

Eustis Middle School



2015-16 School Improvement Plan

Eustis Middle School

18725 BATES AVE, Eustis, FL 32736

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	65%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	43%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	C	B

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 homework 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	3	31	44	78
One or more suspensions	3	38	52	93
Course failure in ELA or Math	5	1	2	8
Level 1 on statewide assessment	0	0	0	
	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	3	1	2	6

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:

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

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 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 (Michelle Equevilley, Ashley Ward, and Dawn Wilson) 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 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. Title I tutoring for homeless students is offered to support needs and opportunities for our homeless population.

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:

Name	Stakeholder Group
Johnathan Owens	Principal
Sandra Scott	Teacher
Mariela Dillard	Teacher
Connie Tierce	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 2015-16 SAI budget was \$19,311.00. The funds were used to acquire our Accelerated Reader (AR) program, STAR Reading, and provide computers for our Intensive Reading Program to support the district's Achieve 3000 curriculum.

Renaissance Learning (Accelerated Reader and STAR Reading).....	7370.00
LCSB HP 650 G1 15" Notebook Computers (4 total).....	11,551.20
Exta Duty, Instructiona.....	329.44
Social Security.....	24.16
Medicare.....	5.65
Worker's Comp.....	2.26
Retirement.....	28.29
Total.....	\$19,311.00

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

No

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

The SAC will vote on officers during the next SAC meeting

Literacy Leadership Team (LLT)

Membership:

Name	Title
Owens, Johnathan	Principal
Walker-Lawrence, Kim	Assistant Principal
Cassidy, Whitney	Instructional Coach
Caudill, Cathy	Instructional Coach
Eichelberger, Cindy	Teacher, K-12
Newell, Monica	Teacher, K-12
Moore, Randall	Teacher, K-12
Treves, Joanna	Teacher, Career/Technical

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team will encourage school-wide participation in the Accelerated Reading Program, participation in the Superintendent's Reading Challenge, AVID reading and writing 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 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

Content area grade level teams will meet weekly to plan units and lessons, collaborate, and share data. The master schedule allows each department to have a common planning time. Departments will meet monthly as a content area group. Content area grade level teams will have opportunities to collaborate multiple days during the school year.

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 certified 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.

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

1. Teachers will meet regularly with the TQR (Kim Walker-Lawrence), Literacy Coach (Whitney Cassidy), and FL Standards Teacher (Catherine Caudill) to provide continued support for first year teachers and newly hired staff.
2. Department chairs and Teacher Leaders will serve as mentors to first year teachers. The department chairs and teacher leaders are effective teachers whom consistently 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 teacher leaders to unpack standards, create plans, explore teaching strategies, use data to inform instruction, provide differentiated learning opportunities for students.

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, Scope & Sequence, instructional links provided by the district, deconstructed standards, and test item specifications provided by the Florida Department of Education.

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, assessments on Eduphoria platform, 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 all students.

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

EMS will run an after-school tutoring program on selected 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. Teachers will provide the after school tutoring to meet student needs.

Strategy Rationale

After school tutoring and grade recovery sessions will support students with opportunities to be remediated and tutored in core subjects.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Walker-Lawrence, Kim, walker2@lake.k12.fl.us

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

Student grades will be collected and analyzed to determine effectiveness of tutoring programs. Administrators will meet with classroom teachers at the end of each nine weeks to monitor student achievement.

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, all 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, walker2@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 classroom. 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.

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 FSA 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.
- All 7th and 8th grade students take the PSAT paid for by the Florida Partnership.
- Eustis Middle School is and AVID school-wide campus.
- US History provides a component of career planning and My Career Shines.

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 PSAT 8/9 assessment that measures reading, writing, and math skills. 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.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

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.** EMS faculty will implement the Behavior Tracking System and bullying curriculum school wide to decrease the number of incidences on campus and in social media.
- G2.** All general education students at Eustis Middle School will work with technology to write, revise and edit original compositions and response to text-based questions, practice with Florida Standards testing tools and receive instruction and practice for the Florida Standards Assessments in English Language Arts.
- G3.** For the 2015-2016 school year all Eustis Middle School classroom teachers will post lesson plans and information on their teacher web page in order to more effectively communicate with parents, students, and all stakeholders.
- G4.** For the 2015-2016 school year, Eustis Middle School will decrease student behavioral issues which produce referrals that result in out-of-school suspensions.
- G5.** For the 2015-2016 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% attendance rates..
- 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, students will make learning gains on the FSA math assessment and measured by ongoing progress monitoring data.
- G8.** Students in the Lowest Quartile will make learning gains in Math as measured by ongoing progress monitoring and FSA results.
- G9.** 85% of Algebra 1 students will score proficient or above on the Algebra 1 EOC.
- G10.** In grades 6-8, students will demonstrate proficiency on the 2016 FSA ELA Writing Component Test.

- G11.** EMS 6th, 7th and 8th grade students will improve proficiency in ELA/Reading FSA.
- G12.** 75% of students in the lowest quartile will make learning gains with FSA results and progress monitoring data.
- G13.** In grade 8, 60% 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. EMS faculty will implement the Behavior Tracking System and bullying curriculum school wide to decrease the number of incidences on campus and in social media. 1a

 G071227

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	20.0

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

- Classroom time to implement the Bullying curriculum

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

Mary Shriner

Schedule

Monthly, from 10/1/2014 to 6/9/2016

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. All general education students at Eustis Middle School will work with technology to write, revise and edit original compositions and response to text-based questions, practice with Florida Standards testing tools and receive instruction and practice for the Florida Standards Assessments in English Language Arts.

1a

G071228

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	65.0

Resources Available to Support the Goal 2

- ELA teachers use the Computer Labs to enhance computer skills and instruction related to college and career readiness.
- HMH online resources (new textbook adoption)
- FLDOE FSA portal for Educators, Students, and Parents
- District Curriculum Blueprints and Scope & Sequence documents

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, Lake Standards Assessments, 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 8/24/2015 to 6/9/2016

Evidence of Completion

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

G3. For the 2015-2016 school year all Eustis Middle School classroom teachers will post lesson plans and information on their teacher web page in order to more effectively communicate with parents, students, and all stakeholders. 1a

G071229

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 2015-2016 school year, Eustis Middle School will decrease student behavioral issues which produce referrals that result in out-of-school suspensions. 1a

G071230

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 compiled and used to measure effectiveness of the newly implemented BTS program. Decisions on the BTS program for the 2016-17 school year will be made based on this data.

Person Responsible

Johnathan Owens

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

All disciplinary data, to include out of school suspensions, will be collected and quantified. This data will then be compiled and used to measure effectiveness of the newly implemented BTS program. Decisions on the BTS program for the 2016-17 school year will be made based on this data.

G5. For the 2015-2016 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% attendance rates.. 1a

G071231

Targets Supported 1b

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 Data Clerk to monitor progress. Also, students with chronic absenteeism will have their teachers notified to see how the BTS has been implemented. The PBS committee will monitor data determine if attendance is improving.

Person Responsible

Mary Shriner

Schedule

Monthly, from 8/24/2015 to 6/9/2016

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

G071232

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	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
- Multiple website links offered in new curriculum blueprints/icivics website
- Civics Document Based Question (DBQ)
- Updated district curriculum blueprints and scope and sequence documents with suggested tasks

Targeted Barriers to Achieving the Goal 3

- New Civics curriculum blueprints and scope and sequence documents. Teachers need training and collegial work to become acclimated.

Plan to Monitor Progress Toward G6. 8

Quarterly monitoring of classroom data and teacher lesson plans to ensure fidelity.

Person Responsible

Kim Walker-Lawrence

Schedule

Quarterly, from 8/24/2015 to 8/24/2015

Evidence of Completion

Student/classroom data, classroom walkthrough data, PLC reports; collaborative day sessions/ discussions/notes

G7. In grade 6,7,and 8 Math, students will make learning gains on the FSA math assessment and measured by ongoing progress monitoring data. 1a

G071233

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Achievement	

Resources Available to Support the Goal 2

- Small group remediation of skills and data from District assessments and identified area of need from LSA and teacher assessment data to help identify areas of need and monitor toward mastery of each standard.
- Student/ Teacher Data Chats; AVID support strategies; unpacking standards, BTS forms
- LCS Curriculum Blueprints and Scope& Sequence documents
- PENDA
- IXL Online Mathematics--6th Grade

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G7. 8

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

Person Responsible

Cindy Eichelberger

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data Chats, Data notebooks District Assessments, Class grades, PLC records

G8. Students in the Lowest Quartile will make learning gains in Math as measured by ongoing progress monitoring and FSA results. 1a

G071234

Targets Supported 1b

Indicator	Annual Target
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Math Lowest 25% Gains

Resources Available to Support the Goal 2

- Classroom Social Contracts, District assessments, Student Data and Unit Assessments. FSA Data and Testing resources, Penda, IXL, Online resources, curriculum blueprint instructional links and integration of Springboard in Advanced curriculum. . Integrating Springboard into Advanced Curriculum. AVID support.

Targeted Barriers to Achieving the Goal 3

- No current math textbook written to Florida Standards

Plan to Monitor Progress Toward G8. 8

Monitor lesson plans for standards, data notebooks, LSA data, PLC records

Person Responsible

Mary Shriner

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

lesson plans posted on each teacher's web page; classroom data notebooks

G9. 85% of Algebra 1 students will score proficient or above on the Algebra 1 EOC. 1a

G071235

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	85.0

Resources Available to Support the Goal 2

- Small group remediation, online textbook resources, district assessments, Algebra Nation (online resource), online resources provided by district's Blueprint and Scope/Sequence documents, Algebra Nation resources, and AVID Program and resources.

Targeted Barriers to Achieving the Goal 3

- Different student Learning modalities Difficulty Recalling and Retaining Material Difficulty reading math questions Difficulty making real-world connections to algebraic concepts

Plan to Monitor Progress Toward G9. 8

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

Person Responsible

Cindy Eichelberger

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

EOC data, student grades, LSA data

G10. In grades 6-8, students will demonstrate proficiency on the 2016 FSA ELA Writing Component Test.

1a

G071236

Targets Supported 1b

Indicator	Annual Target
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FAA Writing Proficiency

Resources Available to Support the Goal 2

- HMH Collections Series Texts and online platform
- Blue Book of Grammar and Punctuation
- Daily Language Review
- Classroom use of Calibration Papers/Exemplars
- Thinking Maps
- Classroom use of Calibration Papers/Exemplars
- AVID strategies
- NewsELA.com
- LCS Scope & Sequence and Curriculum Blueprint documents

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 2016 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. EMS 6th, 7th and 8th grade students will improve proficiency in ELA/Reading FSA. 1a

G071237

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	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. ELA teachers will be using HMH Collections and the online resources provided with adoption. Intensive reading teachers will be implementing Achieve 3000 in their reading rotation in addition to the HMH Close Reader. 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 knowledge and experience with newly adopted district materials and updated curriculum blueprints. 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 current reading assessments.

Person Responsible

Whitney Cassidy

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student Grades Teacher Assessments FAIR Assessment LSA Assessments FSA Data College Board/PSAT Edmodo Snapshots Achieve 3000 data

G12. 75% of students in the lowest quartile will make learning gains with FSA results and progress monitoring data. 1a

G071238

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 NG-CARPD reading strategies.

Plan to Monitor Progress Toward G12. 8

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

Person Responsible

Whitney Cassidy

Schedule

Monthly, from 8/24/2015 to 6/4/2016

Evidence of Completion

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

G13. In grade 8, 60% of students will achieve proficiency (Level 3) on the FCAT 2.0 science assessment.

1a

G071239

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- 1a.1 PENDA computer review and enrichment program
- 1a.2 Newly updated curriculum scope and sequence and Blueprint documents provided by the district
- 1a.3 Thinking Maps
- 1a.4 AVID Strategies
- Schoology online resource

Targeted Barriers to Achieving the Goal 3

- 1a.2 Earth/Space and Life science concepts not being retained from when they were taught in the 6th and 7th grade curriculum (as demonstrated by the subtest category on the FCAT test).

Plan to Monitor Progress Toward G13. 8

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

Person Responsible

Randall Moore

Schedule

Quarterly, from 8/18/2014 to 6/9/2016

Evidence of Completion

Grade Level Science teams, Science Department (PLC) meeting agenda, data, and notes

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. EMS faculty will implement the Behavior Tracking System and bullying curriculum school wide to decrease the number of incidences on campus and in social media. **1**

 G071227

G1.B2 Classroom time to implement the Bullying curriculum **2**

 B185813

G1.B2.S1 First Period/homeroom teachers document district Bullying curriculum in their lesson plans. Teachers will document the completion of this curriculum by September 30, 2015. **4**

 S197232

Strategy Rationale

Faculty and students need to be aware of Bullying issues and this curriculum helps make students aware and accountable for their actions.

Action Step 1 **5**

Teachers will be introduced o the district Bullying Curriculum during the first September faculty meeting. Teachers were given access to the curriculum during pre-plan week.

Person Responsible

Mary Shriner

Schedule

On 10/2/2015

Evidence of Completion

Teacher lesson plans will document the delivery of the Bullying Curriculum

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teacher lesson plans will document delivery of Bullying Curriculum. Classroom walk-throughs will be conducted during September (first period) to observe delivery.

Person Responsible

Mary Shriner

Schedule

On 10/2/2015

Evidence of Completion

Teacher lesson plans posted on EMS website. Electronic classroom walkthrough documentation.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom walkthrough documentation for delivery of curriculum. Teacher lesson plans posted on EMS faculty pages.

Person Responsible

Mary Shriner

Schedule

On 10/2/2015


Evidence of Completion

Lesson plans posted on EMS website. Classroom Walkthrough documentation

G2. All general education students at Eustis Middle School will work with technology to write, revise and edit original compositions and response to text-based questions, practice with Florida Standards testing tools and receive instruction and practice for the Florida Standards Assessments in English Language Arts. 1

 G071228

G2.B1 Not enough computers for ELA classes 2

 B185814

G2.B1.S1 Grade-level ELA teachers will have collaborative days to work on writing and composition strategies, as well as to analyze student work. 4

 S197233

Strategy Rationale

Regularly scheduled computer lab time will ensure students have time to utilize skills learned in order to practice writing, revising and editing on a computer, learn to manipulate and effectively use FSA technology testing tools, and practice reading and writing proficiency as measured by the Florida Standards online tests.

Action Step 1 5

All ELA teachers will regularly schedule the computer labs 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 8/31/2015 to 6/9/2016

Evidence of Completion

Teachers will schedule computer lab time on Mrs. Newell's(ELA Chair) master calendar. Training on Edmodo and Padlett (organize online resources) during Collaborative Days.

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

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

Person Responsible

Kim Walker-Lawrence

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Electronic walk through records; lesson plans, computer lab master calendar; analysis and reflection of student work during PLCs and collaborative days.

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

Classroom walkthroughs, lesson plans, computer lab schedule

Person Responsible

Kim Walker-Lawrence

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student work posted (with academic feedback), classroom artifact notebooks, classroom/computer lab walkthrough logs, teacher lesson plans, and PLC documentation

G3. For the 2015-2016 school year all Eustis Middle School classroom teachers will post lesson plans and information on their teacher web page in order to more effectively communicate with parents, students, and all stakeholders. 1

G071229

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

B185818

G3.B3.S1 Teacher training to construct webpage will be led by department chair, grade level team leader, school leaders, and/or ILS district contact. 4

S197234

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 any teachers needing assistance with constructing their teacher webpage; establish common expectations for the webpage.

Person Responsible

Mary Shriner

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

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 8/24/2015 to 6/9/2016

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 8/24/2015 to 6/9/2016

Evidence of Completion

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

G4. For the 2015-2016 school year, Eustis Middle School will decrease student behavioral issues which produce referrals that result in out-of-school suspensions. 1

G071230

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

B185819

G4.B1.S1 With the implementation of the Behavioral Tracking System (BTS), 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

S197235

Strategy Rationale

Parents need to be aware and involved in their students' progress, or lack thereof. Open lines of communication between school and home can build a support system to assist students and their family to curb and prevent actions and behaviors that result in suspension.

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 8/24/2015 to 6/9/2016

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 8/24/2015 to 6/9/2016

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 2015-16 SY will be compared on a monthly basis to data compiled last year (2014-15).

Person Responsible

Johnathan Owens

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

All disciplinary data, to include out of school suspensions, will be collected and quantified. This data will then be compiled and used to measure effectiveness of the newly implemented BTS program. Decisions on the BTS program for the 2016-17 SY will be made based on this data.

G5. For the 2015-2016 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% attendance rates.. 1

G071231

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

B185822

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

S197236

Strategy Rationale

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

Action Step 1 5

Through administrative PLCs, attendance will be monitored and strategies will be developed collaboratively to address chronic absenteeism in order to further support teachers with BTS. Reports will be generated by the Data Clerk to monitor progress. Also, students with chronic absenteeism will have their teachers notified to see how the BTS has been implemented. The Data Clerk will receive Skyward training to access and pull reports on student attendance and trends.

Person Responsible

Mary Shriner

Schedule

Monthly, from 8/24/2015 to 6/4/2016

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 Data 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 8/24/2015 to 6/9/2016

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 Data Clerk to monitor progress. Comparison of 2015/16 data to that of 2014/15 will be monitored.

Person Responsible

Mary Shriner

Schedule

Monthly, from 8/24/2015 to 6/4/2016

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

G071232

G6.B2 New Civics curriculum blueprints and scope and sequence documents. Teachers need training and collegial work to become acclimated. 2

B185824

G6.B2.S1 School and district personnel will work together to train and assist teachers with implementation of new curriculum. 4

S197238

Strategy Rationale

With training and support from school and district personnel, teachers will work together to implement new curriculum and meet the full extent of the standards to improve student achievement.

Action Step 1 5

Teachers will attend county training on new social studies blueprints. Follow-up work will be conducted during collaborative times.

Person Responsible

Kim Walker-Lawrence

Schedule

Quarterly, from 8/18/2015 to 6/9/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Content Administrator and instructional coaches will monitor for fidelity of implementation of curriculum blueprints and teaching to the extent of the civics standards.

Person Responsible

Kim Walker-Lawrence

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Mini-tasks, teacher lesson plans, classroom walk-through data, mid-year civics assessment

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Content administrator and instructional coach will use test item specifications, civics standards, teacher lesson plans and classroom data to monitor effectiveness.

Person Responsible

Kim Walker-Lawrence

Schedule

Biweekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Classroom data will be analyzed to make informed decisions for future instruction.

G7. In grade 6,7,and 8 Math, students will make learning gains on the FSA math assessment and measured by ongoing progress monitoring data. 1

 G071233

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

 B185826

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, curriculum blueprint resources, and IXL math site to remediate and to reassess using district assessments that support Florida Standards. Students will work in collaboratively in small groups using skills and strategies to strengthen mathematical thinking. 4

 S197240

Strategy Rationale

To increase student awareness of strengths and weaknesses, and make connections to real-world applications

Action Step 1 5

PLCs will develop common plans, teaching strategies, common assessments, and data chats for each math classroom. Teachers will have opportunity for grade-level Collaborative Days.

Person Responsible

Cindy Eichelberger

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student grades, test data, student data chats, and PLC notes

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

Teacher lesson plans, PLC records, administrator and leadership team walkthroughs

Person Responsible

Mary Shriner

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Walkthrough feedback, teacher evaluations, test data, and PLC records.

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

Math tutoring, Penda, IXL online, Kahn Academy, LCS Blueprint resources, Lake Standards Assessments, Mini assessments, student grades, data chats

Person Responsible

Cindy Eichelberger

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student grades, data chats, Assessment results, leadership team walkthroughs, College Board PSAT 8/9 data

G8. Students in the Lowest Quartile will make learning gains in Math as measured by ongoing progress monitoring and FSA results. 1

G071234

G8.B4 No current math textbook written to Florida Standards 2

B185830

G8.B4.S1 Students will be provided materials and resources from various sources. Tutoring will be available for students and strongly encouraged. 4

S197242

Strategy Rationale

One on one tutoring will assess deficiencies and focus on working toward standard mastery.

Action Step 1 5

PLC teams and math common planning will focus on materials to teach and remediate lowest quartile students.

Person Responsible

Mary Shriner

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Posted teacher lesson plans, PLC records, student assessment data

Plan to Monitor Fidelity of Implementation of G8.B4.S1 6

Student grades, classroom walkthroughs, PLC records to monitor lowest quartile students

Person Responsible

Mary Shriner

Schedule

Biweekly, from 8/24/2015 to 9/2/2015

Evidence of Completion

Student grades, classroom walkthroughs, PLC records

Plan to Monitor Effectiveness of Implementation of G8.B4.S1 7

Leadership team, Florida Standards Teacher, and department chair will monitor PLC records and data to monitor for effectiveness

Person Responsible

Mary Shriner

Schedule

Monthly, from 8/24/2015 to 9/2/2015

Evidence of Completion

Student grades, classroom walkthroughs, PLC records, assessment data

G9. 85% of Algebra 1 students will score proficient or above on the Algebra 1 EOC. 1

G071235

G9.B1 Different student Learning modalities Difficulty Recalling and Retaining Material Difficulty reading math questions Difficulty making real-world connections to algebraic concepts 2

B185831

G9.B1.S1 Whole Group/ Center Activities which integrates Manipulative resources and or computer assisted instruction, and Cooperative Group activities with Kagan strategies. Remediation and math common planning team effort instruction/communication, math tutoring, AVID, Kagan , and Collaborative Planning time for Algebra Instructional Team. 4

S197243

Strategy Rationale

Presentation of materials using different modalities; implementation of Cornell notes in mathematics will assist students with learning strategies.

Action Step 1 5

Informal Formative Assessments
Use of manipulatives for kinesthetic learners
Thinking maps to assess prior knowledge
Kagan strategies
Cornell Notes for mathematics
Unpacking Standards with students
Use of Algebra Nation

Person Responsible

Mary Shriner

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data Notebooks, LSAs for mathematics, College Board PSAT results, Leadership team walkthroughs, Collaborative Planning Days, Lesson Plans, Student Grades, PLC records

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

Monitor lesson plans, classroom walk-throughs, classroom data notebooks, and department exemplar notebook

Person Responsible

Mary Shriner

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

EOC results, student grades. Student data, teacher evaluations and feedback, lesson plans posted on teacher's web page, LSA data, and leadership team walkthroughs.

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

Classroom observations for teaching to different learning modalities; Monitor assessment results

Person Responsible

Mary Shriner

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

EOC math results

G10. In grades 6-8, students will demonstrate proficiency on the 2016 FSA ELA Writing Component Test. 1

G071236

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 2016 FSA Writing Component Test. 2

B185832

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

S197244

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 8/24/2015 to 6/9/2016

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

 S197246

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

With teacher training of AVID strategies during ECET2 professional development, AVID teacher training department chairs (train the trainer model) to train their content department teachers with AVID strategies, students will experience greater exposure to writing skills through implementation of AVID strategies throughout curriculum.

Person Responsible

Kim Walker-Lawrence

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student writing samples

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

AVID Program Incorporating Varying Writing Strategies

Person Responsible

Kim Walker-Lawrence

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student use of WICOR strategies Student writing samples Cornell Notes AVID Binder for all core classes

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

AVID Incorporation of Writing Strategies

Person Responsible

Kim Walker-Lawrence

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student writing samples

G11. EMS 6th, 7th and 8th grade students will improve proficiency in ELA/Reading FSA. 1

G071237

G11.B1 Lack of knowledge and experience with newly adopted district materials and updated curriculum blueprints. Lack of training and technology resources to support 21st Century Skills. 2

B185836

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 and regular Collaborative Days to promote collaboration of strategies and materials used. 4

S197248

Strategy Rationale

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

Action Step 1 5

Literacy Coach along with classroom teachers will utilize HMH Collections, Achieve 3000, HMH FYI resource to help find supplemental reading materials to help get more challenging requirements in the reading and language arts classroom.

Person Responsible

Whitney Cassidy

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

FAIR-FS, Common Assessments, LSAs, College Board PSAT-8-9 and Achieve 3000, Edmodo Snapshots.

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 8/24/2015 to 6/9/2016

Evidence of Completion

Teacher Evaluations, Classroom walkthrough forms, FAIR Assessment, Lake Standards Assessments (LSA), College Board PSAT 8-9, Achieve 3000, Use of HMH online tools

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

Classroom Walk-Throughs, PLC sessions as well as Collaborative Planning Day sessions in order to provide teacher reflection and feedback.

Person Responsible

Whitney Cassidy

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

PLC and Collaborative Planning data and documents Classroom Walk-throughs


G12. 75% of students in the lowest quartile will make learning gains with FSA results and progress monitoring data. **1**

 G071238

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

 B185837

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 and ongoing support by literacy coach. **4**

 S197249

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 administration will do classroom walk-throughs. 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 8/18/2015 to 6/9/2016

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, PLC minutes, Data Analysis

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

Monitor reading strategies being utilized in the classroom through lesson plans and classroom walkthroughs.

Person Responsible

Whitney Cassidy

Schedule

Weekly, from 8/18/2015 to 6/9/2016

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 8/24/2015 to 6/9/2016

Evidence of Completion

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

G13. In grade 8, 60% of students will achieve proficiency (Level 3) on the FCAT 2.0 science assessment. 1

 G071239

G13.B2 1a.2 Earth/Space and Life science concepts not being retained from when they were taught in the 6th and 7th grade curriculum (as demonstrated by the subtest category on the FCAT test). 2

 B185839

G13.B2.S1 Benchmark Task Cards, online resources, and district Benchmark assessments covering Earth/Space, Life, and Physical Science will be used to review and reinforce tested concepts. 4

 S197251

Strategy Rationale

Use of Benchmark Task Cards as Bellringers for refreshing past learning and to segue connections to current learning will help student recall and retain information from prior knowledge

Action Step 1 5

Implement the use of Benchmark Task Cards to review science concepts taught in a previous grade level (8th grade teachers will also use the task cards for concepts taught during the school year in physical science).

Person Responsible

Mary Shriner

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Grade level discussions of the components of the task cards and their effectiveness; Data from Lake benchmark assessment reports will be analyzed.

Plan to Monitor Fidelity of Implementation of G13.B2.S1 6

Grade level science teams and PLCs will discuss the use of the task cards and other resources for their effectiveness; 8th grade science team will learn to add tasks to a technology platform such as Schoology, Moodle, or Edmodo

Person Responsible

Mary Shriner

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Agenda produced for grade level science meetings; science PLC minutes, teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G13.B2.S1 7

Discussions and evaluations made by grade level teachers on the effectiveness of the task cards and transition to electronic format. Emphasis will be placed on suggested changes that will produce more effective task cards for student learning and real world connections.

Person Responsible

Mary Shriner

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Grade level science team (PLC) meeting agenda, teacher lesson plans, student grades, LSA data

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.B2.S1.A1	Teachers will be introduced o the district Bullying Curriculum during the first September faculty meeting. Teachers were given access to the curriculum during pre-plan week.	Shriner, Mary	8/17/2015	Teacher lesson plans will document the delivery of the Bullying Curriculum	10/2/2015 one-time
G2.B1.S1.A1	All ELA teachers will regularly schedule the computer labs for composition, revision, editing, and response to text compositions, as well as online practice	Newell, Monica	8/31/2015	Teachers will schedule computer lab time on Mrs. Newell's(ELA Chair) master calendar. Training on Edmodo and Padlett (organize online resources) during Collaborative Days.	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	to prepare students for their new computer-based FSA tests.				
G3.B3.S1.A1	Training for any teachers needing assistance with constructing their teacher webpage; establish common expectations for the webpage.	Shriner, Mary	8/24/2015	Administrators will regularly check teacher webpage for content and current lesson plans.	6/9/2016 quarterly
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	8/24/2015	Weekly Referral/Infraction Report generated by the Discipline Secretary	6/9/2016 daily
G5.B1.S1.A1	Through administrative PLCs, attendance will be monitored and strategies will be developed collaboratively to address chronic absenteeism in order to further support teachers with BTS. Reports will be generated by the Data Clerk to monitor progress. Also, students with chronic absenteeism will have their teachers notified to see how the BTS has been implemented. The Data Clerk will receive Skyward training to access and pull reports on student attendance and trends.	Shriner, Mary	8/24/2015	Attendance data; BTS data	6/4/2016 monthly
G6.B2.S1.A1	Teachers will attend county training on new social studies blueprints. Follow-up work will be conducted during collaborative times.	Walker-Lawrence, Kim	8/18/2015		6/9/2016 quarterly
G7.B2.S1.A1	PLCs will develop common plans, teaching strategies, common assessments, and data chats for each math classroom. Teachers will have opportunity for grade-level Collaborative Days.	Eichelberger, Cindy	8/24/2015	Student grades, test data, student data chats, and PLC notes	6/9/2016 weekly
G8.B4.S1.A1	PLC teams and math common planning will focus on materials to teach and remediate lowest quartile students.	Shriner, Mary	8/24/2015	Posted teacher lesson plans, PLC records, student assessment data	6/9/2016 weekly
G9.B1.S1.A1	Informal Formative Assessments Use of manipulatives for kinesthetic learners Thinking maps to assess prior knowledge Kagan strategies Cornell Notes for mathematics Unpacking Standards with students Use of Algebra Nation	Shriner, Mary	8/24/2015	Data Notebooks, LSAs for mathematics, College Board PSAT results, Leadership team walkthroughs, Collaborative Planning Days, Lesson Plans, Student Grades, PLC records	6/9/2016 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	8/24/2015	FSA Writing Component Test FSA ELA Reading Test	6/9/2016 daily
G10.B1.S3.A1	With teacher training of AVID strategies during ECET2 professional development, AVID teacher training department chairs (train the trainer model) to train their content department teachers with AVID strategies, students will experience greater exposure to writing skills through implementation of AVID strategies throughout curriculum.	Walker-Lawrence, Kim	8/24/2015	Student writing samples	6/9/2016 daily
G11.B1.S1.A1	Literacy Coach along with classroom teachers will utilize HMH Collections, Achieve 3000, HMH FYI resource to	Cassidy, Whitney	8/24/2015	FAIR-FS, Common Assessments, LSAs, College Board PSAT-8-9 and Achieve 3000, Edmodo Snapshots.	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	help find supplemental reading materials to help get more challenging requirements in the reading and language arts classroom.				
G12.B1.S1.A1	Literacy Coach along with administration will do classroom walk-throughs. 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	8/18/2015	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, PLC minutes, Data Analysis	6/9/2016 monthly
G13.B2.S1.A1	Implement the use of Benchmark Task Cards to review science concepts taught in a previous grade level (8th grade teachers will also use the task cards for concepts taught during the school year in physical science).	Shriner, Mary	8/24/2015	Grade level discussions of the components of the task cards and their effectiveness; Data from Lake benchmark assessment reports will be analyzed.	6/9/2016 quarterly
G1.MA1	Weekly Discipline Reports, Bullying Committee Reports, assisting teachers with implementation of Bullying curriculum lessons, and presentation of Cyber-Bullying to all students.	Shriner, Mary	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.	6/9/2016 monthly
G1.B2.S1.MA1	Classroom walkthrough documentation for delivery of curriculum. Teacher lesson plans posted on EMS faculty pages.	Shriner, Mary	8/24/2015	Lesson plans posted on EMS website. Classroom Walkthrough documentation	10/2/2015 one-time
G1.B2.S1.MA1	Teacher lesson plans will document delivery of Bullying Curriculum. Classroom walk-throughs will be conducted during September (first period) to observe delivery.	Shriner, Mary	9/1/2015	Teacher lesson plans posted on EMS website. Electronic classroom walkthrough documentation.	10/2/2015 one-time
G2.MA1	404 Computer Lab schedule, lesson plans, Lake Standards Assessments, 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	8/24/2015	Classroom walk-through logs, teacher lesson plans, Computer Lab schedule/ calendar	6/9/2016 monthly
G2.B1.S1.MA1	Classroom walkthroughs, lesson plans, computer lab schedule	Walker-Lawrence, Kim	8/24/2015	Student work posted (with academic feedback), classroom artifact notebooks, classroom/computer lab walkthrough logs, teacher lesson plans, and PLC documentation	6/9/2016 monthly
G2.B1.S1.MA1	Classroom/computer lab walkthroughs, PLC documentation and review of lesson plans will monitor fidelity of implementation.	Walker-Lawrence, Kim	8/24/2015	Electronic walk through records; lesson plans, computer lab master calendar; analysis and reflection of student work during PLCs and collaborative days.	6/9/2016 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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1	Principal and administrative team regularly monitor teacher webpages and provide feedback	Owens, Johnathan	8/24/2015	Teacher webpage, teacher evaluations and administrator feedback; follow up training for teachers, as necessary.	6/9/2016 monthly
G3.B3.S1.MA1	Administrators will routinely check teacher webpage for content and current lesson plans.	Owens, Johnathan	8/24/2015	Teacher webpage, teacher evaluations and feedback; follow-up training as necessary	6/9/2016 weekly
G4.MA1	All disciplinary data, to include out of school suspensions, will be collected and quantified. This data will then be compiled and used to measure effectiveness of the newly implemented BTS program. Decisions on the BTS program for the 2016-17 school year will be made based on this data.	Owens, Johnathan	8/24/2015	All disciplinary data, to include out of school suspensions, will be collected and quantified. This data will then be compiled and used to measure effectiveness of the newly implemented BTS program. Decisions on the BTS program for the 2016-17 school year will be made based on this data.	6/9/2016 monthly
G4.B1.S1.MA1	Data from the 2015-16 SY will be compared on a monthly basis to data compiled last year (2014-15).	Owens, Johnathan	8/24/2015	All disciplinary data, to include out of school suspensions, will be collected and quantified. This data will then be compiled and used to measure effectiveness of the newly implemented BTS program. Decisions on the BTS program for the 2016-17 SY will be made based on this data.	6/9/2016 monthly
G4.B1.S1.MA1	Weekly Referral/Infraction Report generated by the Discipline Secretary	Owens, Johnathan	8/24/2015	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.	6/9/2016 weekly
G5.MA1	Attendance will be monitored by the Administrator over Attendance, and reports will be generated by the Data Clerk to monitor progress. Also, students with chronic absenteeism will have their teachers notified to see how the BTS has been implemented. The PBS committee will monitor data determine if attendance is improving.	Shriner, Mary	8/24/2015	Attendance data; BTS data	6/9/2016 monthly
G5.B1.S1.MA1	Attendance will be monitored by the Administrator over Attendance, and reports will be generated by the Data Clerk to monitor progress. Comparison of 2015/16 data to that of 2014/15 will be monitored.	Shriner, Mary	8/24/2015	Attendance data; BTS data	6/4/2016 monthly
G5.B1.S1.MA1	Attendance will be monitored by the Administrator over Attendance, and reports will be generated by the Data Clerk to monitor progress. Also, students with chronic absenteeism will have their teachers notified to see how the BTS has been implemented.	Shriner, Mary	8/24/2015	Attendance data; BTS data	6/9/2016 monthly
G6.MA1	Quarterly monitoring of classroom data and teacher lesson plans to ensure fidelity.	Walker-Lawrence, Kim	8/24/2015	Student/classroom data, classroom walkthrough data, PLC reports; collaborative day sessions/discussions/ notes	8/24/2015 quarterly
G6.B2.S1.MA1	Content administrator and instructional coach will use test item specifications, civics standards, teacher lesson plans and classroom data to monitor effectiveness.	Walker-Lawrence, Kim	8/17/2015	Classroom data will be analyzed to make informed decisions for future instruction.	6/9/2016 biweekly
G6.B2.S1.MA1	Content Administrator and instructional coaches will monitor for fidelity of implementation of curriculum blueprints	Walker-Lawrence, Kim	8/17/2015	Mini-tasks, teacher lesson plans, classroom walk-through data, mid-year civics assessment	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and teaching to the extent of the civics standards.				
G7.MA1	Student Self-monitor Data Chats, Teachers document areas of concentration and proficiency based on LSAs and FSA data, and district assessments that support Florida Standards	Eichelberger, Cindy	8/24/2015	Data Chats, Data notebooks District Assessments, Class grades, PLC records	6/9/2016 quarterly
G7.B2.S1.MA1	Math tutoring, Penda, IXL online, Kahn Academy, LCS Blueprint resources, Lake Standards Assessments, Mini assessments, student grades, data chats	Eichelberger, Cindy	8/24/2015	Student grades, data chats, Assessment results, leadership team walkthroughs, College Board PSAT 8/9 data	6/9/2016 monthly
G7.B2.S1.MA1	Teacher lesson plans, PLC records, administrator and leadership team walkthroughs	Shriner, Mary	8/24/2015	Walkthrough feedback, teacher evaluations, test data, and PLC records.	6/9/2016 weekly
G8.MA1	Monitor lesson plans for standards, data notebooks, LSA data, PLC records	Shriner, Mary	8/24/2015	lesson plans posted on each teacher's web page; classroom data notebooks	6/9/2016 monthly
G8.B4.S1.MA1	Leadership team, Florida Standards Teacher, and department chair will monitor PLC records and data to monitor for effectiveness	Shriner, Mary	8/24/2015	Student grades, classroom walkthroughs, PLC records, assessment data	9/2/2015 monthly
G8.B4.S1.MA1	Student grades, classroom walkthroughs, PLC records to monitor lowest quartile students	Shriner, Mary	8/24/2015	Student grades, classroom walkthroughs, PLC records	9/2/2015 biweekly
G9.MA1	Math EOC data will be used for determining success with target goal	Eichelberger, Cindy	8/24/2015	EOC data, student grades, LSA data	6/9/2016 quarterly
G9.B1.S1.MA1	Classroom observations for teaching to different learning modalities; Monitor assessment results	Shriner, Mary	8/24/2015	EOC math results	6/9/2016 monthly
G9.B1.S1.MA1	Monitor lesson plans, classroom walk-throughs, classroom data notebooks, and department exemplar notebook	Shriner, Mary	8/24/2015	EOC results, student grades. Student data, teacher evaluations and feedback, lesson plans posted on teacher's web page, LSA data, and leadership team walkthroughs.	6/9/2016 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	8/24/2015	Student writing samples	6/9/2016 daily
G10.B1.S3.MA1	AVID Program Incorporating Varying Writing Strategies	Walker-Lawrence, Kim	8/24/2015	Student use of WICOR strategies Student writing samples Cornell Notes AVID Binder for all core classes	6/9/2016 daily
G11.MA1	Literacy Coach along with classroom teachers will analyze student data to determine if students who have scored proficient and above on current reading assessments.	Cassidy, Whitney	8/24/2015	Student Grades Teacher Assessments FAIR Assessment LSA Assessments FSA Data College Board/PSAT Edmodo Snapshots Achieve 3000 data	6/9/2016 quarterly
G11.B1.S1.MA1	Classroom Walk-Throughs, PLC sessions as well as Collaborative Planning Day sessions in order to provide teacher reflection and feedback.	Cassidy, Whitney	8/24/2015	PLC and Collaborative Planning data and documents Classroom Walk-throughs	6/9/2016 biweekly
G11.B1.S1.MA1	Monitor classroom teachers for using complex text along with higher order questions and critical thinking skills.	Cassidy, Whitney	8/24/2015	Teacher Evaluations, Classroom walkthrough forms, FAIR Assessment, Lake Standards Assessments (LSA),	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				College Board PSAT 8-9, Achieve 3000, Use of HMH online tools	
G12.MA1	Literacy Coach, Florida Standards Coach and administrators will do classroom walk throughs. Literacy Coach will monitor student progress on FAIR-FS, STAR Reading Test, LSAs, College Board PSAT and Achieve 3000.	Cassidy, Whitney	8/24/2015	FAIR-FS Common Assessment STAR Reading Test Achieve 3000 (Lexile Assessment) Classroom walk through forms	6/4/2016 monthly
G12.B1.S1.MA1	Monitor data to better understand if students are making gains on the reading standards.	Cassidy, Whitney	8/24/2015	Achieve 3000 reports FAIR Assessment Mini- Assessments Student grades lesson plans	6/9/2016 monthly
G12.B1.S1.MA1	Monitor reading strategies being utilized in the classroom through lesson plans and classroom walkthroughs.	Cassidy, Whitney	8/18/2015	Classroom walkthrough form	6/9/2016 weekly
G13.MA1	Grade level science teams (PLC) will discuss/evaluate the data collected from task cards.	Moore, Randall	8/18/2014	Grade Level Science teams, Science Department (PLC) meeting agenda, data, and notes	6/9/2016 quarterly
G13.B2.S1.MA1	Discussions and evaluations made by grade level teachers on the effectiveness of the task cards and transition to electronic format. Emphasis will be placed on suggested changes that will produce more effective task cards for student learning and real world connections.	Shriner, Mary	8/24/2015	Grade level science team (PLC) meeting agenda, teacher lesson plans, student grades, LSA data	6/9/2016 quarterly
G13.B2.S1.MA1	Grade level science teams and PLCs will discuss the use of the task cards and other resources for their effectiveness; 8th grade science team will learn to add tasks to a technology platform such as Schoology, Moodle, or Edmodo	Shriner, Mary	8/24/2015	Agenda produced for grade level science meetings; science PLC minutes, teacher lesson plans	6/9/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. For the 2015-2016 school year all Eustis Middle School classroom teachers will post lesson plans and information on 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 will be led by department chair, grade level team leader, school leaders, and/or ILS district contact.

PD Opportunity 1

Training for any teachers needing assistance with constructing their teacher webpage; establish common expectations for the webpage.

Facilitator

Mary Shriner; Cathy Caudill

Participants

EMS Faculty

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

G4. For the 2015-2016 school year, Eustis Middle School will decrease student behavioral issues which produce referrals that result in out-of-school suspensions.

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

G4.B1.S1 With the implementation of the Behavioral Tracking System (BTS), 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 8/24/2015 to 6/9/2016

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

G6.B2 New Civics curriculum blueprints and scope and sequence documents. Teachers need training and collegial work to become acclimated.

G6.B2.S1 School and district personnel will work together to train and assist teachers with implementation of new curriculum.

PD Opportunity 1

Teachers will attend county training on new social studies blueprints. Follow-up work will be conducted during collaborative times.

Facilitator

District personnel; school instructional coaches and content administrator

Participants

Civics teachers

Schedule

Quarterly, from 8/18/2015 to 6/9/2016

G7. In grade 6,7,and 8 Math, students will make learning gains on the FSA math assessment and measured by ongoing progress monitoring data.

G7.B2 Lack of student awareness of strengths and weaknesses; automaticity of basic math skills; real-world application

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, curriculum blueprint resources, and IXL math site to remediate and to reassess using district assessments that support Florida Standards. Students will work in collaboratively in small groups using skills and strategies to strengthen mathematical thinking.

PD Opportunity 1

PLCs will develop common plans, teaching strategies, common assessments, and data chats for each math classroom. Teachers will have opportunity for grade-level Collaborative Days.

Facilitator

Cindy Eichelberger

Participants

All level math teachers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

G9. 85% 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 Difficulty reading math questions Difficulty making real-world connections to algebraic concepts

G9.B1.S1 Whole Group/ Center Activities which integrates Manipulative resources and or computer assisted instruction, and Cooperative Group activities with Kagan strategies. Remediation and math common planning team effort instruction/communication, math tutoring, AVID, Kagan , and Collaborative Planning time for Algebra Instructional Team.

PD Opportunity 1

Informal Formative Assessments Use of manipulatives for kinesthetic learners Thinking maps to assess prior knowledge Kagan strategies Cornell Notes for mathematics Unpacking Standards with students Use of Algebra Nation

Facilitator

Cindy Eichelberger, Mary Shriner, Cathy Caudill

Participants

Math department Algebra team

Schedule

Weekly, from 8/24/2015 to 6/9/2016

G10. In grades 6-8, students will demonstrate proficiency on the 2016 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 2016 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

With teacher training of AVID strategies during ECET2 professional development, AVID teacher training department chairs (train the trainer model) to train their content department teachers with AVID strategies, 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 8/24/2015 to 6/9/2016

G11. EMS 6th, 7th and 8th grade students will improve proficiency in ELA/Reading FSA.

G11.B1 Lack of knowledge and experience with newly adopted district materials and updated curriculum blueprints. 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 and regular Collaborative Days to promote collaboration of strategies and materials used.

PD Opportunity 1

Literacy Coach along with classroom teachers will utilize HMH Collections, Achieve 3000, HMH FYI resource to help find supplemental reading materials to help get more challenging requirements in the reading and language arts classroom.

Facilitator

Whitney Cassidy

Participants

Intensive Reading Teachers, Language Arts Teachers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

G13. In grade 8, 60% of students will achieve proficiency (Level 3) on the FCAT 2.0 science assessment.

G13.B2 1a.2 Earth/Space and Life science concepts not being retained from when they were taught in the 6th and 7th grade curriculum (as demonstrated by the subtest category on the FCAT test).

G13.B2.S1 Benchmark Task Cards, online resources, and district Benchmark assessments covering Earth/Space, Life, and Physical Science will be used to review and reinforce tested concepts.

PD Opportunity 1

Implement the use of Benchmark Task Cards to review science concepts taught in a previous grade level (8th grade teachers will also use the task cards for concepts taught during the school year in physical science).

Facilitator

District Program Specialist for Science; technology/ILS assistance

Participants

Science Teachers

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Technical Assistance Items

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

G5. For the 2015-2016 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% attendance rates..

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 by telephone or face-to-face conferences to discuss how poor attendance hinders educational development.

PD Opportunity 1

Through administrative PLCs, attendance will be monitored and strategies will be developed collaboratively to address chronic absenteeism in order to further support teachers with BTS. Reports will be generated by the Data Clerk to monitor progress. Also, students with chronic absenteeism will have their teachers notified to see how the BTS has been implemented. The Data Clerk will receive Skyward training to access and pull reports on student attendance and trends.

Facilitator

Mary Shriner

Participants

All teachers at EMS

Schedule

Monthly, from 8/24/2015 to 6/4/2016

Budget

Budget Data			
1	G1.B2.S1.A1	Teachers will be introduced o the district Bullying Curriculum during the first September faculty meeting. Teachers were given access to the curriculum during pre-plan week.	\$0.00
2	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.	\$0.00
3	G10.B1.S3.A1	With teacher training of AVID strategies during ECET2 professional development, AVID teacher training department chairs (train the trainer model) to train their content department teachers with AVID strategies, students will experience greater exposure to writing skills through implementation of AVID strategies throughout curriculum.	\$0.00
4	G11.B1.S1.A1	Literacy Coach along with classroom teachers will utilize HMH Collections, Achieve 3000, HMH FYI resource to help find supplemental reading materials to help get more challenging requirements in the reading and language arts classroom.	\$0.00

Budget Data

5	G12.B1.S1.A1	Literacy Coach along with administration will do classroom walk-throughs. 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.	\$0.00
6	G13.B2.S1.A1	Implement the use of Benchmark Task Cards to review science concepts taught in a previous grade level (8th grade teachers will also use the task cards for concepts taught during the school year in physical science).	\$0.00
7	G2.B1.S1.A1	All ELA teachers will regularly schedule the computer labs for composition, revision, editing, and response to text compositions, as well as online practice to prepare students for their new computer-based FSA tests.	\$0.00
8	G3.B3.S1.A1	Training for any teachers needing assistance with constructing their teacher webpage; establish common expectations for the webpage.	\$0.00
9	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.)	\$0.00
10	G5.B1.S1.A1	Through administrative PLCs, attendance will be monitored and strategies will be developed collaboratively to address chronic absenteeism in order to further support teachers with BTS. Reports will be generated by the Data Clerk to monitor progress. Also, students with chronic absenteeism will have their teachers notified to see how the BTS has been implemented. The Data Clerk will receive Skyward training to access and pull reports on student attendance and trends.	\$0.00
11	G6.B2.S1.A1	Teachers will attend county training on new social studies blueprints. Follow-up work will be conducted during collaborative times.	\$0.00
12	G7.B2.S1.A1	PLCs will develop common plans, teaching strategies, common assessments, and data chats for each math classroom. Teachers will have opportunity for grade-level Collaborative Days.	\$0.00
13	G8.B4.S1.A1	PLC teams and math common planning will focus on materials to teach and remediate lowest quartile students.	\$0.00
14	G9.B1.S1.A1	Informal Formative Assessments Use of manipulatives for kinesthetic learners Thinking maps to assess prior knowledge Kagan strategies Cornell Notes for mathematics Unpacking Standards with students Use of Algebra Nation	\$0.00
Total:			\$0.00