

Lake County Schools

Eustis Middle School



2016-17 Schoolwide Improvement Plan

Eustis Middle School

18725 BATES AVE, Eustis, FL 32736

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	B	C

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Eustis Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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.

2. School Environment

a. 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 in August 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.

b. 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.

c. 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.

d. 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 (2 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.

3. Early Warning Systems

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

a. 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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	3	31	44	0	0	0	0	78	
One or more suspensions	0	0	0	0	0	0	3	38	52	0	0	0	0	93	
Course failure in ELA or Math	0	0	0	0	0	0	5	1	2	0	0	0	0	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	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	3	1	2	0	0	0	0	6	

c. 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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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).

2. 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. Administration also attends meetings at our local Kiwanis Club, Chamber and volunteers at community events.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Owens, Johnathan	Principal
Walker-Lawrence, Kim	Assistant Principal
Cassidy, Whitney	Instructional Coach
Eichelberger, Cindy	Teacher, K-12
Amos, Linda	Teacher, Adult
Amos, Teresa	Teacher, Adult
Purvis, Kristin	Assistant Principal
Locke, Shannon	Instructional Coach
Hepp, Amanda	Teacher, Adult
Martin, Megan	Teacher, Adult
Barger, Mary Ellen	Instructional Coach
Ortiz, Ivett	Dean
Eaton, Debra	Teacher, ESE
Williams, Rhoda	Other

b. Duties

1. 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 Kristin Purvis) 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 and Ashley Ward) provide input on services for individual students that range from assessment to intervention.

ESE Specialist (Rhoda Williams) ensures Individual Education Plans (IEPs) are developed to meet student needs and are implemented with fidelity. She works with support facilitators and cooperative consultation teachers to ensure they provide the appropriate level of support for the IEP and student need.

Shannon Locke, 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; M. Martin/Social Studies; T. Amos/Science; L. Amos/ELA; and A. Hepp/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.

2. 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 daily 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 Mrs. Purvis, holds meetings on a semi-monthly basis to discuss needs and program implementation.

Wednesday and In School Suspension 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Johnathan Owens	Principal
Sandra Scott	Teacher
Mariela Dillard	Teacher
Connie Tierce	Business/Community
Kristi Bobbit	Parent
Leslie Silver	Parent
Lance Paulie	Business/Community
Brandy Rada	Parent
Lori Baxley	Parent
Lori Baker	Parent
Michelle Archer	Parent
Catrina Craft	Parent
Myrna Garcia	Education Support Employee

b. Duties

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

a. 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.

b. 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..

c. 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.

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

SAI Budget 2016-2017

Total: \$19,764.00

IXL Math site license (6-8) \$4,446.00

LCSB HP 650 G2 15" \$8,995.35

Extra Duty, Instructional Supplies \$5,454.75

\$7.16

SAC Budget 2016-2017

Total: \$3,613.96

13 sets of 4 chairs \$2,053.87

6 8 foot tables \$810.24

11/14/16 Total spent: \$2, 864.11

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

No

a. 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

3. Literacy Leadership Team (LLT)**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Owens, Johnathan	Principal
Walker-Lawrence, Kim	Assistant Principal
Cassidy, Whitney	Instructional Coach
Eichelberger, Cindy	Teacher, K-12
Purvis, Kristin	Assistant Principal
Locke, Shannon	Instructional Coach
Amos, Linda	Teacher, Adult
Amos, Teresa	Teacher, Adult
Martin, Megan	Teacher, Adult
Hepp, Amanda	Teacher, Adult

b. Duties**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The Literacy Leadership team will encourage school-wide 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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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 and onsite mentors.

3. 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), Administrator (Kristin Purvis), Literacy Coach (Whitney Cassidy), FL Standards Teacher (Shannon Locke) and Personalized Learning Facilitator (Mary Ellen Barger) 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 Florida Standards Teacher and Personalized Learning Facilitator 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 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.

2. 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: Before School Program

Minutes added to school year: 960

EMS will run a weekly tutoring programs on Tuesday's, Wednesday's and Thursday's 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 before and 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)

- Core Academic Instruction
- Enrichment

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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.

- Eustis Middle School is an AVID school-wide campus.

- US History provides a component of career planning and My Career Shines.

2. 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.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.



C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Eustis Middle School will increase percentages of proficiency school wide with high expectations in Math, ELA, Science and Civics by effectively implementing standards based instruction and best practices.
- G2.** Eustis Middle School will develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in teacher growth, student achievement and overall school improvement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Eustis Middle School will increase percentages of proficiency school wide with high expectations in Math, ELA, Science and Civics by effectively implementing standards based instruction and best practices.

1a

G086746

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	85.0
Civics EOC Pass	70.0
FCAT 2.0 Science Proficiency	65.0
FSA ELA Achievement	62.0
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers providing instruction at the level of rigor required by the standards and assessments.
- Lack of understanding of Math and ELA shifts

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly PLC's
- Collaborative Days
- Curriculum Blueprints and Pacing Guides
- Algebra Nation
- Khan Academy
- Personalized Learning Facilitator
- Florida Standards Teacher
- Literacy Coach
- IXL Math
- Plus Team Members remediation lowest 30%
- FSA Practice tests to become familiar with the testing platform
- District training on rigor and standards
- Unpacking standards with students

Plan to Monitor Progress Toward G1. 8

Collect student work and analyze data in PLC's

Person Responsible

Kim Walker-Lawrence

Schedule

Monthly, from 8/23/2016 to 5/25/2017

Evidence of Completion

We will examine LBAs, 9 weeks assessments, student end products and teacher progression binders.

G2. Eustis Middle School will develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in teacher growth, student achievement and overall school improvement. 1a

G086747

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	20.0

Targeted Barriers to Achieving the Goal 3

- Students not receiving positive recognition for proper behavior.
- Inconsistent use of the Behavior Tracking System.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators
- PBS Committee Members
- Personalized Learning Facilitator
- Department Chairs
- Literacy Coach
- All Instructional Teachers
- Growth Mindset
- Guidance Counselors
- Utilizing Personalized Learning
- Pre-planning Professional Development on BTS

Plan to Monitor Progress Toward G2. 8

Weekly Discipline Reports, PBS Committee Reports, assisting teachers with implementation of PBS process,

Person Responsible

Kristin Purvis

Schedule

Monthly, from 9/30/2016 to 5/25/2017

Evidence of Completion

Weekly Discipline Reports, PBS Committee agenda and minutes, Behavior Tracking System data, Guidance Counselor Reports will be collected as evidence for monitoring goal.

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. Eustis Middle School will increase percentages of proficiency school wide with high expectations in Math, ELA, Science and Civics by effectively implementing standards based instruction and best practices. **1**

 G086746

G1.B1 Teachers providing instruction at the level of rigor required by the standards and assessments. **2**

 B230604

G1.B1.S1 We will implement teachers unpacking standards during collaborative plan days and PLC's with a focus on the rigor of the standard. **4**

 S243287

Strategy Rationale

If we implement teachers utilizing AVID strategies such as Cornell notes and Philosophical Chairs, unpacking standards and identifying the rigor of the standard during collaborative plan days and PLC's, it will improve teacher instruction and result in student mastery of standards.

Action Step 1 **5**

EMS has established monthly collaborative plan days and set weekly PLC times with set protocols, identified facilitator/coach, planning time frame agenda with a main focus on unpacking the standards.

Person Responsible

Kim Walker-Lawrence

Schedule

Weekly, from 8/22/2016 to 5/25/2017

Evidence of Completion

The evidence will be the standards are unpacked and are understood to the rigor of the standard with implementation of this in standards based instruction.

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

Providing administration and coaches with the activities that are created. Then we discuss as a team if the activities are meeting high expectations and the rigor of the standard.

Person Responsible

Schedule

Weekly, from 8/15/2016 to 5/25/2017

Evidence of Completion

Teachers, administration and coaches will be analyzing student product and activities to ensure the full intent of the standard is being mastered.

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

Leadership team will conduct weekly CWTs, targeted feedback and feedback on the progression binder.

Person Responsible

Kim Walker-Lawrence

Schedule

Monthly, from 8/15/2016 to 5/25/2017


Evidence of Completion

The teacher progression binder and targeted feedback cycle.

G1.B3 Lack of understanding of Math and ELA shifts **2**

 B230606

G1.B3.S1 We will implement 6 facilitated collaborative plan days where teachers will have support for planning and delivery of standards-based instruction. **4**

 S243288

Strategy Rationale

If we implement our collaborative plan days, then we will have a scheduled time for teachers to plan for standards-based instruction and evaluate student work samples.

Action Step 1 **5**

EMS has established monthly collaborative plan days with set protocols, identified facilitator/coach, planning time frame agenda and expected end products.

Person Responsible

Kim Walker-Lawrence

Schedule

Monthly, from 8/23/2016 to 3/31/2017

Evidence of Completion

The evidence will be common assessments, agendas, student products, unpacked standards, analyzed data, chosen tasks and rigors mini-tasks completed.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

EMS created an administrative schedule to attend and participate the implementation of collaborative plan days.

Person Responsible

Kim Walker-Lawrence

Schedule

Monthly, from 8/23/2016 to 3/31/2017

Evidence of Completion

Leadership team will conduct CWTs, participate in PLC's and collaborative plan days to measure the impact of the Math and ELA shifts.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Leadership teams will conduct weekly CWTs to measure the impact of collaborative plan days on Math and ELA shifts.

Person Responsible

Kim Walker-Lawrence

Schedule

Weekly, from 8/23/2016 to 3/31/2017

Evidence of Completion

The analyzed data and student products.

G2. Eustis Middle School will develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in teacher growth, student achievement and overall school improvement. 1

 G086747

G2.B2 Students not receiving positive recognition for proper behavior. 2

 B230609

G2.B2.S1 We will distribute Mustang Bucks to students who display positive behaviors. 4

 S243290

Strategy Rationale

If we distribute Mustang Bucks for positive student behaviors, then the level of student motivation will increase.

Action Step 1 5

Train teachers on PBS expectations and the proper way to distribute Mustang Bucks.

Person Responsible

Kristin Purvis

Schedule

Quarterly, from 8/3/2016 to 10/28/2016

Evidence of Completion

Schedule, List of Protocols, Training's, Sign-Sheets, materials

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

We will monitor the following:

- * Student behavior by looking at what character traits the teachers awarded the buck for
- *How many Mustang Bucks are distributed by Staff according to the students spending them

Person Responsible

Schedule

Biweekly, from 9/30/2016 to 5/25/2017

Evidence of Completion

Evidence: -Students spending the Mustang Bucks -Decrease in all discipline areas

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

We will pull the Early Warning Systems Data to check for reduction in discipline referrals, attendance and tardies.

Person Responsible

Kristin Purvis

Schedule

On 5/25/2017


Evidence of Completion

Decrease in student discipline referrals, number of days absent and tardies to class.

G2.B3 Inconsistent use of the Behavior Tracking System. 2

 B230610

G2.B3.S2 We will train our teachers to properly use the Behavior Tracking System. 4

 S243293

Strategy Rationale

If we train our teachers to use common behavioral procedures through the Behavior Tracking System, then we will see a decrease in negative students behaviors.

Action Step 1 5

We will review Behavior Tracking System procedures monthly

Person Responsible

Kristin Purvis

Schedule

Monthly, from 8/3/2016 to 5/25/2017

Evidence of Completion

Weekly Discipline reports, EWS monthly reports, Behavior Tracking System Data

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Monthly reviews with teachers on utilizing the BTS with fidelity, administrative meetings to discuss teacher implementation

Person Responsible

Kristin Purvis

Schedule

Monthly, from 9/26/2016 to 5/25/2017

Evidence of Completion

We will use our weekly discipline data, monthly EWS data, guidance counselor reports

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Administration and coaches will complete CWT's, review discipline data, review BTS with teachers

Person Responsible

Kristin Purvis

Schedule

Monthly, from 9/26/2016 to 5/25/2017

Evidence of Completion

We will see a reduction in our discipline referrals, increased parent/teacher contact, decrease in OSS and ISS.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B2.S1.A1 A314783	Train teachers on PBS expectations and the proper way to distribute Mustang Bucks.	Purvis, Kristin	8/3/2016	Schedule, List of Protocols, Training's, Sign-Sheets, materials	10/28/2016 quarterly
G1.B3.S1.MA1 M325938	Leadership teams will conduct weekly CWTs to measure the impact of collaborative plan days on Math...	Walker-Lawrence, Kim	8/23/2016	The analyzed data and student products.	3/31/2017 weekly
G1.B3.S1.MA1 M325939	EMS created an administrative schedule to attend and participate the implementation of...	Walker-Lawrence, Kim	8/23/2016	Leadership team will conduct CWTs, participate in PLC's and collaborative plan days to measure the impact of the Math and ELA shifts.	3/31/2017 monthly
G1.B3.S1.A1 A314781	EMS has established monthly collaborative plan days with set protocols, identified...	Walker-Lawrence, Kim	8/23/2016	The evidence will be common assessments, agendas, student products, unpacked standards, analyzed data, chosen tasks and rigors mini-tasks completed.	3/31/2017 monthly
G1.MA1 M325940	Collect student work and analyze data in PLC's	Walker-Lawrence, Kim	8/23/2016	We will examine LBAs, 9 weeks assessments, student end products and teacher progression binders.	5/25/2017 monthly
G2.MA1 M325948	Weekly Discipline Reports, PBS Committee Reports, assisting teachers with implementation of PBS...	Purvis, Kristin	9/30/2016	Weekly Discipline Reports, PBS Committee agenda and minutes, Behavior Tracking System data, Guidance Counselor Reports will be collected as evidence for monitoring goal.	5/25/2017 monthly
G1.B1.S1.MA1 M325936	Leadership team will conduct weekly CWTs, targeted feedback and feedback on the progression binder.	Walker-Lawrence, Kim	8/15/2016	The teacher progression binder and targeted feedback cycle.	5/25/2017 monthly
G1.B1.S1.MA1 M325937	Providing administration and coaches with the activities that are created. Then we discuss as a...		8/15/2016	Teachers, administration and coaches will be analyzing student product and activities to ensure the full intent of the standard is being mastered.	5/25/2017 weekly
G1.B1.S1.A1 A314780	EMS has established monthly collaborative plan days and set weekly PLC times with set protocols,...	Walker-Lawrence, Kim	8/22/2016	The evidence will be the standards are unpacked and are understood to the rigor of the standard with implementation of this in standards based instruction.	5/25/2017 weekly
G2.B2.S1.MA1 M325943	We will pull the Early Warning Systems Data to check for reduction in discipline referrals,...	Purvis, Kristin	9/30/2016	Decrease in student discipline referrals, number of days absent and tardies to class.	5/25/2017 one-time
G2.B2.S1.MA1 M325944	We will monitor the following: * Student behavior by looking at what character traits the teachers...		9/30/2016	Evidence: -Students spending the Mustang Bucks -Decrease in all discipline areas	5/25/2017 biweekly
G2.B3.S2.MA1 M325946	Administration and coaches will complete CWT's, review discipline data, review BTS with teachers	Purvis, Kristin	9/26/2016	We will see a reduction in our discipline referrals, increased parent/teacher contact, decrease in OSS and ISS.	5/25/2017 monthly
G2.B3.S2.MA1 M325947	Monthly reviews with teachers on utilizing the BTS with fidelity, administrative meetings to...	Purvis, Kristin	9/26/2016	We will use our weekly discipline data, monthly EWS data, guidance counselor reports	5/25/2017 monthly
G2.B3.S2.A1 A314785	We will review Behavior Tracking System procedures monthly	Purvis, Kristin	8/3/2016	Weekly Discipline reports, EWS monthly reports, Behavior Tracking System Data	5/25/2017 monthly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	EMS has established monthly collaborative plan days and set weekly PLC times with set protocols, identified facilitator/coach, planning time frame agenda with a main focus on unpacking the standards.	\$0.00
2	G1.B3.S1.A1	EMS has established monthly collaborative plan days with set protocols, identified facilitator/coach, planning time frame agenda and expected end products.	\$0.00
3	G2.B2.S1.A1	Train teachers on PBS expectations and the proper way to distribute Mustang Bucks.	\$0.00
4	G2.B3.S2.A1	We will review Behavior Tracking System procedures monthly	\$0.00
Total:			\$0.00