Eustis Middle School

2014-15 School Improvement Plan

Eustis Middle School

18725 BATES AVE, Eustis, FL 32736

http://lake.k12.fl.us/ems

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	61%

Alternative/ESE Center	Charter School	Minority
No	No	40%

School Grades History

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

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Eustis Middle School's mission is to build lifelong learners one student at a time.

Provide the school's vision statement

Eustis Middle School aspires to be an innovative community where all students are challenged to prepare, learn, and succeed for the future.

School Environment

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

Teachers are encouraged to spend time getting to know their students through various means, such as asking questions, spending time one-on-one in class to assess needs and learn about student as it pertains to school, and performing data chats. Teachers also meet students during the Mustang Roundup which is a pre-planning orientation conducted by the school to provide opportunity for students and parents have time to meet the teacher of record for the year. Teachers also attend an Orientation during late September or early October each year, in the evening, so that students and parents can meet teachers, set up parent conferences, if needed, and get information about the classes. Teachers are also encouraged to take interest in students by attending sporting, musical, and other school sponsored events in which the students are involved.

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

Administration, teachers, and staff participate in active supervision before school, after school, on the way to the cafeteria, departing the cafeteria, and in between classes. Students are encouraged to actively seek out teachers, administrators, and staff members when questions or issues arise so that interventions can be enacted. The school also has security cameras placed in strategic places around campus, has a single point of entry (the main office) during school hours, conducts regular safety drills (fire, tornado, lockdown, etc.), and employs a full-time on-campus School Resource Deputy. The school also utilizes an anti-bullying campaign and advertises the Speak-Out Hotline around the campus and on the school's website. Daily morning announcements encourage students to speak up if they witness or hear about unsafe activities, like vandalism, bullying, or possession of contraband. School visitors are required to sign-in via the Main Office and wear a visitor's tag on their shirt so it is visible to all staff members. To acquire this tag, visitors must show ID and be on student contact list. All county personnel must wear their county ID cards in a visible location for all staff members to see. The Code of Student Conduct is enforced fairly and equally among students in all grade levels, holding each student to our district's high standard of excellence.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school has implemented a Behavioral Tracking System (BTS) wherein teachers were trained during pre-planning and now work on improving student behavior by following disciplinary progression

steps from warnings to out of school suspension. In addition to BTS, the school also uses a Positive Behavioral System (PBS) re-established each year at the beginning to encourage students to do the right thing each and every day, rewarding certain behaviors with certain cost-effective measures, such as granting a pass that allows the student to go to the front of the lunch line, allowing the student to eat lunch with his or her favorite teacher, or being granted a homewrok pass by the teacher of choice. Morning and afternoon announcements are made by the principal, encouraging students to follow correct behavioral expectations, and certain students are highlighted via the announcements when they are "caught" doing something positive. The school also incorporated a new motto this year to encourage students with good citizenship and behavior: HERD = Mustangs are Honest, Encouraging, Respectful, and Driven. In addition, the Discipline Secretary issues a Disciplinary report every Friday that lists major and frequent infractions by grade level, to include certain noteworthy items such as out of school suspensions, to ensure that all staff members can be informed and aware of developments if infractions are increasing or can encourage good behavior if infractions are decreasing.

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

Students initially receive help via the guidance counselors. Each counselor (3 in all) advances yearly with her grade level to help provide consistency through middle school years as the counselor gets to know the students and their families. Administrators, if allowed to stay for a full three years or more, also "travel" with their grade level to help with mentoring and continuity. The school also has a social worker, a school psychologist, a speech pathologist, and other services provided by the Student Services Department of the district to aide with student needs. In addition, when a student is identified as a student in need, a teacher and/or staff member is sought out who is willing to mentor the aforementioned student before school, after school, and even while school is in session.

Early Warning Systems

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

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

• Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
• One or more suspensions, whether in school or out of school
• A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
• Course failure in any of the core classes: English/Language Arts or Mathematics

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

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

Indicator	Grade Level			Total
	6	**7**	**8**	
Attendance below 90 percent	35	28	47	110
One or more suspensions	64	38	66	168
Course failure in ELA or Math	1	1	0	2
Level 1 on statewide assessment	108	65	83	256
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	

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

Indicator	Grade Level			Total
	6	**7**	**8**	
Students exhibiting two or more indicators	6	2	7	15

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

- Tutoring (teacher-initiated & directed) before & after school as well as during lunch
- Behavioral Tracking System (BTS)
- Positive Behavioral Support (PBS)
- Check-in/Check-Out Procedure (handled via Guidance Dept.)
- Teacher/Parent Conferences
- Tutoring (School-initiated & directed) after school on Wednesdays and on Saturdays
- RTI Process/MTSS
- Teacher/Student Data Chats
- Referrals to School Social Worker and/or School Psychologist

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
No

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

Description

The school, via guidance and/or teachers, conducts parent conferences as needed. The school also uses School Messenger, the school website, and individual teacher webpages to notify parents of

important events, dates, and information aligning to the school's mission and vision. The school also encourages parents to get involved in the Student Advisory Council (SAC) and the Parent-Teacher Organization (PTO).

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school pursues partnerships by calling and sending out letters to local business to request support via monetary donations, volunteers, and mentoring services to build student achievement which supports the community. The school also uses the SAC and PTO as a vehicle through which relationships with local business partners can be established, developed, and maintained.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Owens, Johnathan	Principal
Walker-Lawrence, Kim	Assistant Principal
Thompson, Kevin	Assistant Principal
Cassidy, Whitney	Instructional Coach
Caudill, Cathy	Instructional Coach
Eichelberger, Cindy	Teacher, K-12
Flores, Karen	Teacher, K-12
Littles, Felishe	Teacher, K-12
Newell, Monica	Teacher, K-12
Doyle, Marilyn	Administrative Support
Christiansen, David	Administrative Support
Marshall, Laurie	Administrative Support
Shriner, Mary	Assistant Principal

Duties

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

Eustis Middle School Principal, Johnathan Owens, and his administrative team (assistant principals C. Kevin Thompson, Kim Walker-Lawrence, and Mary Shriner) guide the school as instructional leaders. The administrative team leads and coordinates all school business: curriculum and instruction, textbooks and materials, federal programs, transportation, student safety, staff professional development efforts, student assessments, budget, teacher allocations, teacher evaluations and feedback, special programs, guidance efforts, technology, and all support personnel. The leadership team is constantly visible and available on campus to support and monitor for safety of students and their teachers. They meet regularly with their teacher-leader team to inform and collaborate pertinent school business.

Literacy Coach (Whitney Cassidy) develops, leads, and supports school core content literacy and provides data-based strategies, interventions, and identifies student needs with the use of FAIR-FS and Achieve 3000 data. Guidance Counselors (Debra Chapman, Michelle Equevilley, and Ashley Ward) provide input on services for individual students that range from assessment to intervention. ESE Specialist (Rhoda Williams) ensures Individual Education Plans (IEPs) are developed to meet student needs and are implemented with fidelity. She works with support facilitators and cooperative consultation teachers to ensure they provide the appropriate level of support for the IEP and student need.

Cathy Caudill, Florida Standards Teacher, assists and supports the school leadership team and teachers with their implementation and transition to the new Florida Standards and district curriculum documents in order to build instructional capacity and align district systems and instructional non-negotiables.

School Psychologist (Sue Robinson) and Social Worker (Sherry Thornton) participate in the collection, interpretation, and analysis of data; facilitate development of interventions, provide support for interventions, provide technical assistance for problem-solving activities including data collection, analysis, intervention planning, and student reevaluations in order to facilitate data-based decisions that address student needs from a social/psychological perspective.

Each content area/teacher-leader/department chair (Department Chairs:C. Eichelberger/Math; W. Cassidy/Reading; K. Flores/Social Studies; F. Littles/Science; M. Newell/ELA; and D. Caldwell/CTE & Electives), regularly attends collaborative meetings with the school administrators to coordinate information, make data-driven decisions and plans, and are responsible for leading their respective content areas, organizing and supervising common planning sessions and related PLCs, mentoring new teachers, and keeping their department teachers informed of necessary school information.

Dr. Marilyn Doyle, Dr. David Christiansen, and Mrs. Laurie Marshall are district leaders serving as direct school liaisons who assist and support Eustis Middle School with school leadership, curriculum, and human resources.

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

The administrative team has a weekly walkthrough schedule to monitor the effectiveness of core instruction (Tier I). The school-based leadership team and the MTSS committee will meet as needed for the following: identification of at risk students, discussion and implementation of behavioral and instructional interventions, problem-solving, sharing effective practices, strategies, and interventions, and finally to review screening/progress monitoring/diagnostic data by grade level, classroom level, small group, and individual student needs (Tier 2 and Tier 3).

Positive Behavior Support (PBS) will be used to decrease the number of referrals and encourage proper behavior amongst students. The PBS Committee, led by Ms. Shriner, holds meetings on a semi-monthly basis to discuss needs and program implementation.

Wednesday and Saturday School will be implemented to decrease the number of out of school suspensions, offer opportunities for students to gain access to tutoring, and provide support for students who may be in danger of failing a nine weeks, semester, or the entire year in any given subject. This program will be led and implemented by the administrative team.

Faculty and staff will use the Behavior Tracking System (BTS) to build relationships with students and parents to reduce the number of referrals and out of school suspensions. It also will create a better conduit for communication between the parent and teacher to assist the student with proper behavior in the classroom. This program will be monitored by the administrative leadership team, but will be implemented by the teachers for each student.

Teachers will use the new "bullying" curriculum adopted by the district to decrease the number of incidences on campus and through social media. Ms. Shriner is responsible for the training and

divulging of the resources to the teachers, who in turn, will implement in the classroom on a weekly basis until the curriculum, supplied by the county, is covered.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Johnathan Owens	Principal
Sandra Scott	Teacher
Alan Rasmussen	Teacher
Aurio Cuevas	Education Support Employee
Cindy Lajuenesse	Parent
Bonnie Boylan	Parent
Nikki Gwynn	Business/Community
Deborah Baugh	Parent
Rebecca Collins	Teacher
Brandy Rada	Parent
Charles Wheeler	Business/Community
Kim Bakich	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The SAC is given the information and the data for the school. SAC is given the opportunity to provide suggestions to improve the needs of the students. Throughout the year the SAC and the school-based leadership team had ongoing collaboration and information necessary to ensure student needs were being monitored and met.

Development of this school improvement plan

The SAC is given the opportunity to review and provide suggestions to improve the needs of the students by reviewing the SIP during meetings, and giving final approval. Throughout the year the SAC and the school-based leadership team will have ongoing collaboration to monitor and revise the SIP on an as-needed basis..

Preparation of the school's annual budget and plan

The SAC will examine, consult, and make decisions with the principal concerning the overall school budget, to include the SAI Budget.

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

The 2013-14 SAI budget was $18,816. The funds were used to acquire our Accelerated Reader (AR) program, STAR Reading, and AVID Tutors, Extended Learning (Tutoring Program):
Extended Learning/AVID Tutoring.................$4761.06
My Access (Vantage Learning)..................... 4245.00

Student materials for My Access.................... 800.00
Renaissance Learning (Accelerated Reader
and STAR Reading)....................................... 8257.50
FICA expenditures... 752.44
Total..........$18,816.00

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Owens, Johnathan	Principal
Walker-Lawrence, Kim	Assistant Principal
Cassidy, Whitney	Instructional Coach
Caudill, Cathy	Instructional Coach
Eichelberger, Cindy	Teacher, K-12
Littles, Felishe	Teacher, K-12
Newell, Monica	Teacher, K-12
linum, dana	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team will encourage school-wide participation in the Accelerated Reading Program, AVID reading strategies in Reading and Content Area classrooms, the use of our class sets of novels along with the continuation of utilizing Thinking Maps. All content area and elective teachers will require students to read a minimum of two articles or books each nine weeks. The LLT will support and FLDOE Celebrate Literacy Week activities.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Grade levels will meet weekly to plan units and lessons, collaborate, and share data. The master schedule allows each department to have a common planning time, and they will meet monthly as a content area group (All grade levels). Individual grade levels meet on a weekly basis. Once a month, teachers will spend an hour after school to plan interdisciplnary activities across subject matters to understand how subject matter coincides.

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

1. Teachers will attend weekly common planning meetings where they will receive support for curriculum, school norms, and teacher expectations.
2. Provide opportunities for staff development to support areas of weaknesses demonstrated by new teachers.
3. Professional development opportunities will be focused to deepen content and pedagogy aligned to the rigor of Florida Standards expectations and create teacher leaders.
4. Thinking maps will be used in all classes. Newly hired teachers will be trained on Thinking Maps through the Teaching and Learning Department or Kim Walker-Lawrence, AP, who has been certerfied to train the staff.
5. Newly-hired teachers will receive support from the county office via the instructional coach program as well as their department chair.
6. Newly-hired teachers and teachers with one year of experience (Cat. 1-B) will be given a schedule wherein they visit the classrooms of HQTs to observe and acquire better teaching habits. Subs will be supplied on these days so the participating teachers will have coverage.

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

1. Teachers will meet monthly with TQR, Literacy Coach, and FL Standards Teacher to provide continued support for first year teachers and newly hired staff.
2. Department chairs will serve as mentors to first year teachers. The department chairs are effective teachers whom consistantly use best teaching practices and are problem solvers. Literacy Coach and Florida Standards Teacher will also provide support.
3. Common planning for content area teachers will provide opportunity for new teachers to work with veteran teachers to create plans, explore teaching strategies, use data to drive instruction, provide differentiated learning opportunities for students, as well as provide follow-up opportunities for teachers and mentors.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school ensures that core instructional programs and materials are used and aligned to the Florida Standards by utilizing curriculum blue prints provided by the county, deconstructed standards, and test item specifications provided by the Florida Department of Education.
School will develop inservice plans based on the individual needs of the school. This information will be gathered by walkthroughs, team evaluations/teacher reflections, and assessment data, and student grades.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers will use data provided through FCAT STAR, FAIR-FS, Achieve 3000, and student grades to determine the diverse needs of students within their classrooms. Teachers will utilize effective methods and instructional strategies that are based on scientifically based research that will strengthen the core academic program in the school, help meet the educational needs of historically underserved populations and align to the district curriculum blue prints.

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

Strategy: After School Program

Minutes added to school year: 720

Twice a month, EMS will run an after-school tutoring program on Wednesdays to provide remediation for weaknesses within certain areas of the Florida Standards and grade recovery for students in danger of failing a core subject, al the while doing so within the framework of real world activities.Teachers will provide the after school tutoring to meet student needs. Certain students are also provided remediation and acceleration in core subjects through the AVID program.

Strategy Rationale

Through interdisciplinary collaboration, before and after tutoring, and common planning teachers will be able to deliver individualize and small group instruction by incorporating 21st century skills with our students.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Walker-Lawrence, Kim, walkerk2@lake.k12.fl.us

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

During monthly professional learning communities teachers will discuss the progress monitoring taking place in the classoom. Teachers will analyze data collected from common assessments, student grades, FAIR-FS and any district provided Florida Standards assessment.

Strategy: Weekend Program

Minutes added to school year: 960

Once a month, EMS will run a weekend tutoring program on Saturdays to provide remediation for weaknesses within certain areas of the Florida Standards and grade recovery for students in danger of failing a core subject, al the while doing so within the framework of real world activities.Teachers will provide the after school tutoring to meet student needs. Certain students are also provided remediation and acceleration in core subjects through the AVID program.

Strategy Rationale

Through interdisciplinary collaboration, before and after tutoring, and common planning teachers will be able to deliver individualize and small group instruction by incorporating 21st century skills to our students.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Walker-Lawrence, Kim, walkerk2@lake.k12.fl.us

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

During monthly professional learning communities teachers will discuss the progress monitoring taking place in the classoom. Teachers will analyze data collected from common assessments, student grades, FAIR-FS and any district provided Florida Standards assessment.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Articulation will take place between feeder schools of EMS at the elementary school level and between EMS and the high school level. The assigned administrator, guidance counselors, and ESE specialist at EMS will have articulation with feeder school's administrator, guidance counselor, and ESE specialist at the elementary level. The same will occur between the same parties for the articulation process into the high schools.

College and Career Readiness

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

- Middle School Promotion to High School
- Promotion from a Florida public middle school to high school requires successful completion of all grade level requirements (grades 6 – 8). Promotion from middle school requires that a student successfully complete the following courses: English – 3 courses; Mathematics – 3 middle school or higher courses; Social Studies – 3 courses to include one year of civics education; and Science – 3 courses
- Provide a high school equivalent class in the CTE program entitled, Introduction to Information Technology; wherein students can earn high school credit and get a jump start on the CTE computer

program at the high school level, bypassing this class in the 9th grade year and moving forward in the CTE program. Students can also earn an industry certification through Microsoft by passing the end of year certification exam.
- Provide Algebra 1 and Algebra 1 Honors at the middle school level for all students who scored a Level 3 or higher on the FCAT Mathematics standardized test in 7th grade. Students who complete the class with a passing grade and pass the respective Algebra 1 EOC, then students receive a high school credit AND move forward in 9th grade, taking Geometry in their freshman year.

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

- Eustis Middle School provides a high school equivalent class in the county's CTE program entitled, Introduction to Information Technology, to qualified 8th graders who have taken Keyboarding and Computer Applications in grades 6 & 7. Students can earn high school credit and get a jump start on the CTE computer program at the high school level, bypassing this class in the 9th grade year and moving forward in the CTE program. Students can also earn an industry certification through Microsoft by passing the end of year certification exam.
- Students can also get a "taste" of Culinary Arts via Eustis Middle School's Culinary Arts class, offered to 8th graders as a semester-long course. If the student likes the class, then a full-fledged CTE Culinary Arts program at the high school level is offered wherein students can earn industry certifications.

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

Students will be provided with real-world problems, issues and scenarios to solve throughout their middle school experience. Students will be given the opportunity to work independently and in groups to investigate and supply strategies to prepare a solution(s) and present written or oral solutions to their peers. Providing students with opportunities to collaborate, practice skills, strategies, and processes will prepare students with 21st century skills for vocational or college careers.

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

Eustis Middle School will administer the ReadiStep assessment that measures reading, writing, and math skills students learn in school. This assessment measures the same types of skills that are measured by the PSAT/
NMSQT and SAT tests students take in high school as they progress toward college. Eustis Middle School will have vertical articulation with Eustis High School to support 21st Century skills needed for student college and career readiness.

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Teachers will use the new Bullying curriculum adopted by the district to decease by 5% the number of incidences on campus and through social media.

G2. 100% of general education students at Eustis Middle School will work with technology to write, revise and edit original compositions and response to text questions, practice with Florida Standards testing tools and receive instruction and practice with the upcoming Florida Standards Assessments through English Language Arts.

G3. For the 2014-2015 school year 100% of Eustis Middle School teachers will increase the use of their teacher web page in order to more effectively communicate with parents, students, and all stakeholders.

G4. For the 2014-2015 school year, Eustis Middle School will decrease student behavioral issues which produce referrals that result in out-of-school suspensions by 10%.

G5. For the 2014-2015 school year, Eustis Middle School will utilize School Messenger as well as the Behavioral Tracking System (BTS) to help increase student attendance, particularly with students below 90%. The number of students below 90% attendance will decrease by 10%.

G6. In grade 7, 71% of the students will score proficient or higher on the Civics EOC assessment.

G7. In grade 6,7,and 8 Math, 56% of the students will scores proficient or higher on the FSA math assessmemt.

G8. 40% of students in the Lowest 25% will make learning gains in Math.

G9. 95% of Algebra 1 students will score proficient or above on the Algebra 1 EOC.

G10. In grades 6-8, 57% of students will demonstrate proficiency on the 2015 FSA ELA Writing Component Test.

G11. 71% of EMS 6th, 7th and 8th grade students will score proficient or above in reading.

G12. 75% of students in the lowest quartile will make learning gains.

G13. In grade 8, 50% of students will achieve proficiency (Level 3) on the FCAT 2.0 science assessment.

Strategic Goals Detail

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

G1. Teachers will use the new Bullying curriculum adopted by the district to decease by 5% the number of incidences on campus and through social media. 1a

G054456

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Cyber-bullying presentation presented to all grade levels
- Bullying Curriculum provided by district
- School-Based Bullying Committee

Targeted Barriers to Achieving the Goal 3

- Implementation of Bullying curriculum to all grade levels

Plan to Monitor Progress Toward G1. 8

Weekly Discipline Reports, Bullying Committee Reports, assisting teachers with implementation of Bullying curriculum lessons, and presentation of Cyber-Bullying to all students.

Person Responsible

Schedule
Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion
Weekly Discipline Reports, Bullying Committee agenda and minutes, teacher lesson plans, and Cyber-Bullying presentation schedule (all grade levels), will be collected as evidence for monitoring goal.

G2. 100% of general education students at Eustis Middle School will work with technology to write, revise and edit original compositions and response to text questions, practice with Florida Standards testing tools and receive instruction and practice with the upcoming Florida Standards Assessments through English Language Arts. 1a

🔍 G054457

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- ELA teachers use the 404 Computer Lab to enhance computer skills and instruction related to college and career readiness.

- FLDOE single sign-on portal

- FLDOE FSA portal for Educators, Students, and Parents

Targeted Barriers to Achieving the Goal 3

- Not enough computers for ELA classes

Plan to Monitor Progress Toward G2. 8

404 Computer Lab schedule, lesson plans, classroom walk-through visits; student conferences, student work with academic feedback posted in classrooms will be used to monitor progress toward meeting our goal of 100% of our general education ELA students using and practicing with computers for composing/ writing, revising, and editing, reading, practicing with FSA test tools in order to be prepared for the new FSA online tests.

Person Responsible
Kim Walker-Lawrence

Schedule
Monthly, from 9/30/2014 to 6/4/2015

Evidence of Completion
Classroom walk-through logs, teacher lesson plans, Computer Lab schedule/calendar

G3. For the 2014-2015 school year 100% of Eustis Middle School teachers will increase the use of their teacher web page in order to more effectively communicate with parents, students, and all stakeholders. `1a`

🔍 G054458

Targets Supported `1b`

Indicator	Annual Target
Effective Teachers (Performance Rating)	100.0

Resources Available to Support the Goal `2`

- Computer for each teacher

- School Webmaster and Tech Contact

- Eustis Middle Website; EMS webpage for each teacher

Targeted Barriers to Achieving the Goal `3`

- Training for teachers to add lesson plans, links, and other media to their webpage

Plan to Monitor Progress Toward G3. `8`

Teacher webpages will be constructed in order to communicate effectively with administrators, parents, students, and all stakeholders. Administrators/evaluators will monitor teacher webpages regularly for current lesson plans and content. Group or individual teacher training will be provided as need arises.

Person Responsible
Johnathan Owens

Schedule
Weekly, from 9/12/2014 to 6/4/2015

Evidence of Completion
Eustis Middle School Website individual teacher pages.

G4. For the 2014-2015 school year, Eustis Middle School will decrease student behavioral issues which produce referrals that result in out-of-school suspensions by 10%. 1a

🔍 G054459

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Resources Available to Support the Goal 2

- EMS Behavioral Tracking System (BTS)
- Teacher/Parent Conferences (By Phone or In Person)
- Implementation of Wednesday & Saturday School Program

Targeted Barriers to Achieving the Goal 3

- Lack of Parental Involvement in situations involving high-risk students

Plan to Monitor Progress Toward G4. 8

All disciplinary data, to include out of school suspensions, will be collected and quantified. This data will then be complied and used to measure effectiveness of the newly implemented BTS program. Decisions on the BTS program for the 2015-16 SY will be made based on this data.

Person Responsible

Johnathan Owens

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

All disciplinary data, to include out of school suspensions, will be collected and quantified. This data will then be complied and used to measure effectiveness of the newly implemented BTS program. Decisions on the BTS program for the 2015-16 SY will be made based on this data.

G5. For the 2014-2015 school year, Eustis Middle School will utilize School Messenger as well as the Behavioral Tracking System (BTS) to help increase student attendance, particularly with students below 90%. The number of students below 90% attendance will decrease by 10%. `1a`

Targets Supported `1b`

🔍 G054460

Indicator	Annual Target
Attendance rate	10.0

Resources Available to Support the Goal `2`

- School Messenger
- Behavioral Tracking System

Targeted Barriers to Achieving the Goal `3`

- Students with little parental support or parental guidance

Plan to Monitor Progress Toward G5. `8`

Attendance will be monitored by the Administrator over Attendance, and reports will be generated by the Attendance Clerk to monitor progress. Also, students with chronic absenteeism will have their teachers notified to see how the BTS has been implemented.

Person Responsible

Mary Shriner

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance data; BTS data

G6. In grade 7, 71% of the students will score proficient or higher on the Civics EOC assessment. 1a

🔍 G054461

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0

Resources Available to Support the Goal 2

- Teachers will utilize all of their civics materials as well as supplemental enrichment.

- Teacher resource toolkit for civics teachers

- EOC prep book

- icivics website

- Civics Document Based Question (DBQ)

Targeted Barriers to Achieving the Goal 3

- Many teachers do not have access to a class set of computers. As a result, many online resources must be printed which results in a financial burden.

Plan to Monitor Progress Toward G6. 8

Quarterly monitoring of student use of technology and printing expenditures

Person Responsible

Kevin Thompson

Schedule

Quarterly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Quarterly monitoring of student use of technology and printing expenditures

G7. In grade 6,7,and 8 Math, 56% of the students will scores proficient or higher on the FSA math assessmemt. `1a`

Targets Supported `1b`

`G054462`

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	56.0

Resources Available to Support the Goal `2`

- Small group remediation of skills and data from District assessments and identified area of need from FCAT 2.0 data to help identify weaknesses.

- Student/ Teacher Data Chats; AVID support strategies

Targeted Barriers to Achieving the Goal `3`

- Increased rigor of Florida Standards Lack of Basic Skills, Low level Mastery of Standards

- Lack of student awareness of strengths and weaknesses;automaticity of basic math skills

Plan to Monitor Progress Toward G7. `8`

Student Self-monitor Data Chats, Teachers document areas of concentration and proficiency based on FSA, and district assessments that support Flordia Standards

Person Responsible
Cindy Eichelberger

Schedule
Quarterly, from 9/26/2014 to 5/29/2015

Evidence of Completion
Data Chats, Data notebooks District Assessments, Class grades

G8. 40% of students in the Lowest 25% will make learning gains in Math. `1a`

`G054463`

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	40.0

Resources Available to Support the Goal `2`

- District assessments,Student Data and Unit Assessments. FCAT 2.0 Data and Testing resources, Penda, Online textbook resources and integration of Springboard in Advanced curriculum. . Integrating Springboard into Advanced Curriculum. AVID support.

Targeted Barriers to Achieving the Goal `3`

- Socio-Economic Background of students; access to technology from home.

Plan to Monitor Progress Toward G8. `8`

Check logs and usage

Person Responsible

Cindy Eichelberger

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Usage logs and data chats

G9. 95% of Algebra 1 students will score proficient or above on the Algebra 1 EOC. 1a

G054464

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	95.0

Resources Available to Support the Goal 2

- Small group remediation, online textbook resources. district assessment reporting, AVID Program and resources.

Targeted Barriers to Achieving the Goal 3

- Different student Learning modalities Difficulty Recalling and Retaining Material

Plan to Monitor Progress Toward G9. 8

Math EOC data will be used for determining success with target goal

Person Responsible
Kevin Thompson

Schedule
On 8/7/2015

Evidence of Completion
EOC data, student grades

G10. In grades 6-8, 57% of students will demonstrate proficiency on the 2015 FSA ELA Writing Component Test. `1a`

🔍 G054465

Targets Supported `1b`

Indicator	Annual Target
FAA Writing Proficiency	57.0

Resources Available to Support the Goal `2`

- Write Source Text

- Blue Book of Grammar and Punctuation

- Daily Language Review

- Classroom use of Calibration Papers/Exemplars

- Thinking Maps

- Classroom use of Calibration Papers/Exemplars

- Prentice Hall Literature Text

- Prentice Hall Grammar Exercise Workbook

- Prentice Hall All-in-One Workbook (Specifically Grammar and Writing Activities)

- AVID strategies

- NewsELA.com

Targeted Barriers to Achieving the Goal `3`

- Students enter middle school gravely deficient in the composition, punctuation, grammar, and keyboarding skills needed to meet the rigorous standards anticipated on the 2015 FSA Writing Component Test.

Plan to Monitor Progress Toward G10. `8`

Students will show improvement in their grammatical accuracy and the focus of their composition.

Person Responsible
Monica Newell

Schedule
Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion
Using FSA writing rubrics to measure student achievement, 57% of students' final essay will score a level 3 or higher.

G11. 71% of EMS 6th, 7th and 8th grade students will score proficient or above in reading. [1a]

G054466

Targets Supported [1b]

Indicator	Annual Target
AMO Reading - All Students	71.0

Resources Available to Support the Goal [2]

- Teachers will be utilizing the pacing guide of Curriculum Blue Prints provided by the district to stay aligned with ELA classrooms. Intensive reading teachers will be implementing Achieve 3000 in their reading rotation. For informational texts EBSCO and NEWSELA.com as resources to help imbed more complex text into daily lesson plans. We are also using Lexile.com to help teacher become aware of the level of text being used. Once teachers have found the material we will be adding it to the share folder. Teachers will be provided with professional development for Avid reading strategies to help incorporate Avid strategies into his or her daily program.

Targeted Barriers to Achieving the Goal [3]

- Lack of materials that are considered a complex text that support district Curriculum Blue Prints. Lack of training and technology resources to support 21st Century Skills

Plan to Monitor Progress Toward G11. [8]

Literacy Coach along with classroom teachers will analyze student data to determine if students who have scored proficient and above on the FCAT 2.0 reading assessment continue to grow as readers.

Person Responsible

Whitney Cassidy

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student Grades Teacher Assessments FAIR Assessment

G12. 75% of students in the lowest quartile will make learning gains. `1a`

`G054467`

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	75.0

Resources Available to Support the Goal `2`

- Curriculum Blue Prints, Deconstructed Standards document and Test Item Specification document will be used to align to the new Florida Standards. C2 Planning Tool will be the frame work for all intensive reading classrooms.

Targeted Barriers to Achieving the Goal `3`

- Curriculum Blue Prints provided by the district office do not support the reading course description curriculum. Not all content area teachers utilize reading strategies.

Plan to Monitor Progress Toward G12. `8`

Literacy Coach, Florida Standards Coach and adminstrators will do classroom walk throughs. Literacy Coach will monitor student progress on FAIR-FS, STAR Reading Test and Achieve 3000.

Person Responsible

Whitney Cassidy

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

FAIR-FS Common Assessment STAR Reading Test Achieve 3000 (Lexile Assessment) Classroom walk through forms

G13. In grade 8, 50% of students will achieve proficiency (Level 3) on the FCAT 2.0 science assessment.
`1a`

`G054468`

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal `2`

- 1a.1 PENDA computer review and enrichment program

- 1a.2 Benchmark Task Cards

- 1a.3 Thinking Maps

Targeted Barriers to Achieving the Goal `3`

- 1a.3 Students are not aware of thinking skills that drive their learning.

Plan to Monitor Progress Toward G13. `8`

Grade level science teams (PLC) will discuss/evaluate the data collected from task cards.

Person Responsible
Felishe Littles

Schedule
Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Grade Level Science teams (PLC) meeting agenda

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal
B = Barrier
S = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Teachers will use the new Bullying curriculum adopted by the district to decease by 5% the number of incidences on campus and through social media. 1

🔑 G054456

G1.B1 Implementation of Bullying curriculum to all grade levels 2

🔑 B137292

G1.B1.S1 Elective classes and double-block reading classes will present the Bullying curriculum to their students. 4

🔑 S149271

Strategy Rationale

Bullying instruction through elective classes and double-block classes one day each month will ensure the curriculum is presented to all students in 6th, 7th, and 8th grades.

Action Step 1 5

School Bullying Committee will plan timeline and lessons for implementation.

Person Responsible

Mary Shriner

Schedule

Semiannually, from 10/13/2014 to 6/4/2015

Evidence of Completion

Lesson Plan documentation, classroom walk-though logs, weekly Discipline Reports

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

Bullying committee will plan lessons and work with teachers to roll out Bullying curriculum.

Person Responsible

Mary Shriner

Schedule

Monthly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Lesson plans, classroom walk-through logs, decrease of referrals (weekly Discipline Reports)

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

Administrators will monitor weekly discipline reports for status of discipline referrals

Person Responsible

Mary Shriner

Schedule

Monthly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Discipline referral data, lesson plans for Bullying curriculum implementation

G2. 100% of general education students at Eustis Middle School will work with technology to write, revise and edit original compositions and response to text questions, practice with Florida Standards testing tools and receive instruction and practice with the upcoming Florida Standards Assessments through English Language Arts. 1

🔑 G054457

G2.B1 Not enough computers for ELA classes 2

🔑 B137294

G2.B1.S1 Grade-level ELA teachers will regularly schedule computer lab time for each of their classes. 4

🔑 S149272

Strategy Rationale

Regularly scheduled computer lab time will ensure students have time to practice writing, revising and editing on a computer, learn to manipulate and effectively use FSA technology testing tools, and practice reading and manipulating text to assist student understanding of the new Florida Standards online tests.

Action Step 1 5

All ELA teachers will regularly schedule the 404 computer lab for composition, revision, editing, and response to text compositions, as well as online practice to prepare students for their new computer-based FSA tests.

Person Responsible

Monica Newell

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Teachers will schedule computer lab time on Mrs. Newell's master calendar.

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

Classroom/computer lab walkthroughs and review of lesson plans will monitor fidelity of implementation.

Person Responsible

Kim Walker-Lawrence

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Walk through records; lesson plans, 404 computer lab master calendar

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

Classroom walkthroughs, lesson plans, 404 computer lab schedule

Person Responsible

Kim Walker-Lawrence

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Student work posted (with academic feedback), classroom/computer lab walkthrough logs, teacher lesson plans

G3. For the 2014-2015 school year 100% of Eustis Middle School teachers will increase the use of their teacher web page in order to more effectively communicate with parents, students, and all stakeholders. `1`

G054458

G3.B3 Training for teachers to add lesson plans, links, and other media to their webpage `2`

B137298

G3.B3.S1 Teacher training to construct webpage `4`

S149273

Strategy Rationale

Hands-on training and follow up trainings as necessary in order to have teachers construct effective web pages that parents, teachers, students, and other stakeholders use regularly.

Action Step 1 `5`

Training for all teachers for constructing their teacher webpage; establish common expectations for the webpage.

Person Responsible

Kevin Thompson

Schedule

Semiannually, from 9/2/2014 to 6/2/2015

Evidence of Completion

Administrators will regularly check teacher webpage for content and current lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

Administrators will routinely check teacher webpage for content and current lesson plans.

Person Responsible

Johnathan Owens

Schedule

Weekly, from 9/12/2014 to 6/4/2015

Evidence of Completion

Teacher webpage, teacher evaluations and feedback; follow-up training as necessary

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Principal and administrative team regularly monitor teacher webpages and provide feedback

Person Responsible

Johnathan Owens

Schedule

Monthly, from 9/12/2014 to 6/4/2015

Evidence of Completion

Teacher webpage, teacher evaluations and administrator feedback; follow up training for teachers, as necessary.

G4. For the 2014-2015 school year, Eustis Middle School will decrease student behavioral issues which produce referrals that result in out-of-school suspensions by 10%. 1

G054459

G4.B1 Lack of Parental Involvement in situations involving high-risk students 2

B137299

G4.B1.S1 With the implementation of the Behavioral Tracking System (BTS), it is hoped that the increased communication between the teacher and parent in the early stages of the behavioral issue process will help improve parental involvement and maintain it throughout the year. 4

S149274

Strategy Rationale

Parents need to care and be involved in their students progress, or lack thereof. When parents don;t care, students take on that mentality and become disruptive and unproductive.

Action Step 1 5

Eustis Middle School will implement the Behavioral Tracking System to increase parental involvement with high risk students. (This not a budget item; no funding source needed.)

Person Responsible

Johnathan Owens

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Weekly Referral/Infraction Report generated by the Discipline Secretary

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Weekly Referral/Infraction Report generated by the Discipline Secretary

Person Responsible

Johnathan Owens

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The principal will use the Weekly Referral/Infraction Report generated by the Discipline Secretary as well as other reports generated via the county's Skyward program to gain data concerning discipline.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Data from the 2014-15 SY will be compared on a monthly basis to data compliled last year (2013-14).

Person Responsible

Johnathan Owens

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

All disciplinary data, to include out of school suspensions, will be collected and quantified. This data will then be complied and used to measure effectiveness of the newly implemented BTS program. Decisions on the BTS program for the 2015-16 SY will be made based on this data.

G5. For the 2014-2015 school year, Eustis Middle School will utilize School Messenger as well as the Behavioral Tracking System (BTS) to help increase student attendance, particularly with students below 90%. The number of students below 90% attendance will decrease by 10%. 1

🔍 G054460

G5.B1 Students with little parental support or parental guidance 2

🔍 B137302

G5.B1.S1 Use School Messenger to notify parents when students are absent. Also, via the BTS, teachers will be contacting parents to discuss how poor attendance hinders educational development. 4

🔍 S149275

Strategy Rationale

Keeping parents informed will hopefully increase parental involvement and decrease attendance issues.

Action Step 1 5

Attendance will be monitored by the Administrator over Attendance, and reports will be generated by the Attendance Clerk to monitor progress. Also, students with chronic absenteeism will have their teachers notified to see how the BTS has been implemented.

Person Responsible

Mary Shriner

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance data; BTS data

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Attendance will be monitored by the Administrator over Attendance, and reports will be generated by the Attendance Clerk to monitor progress. Also, students with chronic absenteeism will have their teachers notified to see how the BTS has been implemented.

Person Responsible

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance data; BTS data

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Attendance will be monitored by the Administrator over Attendance, and reports will be generated by the Attendance Clerk to monitor progress. Also, students with chronic absenteeism will have their teachers notified to see how the BTS has been implemented.

Person Responsible

Mary Shriner

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance data; BTS data

G6. In grade 7, 71% of the students will score proficient or higher on the Civics EOC assessment. 1

G054461

G6.B1 Many teachers do not have access to a class set of computers. As a result, many online resources must be printed which results in a financial burden. 2

B137303

G6.B1.S1 A financial burden is placed on the school and social studies department due to high printing costs. Civics/social studies teachers need access to class sets of computers to have students work with technology and complete course work; use of class sets of computers will alleviate high printing costs. Department chairs need to work with each other to establish a rotating schedule for student computer lab access on a regular basis. 4

S149276

Strategy Rationale

Establishing a calendar schedule for content area teacher use (with testing dates blocked out) will help contain print costs due to teachers knowing in advance what print might be needed.

Action Step 1 5

Department chairs and teachers with computer labs will establish a master calendar for teachers showing available dates for class use.

Person Responsible

Kevin Thompson

Schedule

Quarterly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Master calendar for technology labs, classroom walkthroughs, follow-up during department leadership meetings

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Master calendar for classroom computers will be developed (with testing dates blocked out) for content teachers to schedule class use on a regular basis.

Person Responsible

Kevin Thompson

Schedule

Quarterly, from 9/22/2014 to 6/4/2015

Evidence of Completion

Computer Lab Calendar/schedule Classroom Walk-throughs Department meetings

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Master calendar for classroom computers will be developed (with testing dates blocked out) for content teachers to schedule class use on a regular basis.

Person Responsible

Kevin Thompson

Schedule

Quarterly, from 9/22/2014 to 6/4/2015

Evidence of Completion

Department Chair meeting notes; master computer lab schedule with testing dates blocked and schedule made available for teachers to sign up; lesson plans, classroom walkthroughs

G7. In grade 6,7,and 8 Math, 56% of the students will scores proficient or higher on the FSA math assessmemt. 1

G054462

G7.B2 Lack of student awareness of strengths and weaknesses;automaticity of basic math skills 2

B137306

G7.B2.S1 Students will sit with teacher and identify from data the areas of focus and implement tools such as Penda, online text resources and FCAT explorer to remediate and to reassess using district assessements that support Florida Standards. 4

S149277

Strategy Rationale

To increase student awareness of strengths and weaknesses

Action Step 1 5

Develop common plan, common assessments, and data chats in each grade of math

Person Responsible

Cindy Eichelberger

Schedule

Biweekly, from 8/11/2014 to 6/8/2015

Evidence of Completion

Student grades, test data, and student data chats

Plan to Monitor Fidelity of Implementation of G7.B2.S1 `6`

Administrator and leadership team walkthroughs

Person Responsible

Schedule

On 6/4/2015

Evidence of Completion

Walkthrough feedback, teacher evaluations, test data.

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 `7`

Math tutoring, Penda, FCAT explorer, Mini assessments, student grades, data chats

Person Responsible

Cindy Eichelberger

Schedule

On 6/4/2015

Evidence of Completion

Student grades, data chats, Assessment results, leadership team walkthroughs

G8. 40% of students in the Lowest 25% will make learning gains in Math. `1`

G054463

G8.B1 Socio-Economic Background of students; access to technology from home. `2`

B137307

G8.B1.S1 1. Allow students access to Penda, online resources and peer tutoring 2. Allow students available opportunities to frequent on site computer labs and technology. `4`

S149278

Strategy Rationale

Hands on experiences with technology, data chats for students strengths and weaknesses, data charts, math tutoring

Action Step 1 `5`

1. Allow students access to online resources and peer tutoring
2. Allow students available opportunities to frequent on site computer labs and technology.

Person Responsible

Cindy Eichelberger

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Online record and reports of usage. Including increased skill mastery.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 `6`

Leadership team walkthroughs, math department meetings, common planning meetings, review of math data.

Person Responsible

Cindy Eichelberger

Schedule

On 6/4/2015

Evidence of Completion

Data and reports along with logs of usage and resource access

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Accessibility to technological resources

Person Responsible

Cindy Eichelberger

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Usuage logs and data,

G9. 95% of Algebra 1 students will score proficient or above on the Algebra 1 EOC. 1

G054464

G9.B1 Different student Learning modalities Difficulty Recalling and Retaining Material 2

B137308

G9.B1.S1 Whole Group/ Center Activities which integrates Manipulative resources and or computer assisted instruction. Remediation and math common planning team effort instruction/communication, math tutoring, AVID, Kagan strategies 4

S149279

Strategy Rationale

Presentation of matherials using different modialities.

Action Step 1 5

Informal Formative Assessments
Use of manipulatives for kinesthetic learners
Thinking maps to assess prior knowledge
Kagan strategies

Person Responsible

Cindy Eichelberger

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Data Notebooks FCAT STAR-FCAT 2.0 Leadership team walkthroughs

Plan to Monitor Fidelity of Implementation of G9.B1.S1 `6`

Monitor and identify growth and concerns

Person Responsible

Kevin Thompson

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

EOC results, student grades. Student data, teacher evaluations and feedback, leadership team walkthroughs.

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 `7`

Monitor testing results

Person Responsible

Kevin Thompson

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

EOC math results

G10. In grades 6-8, 57% of students will demonstrate proficiency on the 2015 FSA ELA Writing Component Test. 1

G054465

G10.B1 Students enter middle school gravely deficient in the composition, punctuation, grammar, and keyboarding skills needed to meet the rigorous standards anticipated on the 2015 FSA Writing Component Test. 2

B137309

G10.B1.S1 Teachers will scaffold remediation in punctuation, grammar, and composition across grade levels, by differentiating classroom instruction. 4

S149280

Strategy Rationale

Through daily practice of editing passages, all students will improve their grammar and composition skills. They will become capable of recognizing errors in others' writing and integrate this into their own writing.

Action Step 1 5

Through scaffolding, daily exposure, and differentiated instruction, students will improve their grammar and composition skills, thereby strengthening their effectiveness through written expression.

Person Responsible

Monica Newell

Schedule

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

Evidence of Completion

FSA Writing Component Test FSA ELA Reading Test

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

Teacher Observation and Conservation of Students Individual Writing Samples

Person Responsible

Monica Newell

Schedule

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

Evidence of Completion

Student writing samples Curriculum Blueprint Published Products

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 `7`

Students' writing sample scores will be tracked

Person Responsible

Monica Newell

Schedule

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

Evidence of Completion

57% of students will write essays scoring a 3 or higher (based on the FSA Writing rubrics) by the end of the year.

G10.B1.S3 AVID teachers will incorporate writing into their daily lessons, including, but not limited to Cornell Notes, Quick Writes Bell Ringers, and Collaborative Writing Projects. `4`

🔑 S149282

Strategy Rationale

Through greater daily exposure, students will become more comfortable with the writing skills expected of them on the FSA Writing Component Test.

Action Step 1 `5`

Students will experience greater exposure to writing skills through implementation of AVID strategies throughout curriculum.

Person Responsible

Kim Walker-Lawrence

Schedule

Daily, from 9/3/2014 to 5/29/2015

Evidence of Completion

Student writing samples

Plan to Monitor Fidelity of Implementation of G10.B1.S3 `6`

AVID Program Incoporating Varying Writing Strategies

Person Responsible

Kim Walker-Lawrence

Schedule

Daily, from 9/3/2014 to 5/29/2015

Evidence of Completion

Student use of thinking maps Student writing samples

Plan to Monitor Effectiveness of Implementation of G10.B1.S3 `7`

AVID Incorporation of Writing Strategies

Person Responsible

Kim Walker-Lawrence

Schedule

Daily, from 9/3/2014 to 5/29/2015

Evidence of Completion

Student writing samples

G11. 71% of EMS 6th, 7th and 8th grade students will score proficient or above in reading. 1

G054466

G11.B1 Lack of materials that are considered a complex text that support district Curriculum Blue Prints. Lack of training and technology resources to support 21st Century Skills 2

B137313

G11.B1.S1 Provide supplemental materials for teaching and practice in the following areas: Reading Application, Literary Analysis, Informational text and research. Create a designated area that teachers can share the materials found and have open dialog during monthly PLC to promote collaboration of strategies and materials used. 4

S149284

Strategy Rationale

Collaboration of strategies and materials provide a source of data for teachers to better plan and deliver instruction.

Action Step 1 5

Literacy Coach along with classroom teachers will utlize EBSCO, Achieve 3000, NEWSELA.com and Lexile.com to help find supplemental reading materials to help get more challenging reading requirements in the reading and language arts classroom.

Person Responsible

Whitney Cassidy

Schedule

On 6/4/2015

Evidence of Completion

FAIR-FS, Common Assessments and Achieve 3000.

Plan to Monitor Fidelity of Implementation of G11.B1.S1 6

Monitor classroom teachers for using complex text along with higher order questions and critical thinking skills.

Person Responsible

Whitney Cassidy

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teacher Evaluations Classroom walkthrough forms FAIR Assessment

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 `7`

Monitor the materials that are being used in the classroom to ensure that complex text is being used along with higher order questions and critical thinking.

Person Responsible

Whitney Cassidy

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Edusoft FAIR Assessment Classroom walkthrough form.

G12. 75% of students in the lowest quartile will make learning gains. `1`

G054467

G12.B1 Curriculum Blue Prints provided by the district office do not support the reading course description curriculum. Not all content area teachers utilize reading strategies. `2`

B137314

G12.B1.S1 Promote and use of Avid reading strategies in the content area classes. Ensure that differentiated instruction is taking place in all classrooms. Implement the use of Thinking Maps, Task Cards and C2 Connection cards; ongoing support by literacy coach. `4`

S149285

Strategy Rationale

Monitoring and follow-up training in the use of Avid strategies, Thinking Maps, and lessons modeled by literacy coach will support teachers with best-practice delivery of reading instruction.

Action Step 1 `5`

Literacy Coach along with adminstration will do classroom walk throughs. Literacy coach will create a focus calendar that addresses the needs of the school. Language arts teachers will be responsible for assigning mini assessments for the tested standards and following through with remediation for students who do not show gains.

Person Responsible

Whitney Cassidy

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Common planning time lesson plans and minutes Intensive reading student grades Achieve 3000 reading reports Classroom walk through forms Writing and reading embedded in instruction and classroom practice

Plan to Monitor Fidelity of Implementation of G12.B1.S1 `6`

Monitor reading strategies being utilized in the classroom through classroom walkthroughs.

Person Responsible

Whitney Cassidy

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom walkthrough form

Plan to Monitor Effectiveness of Implementation of G12.B1.S1 7

Monitor data to better understand if students are making gains on the reading standards.

Person Responsible

Whitney Cassidy

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Achieve 3000 reports FAIR Assessment Mini- Assessments Student grades lesson plans

G13. In grade 8, 50% of students will achieve proficiency (Level 3) on the FCAT 2.0 science assessment. 1

G054468

G13.B3 1a.3 Students are not aware of thinking skills that drive their learning. 2

B137317

G13.B3.S1 Use of the "Thinking Maps" in science classrooms. 4

S149288

Strategy Rationale

Students can connect knowledge to give them focus for research and use of technology.

Action Step 1 5

Teachers will present and explain each of the eight thinking maps. Students will utilize the maps to show understanding of concepts presented in class.

Person Responsible

Kim Walker-Lawrence

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student maps contained in their interactive notebooks. Student maps completed for evaluations and assessments. Lake Benchmark assessments and mini assessment results will be analyzed.

Plan to Monitor Fidelity of Implementation of G13.B3.S1 `6`

During common planning time, grade level teams of science teachers will meet and discuss the use of thinking maps in their classrooms.

Person Responsible

Felishe Littles

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Collected student interactive notebooks will contain evidence of the use of thinking maps. Individual assignments will show evidence of the use of thinking maps.

Plan to Monitor Fidelity of Implementation of G13.B3.S1 `6`

Thinking maps will be used to help students make connections and build background knowledge.

Person Responsible

Felishe Littles

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, common planning time discussions/minutes, classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G13.B3.S1 `7`

Evaluations will be made by each teacher that include the use of thinking maps.
Initially, students should be able to complete a thinking map assigned by the teacher. As time progresses, student should be able to choose the appropriate thinking map for the concepts presented.

Person Responsible

Felishe Littles

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Documented Science Department meetings will address the progress of the implementation of thinking maps.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	School Bullying Committee will plan timeline and lessons for implementation.	Shriner, Mary	10/13/2014	Lesson Plan documentation, classroom walk-though logs, weekly Discipline Reports	6/4/2015 semiannually
G2.B1.S1.A1	All ELA teachers will regularly schedule the 404 computer lab for composition, revision, editing, and response to text compositions, as well as online practice to prepare students for their new computer-based FSA tests.	Newell, Monica	9/29/2014	Teachers will schedule computer lab time on Mrs. Newell's master calendar.	6/4/2015 monthly
G3.B3.S1.A1	Training for all teachers for constructing their teacher webpage; establish common expectations for the webpage.	Thompson, Kevin	9/2/2014	Administrators will regularly check teacher webpage for content and current lesson plans.	6/2/2015 semiannually
G4.B1.S1.A1	Eustis Middle School will implement the Behavioral Tracking System to increase parental involvement with high risk students. (This not a budget item; no funding source needed.)	Owens, Johnathan	8/18/2014	Weekly Referral/Infraction Report generated by the Discipline Secretary	6/4/2015 daily
G5.B1.S1.A1	Attendance will be monitored by the Administrator over Attendance, and reports will be generated by the Attendance Clerk to monitor progress. Also, students with chronic absenteeism will have their teachers notified to see how the BTS has been implemented.	Shriner, Mary	8/18/2014	Attendance data; BTS data	6/4/2015 monthly
G6.B1.S1.A1	Department chairs and teachers with computer labs will establish a master calendar for teachers showing available dates for class use.	Thompson, Kevin	9/15/2014	Master calendar for technology labs, classroom walkthroughs, follow-up during department leadership meetings	6/4/2015 quarterly
G7.B2.S1.A1	Develop common plan, common assessments, and data chats in each grade of math	Eichelberger, Cindy	8/11/2014	Student grades, test data, and student data chats	6/8/2015 biweekly
G8.B1.S1.A1	1. Allow students access to online resources and peer tutoring 2. Allow students available opportunities to frequent on site computer labs and technology.	Eichelberger, Cindy	8/18/2014	Online record and reports of usage. Including increased skill mastery.	6/4/2015 monthly
G9.B1.S1.A1	Informal Formative Assessments Use of manipulatives for kinesthetic learners Thinking maps to assess prior knowledge Kagan strategies	Eichelberger, Cindy	9/1/2014	Data Notebooks FCAT STAR-FCAT 2.0 Leadership team walkthroughs	6/4/2015 weekly
G10.B1.S1.A1	Through scaffolding, daily exposure, and differentiated instruction, students will improve their grammar and composition skills, thereby strengthening their effectiveness through written expression.	Newell, Monica	8/25/2014	FSA Writing Component Test FSA ELA Reading Test	5/29/2015 daily
G10.B1.S3.A1	Students will experience greater exposure to writing skills through implementation of AVID strategies throughout curriculum.	Walker-Lawrence, Kim	9/3/2014	Student writing samples	5/29/2015 daily
G11.B1.S1.A1	Literacy Coach along with classroom teachers will utilize EBSCO, Achieve 3000, NEWSELA.com and Lexile.com to help find supplemental reading materials to help get more challenging reading requirements in the reading and language arts classroom.	Cassidy, Whitney	8/18/2014	FAIR-FS, Common Assessments and Achieve 3000.	6/4/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G12.B1.S1.A1	Literacy Coach along with adminstration will do classroom walk throughs. Literacy coach will create a focus calendar that addresses the needs of the school. Language arts teachers will be responsible for assigning mini assessments for the tested standards and following through with remediation for students who do not show gains.	Cassidy, Whitney	8/18/2014	Common planning time lesson plans and minutes Intensive reading student grades Achieve 3000 reading reports Classroom walk through forms Writing and reading embedded in instruction and classroom practice	6/4/2015 monthly
G13.B3.S1.A1	Teachers will present and explain each of the eight thinking maps. Students will utilize the maps to show understanding of concepts presented in class.	Walker-Lawrence, Kim	8/18/2014	Student maps contained in their interactive notebooks. Student maps completed for evaluations and assessments. Lake Benchmark assessments and mini assessment results will be analyzed.	6/4/2015 biweekly
G1.MA1	Weekly Discipline Reports, Bullying Committee Reports, assisting teachers with implementation of Bullying curriculum lessons, and presentation of Cyber-Bullying to all students.		10/1/2014	Weekly Discipline Reports, Bullying Committee agenda and minutes, teacher lesson plans, and Cyber-Bullying presentation schedule (all grade levels), will be collected as evidence for monitoring goal.	6/4/2015 monthly
G1.B1.S1.MA1	Administrators will monitor weekly discipline reports for status of discipline referrals	Shriner, Mary	10/13/2014	Discipline referral data, lesson plans for Bullying curriculum implementation	6/4/2015 monthly
G1.B1.S1.MA1	Bullying committee will plan lessons and work with teachers to roll out Bullying curriculum.	Shriner, Mary	10/13/2014	Lesson plans, classroom walk-through logs, decrease of referrals (weekly Discipline Reports)	6/4/2015 monthly
G2.MA1	404 Computer Lab schedule, lesson plans, classroom walk-through visits; student conferences, student work with academic feedback posted in classrooms will be used to monitor progress toward meeting our goal of 100% of our general education ELA students using and practicing with computers for composing/writing, revising, and editing, reading, practicing with FSA test tools in order to be prepared for the new FSA online tests.	Walker-Lawrence, Kim	9/30/2014	Classroom walk-through logs, teacher lesson plans, Computer Lab schedule/ calendar	6/4/2015 monthly
G2.B1.S1.MA1	Classroom walkthroughs, lesson plans, 404 computer lab schedule	Walker-Lawrence, Kim	9/29/2014	Student work posted (with academic feedback), classroom/computer lab walkthrough logs, teacher lesson plans	6/4/2015 monthly
G2.B1.S1.MA1	Classroom/computer lab walkthroughs and review of lesson plans will monitor fidelity of implementation.	Walker-Lawrence, Kim	9/29/2014	Walk through records; lesson plans, 404 computer lab master calendar	6/4/2015 monthly
G3.MA1	Teacher webpages will be constructed in order to communicate effectively with administrators, parents, students, and all stakeholders. Administrators/ evaluators will monitor teacher webpages regularly for current lesson plans and content. Group or individual teacher training will be provided as need arises.	Owens, Johnathan	9/12/2014	Eustis Middle School Website individual teacher pages.	6/4/2015 weekly
G3.B3.S1.MA1	Principal and administrative team regularly monitor teacher webpages and provide feedback	Owens, Johnathan	9/12/2014	Teacher webpage, teacher evaluations and administrator feedback; follow up training for teachers, as necessary.	6/4/2015 monthly
G3.B3.S1.MA1	Administrators will routinely check teacher webpage for content and current lesson plans.	Owens, Johnathan	9/12/2014	Teacher webpage, teacher evaluations and feedback; follow-up training as necessary	6/4/2015 weekly
G4.MA1	All disciplinary data, to include out of school suspensions, will be collected and quantified. This data will then be	Owens, Johnathan	8/18/2014	All disciplinary data, to include out of school suspensions, will be collected and quantified. This data will then be	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	complied and used to measure effectiveness of the newly implemented BTS program. Decisions on the BTS program for the 2015-16 SY will be made based on this data.			complied and used to measure effectiveness of the newly implemented BTS program. Decisions on the BTS program for the 2015-16 SY will be made based on this data.	
G4.B1.S1.MA1	Data from the 2014-15 SY will be compared on a monthly basis to data complied last year (2013-14).	Owens, Johnathan	8/18/2014	All disciplinary data, to include out of school suspensions, will be collected and quantified. This data will then be complied and used to measure effectiveness of the newly implemented BTS program. Decisions on the BTS program for the 2015-16 SY will be made based on this data.	6/4/2015 monthly
G4.B1.S1.MA1	Weekly Referral/Infraction Report generated by the Discipline Secretary	Owens, Johnathan	8/18/2014	The principal will use the Weekly Referral/Infraction Report generated by the Discipline Secretary as well as other reports generated via the county's Skyward program to gain data concerning discipline.	6/4/2015 weekly
G5.MA1	Attendance will be monitored by the Administrator over Attendance, and reports will be generated by the Attendance Clerk to monitor progress. Also, students with chronic absenteeism will have their teachers notified to see how the BTS has been implemented.	Shriner, Mary	8/18/2014	Attendance data; BTS data	6/4/2015 monthly
G5.B1.S1.MA1	Attendance will be monitored by the Administrator over Attendance, and reports will be generated by the Attendance Clerk to monitor progress. Also, students with chronic absenteeism will have their teachers notified to see how the BTS has been implemented.	Shriner, Mary	8/18/2014	Attendance data; BTS data	6/4/2015 monthly
G5.B1.S1.MA1	Attendance will be monitored by the Administrator over Attendance, and reports will be generated by the Attendance Clerk to monitor progress. Also, students with chronic absenteeism will have their teachers notified to see how the BTS has been implemented.		8/18/2014	Attendance data; BTS data	6/4/2015 monthly
G6.MA1	Quarterly monitoring of student use of technology and printing expenditures	Thompson, Kevin	10/1/2014	Quarterly monitoring of student use of technology and printing expenditures	6/4/2015 quarterly
G6.B1.S1.MA1	Master calendar for classroom computers will be developed (with testing dates blocked out) for content teachers to schedule class use on a regular basis.	Thompson, Kevin	9/22/2014	Department Chair meeting notes; master computer lab schedule with testing dates blocked and schedule made available for teachers to sign up; lesson plans, classroom walkthroughs	6/4/2015 quarterly
G6.B1.S1.MA1	Master calendar for classroom computers will be developed (with testing dates blocked out) for content teachers to schedule class use on a regular basis.	Thompson, Kevin	9/22/2014	Computer Lab Calendar/schedule Classroom Walk-throughs Department meetings	6/4/2015 quarterly
G7.MA1	Student Self-monitor Data Chats, Teachers document areas of concentration and proficiency based on FSA, and district assessments that support Flordia Standards	Eichelberger, Cindy	9/26/2014	Data Chats, Data notebooks District Assessments, Class grades	5/29/2015 quarterly
G7.B2.S1.MA1	Math tutoring, Penda, FCAT explorer, Mini assessments, student grades, data chats	Eichelberger, Cindy	8/26/2014	Student grades, data chats, Assessment results, leadership team walkthroughs	6/4/2015 one-time
G7.B2.S1.MA1	Administrator and leadership team walkthroughs		8/11/2014	Walkthrough feedback, teacher evaluations, test data.	6/4/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.MA1	Check logs and usage	Eichelberger, Cindy	9/1/2014	Usage logs and data chats	6/4/2015 monthly
G8.B1.S1.MA1	Accessibility to technological resources	Eichelberger, Cindy	9/1/2014	Usuage logs and data,	6/5/2015 monthly
G8.B1.S1.MA1	Leadership team walkthroughs, math department meetings, common planning meetings, review of math data.	Eichelberger, Cindy	8/18/2014	Data and reports along with logs of usage and resource access	6/4/2015 one-time
G9.MA1	Math EOC data will be used for determining success with target goal	Thompson, Kevin	5/18/2015	EOC data, student grades	8/7/2015 one-time
G9.B1.S1.MA1	Monitor testing results	Thompson, Kevin	9/2/2014	EOC math results	6/4/2015 monthly
G9.B1.S1.MA1	Monitor and identify growth and concerns	Thompson, Kevin	8/18/2014	EOC results, student grades. Student data, teacher evaluations and feedback, leadership team walkthroughs.	6/4/2015 monthly
G10.MA1	Students will show improvement in their grammatical accuracy and the focus of their composition.	Newell, Monica	8/25/2014	Using FSA writing rubrics to measure student achievement, 57% of students' final essay will score a level 3 or higher.	5/29/2015 weekly
G10.B1.S1.MA1	Students' writing sample scores will be tracked	Newell, Monica	8/25/2014	57% of students will write essays scoring a 3 or higher (based on the FSA Writing rubrics) by the end of the year.	5/29/2015 weekly
G10.B1.S1.MA1	Teacher Observation and Conservation of Students Individual Writing Samples	Newell, Monica	8/25/2014	Student writing samples Curriculum Blueprint Published Products	5/29/2015 daily
G10.B1.S3.MA1	AVID Incorporation of Writing Strategies	Walker-Lawrence, Kim	9/3/2014	Student writing samples	5/29/2015 daily
G10.B1.S3.MA1	AVID Program Incoporating Varying Writing Strategies	Walker-Lawrence, Kim	9/3/2014	Student use of thinking maps Student writing samples	5/29/2015 daily
G11.MA1	Literacy Coach along with classroom teachers will analyze student data to determine if students who have scored proficient and above on the FCAT 2.0 reading assessment continue to grow as readers.	Cassidy, Whitney	8/18/2014	Student Grades Teacher Assessments FAIR Assessment	6/4/2015 quarterly
G11.B1.S1.MA1	Monitor the materials that are being used in the classroom to ensure that complex text is being used along with higher order questions and critical thinking.	Cassidy, Whitney	8/18/2014	Edusoft FAIR Assessment Classroom walkthrough form.	6/4/2015 biweekly
G11.B1.S1.MA1	Monitor classroom teachers for using complex text along with higher order questions and critical thinking skills.	Cassidy, Whitney	8/18/2014	Teacher Evaluations Classroom walkthrough forms FAIR Assessment	6/4/2015 weekly
G12.MA1	Literacy Coach, Florida Standards Coach and adminstrators will do classroom walk throughs. Literacy Coach will monitor student progress on FAIR-FS, STAR Reading Test and Achieve 3000.	Cassidy, Whitney	8/18/2014	FAIR-FS Common Assessment STAR Reading Test Achieve 3000 (Lexile Assessment) Classroom walk through forms	6/4/2015 monthly
G12.B1.S1.MA1	Monitor data to better understand if students are making gains on the reading standards.	Cassidy, Whitney	8/18/2014	Achieve 3000 reports FAIR Assessment Mini- Assessments Student grades lesson plans	6/4/2015 monthly
G12.B1.S1.MA1	Monitor reading strategies being utilized in the classroom through classroom walkthroughs.	Cassidy, Whitney	8/18/2014	Classroom walkthrough form	6/4/2015 weekly
G13.MA1	Grade level science teams (PLC) will discuss/evaluate the data collected from task cards.	Littles, Felishe	8/18/2014	Grade Level Science teams (PLC) meeting agenda	6/4/2015 monthly
G13.B3.S1.MA1	Evaluations will be made by each teacher that include the use of thinking maps. Initially, students should be able to complete a thinking map assigned by the teacher. As time progresses,	Littles, Felishe	8/18/2014	Documented Science Department meetings will address the progress of the implementation of thinking maps.	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	student should be able to choose the appropriate thinking map for the concepts presented.				
G13.B3.S1.MA1	During common planning time, grade level teams of science teachers will meet and discuss the use of thinking maps in their classrooms.	Littles, Felishe	8/18/2014	Collected student interactive notebooks will contain evidence of the use of thinking maps. Individual assignments will show evidence of the use of thinking maps.	6/4/2015 weekly
G13.B3.S1.MA3	Thinking maps will be used to help students make connections and build background knowledge.	Littles, Felishe	8/18/2014	Lesson plans, common planning time discussions/minutes, classroom walk-throughs	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G3. For the 2014-2015 school year 100% of Eustis Middle School teachers will increase the use of their teacher web page in order to more effectively communicate with parents, students, and all stakeholders.

G3.B3 Training for teachers to add lesson plans, links, and other media to their webpage

G3.B3.S1 Teacher training to construct webpage

PD Opportunity 1

Training for all teachers for constructing their teacher webpage; establish common expectations for the webpage.

Facilitator

Kevin Thompson; Cathy Caudill

Participants

EMS Faculty

Schedule

Semiannually, from 9/2/2014 to 6/2/2015

G4. For the 2014-2015 school year, Eustis Middle School will decrease student behavioral issues which produce referrals that result in out-of-school suspensions by 10%.

G4.B1 Lack of Parental Involvement in situations involving high-risk students

G4.B1.S1 With the implementation of the Behavioral Tracking System (BTS), it is hoped that the increased communication between the teacher and parent in the early stages of the behavioral issue process will help improve parental involvement and maintain it throughout the year.

PD Opportunity 1

Eustis Middle School will implement the Behavioral Tracking System to increase parental involvement with high risk students. (This not a budget item; no funding source needed.)

Facilitator

Johnathan Owens

Participants

All Teachers at EMS

Schedule

Daily, from 8/18/2014 to 6/4/2015

G7. In grade 6,7,and 8 Math, 56% of the students will scores proficient or higher on the FSA math assessmemt.

G7.B2 Lack of student awareness of strengths and weaknesses;automaticity of basic math skills

G7.B2.S1 Students will sit with teacher and identify from data the areas of focus and implement tools such as Penda, online text resources and FCAT explorer to remediate and to reassess using district assessements that support Florida Standards.

PD Opportunity 1

Develop common plan, common assessments, and data chats in each grade of math

Facilitator

Cindy Eichelberger

Participants

All level math teachers

Schedule

Biweekly, from 8/11/2014 to 6/8/2015

G9. 95% of Algebra 1 students will score proficient or above on the Algebra 1 EOC.

G9.B1 Different student Learning modalities Difficulty Recalling and Retaining Material

G9.B1.S1 Whole Group/ Center Activities which integrates Manipulative resources and or computer assisted instruction. Remediation and math common planning team effort instruction/communication, math tutoring, AVID, Kagan strategies

PD Opportunity 1

Informal Formative Assessments Use of manipulatives for kinesthetic learners Thinking maps to assess prior knowledge Kagan strategies

Facilitator

Cindy Eichelberger, Charles Thompson

Participants

Math department

Schedule

Weekly, from 9/1/2014 to 6/4/2015

G10. In grades 6-8, 57% of students will demonstrate proficiency on the 2015 FSA ELA Writing Component Test.

G10.B1 Students enter middle school gravely deficient in the composition, punctuation, grammar, and keyboarding skills needed to meet the rigorous standards anticipated on the 2015 FSA Writing Component Test.

G10.B1.S3 AVID teachers will incorporate writing into their daily lessons, including, but not limited to Cornell Notes, Quick Writes Bell Ringers, and Collaborative Writing Projects.

PD Opportunity 1

Students will experience greater exposure to writing skills through implementation of AVID strategies throughout curriculum.

Facilitator

Literacy Coach

Participants

All core subjects

Schedule

Daily, from 9/3/2014 to 5/29/2015

G11. 71% of EMS 6th, 7th and 8th grade students will score proficient or above in reading.

G11.B1 Lack of materials that are considered a complex text that support district Curriculum Blue Prints. Lack of training and technology resources to support 21st Century Skills

G11.B1.S1 Provide supplemental materials for teaching and practice in the following areas: Reading Application, Literary Analysis, Informational text and research. Create a designated area that teachers can share the materials found and have open dialog during monthly PLC to promote collaboration of strategies and materials used.

PD Opportunity 1

Literacy Coach along with classroom teachers will utlize EBSCO, Achieve 3000, NEWSELA.com and Lexile.com to help find supplemental reading materials to help get more challenging reading requirements in the reading and language arts classroom.

Facilitator

Whitney Cassidy

Participants

Intensive Reading Teachers, Language Arts Teachers

Schedule

On 6/4/2015

G13. In grade 8, 50% of students will achieve proficiency (Level 3) on the FCAT 2.0 science assessment.

G13.B3 1a.3 Students are not aware of thinking skills that drive their learning.

G13.B3.S1 Use of the "Thinking Maps" in science classrooms.

PD Opportunity 1

Teachers will present and explain each of the eight thinking maps. Students will utilize the maps to show understanding of concepts presented in class.

Facilitator

Kim Walker-Lawrence, District Trainers

Participants

Teachers new to thinking maps

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Technical Assistance Items

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

G5. For the 2014-2015 school year, Eustis Middle School will utilize School Messenger as well as the Behavioral Tracking System (BTS) to help increase student attendance, particularly with students below 90%. The number of students below 90% attendance will decrease by 10%.

G5.B1 Students with little parental support or parental guidance

G5.B1.S1 Use School Messenger to notify parents when students are absent. Also, via the BTS, teachers will be contacting parents to discuss how poor attendance hinders educational development.

PD Opportunity 1

Attendance will be monitored by the Administrator over Attendance, and reports will be generated by the Attendance Clerk to monitor progress. Also, students with chronic absenteeism will have their teachers notified to see how the BTS has been implemented.

Facilitator

Mary Shriner

Participants

All teachers at EMS

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**