



# **School Improvement Plan 2017-18**

## **Eisenhower Elementary School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



## School Profile

|                                    |                              |
|------------------------------------|------------------------------|
| <b>Principal:</b> Antonette Wilson | <b>SAC Chair:</b> Ray McNeil |
|------------------------------------|------------------------------|

|                      |                      |
|----------------------|----------------------|
| <b>School Vision</b> | 100% Student Success |
|----------------------|----------------------|

|                       |   |
|-----------------------|---|
| <b>School Mission</b> | 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. |
|-----------------------|---|

| Total School Enrollment | % Ethnic Breakdown: |         |            |                |         |         |
|-------------------------|---------------------|---------|------------|----------------|---------|---------|
|                         | Asian %             | Black % | Hispanic % | Multi-Racial % | White % | Other % |
| 695                     | 1.5                 | 16.5    | 50.2       | 5              | 26.8    |         |

|                     |                   |                   |                   |  |
|---------------------|-------------------|-------------------|-------------------|--|
| <b>School Grade</b> | <b>2017:</b><br>C | <b>2016:</b><br>C | <b>2015:</b><br>C | <b>Title 1 School?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
|---------------------|-------------------|-------------------|-------------------|--|

| Proficiency Rates   | ELA    |        | Math   |        | Science |        | Social Studies |        | Accel. Rate |        | Grad Rate |        |
|---------------------|--------|--------|--------|--------|---------|--------|----------------|--------|-------------|--------|-----------|--------|
|                     | 2017 % | 2016 % | 2017 % | 2016 % | 2017 %  | 2016 % | 2017 %         | 2016 % | 2017 %      | 2016 % | 2017 %    | 2016 % |
| Proficiency All     | 38     | 41     | 53     | 51     | 42      | 49     |                |        |             |        |           |        |
| Learning Gains All  | 44     | 47     | 54     | 59     |         |        |                |        |             |        |           |        |
| Learning Gains L25% | 50     | 51     | 30     | 46     |         |        |                |        |             |        |           |        |

| School Leadership Team |            |           |       |                         |
|------------------------|------------|-----------|-------|-------------------------|
| Position               | First Name | Last Name | FT/PT | Years at Current School |
| Principal              | Antonette  | Wilson    | FT    | 4-10 years              |
| Assistant Principal    | Christen   | Ku        | FT    | Less than 1 year        |
| MTSS/RTI Coach         | Rebecca    | Lindquist | FT    | Less than 1 year        |
| Social Worker          | Miquel     | Soto      | FT    | 1-3 years               |
| Guidance Counselor     | Lorraine   | Kirby     | FT    | 1-3 years               |
| Psychologist           | Scott      | Larsen    | PT    | 1-3 years               |
| Literacy Coach         | Tammi      | Bennett   | PT    | Less than 1 year        |
| Kindergarten           | Rachel     | Treiser   | FT    | 11-20 years             |
| First Grade            | Todd       | Rice      | FT    | 11-20 years             |
| Second Grade           | Nicole     | Masi      | FT    | 1-3 years               |
| Third Grade            | Catalina   | Andujar   | FT    | 4-10 years              |
| Fourth Grade           | Stacy      | Howard    | FT    | 4-10 years              |
| Fifth Grade            | Monica     | Vilardi   | FT    | 4-10 years              |

|                                   |           |                             |           |             |
|-----------------------------------|-----------|-----------------------------|-----------|-------------|
| Gifted                            | Brooke    | Frahn                       | FT        | 4-10 years  |
| ESOL                              | Francia   | Germosen                    | FT        | 11-20 years |
| ESE                               | Melissa   | Mazalewski                  | FT        | 4-10 Years  |
| <b>Total Instructional Staff:</b> | <b>55</b> | <b>Total Support Staff:</b> | <b>47</b> |             |



## School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

### School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

At Eisenhower we implement the Eisenhower Way which is a part of our PBIS. Teachers will teach the expectations to students within the first week of school. Students enrolling in class after the first week will be taught the expectations within the first two days. We Promote Positive Attentive Learners and our behavior system functions on a ticket system called Panda Pals. A School Wide Panda Store has been put into place as a reward for Panda Pals. The expectations are positively stated and followed by students in the common areas of the school. CHAMPS Model used. Classroom rules are also linked to these expectations. When PBIS is incorporated into the overall MTSS, students feel respected and supported, positive behavior is continually reinforced, and school climate improves. Our implementation of Restorative practices structure will help build positive relationships within the school community.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

At the beginning of the 2017-2018 school year, teachers will submit their Classroom Management Plan to administration for approval. The plans will include three to five behavioral expectations that are positively stated, easy to remember, and significant to the classroom culture. Eisenhower will work with Area 1 MTSS Coach to help develop positive behavior interactions, as well as work with district staff on dealing with or teaching students with Mental Health issues. (i.e. ODD, OCD, ADD, ADHD). STOIC Walkthroughs and Tier 1 fidelity checks will be conducted to ensure compliance with of the school wide PBIS System. The SBLT team will meet monthly to review discipline data and make adjustments as needed. Eisenhower’s Site Base Leadership Team will plan for providing consistent, ongoing training of all school staff to ensure that all teachers and staff have training in culturally relevant instruction so that behavioral expectations are taught in ways that fully engage the student (help them identify situations in which their decisions may be producing inequitable outcomes – i.e., implicit bias training).

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

At Eisenhower we will revisit CHAMPS. We will plan Professional Development focused on behavior management strategies and student discipline with an emphasis on Restorative Practices Procedures. Eisenhower’s MTSS plan, is an integral part of continuous school improvement and encompasses, prevention; universal screening for academic, and behavioral; implementation of evidence-based interventions that increase in intensity as needed; monitoring of ongoing student progress in response to implemented interventions (Rtl); and engagement in systematic data-based decision making about services needed for students based on specific outcomes. We will work with our full time social worker to help dress needs as well as plan and conduct Professional Development. We will conduct a school wide book study on

Engaging Students with Poverty in Mind. Once a month the guidance counselor will send out the monthly character traits along with lessons to reinforce character education. These initiatives will support our Schoolwide Positive Behavior Plan.

**Data-Based Problem Solving**

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

At Eisenhower we use the Problem Solving Process. We begin with an observation in the classroom. While observing we look for positive to negative ratios, consistency with the school wide and classroom behavior plan and try to determine behavioral triggers. The student services team then schedules a meeting with the teacher and parents to discuss the observation and gather additional insight on the student. An interest survey is conducted with the student to determine which reinforcers are desirable to reward positive behavior. Information gathered from the observation and conference is used to develop a positive behavior plan with reinforcers. The plan is implemented and monitored. In addition to the Positive Behavior Plan students may be connected with an additional adult at the school (mentor, big brother or big sister, panda pearls) in order to receive more positive support. Data is collected, the plan is continually updated, intensified or decreased depending upon student need.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Incident and referral data are monitored to determine the effectiveness of Eisenhower’s PBIS System. School Profile data is used to monitor our disparity data, as well overall referrals and suspensions. We take a close look at location of referrals/incidents to determine classroom vs common areas. SBLT discuss behavior data monthly. When data shows disparities and or high levels of referrals/incidents, discussions take place and adjustments are made in the areas outlined by the data points. Teachers with high number of referrals/incidences are invited to SBLT meetings as well as teachers with students with high levels of referrals/incidences are invited to SBLT meetings for discussion and adjustments as needed. When monitoring student progress as it relates to attendance. We will work as team to decrease the number of students absent from school 10% or more, by 5%. Our bi-monthly child study teams, including all required members, will look for trends of why students are not attending at our school and monitor teacher’s use of using the attendance codes for this purpose. The completion of the PSW for Attendance quarterly will assist with problem solving to determine the most common reasons/barriers our students miss school. Our CST Team will ensure that our families are aware of the importance of attendance and engage them in attendance related activities as well as continue our attendance incentive programs.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

At Eisenhower, all staff members have high expectations for students as demonstrated by high quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology. Eisenhower staff values and uses diversity to enhance the learning of the entire school community. For instructional staff members that struggle with differentiation of core curriculum to address the needs of their learners and learning styles. A plan of support will included professional development, coaching opportunities with the embedded ½ time ELA coach, district Just in Time coaching in math and science, district ISM visit, PLC collaborations and conversations. Learning opportunities will be collaboratively planned, and emphasis placed on DQ 2,3, and 4. Teacher’s feedback on student learning assessments will be monitored during walkthroughs and documented in iObservation. Assessment data will serve as a vehicle to setting goals with actionable academic plans and when needed, behavior plans.

**School Culture, Climate / SWBP / Key Goals and Strategies**

|   |   |
|---|---|
| <b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?  |   |
| All teachers will implement the Tier 1 behavior plan so that the overall number of referrals will decrease by 10% during the 2017-2018 school year. All teachers will implement Restorative Practices as identified by the timeline. By the spring pf 2018, students will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe SCHOOL CLIMATE as assessed by a variety of measurement tools such as positive referrals, discipline and attendance records, and surveys.  |   |
| What is the key strategy that you will implement to accomplish this goal?   | Name of person(s) responsible   |
| Implementation, training, and monitoring of the Revised PBIS System with fidelity schoolwide coupled with restorative practices.  | Lorraine Kirby, Miguel Soto, School Psychologist, Antonette Wilson, Christen Ku |
| <b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.  |   |
| The disparity between black and nonblack students will continue to decrease and become nonexistent throughout the 2017-18 school year. According to the 2016-2017 end-of-the-year ODR analysis, Black students are 3.2 times more likely to have at least one referral than all other students. Our goal is to decrease this number by working to close the gap during the 2017-2018 school year.   |   |
| What is the key strategy that you will implement to accomplish this goal?   | Name of person(s) responsible   |
| Implementation and training of the 6 Ms of Culturally Responsive Education and the Education Equity Continuum. Implementation of Alternative Placement, re-entry strategies to the classroom through mentoring, social skills training, crisis prevention, and positive reinforcement strategies. The School Profiles will be used to provide data for identifying and monitoring the extent of disproportionality - the disproportionality metrics include risk indices, risk ratios student composition data on discipline referrals and suspensions. | Lorraine Kirby, Miguel Soto, School Psychologist, Antonette Wilson, Christen Ku |
| <b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.  |   |
|   |   |
| What is the key strategy that you will implement to accomplish this goal?   | Name of person(s) responsible   |
|   |   |



## Standards-Based Instruction for Learning

Connections: District Strategic Plan ●Goals 1,2,4,5  
Marzano Leadership ●Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Through consistent staff development and the cultivation of a positive learning/teaching climate, teachers communicate grade level standards at each grade level and use supportive practices accommodating individual student needs. One of Eisenhower’s SIP Goals last year was to increase instructional alignment to

the Florida Standards. Learning goals and scales were developed, modified, and used in ELA and Math. Scales were posted the use of them monitored for use during administrative walkthroughs, Instructional Leadership Academy, and district ISM Visit. Grades 3-5 used the FSA item specifications and assessment level descriptors when planning ELA and Math and in developing higher order formative assessments. Teachers were supported in these efforts by administration, district Just in Time ELA and Math coaches, the FASA Instructional Leadership Team, and ELL Resource Teachers. The success Eisenhower is seeing is reflected in the teachers (in grades K-5) understanding of the structure of the FSA and Math standards as measured by the proficiency rates on student success on standards and on Module and Formative Assessments. Although each student at Eisenhower is not yet performing at 100% success, teachers understand the importance and impact of task alignment to cognitive complex task/assignments and in giving students more autonomy.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

When the teachers and Site Based Leadership Team analyzed Module C, SAT 10, and FSA Data we concluded there are still areas of improvement needed. One area of improvement continues to be a focus on standards based instruction with activity/assignment alignment to the cognitive demand of the standard. A second key area of improvement is increasing productive struggle and giving Eisenhower students increased opportunities to show their understanding of standards by creating and using formative assessments and ongoing progress monitoring tasks in ELA and Math. We will use data as a method to make adjustments to instruction for improved results and will espouse a “no excuses” work ethic. A third area of improvement centers around improving the rigor of instruction and overall monitoring of standards through high yield instructional strategies in DQ 2, 3, and 4.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

At Eisenhower, we measure growth through formative assessments such as journal prompts, MFAS task, and writing task, learning goals and scales, students tracking their progress, student journals, as well as state, local, and teacher made assessments. Teachers keep track of assessments to measure growth. These assessment data points will be used to inform and differentiate student instruction in all content areas. The data will be monitored through Performance Matters/Baseball Card.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Middle school information is provided to all 5<sup>th</sup> grade students at 5<sup>th</sup> grade parent nights. Middle school counselors visit our 5<sup>th</sup> grade classes. Students are given the opportunity to attend various Middle School Discovery Nights. Based on student grades and behavior, students are recommended for advance level classes. Over-aged and students struggling in academics and motivation are referred to an Intermediate School for additional support. We host a Kindergarten Round -Up in January for incoming kindergarten students and neighboring VPK Pre Schools.

## Standards-Based Instruction / Key Goals and Strategies

**Goal 1:** What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?

|  |   |
|--|---|
| Eisenhower’s first goal as it relates to standards based instruction is understanding the structure of standards and their alignment to learning goals and scales in order to create or modify scales in progression. This will happen through collaborative planning for ELA, Science, and Math.  |   |
| How are data collected and analyzed to monitor implementation of this strategy?  | Name of person(s) responsible   |
| Administration will attend each grade level planning sessions and monitor instruction and lesson plans by assessing walkthrough data. Title 1 Funds will be used to provide teachers with PD/planning time to support this work.   | Principal, AP, school ½ embedded Literacy Coach, district, math and science Just in Time coaches. |
| <b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?   |   |
| Formative assessments provided by the district through Unify and teacher created will be used to measure student mastery of individual grade level standards in a systematic way across ELA, math, and science. The data will be used to make instructional adjustments.   |   |
| How are data collected and analyzed to monitor implementation of this strategy?  | Name of person(s) responsible   |
| Formative assessment data will be submitted in 2 to 3 week cycles through One Drive and Unify so that data can be monitored and discussed during data chats. To ensure that assessments are thoughtfully planned and purposeful, they will be attached to lesson plans for review. Assessments will be created using both standards and item specifications. Teachers will use assessments in Unify. | Principal, AP, school ½ embedded Literacy Coach, district, math and science Just in Time coaches. |
| <b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.  |   |
| Teachers will plan and pose purposeful and meaningful questions and align task to the cognitive level of the standards in order to assess and advance students reasoning in ELA, Math, and Science.  |   |
| How are data collected and analyzed to monitor implementation of this strategy?  | Name of person(s) responsible   |
| Teachers will use Webb’s and Marzano Taxonomy to formulate questions. Teachers will use student responses as a decision-making point: How do I need to further scaffold this learner’s understanding? (enrich and mediate) These purposeful questions will be included in lesson plans and will be observed during walkthroughs.   | Principal, AP, school ½ embedded Literacy Coach, district, math and science just in time coaches. |



## Collaboration for Professional Growth

Connections:

**District Strategic Plan** ●Goals 1,2,4,5  
**Marzano Leadership** ●Domain 2, 4

**11.** Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

The only way to hold all stakeholders accountable for the implementation of our SIP Plan is through collaboration focused on our SIP goals and strategies. We have created a collaboration schedule where all administrators, coaches, and teacher leaders are involved. The School Site-Based Leadership Team will receive input and make decisions about the school. In addition, several committees exist to help support the

school’s progress in discipline, academics and parental engagement. Although data from the Advanced Ed Survey shows a high percentage of satisfaction with regard to collaborative structures, there is room for improvement. Three areas of focus from our survey will include survey questions: In our school, a professional learning program is designed to build capacity among all professional and support staff members (Standard 3.11). In our school, all school personnel regularly engage families in their children’s learning progress (Standard 3.8). Our school’s leaders hold themselves accountable for student learning (Standards 2.4).

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

The collaboration schedule includes time for teachers to meet weekly. Schedules will be made for collaboration and planning with the Literacy Coach and the district science and math Just in Time coaches. One of the functions of the site base leadership team will be to receive input and make decisions based on the information from instructional staff collaboration. Several committees exist to help support the schools progress in discipline, academics and parental engagement.

**Professional Development**

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

During the course of the school year, the in-school professional development at Eisenhower focused on aligning activities to standards, creating formative assessments, and implementing the high yields strategies from the Marzano Instructional Map- particularly the focus statements and the and student outcomes. This helped teachers understand the concept of monitoring. We have focused on gathering the “right” data to inform instruction. We have made improvements on what data gives us such as valid predictors of student success i.e. iStation, SAT 10, Think Central, MFAS Task, frequent formative assessments, and Module Assessments. We are working towards using the data to plan core instruction which will impact and improve all students’ success. We are also focusing on planning and teaching the standards to their highest level of complexity and creating formative assessments. Next steps are to continue this process and respond more timely to the input that is derived from collaboration.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

**Targeted Trainings / Teacher and Staff Growth Areas**

| Key trainings planned for summer/fall related to teacher, staff growth needs. | When? Summer, Pre-School?                         | Participants? Targeted Group?                     | Expected Outcomes?   |
|---|---|---|--|
| Thinking MAPS Training  | Pre School and 2x during school year for trainers | Teaches in grades K-5                             | Usage of maps to organize students thinking. Increased student proficiency on assessments.         |
| ELL Book Student  | Monthly beginning September – May 2018            | Teachers in Grades Pre-K-5, ESOL and ESE Teachers | Instruction designed for ELL’s in all content areas. Increased student proficiency on assessments. |



|   |   |   |  |
|---|---|---|--|
| Effective and Efficient Planning in ELA, Math and Science | Monthly beginning August -May                 | Teachers in Pre-5, ESE, ESOL                      | Differentiation of instruction for all students. Increased student proficiency in ELA, Math, and Science.            |
| Restorative Practices                                     | Pre School, 2 more times throughout the year. | All Staff Members                                 | Usage of restorative practices will seek to build positive relationships within the school community.                |
| Cultural Relevance  | Pre School, 2 more times throughout the year. | All Staff Members                                 | Usage of restorative practices will seek to build positive relationships within the school community.                |
| L300 Intervention Hour                                    | Preschool and Monthly throughout the year.    | K-5 teachers, ESE,ESOL, PE, Music, Art, ELA Coach | Improved student proficiency in ELA for all K-5 students.  |
| Jan Richardson Guided Reading                             | Preschool and Monthly throughout the year.    | K-5, ESE, and ESOL                                | Improved student proficiency in ELA for all K-5 students.  |
| Pinellas Vocabulary Project                               | September, October, January, April            | K-5 Teachers                                      | Improved student proficiency in ELA for all K-5 students.  |
| Data Analysis   | Monthly                                       | Pre-5, ESE, ESOL Teachers                         | Responding to student’s data to differentiate and enrich for improved student proficiency in ELA, Science, and Math. |



## Family and Community Engagement

Connections:

**District Strategic Plan** ●Goals 1,3,6,7  
**Marzano Leadership** ●Domain 4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning)

When implementing our Parent Involvement Plan, we will include (1) cognition- beliefs and values (2) connections- networks (3) capabilities- skills and knowledge (4) confidence – self-efficacy. Parents and the community will have an opportunity to discuss and provide input through PTA and the School Advisory Council monthly. Parents and community will be represented on Eisenhower’s School Advisory Council and will be involved in the development of the Title 1 Parent Involvement Plan. Parents and staff will develop a parent/school compact as part of its parent involvement plan. This compact will describe how parents, staff, and students will share the responsibility for improving student academic achievement. Parents, community, and educators will have the opportunity to provide input through

yearly surveys. Cultural, economic, language, and demographic issues will be given attention through monthly parent “coffee talks” jointly coordinated by teachers in the ELL Department.

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Grades kindergarten through fifth grade will provide opportunities for two data driven student-led conferences each year. During the first conference parents will be informed of grade level end-of- year expectations. They will be informed of where their child is currently performing. From this information, they will set goals. Teachers will provided opportunities to have students and families track their progress towards their goals. Near the end of the year, teachers will conduct the final student led conferences to reflect on goals that were set and student’s mastery of the goals. Families will also be given the next grade level expectations for Summer Preparation.

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

| Planning Inventory  | Very few of our families | Some of our families                | Most of our families                | Nearly all of our families          |
|---|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Families who have a parent PORTAL account and password.   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Families who regularly log onto PORTAL to check student grades / assignments, progress.   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Families who are in regular contact with teachers in person or by phone, text, email or home visits.                              | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning). | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Families who report feeling welcome when visiting the campus or contacting the school.  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

\*Note: Please use your own school data resources or best estimates in completing this inventory.

**Family Engagement / Key Goals and Strategies**

|  |  |
|--|--|
| <b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?  |  |
| Effective Parent Curriculum Nights   |  |
| What is the key strategy that you will implement to accomplish this goal?  | Name of person(s) responsible                                    |
| Provide strategies and resources to help increase parent involvement in their student’s academics and provide parents with strategies that can be replicated at home.  | Instructional Staff, Support Staff, CIA, and Administrative Team |
| <b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources? |  |
| Through ELP Program, staff members conduct homework help sessions at zoned apartment complexes and mobile home parks, as well as advertise school events in Apartment Newsletters.   |  |
| What is the key strategy that you will implement to accomplish this goal?  | Name of person(s) responsible                                    |

|  |  |
|--|--|
| Through surveys we will determine where the need is. Organize with key partners' days, time, and place to have homework help sessions within the community.  | Interested instructional staff members, administrative staff, parents, and teachers. |
| <b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.  |  |
| The Family Community Liaison will work closely with the school counselor and the social worker to assess family and community needs. The liaison obtain resources through partnerships, district services, and local organizations and churches. |  |
| What is the key strategy that you will implement to accomplish this goal?  | Name of person(s) responsible  |
|  |  |

## Section 2 – Targeted School Goals / Action Steps

### Academic Goal

**Constructing a measurable objective for an academic goal is a six-step process.**

WHAT  
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY? .

|   |   |  |                            |               |
|---|---|--|----------------------------|---------------|
| <ul style="list-style-type: none"> <li>Count</li> <li>Percentage</li> <li>Percentage Increase</li> <li>Percentage Decrease</li> </ul> | <ul style="list-style-type: none"> <li>All Students</li> <li>OR</li> <li>Gender</li> <li>Grade Level</li> <li>Subgroup</li> </ul> | <ul style="list-style-type: none"> <li>Content Area &amp;</li> <li>Collaborate to...</li> <li>Complete a portfolio or performance...</li> <li>Demonstrate a behavior...</li> <li>Demonstrate a proficiency...</li> </ul> | Select date using calendar | Narrative Box |
|---|---|--|----------------------------|---------------|

**SMART GOALS:** Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

|   |   |
|---|---|
| <b>ELA / Reading Goal</b>   | <b>Goal Manager:</b> Team Leader  |
| We will increase the number of students scoring proficiently on the ELA FSA assessment from 38% to 60% as well as increase the learning and gains of all students in particularly those who are of the lowest 25% from 50% to 60%. We have an overall growth of 57%               |   |
| <b>Actions / Activities in Support of ELA Goal</b>  | <b>Evidence to Measure Success</b>  |
| PreK, K-5, VE, and ESOL Eisenhower teacher's will: <ul style="list-style-type: none"> <li>Employ instructional methods (e.g. shared reading, read-aloud, explicit instruction, multi-media analysis) to introduce new content, review, practice, and deepen knowledge.</li> </ul> | <ul style="list-style-type: none"> <li>Administrative walkthroughs (with and without literacy coach) for evidence of quality strategy-based anchor charts, and rigorous task selection connected to the taught standard.</li> </ul> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Teachers will plan two times per month with the literacy coach looking specifically at the standards and complexity and making sure instruction matches the cognitive complexity of the standard.</li> <li>• Embedded Literacy Coach will meet with an administration bi weekly to discuss priorities and develop a plan of action to support differentiated instruction which includes: data analysis, collaborative planning, demonstration, observation with time to debrief, and planning next steps.</li> <li>• Teachers and instructional leaders analyze summative data (MAP, FSA) by individual class and across each grade level, breaking down results by standard and/or domain.</li> <li>• Strengthen core instruction by increasing the amount of time students are engaged in reading and closely rereading complex text, writing, speaking, and listening.</li> <li>• Ensure students have ample time weekly to practice independently what was taught in reading and writing to allow for strategic practice, as well as building stamina for longer reading and writing projects across a grade levels, as well as the calendar year.</li> <li>• Provide opportunities for both explicit vocabulary instruction, academic domain specific and Tier II high utility words. As well as provide multiple opportunities for students to determine the meaning of the words using the context of the text.</li> <li>• Give students frequent opportunities to organize their thinking with the use of Thinking Maps.</li> <li>• Teachers intentionally plan opportunities for physical movement, one of Dr. Mary Conage’s 6 M’s of culturally responsive instruction (movement, mouth, meaning, monitoring with feedback, music, &amp; models), and connect that physical movement to the learning (ex: adding gestures that connect to a vocabulary word or an emotion, moving to a designated area of the room to construct a chart).</li> <li>• Teachers will intentionally design learning goals and scales on a trajectory of difficulty with multiple check points to find out what students know and then adapt instruction to meet student needs</li> <li>• Teachers will utilize Jan Richardson and Leveled Literacy Intervention, as well as other small group methods to meet the varied needs of their students.</li> </ul> | <ul style="list-style-type: none"> <li>• Administrators observe ELA lessons and provide feedback, with ELA coach support as requested.</li> <li>• Istation Reports</li> <li>• Student’s progression on scales ( tracking progress)</li> <li>• Teachers observe, take-notes, confer with students one-to-one and in small groups, and provide targeted, actionable feedback.</li> <li>• Professional development will be provided for LLI teachers in August/September during the work day. A referendum instructional coach will meet with an administrator to discuss priorities and develop a plan of action to support intervention which includes: data analysis, collaborative planning, demonstration, observation with time to debrief, and planning next steps.</li> <li>• Teaches will use IStation data to assign tasks on demand as outlined by students Tier II and III plan.</li> </ul> |
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| <ul style="list-style-type: none"> <li>Teachers will use Istation as a way to differentiate instruction and monitor student progress. It will be used monthly as an assessment as well during the L300 Intervention Hour.</li> </ul> |  |
|  |  |

| <b>Mathematics Goal</b>  | <b>Goal Manager: Team Leader</b>   |  |
|--|--|--|
| <p>We will increase the number of students proficient in math FSA assessment from 51% to 60% as well as increase in learning gains of all students in particularly those of the lowest 25% from 30% to 50%. Overall expected growth 57%.</p>   |  |  |
| <b>Actions / Activities in Support of Math Goal</b>  | <b>Evidence to Measure Success</b>   |  |
| <p>PreK, K-5, VE, and ESOL Eisenhower teacher's will:</p> <ul style="list-style-type: none"> <li>Utilize systematic resources provided on elementary mathematics e-learning site, curriculum guides, effective planning documents, content guides, games documents, rich mathematical task learning goals and skills to plan standards based lessons.</li> <li>Give students frequent opportunities to organize their thinking with the use of Thinking Map.</li> <li>Use manipulatives and student discourse to develop conceptual understanding of math concepts.</li> <li>Collaborate with district math coach and grade level to select and implement rigorous task align with each standard.</li> <li>Administer mathematics unit assessments in Unify and analyze the data by standard for their class and across the grade level.</li> <li>Teachers will intentionally design learning goals and scales on a trajectory of difficulty with multiple check points to find out what students know and then adapt instruction to meet student needs</li> </ul> | <ul style="list-style-type: none"> <li>Teachers and instructional leaders will analyze summative data math FSA by individual classes and across great level breaking down results by standards and or domains.</li> <li>Conduct data chats with students and support students with setting learning goals based on data and monitoring progress</li> <li>Administrators conduct walkthroughs (with and without math coaches) for evidence of manipulative use, quality strategy-based anchor charts, and rigorous task selection.</li> <li>Administrators observe mathematics lessons and provide feedback, with math coach support as requested.</li> </ul> |  |
|  |  |  |

| Science Goal   | Goal Manager: Team Leader  |  |
|--|--|--|
| Will increase the number of students proficient on the SSA from 46% to 64%.  |  |  |
| Actions / Activities in Support of Science Goal  | Evidence to Measure Success  |  |
| <p>PreK, K-5, VE, and ESOL Eisenhower teacher’s will:</p> <ul style="list-style-type: none"> <li>• Develop and adhere to the science lab schedule for all 3rd-5th grade students will complete the identified progress monitoring assessments, science lab investigations, and citizen science research and data collection.</li> <li>• Give students frequent opportunities to organize their thinking with the use of Thinking Maps.</li> <li>• Teachers will intentionally design learning goals and scales on a trajectory of difficulty with multiple check points to find out what students know and then adapt instruction to meet student needs</li> <li>• Implement a second grade science lab schedule and monitor for consistent implementation.</li> <li>• Use the instructional model of 10-70-20</li> <li>• Use monitor the consistent use of the 5E lessons/science learning activity guides and provide ongoing formative assessment.</li> <li>• Grades 2 – 5 teachers will identify instructional resources to support the on-going review with an emphasis on Think Central Digital Lessons and informational text and vocabulary academic gaming.</li> <li>• Use item analysis strategies to review diagnostic data. Identify lowest performing 3<sup>rd</sup> and 4<sup>th</sup> grade standards for Life, Physical, Earth, &amp; Nature of Science.</li> <li>• Teachers develop a plan of differentiation for students prioritizing “bubble” students (students scoring in the high red/low yellow zone on Unify). Teachers use “Differentiated Resources” section in the curriculum guides to identify instructional support for struggling students and students in need of enrichment.</li> <li>• Teachers will use Science Success Criteria to plan and monitor instruction.</li> </ul> | <ul style="list-style-type: none"> <li>• A district instructional staff developer or content specialist and administrator will walk through classrooms, observe and debrief observations, then identify next step support for teachers.</li> <li>• District Assessments, and teacher made formative assessments. Science Success Criteria. Grades 3-5 Lab Assessments</li> <li>• Monitor for both pre-and post-test data for each of the five science labs in grades 3-5.</li> </ul> |  |
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**Other School Goals\* / Use Only as Needed**

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

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|---|---|
| <b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)   |   |
| <b>Goal Name: Healthy Schools</b>   | <b>Goal Manager: Elizabeth Wiszowaty</b>  |
| Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.  |   |
| <b>Actions / Activities in Support of Goal</b>  | <b>Evidence to Measure Success</b>  |
| By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation’s Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 5 out of 6 Assessment Modules. | By April 2, 2018, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition. |
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|---|--|
| <b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)  |  |
| <b>Goal Name: Elementary STEM</b>   | <b>Goal Manager: STEM Teachers</b>   |
| Maintain an after school stem academy to increase access to stem content for students with an increased focus on under-represented populations.   |  |
| <b>Actions / Activities in Support of Goal</b>  | <b>Evidence to Measure Success</b>   |
| <ul style="list-style-type: none"> <li>• STEM Academy teachers will provide students with opportunities to identify, analyze, and synthesize appropriate science, technology, engineering, and mathematic information (text, visual, audio, etc.).</li> <li>• STEM teachers will demonstrate to students how to apply appropriate domain-specific vocabulary when communicating science, technology, engineering, and mathematic content.</li> <li>• STEM teacher will select and use the appropriate domain-specific vocabulary when communicating to a</li> </ul> | <ul style="list-style-type: none"> <li>• Student collaboration to solve problems using different STEM process.</li> <li>• Students conducting research and present findings on a real world problem or topic.</li> <li>• Teachers utilizing a STEM inquiry project throughout the duration of the STEM Academy to engage students in inquiry and engineering design which</li> </ul> |

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| <p>particular audience. (e.g. use of technical language, mathematical symbols)</p> <ul style="list-style-type: none"> <li>• SETM Teachers will use appropriate academic or domain-specific words when drawing inferences from a range of science, technology, engineering, and mathematic content.</li> </ul> | <p>will be displayed at the annual PCS STEM Expo, April 2017.</p> |
|   |   |

| Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.) |                             |
|---|-----------------------------|
| <b>Goal Name:</b>   | <b>Goal Manager:</b>        |
| Place goal statement here.  |                             |
| Actions / Activities in Support of Goal   | Evidence to Measure Success |
|   |                             |
|   |                             |

**Academic Achievement Gap / Required Goals**

| <b>Subgroup Goal (Black)</b>   | <b>Goal Manager:</b> Administration   |
|--|---|
| Increase the percentage of black students scoring a level 3 or above on the FSA Math, FSA ELA, and MGSSS Science assessment by 10% yearly.   |   |
| Actions / Activities in Support of Black Goal  | Evidence to Measure Success   |
| <p>PreK, K-5, VE, ESOL, Art, and Music Eisenhower teacher’s will:</p> <ul style="list-style-type: none"> <li>• Increase student time engaged in learning by making all staff aware of the restorative justice/practices philosophy and work with those who consistently write referrals on Black students individually to support both the teacher and the students.</li> <li>• Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.</li> <li>• Implement culturally responsive instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students.</li> <li>• Identify and provide additional culturally relevant books, resources and technology to supplement core</li> </ul> | <ul style="list-style-type: none"> <li>• Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for black learners and increase the percentage of proficient students.</li> <li>• Training for families on deepening understanding of student data, resources available and personalized learning plans and ensure increased attendance.</li> <li>• A district instructional staff developer or content specialist and administrator will walk through classrooms, observe and debrief observations then</li> </ul> |



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| <p>instruction representing diverse perspectives as a way to increase student engagement.</p> | <p>identify next step support for teachers.</p> <ul style="list-style-type: none"> <li>Teachers and instructional leaders analyze summative data (MAP, FSA) by individual class and across each grade level, breaking down results by standard and/or domain.</li> </ul> |
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| <b>Subgroup Goal (ELL)</b>   | <b>Goal Manager:</b> ESOL Team |
| <p>Increase the percentage of ESE students scoring a level 3 or above on the ELA and Math FSA Assessment by 50%. Instructional staff will use differentiated instructional standards based practices. Instructional staff will use differentiated instructional standards based practices.</p> |                                |

| <b>Actions / Activities in Support of ELL Goal</b>  | <b>Evidence to Measure Success</b>   |
|---|--|
| <p>Eisenhower will implement a professional book study for PreK-5 teachers, provide professional development training for teachers to explicitly work on making curriculum and instruction accessible for English Language Learners at different levels of English proficiency, we will build capacity for Eisenhower Elementary School teachers to design and deliver instruction that helps to narrow the gap in communication and academic subjects for all English Language Learners.</p>   | <ul style="list-style-type: none"> <li>Teachers planning and implementation of identified specific ELL Strategies connected to the Florida Standards and its complexity.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Monitor the implementation of effective lessons that engage EL's and advance learning and language proficiency across curriculum and provide ongoing feedback.</li> <li>EL's will be given the opportunity to participate in multiple and meaningful structured activities and tasks that require interaction with others and use of increasingly complex language.</li> <li>ESOL and classroom teachers collaborate and co-plan to bridge grade-level work with development and use of academic language throughout the day, so that language development is integrated seamlessly into content-area instruction.</li> <li>Teachers explicitly teach and develop the language of the content area. This may include vocabulary and/or specific language patterns, language forms, etc.</li> <li>Teachers model academic, high-level English, and encourage ELs to respond and communicate their own thinking using discipline-specific language.</li> <li>ELs participate in multiple and meaningful structured activities and tasks that require interaction with others and the use of increasingly complex language</li> </ul> | <ul style="list-style-type: none"> <li>Professional learning that builds the capacity of teachers to plan effective lessons that engage ELs and advance learning and language proficiency across content areas.</li> <li>Monitor the implementation of effective lessons that engage ELs and advance learning and language proficiency across the curriculum and provide ongoing feedback</li> <li>Teachers and instructional leaders analyze summative data (MAP, FSA, WIDA) by individual class and across each grade level, breaking down results by standard and/or domain.</li> <li>Monitor the use of the WIDA ELlevation reports in instructional planning and practice of all classroom</li> </ul> |

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| <ul style="list-style-type: none"> <li>Implement the use of Can Do Name-charts in instructional planning and practice of all classroom teachers to ensure that the instruction matches the needs of ELs and the scaffolds provide an appropriate “entry point” for the ELs to access the grade-level content and provide timely feedback.</li> </ul> | <p>teachers to ensure that the instruction reflects the recommended successive language and content goals and provide timely feedback.</p> <ul style="list-style-type: none"> <li>Teachers and instructional leaders analyze summative data (MAP, FSA) by individual class and across each grade level, breaking down results by standard and/or domain.</li> </ul> |
|--|---|

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| <b>Subgroup Goal (ESE)</b>   | <b>Goal Manager:</b> ESE Team |
| Increase the percentage of ESE students scoring a level 3 or above on the ELA and Math FSA Assessment by 50%. Instructional staff will use differentiated instructional standards based practices. |                               |

| <b>Actions / Activities in Support of ESE Goal</b>  | <b>Evidence to Measure Success</b>  |
|---|---|
| <ul style="list-style-type: none"> <li>Instructional staff will utilize students IEP’s/ needs assessments data to determine areas of growth and related strategies that will improve academic success.</li> <li>Institutional staff members will collect data and monitor progress towards IEP Goals and objectives on an intentional and regular schedule and make adjustments to accommodations and interventions accordingly.</li> <li>Instructional staff will use evidence based practices for students with disabilities to teach foundational literacy and math skills.</li> <li>Provide for ongoing collaboration with all stakeholders including general education teachers, administrators, parents and school based staff that support the students.</li> <li>Teach, model, and practice assertive communication skills to support students’ ability to advocate their needs.</li> </ul> | <ul style="list-style-type: none"> <li>Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule and make adjustments to accommodations and interventions accordingly.</li> <li>Students meeting IEP Goals</li> <li>Teachers and instructional leaders analyze summative data (MAP, FSA) by individual class and across each grade level, breaking down results by standard and/or domain.</li> <li>Evidence of gradually fading supports to promote student independence.</li> </ul> |
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|   |                                    |
|---|------------------------------------|
| <b>Subgroup Goal (If Needed)<br/>Enter Goal Name</b>        | <b>Goal Manager:</b>               |
| Place goal statement here (additional goal only if needed). |                                    |
| <b>Actions / Activities in Support of Goal</b>              | <b>Evidence to Measure Success</b> |
|   |                                    |
|   |                                    |

### Early Warning Systems (EWS) -- Data and Goals

**Note:** This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.\*

| Early Warning Indicator<br>(Number of students by grade level) | Grade<br>1st | Grade<br>2nd | Grade<br>3rd | Grade<br>4th | Grade<br>5th | Grade<br><i>Select</i> | Grade<br><i>Select</i> | School Totals |    |
|--|--------------|--------------|--------------|--------------|--------------|------------------------|------------------------|---------------|----|
|  |              |              |              |              |              |                        |                        | #             | %* |
| Students scoring at FSA Level 1<br>(ELA or Math)               |              |              |              | 33           | 33           |                        |                        | 66            |    |
| Students with excessive<br>absences / below 90 %               |              |              |              |              |              |                        |                        |               |    |
| Students with excessive<br>behavior / discipline**             | 3            | 2            | 2            | 2            |              |                        |                        | 9             |    |
| Students with excessive course<br>failures**                   |              |              |              |              |              |                        |                        |               |    |
| Students exhibiting two or more<br>Early Warning indicators    |              |              |              |              |              |                        |                        |               |    |

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

### EWS - Attendance

|   |  |
|---|--|
| <b>Attendance Goal</b>  | Please ensure that your goal is written as a SMART goal. |
| Eisenhower will decrease the daily average percentage of absent students from 13.1% to 5% |  |
| <b>Actions / Activities in Support of Attendance Goal</b>                                 | <b>Evidence to Measure Success</b>                       |

|   |  |
|---|--|
| Create incentives for attendance        | <ul style="list-style-type: none"> <li>Review of daily attendance rates to show positive trend</li> </ul>      |
| Child Study Team Committee meet monthly | <ul style="list-style-type: none"> <li>Minutes and student's attendance improvements month to month</li> </ul> |

**EWS - Discipline**

|  |  |   |
|--|--|---|
| <b>Discipline Goal</b>   |  | Please ensure that your goal is written as a SMART goal.  |
| Decrease the number of black students receiving referrals for PE Misconduct by 50% .   |  |   |
| <b>Actions / Activities in Support of Discipline Goal</b>  |  | <b>Evidence to Measure Success</b>  |
| Identified small social skills groups about learning social of how to play in less structured environment.<br>PE teachers attending site based restorative practices PD. |  | <ul style="list-style-type: none"> <li>Monthly discipline data will show a decrease.</li> <li>Monitoring lesson plans that identify social skills that will be taught during the lesson.</li> <li>Classroom management plan that include proactive approaches for common misbehaviors.</li> </ul> |
| Teachers engaged lesson plans and management policy.   |  |   |

|  |  |  |
|--|--|--|
| <b>Discipline Goal – Other</b> (as needed)     |  | Please ensure that your goal is written as a SMART goal. |
| Specify  |  |  |
| Place goal statement here (only if needed).    |  |  |
| <b>Actions / Activities in Support of Goal</b> |  | <b>Evidence to Measure Success</b>                       |
|  |  |  |
|  |  |  |
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**EWS – Academic Intervention**

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

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| Describe your academic intervention support: 3rd Grade Stars Unit: 75% of students will show mastery in the 3rd grade ELA FSA Assessment s here. |
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| <b>Early Intervention / Extended Learning Goal</b>   | Please ensure that your goal is written as a SMART goal. |
| Eisenhower students receive an additional thirty minutes of reading instruction daily and/or math instruction. Students are assessed utilizing running records to obtain guided reading levels every three weeks. Interventions are modified based on assessment results. Additional intervention is provided via hourly teachers. The child study team meets bi-weekly to monitor attendance. Data chats are held regularly within grade level PLC's. Administration meets with teachers one on one to review data, including learning gains. |  |

| <b>Actions / Activities in Support of Goal</b>  | <b>Evidence to Measure Success</b>   |
|---|--|
| Reading: One hour Reading intervention block (outside of core instruction) using Jan Richardson Guided, LLI, District-provided repeated reading routines, Nemours, I Station, and MyOn. | <ul style="list-style-type: none"> <li>Administrators conduct walkthroughs for evidence of quality strategy-based anchor charts, and rigorous task selection.</li> <li>Administrators observe lessons and provide feedback.</li> </ul> |
|   |  |

## Section 3 – Required Items / Resources

### Instructional Employees

| <b>Current Instructional Staff Members</b>  |      | Complete and update only as data become available. |      |
|---|------|--|------|
| # of Instructional Employees (total number) | 57   | % with advanced degrees                            | 31.2 |
| % receiving effective rating or higher      |      | % first-year teachers                              | 1    |
| % highly qualified (HQT)*                   | 100  | % with 1-5 years of experience                     | 10   |
| % certified in-field**                      | 100  | % with 6-14 years of experience                    | 17   |
| % ESOL endorsed                             | 70.8 | % with 15 or more years of experience              | 30   |

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

We follow the district mentoring program and provide weekly support to all new teachers and monthly support to all teachers new to Eisenhower and those with under 3 years’ experience. District and embedded coaches also provide additional support and embedded PD. We partner with the district to support SPC College of Education Students (focusing on Black and Hispanic teachers) and invite interns to Eisenhower to encourage future teachers in the profession and begin to work them prior to graduation. We attend the job fair each year to meet and interview qualified candidates that will best fit our school and work to meet the needs of our students.

**SAC Membership**

| SAC Member/First Name | SAC Member/Last Name | Race     | Stakeholder Group            |
|-----------------------|----------------------|----------|------------------------------|
| Antonette             | Wilson               | Black    | Principal                    |
| Christen              | Ku                   | White    | Other Instructional Employee |
| Ray                   | McNeil               | Black    | Parent                       |
| Danielle              | Yates                | Black    | Parent                       |
| Rosie                 | Rodriquez            | Hispanic | Support Employee             |
| Stephanie             | Shermeta             | White    | Business/Community           |
| Harry                 | Yocum                | Multi    | Business/Community           |
| Teofila               | Espanol Pena         | Hispanic | Parent                       |
| Ruth                  | Soto                 | Hispanic | Parent                       |

**SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

|  |  |
|--|--|
| <input checked="" type="checkbox"/> Yes  | <input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i> |
| Active parent volunteers are invited to be a part of the School Advisory Council |  |

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

|   |                             |                                    |
|---|-----------------------------|------------------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | Committee Approval Date: 9/19/2017 |
|---|-----------------------------|------------------------------------|

**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

|   |                             |              |
|---|-----------------------------|--------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | Chairperson: |
|---|-----------------------------|--------------|

|  |
|--|
| Please state the days / intervals that your team meets below.  |
| Our SBLT team will meet weekly on Mondays to review and make instructional, behavior, and PD decisions based on data from assessments, walk through, and teacher concerns. |



**Budget / 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. Attached budget if preferred.

|   |
|---|
| Promise Time ELP Tutors: 53,550.00  |
| Title One Funds Literacy Coach 32,000.00  |
| Subscriptions and books for students and other classroom materials 9,000.00                                       |
| Title One hourlies 118,228.14   |
| Teachers to write OPM Assessments and work on Curriculum 6,000.00   |
| Teachers to attend conferences focusing on collaborative structures and standard based instruction 4,000.00       |
| TDEs for grades K-5 to plan participate in effective planning and data review in ELA and Math curriculum 9,000.00 |
| Audit Box Liaison 2,000.00  |
| Total Title One Budget: \$357,000.00  |
| Books for students for parent engagement@\$2000 Total SIP@\$2000  |