the following: Full Time Literacy Coach (which will make out literacy coach site based/ full time, Title 1 Program Coordinator (helps monitor Title 1 Budget, helps teachers plan curriculum nights, and monitors the implementation of the Title 1 Compact), Instructional RtI Coach, and 8 Title 1 Teaching Partners. Funds will also be used for teacher stipends for additional duties instructional materials and supplies and professional development.
Title I, Part A
Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.
Title II
For Eisenhower, Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.
Title III
Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement. These funds support our ELL Learners by providing research based resources for teachers to use in the classrooms.
Title X- Homeless
The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology) such as Clothes to Kids. Supplemental Academic Instruction (SAI).

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year through Promise Time and beyond the school year through Summer Bridge. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.

Nutrition Programs
Through the Community Eligible Provision (CEP), all students attending Eisenhower Elementary School receive free breakfast and lunch during the school year and during extended year/summer programs.

Head Start
Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy. We provided students with age and level appropriate   books, math manipulatives, letter and sound cards, and early writers Writing Journals.

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

At Eisenhower resources are identified and align through instruction and assessment. The Site Based Leadership Team monitors Academic and Behavior Progress. The Child Study team monitors student attendance.

PART V	BUDGET

Create a budget for each school-funded activity.

Add Item	Delete Item

Budget Item Description	Support the Implementation of The Marzano Instructional Practice
Related Goal(s)	ELA and Writing
Actions/Plans	Increase teacher knowledge that will influence and improve students academic success.
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Provide PD through TDE's as it relates to the Marzano Instructional Map, Marzano Instructional Maps, Book Studies, Contracted Services, Conferences.
Description of Resources	Teachers will use tangible resources
Funding Source	SIP Funds
Amount Needed	$5,000.00
Budget Item Description	Support Math Instruction
Related Goal(s)	Math
Actions/Plans	Increase teacher knowledge that will influence and improve students academic success.
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Professional Development, TDE's, Book Studies
Description of Resources	Tangible resources

Funding Source	SIP
Amount Needed	$3,000.00

PART VI	MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

<div style="text-align:right">

Add Goal   **Delete Goal**
</div>

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

STEP 1
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation *(who, what, when and evidence)*

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored *(what data, who, when and evidence)*

Repeat 3-7 for each barrier