

Eustis Middle School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	B

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Eustis Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To foster a safe, positive and engaging learning environment for our students, which promotes the value of an education.

b. Provide the school's vision statement.

Eustis Middle School is the home of a faculty, staff, and student body who believe in each other's willingness to grow and adapt, in order to meet the challenges faced by today's students.

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.

Various cultures are represented at Eustis Middle School, including a diverse population which includes various ethnic backgrounds, as well as academic levels. There is a high percentage of ESE students on campus, as well as English Language Learners. When placing and hiring staff members (including non-instructional staff), we take into consideration the diversity and cultural needs of all students and their families.

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. 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. The Code of Conduct was presented to all students the first week of school during homeroom time. Homeroom time was extended to present and review the Code of Conduct.

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.

Eustis Middle School 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's leadership team is celebrating student successes, which include both academic and behavioral celebrations. Grade level assemblies are being held, as well as celebrating the Literacy Leaders and those students increasing their lexile levels. During the grade level assemblies and throughout interactions with the leadership team, students are encouraged to receive all As and Bs in all of their classes.

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. 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.

The guidance counselors are available for the on-going needs of the students and the day-to-day student needs, as well as working on daily operational concerns (MTSS, testing, ELL, etc.).

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

There are several indicators we look at for at-risk students. The school counselors, along with the school administrators, collect data on students who exhibit one or more of the characteristics mentioned above. Meetings are held with the grade level administrator, teachers, parents, and other support personnel to help identify issues and possible solutions within or outside of the MTSS process.

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	43	56	61	0	0	0	0	160
One or more suspensions	0	0	0	0	0	0	14	16	15	0	0	0	0	45
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	77	95	84	0	0	0	0	256
	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
- Grade recovery for core subjects (E2020)
- Positive Behavioral Support (PBS)
- Check-in/Check-Out Procedure (handled via Guidance Dept.)
- Teacher/Parent Conferences
- MTSS monthly meetings
- Teacher/Student Data Chats
- Referrals to School Social Worker and/or School Psychologist
- Intensive Reading courses for all Level One students
- Grade level assemblies to set expectations
- Promotion of A and B expectations for grades in all courses

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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). In addition, we offer multiple opportunities for parents and families to visit the campus, such as Meet the Teacher (Mustang Round-Up) and Open House.

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

1. School Leadership Team

a. Membership

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

Name	Title
Miller, Bill	Principal
Durias, Herman	Assistant Principal
Crosby, Abigail	Assistant Principal
Cassidy, Whitney	Instructional Coach

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, Bill Miller, and his administrative team (Assistant Principals Herman Durias and Abigail Crosby) 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.

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:Cindy Eichelberger/Math; Whitney Cassidy/Reading; Megan Martin/Social Studies; Teresa Amos/Science; Kelly Raley/ELA; and Amanda 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.

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.

EMS utilizes several problem-solving processes to support student achievement. Students receive remediation through tutoring opportunities and within grade level teams. In addition, grade recovery programs are in place for any student who has failed a core class. Department chairs meet monthly with administration to discuss resource allocation, teacher support systems, core instruction, and professional development needs. All teachers meet in PLCs to review student achievement and plan core instruction based on student needs. Team leaders meet monthly to review procedural needs.

Initial planning of all programs begin with the principal and assistant principals. In this initial planning, the team will determine the SIP goal and the program needs as it relates to the SIP goal. Program needs and budgets will be determined based on student achievement results and SIP goals. TITLE III: ELL TA, Rosetta Stone, Word to Word Dictionary, Compliance Monitoring, PLC for Implementing MTSS for ELLs, IPT to identify ELLs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Bill Miller	Principal
Nina Lang	Education Support Employee
Lori Baker	Parent
Cheryl Pawlak	Parent
Christian Markussen	Teacher
Felisha Littles	Teacher
Teresa Amos	Teacher
Lory Baxley	Parent
Brandy Rada	Parent
Bridget Comeaux	Parent
Amy Ellison	Parent
Sandra Scott	Teacher
Myrna Garcia	Education Support Employee
Lance Pauli	Business/Community
Adrian Boyd	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC reviews the progress of student achievement data and the School Improvement Plan. Data reports are given as data becomes available and strategies are discussed with data to drive decisions. Input is given throughout the development process as well as final approval.

b. Development of this school improvement plan

A review of the 2016-17 school year data, along with current initiatives, was completed at a SAC meeting. SAC gave suggestions for SIP goals and feedback on initiatives. Members of SAC also completed a climate survey and the results were considered for the SIP.

c. Preparation of the school's annual budget and plan

Each year, the leadership team sets the goals and priorities for instruction and increasing student achievement after analyzing data reports and climate surveys. A prioritized list of needs is developed and budget requirements established. SAI and Collaborative Time funds are also budgeted to meet the prioritized needs. Much of the discretionary budget is used for the operation of the school. SAC is used to help prioritize needs and make suggestions for improvement.

With the approval of the SAC, EMS will utilize SAC dollars to help prepare for a safe and comfortable testing environment, including tables and snacks for the students. Also, incentives will be provided from these funds to encourage students to utilize the entire testing time allotted. The SAC budget for the 2017-18 school year is \$7867.87.

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

2017-18 SAI Budget

TOTAL: \$19,792.00

iXL Math: \$7313.00

Grade Recovery (school year and summer): \$6970.82

AVID Tutors: \$2714.80

Classroom Novels: \$2793.38

2016-17 SAI Budget

TOTAL: \$19,764.00

iXL Math: \$4446.00

Printer \$8995.35

Extra Duty: \$6322.65

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

Yes

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
Miller, Bill	Principal
Cassidy, Whitney	Instructional Coach
Durias, Herman	Assistant Principal
Crosby, Abigail	Assistant Principal

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 in all classes, encouraging students to read, write, think, and talk. The LLT will support FLDOE Celebrate Literacy Week activities in January 2017. The literacy coach (Whitney Cassidy) will also lead each team in selecting a Literacy Student of the Month, celebrating the reading successes of our students. Intensive reading teachers also celebrate all students who achieve a 100 point lexile increase each month. All high performing FSA students were given free books and celebrated with administration.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

School based administrators ensure instructional programs are aligned to state standards by monitoring instructional lesson plans, observations, and classroom walk-through visits. EMS follows the Lake County curriculum blueprints. The district blueprints map out the course of instructions and standards to meet the required Florida standards. Administration will examine aggregated data from classroom visits and share trends with department chairs and the entire staff.

EMS assures that instructional materials are aligned with Florida standards by attending district textbook meetings. The textbook administrator issues state adopted materials to teachers and students. Additionally, administrators, with the guidance of the district leadership team, is modeling, monitoring, and collecting data on reading, writing, thinking, and talking throughout all classrooms in the school.

Core subject area teachers will be given one collaborative planning day each nine weeks to prepare lessons and work with their grade level department members. A teacher leader will be identified to work with each group of teachers, whether it is the department chair or literacy coach.

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

1. EMS offers a "New Mustang" PLC, which includes collaboration between new teachers and experienced teachers. The group consists of experienced EMS teachers and administration, who works with new teachers face-to-face, as well as using professional networking sites online to support and encourage professional development. In addition, the TQR (literacy coach) supports the new teachers at EMS.

2. All new teachers are assigned a mentor teacher who provides answers to concerns and questions related to day to day operations and curriculum needs. Mentors assist in the successful completion of the Teacher Orientation portfolio and professional development.

3. The district provides a district coach to assist our new teachers with important test dates, compliance, coaching, and modeling. The district coach is invited to participate in our monthly New Mustang meetings on campus and collaborates with administration and coaches to provide support to our teachers.

4. Administration reviews applications posted on Searchsoft (the district employment website) to recruit highly qualified, effective teachers to EMS.

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 (Whitney Cassidy) and administration to provide continued support for first year teachers and newly hired staff. The New Mustang group meets monthly.

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.

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.

4. All first year teachers and those new to the district receive support from the district coach (Elizabeth Feld).

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.

School based administrators ensure instructional programs are aligned to state standards by monitoring instructional lesson plans, observations, and classroom walk-through visits. EMS follows the Lake County curriculum blueprints. The district blueprints map out the course of instruction and standards to meet the required Florida standards. Administration will examine aggregated data from classroom visits and share trends with the department chairs and the entire staff.

EMS assures that instructional materials are aligned with Florida standards by attending district textbook meetings. The textbook administrator issues state adopted materials and they are issued to teachers and students. Additionally, the administration team, with the guidance of district leadership, is modeling, monitoring, and collecting data on reading, writing, thinking, and talking in all classrooms.

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.

Students that do not meet the state proficiency level are placed in remedial reading courses to strengthen their reading skills. Students who do not qualify for remedial reading courses but could use reading comprehension assistance will have extra help in their ELA classes. All math teachers will utilize iXL math with all of their students and meet in computer labs to ensure time is given to this program.

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: Extended School Day

Minutes added to school year: 0

Student clubs and intramural enriched curriculum and provide a well-rounded education. These clubs include National Junior Honor Society, STEM Club, Math Club, Yearbook, Student Council, and AVID Club. Students have the opportunity to join a variety of activities.

Strategy Rationale

Clubs provide enrichment activities and real-world applications to the content learned in the classrooms. Also, many of the clubs have a service element, which helps build community awareness, developing global citizens.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Crosby, Abigail, crosbya@lake.k12.fl.us

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

Climate surveys are given each year to monitor school programs. Attendance is taken for each meeting or practice. Teacher observation of student mastery on club activities also provides data.

Strategy: Extended School Day

Minutes added to school year: 0

Edgenuity grade forgiveness allows students who fail a course to receive online instruction with teacher support to prove mastery for a passing grade. Students who receive a failing grade in the first, second, and third nine weeks are eligible to participate.

Strategy Rationale

Students will not be retained based on failing grades.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Crosby, Abigail, crosbya@lake.k12.fl.us

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

Completion and Edgenuity grades

Strategy: Summer Program

Minutes added to school year: 0

Edgenuity summer recovery program allows students who fail a course to receive online instruction with teacher support to prove mastery for a passing grade. Students may attend Monday-Thursday or work from home.

Strategy Rationale

Students are able to work to forgive failing grades and not be retained.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Crosby, Abigail, crosbya@lake.k12.fl.us

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

Completion rate and Edgenuity grades

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.

Specifically, incoming 6th graders are visited by EMS guidance counselors and teachers to learn about the various programs on campus. Also, 6th grade orientation is held each spring. Activities such as campus tours, enrichment opportunities, expectations, athletic information, and class information is shared.

Additionally, EMS works with Eustis High School to promote and encourage all 8th grade students to be involved in extra curricular activities, as well as being active in selecting the courses for their 9th grade year.

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.

Students are identified through data and scheduled accordingly to meet the student needs. When necessary, students meet with the grade level guidance counselor to develop meaningful plans. Plans may include:

- 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. Students who complete the class with a passing grade and pass the respective Algebra 1 EOC 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. The AVID system invites various guest speakers from the community and local businesses to speak with the students. In addition, the EMS leadership team attends the Eustis Chamber meetings and encourages members to visit the school and be active in school activities.

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 may also apply for Culinary Arts II, offered to 8th graders as a year-long course. Industry certification may be earned if the district chosen certification exam is passed by the student. Specific courses include:

Fundamentals of Culinary Careers students take the NRFSP certification test
Digital Information Technology students take the CIW IBA certification test
Keyboarding students take the Multimedia Essentials and Database (ICT)

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.

In order to prepare students at the post-secondary level, we place students in rigorous coursework to challenge their thinking. Some students are in the AVID system to give strategies and support to be successful in advanced classes. AVID strategies are also used school-wide in all classrooms, not only the AVID elective class.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** By using various forms of data, Eustis Middle School will increase achievement by implementing and monitoring a system for all students, including those students in accelerated classes and those needing remediation.
- G2.** Eustis Middle School will implement standards based instruction in all content areas with authentic literacy and the use of data to guide instruction.
- G3.** Eustis Middle School will increase positive student behaviors, attendance, and maintain a safe and supportive environment for all students, resulting in increased opportunities to standards based instruction.

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. By using various forms of data, Eustis Middle School will increase achievement by implementing and monitoring a system for all students, including those students in accelerated classes and those needing remediation. 1a

G097860

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0
CTE Industry Certification Exam Passing Rate	95.0

Targeted Barriers to Achieving the Goal 3

- Students lack basic pre-requisite skills in reading and math.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District blueprints
- Curriculum Department
- iXL Math
- Achieve 3000
- Edgenuity

Plan to Monitor Progress Toward G1. 8

Usage reports from iXL Math and Achieve 3000; student progress on district LSAs

Person Responsible

Abigail Crosby

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student data on LSAs and measure of Lexiles in reading classrooms

G2. Eustis Middle School will implement standards based instruction in all content areas with authentic literacy and the use of data to guide instruction. 1a

G097861

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	95.0
Civics EOC Pass	45.0
FCAT 2.0 Science Proficiency	65.0
FSA ELA Achievement	48.0
FSA Mathematics Achievement	56.0

Targeted Barriers to Achieving the Goal 3

- The understanding of how to utilize authentic literacy in content areas.
- Lack of understanding on how to use data to drive instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Bi-Weekly PLCs
- Collaborative Days
- Curriculum Blueprints and Pacing Guides
- Khan Academy
- Literacy Coach
- IXL Math
- FSA Practice tests to become familiar with the testing platform
- District training on rigor and standards

Plan to Monitor Progress Toward G2. 8

Collect student work and analyze data in PLC's

Person Responsible

Herman Durias

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

G3. Eustis Middle School will increase positive student behaviors, attendance, and maintain a safe and supportive environment for all students, resulting in increased opportunities to standards based instruction.

1a

G097862

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	3.0
Retained Students	3.0
Attendance rate	97.0

Targeted Barriers to Achieving the Goal 3

- New teachers are unfamiliar with the PBS system.
- Students are not aware of the discipline ladder and are making poor choices.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Grade Level Assemblies
- PBS Committee Members
- In-School Suspension Lessons
- MTSS System
- Teacher Mentors
- Guidance Counselors

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Amanda Hepp

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Weekly Discipline Reports, PBS Committee agenda and minutes, 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. By using various forms of data, Eustis Middle School will increase achievement by implementing and monitoring a system for all students, including those students in accelerated classes and those needing remediation. **1**

 G097860

G1.B1 Students lack basic pre-requisite skills in reading and math. **2**

 B263128

G1.B1.S1 Provide opportunities to utilize various technology programs that are of interest to the students. **4**

 S278611

Strategy Rationale

Programs such as iXL Math and Achieve 3000 allow students to practice in a way that peaks their interests.

Action Step 1 **5**

Train all math teachers on iXL Math and all reading teachers on Achieve 3000.

Person Responsible

Whitney Cassidy

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Sign-in sheets from trainings; increase in student minutes on programs

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

Classroom visits in math and reading classrooms

Person Responsible

Whitney Cassidy

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student feedback and data in the math and reading classrooms

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

Administrator walk throughs and attend PLC meetings to hear teacher feedback and review data trends

Person Responsible

Abigail Crosby

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom walk through data; iXL and Achieve 3000 monthlyl reports

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

Administrator walk throughs and attend PLC meetings to hear teacher feedback and review data trends

Person Responsible

Abigail Crosby


Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom walk through data; iXL and Achieve 3000 monthlyl reports

G2. Eustis Middle School will implement standards based instruction in all content areas with authentic literacy and the use of data to guide instruction. 1

 G097861

G2.B4 The understanding of how to utilize authentic literacy in content areas. 2

 B263135

G2.B4.S1 Professional development on reading, writing, thinking, and talking provided by district staff and EMS teacher leaders. 4

 S278615

Strategy Rationale

Reading, writing, thinking, and talking need to have an academic focus in the classroom. Uninterrupted time will allow teachers to plan collaboratively as departments to develop assessments, lesson plans, and activities.

Action Step 1 5

EMS will utilize bi-weekly PLCs and collaborative planning days to focus on instructional shifts and academic focus back to the literacy basics.

Person Responsible

Whitney Cassidy

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Strategies learned in PLCs and collaborative days are utilized in the classroom and understood by students

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Classroom walk-throughs will be conducted to ensure authentic literacy is occurring in all classrooms.

Person Responsible

Whitney Cassidy

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student work samples, school and district assessment data, and classroom walk-through data will be examined.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Teacher data chats will be held and classroom walk-throughs will be conducted to gather data.

Person Responsible

Abigail Crosby

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student work samples and various school/district assessment data will be analyzed and monitored.

G2.B5 Lack of understanding on how to use data to drive instruction. 2

 B263136

G2.B5.S1 Train teachers in Eduphoria, Achieve, and iXL Math and how to utilize the reports from these platforms. 4

 S278616

Strategy Rationale

The online platforms produce reports that break down standards and identifies the students who need remediation in specific areas and standards.

Action Step 1 5

Invite district instructional technology facilitators to train teachers.

Person Responsible

Herman Durias

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Agendas from the trainings, as well as lesson plans that support the utilization of the platforms.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Administration will attend ILF trainings and monitor the data usage by teachers.

Person Responsible

Herman Durias

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teachers will utilize data to differentiate instruction and provide rigorous activities built on the standards that require remediation.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Classroom walk-throughs and teacher data chats based on walk-through data

Person Responsible

Herman Durias

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom walk-throughs by administration will result in trends showing the utilization of data to drive standards based instruction.

G3. Eustis Middle School will increase positive student behaviors, attendance, and maintain a safe and supportive environment for all students, resulting in increased opportunities to standards based instruction. 1

G097862

G3.B1 New teachers are unfamiliar with the PBS system. 2

B263137

G3.B1.S1 Assign mentors to new teachers to guide them through the EMS PBS system. 4

S278617

Strategy Rationale

Administrators and experienced teachers may share past experiences and guidance to the new teachers.

Action Step 1 5

Train all new teachers on PBS through the use of mentors, TQR, and administration at monthly New Mustang meeting.

Person Responsible

Whitney Cassidy

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Sign in sheets from New Mustang meetings, documentation of new teachers meeting with mentors, evidence of teacher PBS usage.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Ongoing meetings between new teachers at New Mustang meetings

Person Responsible

Whitney Cassidy

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Sign-in sheets from New Mustang meetings

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administrators will monitor discipline reports for status of discipline referrals

Person Responsible

Abigail Crosby

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Sign-in sheets from new teacher meetings, decrease in the number of discipline referrals

G3.B4 Students are not aware of the discipline ladder and are making poor choices. 2

 B263140

G3.B4.S1 Utilize ISS teacher and guidance counselors to remind students about PBS, bullying, and the consequences of poor choices. 4

 S278622

Strategy Rationale

The increase in student awareness of the discipline ladder will decrease the number of out of school suspensions and keep the students on campus.

Action Step 1 5

Grade level assemblies will be held to review expectations and zero tolerance for bullying.

Person Responsible

Bill Miller

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Early Warning Signs Data, Referral Data, Number of OSS, Number of Bullying Reports

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Administration will support the school and district bullying plan and digital literacy lessons.

Person Responsible

Bill Miller

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Decrease in bullying reports

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Analyze the number of discipline referrals and bullying reports

Person Responsible

Abigail Crosby

Schedule



Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

An increase in positive behavior and a decrease in OSS days

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M405534	Usage reports from iXL Math and Achieve 3000; student progress on district LSAs	Crosby, Abigail	8/10/2017	Student data on LSAs and measure of Lexiles in reading classrooms	5/24/2018 monthly
G2.MA1 M405543	Collect student work and analyze data in PLC's	Durias, Herman	8/10/2017	We will examine LSAs, 9 weeks assessments, student end products and teacher progression binders.	5/24/2018 biweekly
G3.MA1 M405553	Weekly Discipline Reports, PBS Committee Reports, assisting teachers with implementation of PBS...	Hepp, Amanda	8/10/2017	Weekly Discipline Reports, PBS Committee agenda and minutes, Guidance Counselor Reports will be collected as evidence for monitoring goal.	5/24/2018 monthly
G1.B1.S1.MA1 M405531	Administrator walk throughs and attend PLC meetings to hear teacher feedback and review data trends	Crosby, Abigail	8/10/2017	Classroom walk through data; iXL and Achieve 3000 monthlyl reports	5/24/2018 biweekly
G1.B1.S1.MA1 M405532	Administrator walk throughs and attend PLC meetings to hear teacher feedback and review data trends	Crosby, Abigail	8/10/2017	Classroom walk through data; iXL and Achieve 3000 monthlyl reports	5/24/2018 biweekly
G1.B1.S1.MA1 M405533	Classroom visits in math and reading classrooms	Cassidy, Whitney	8/10/2017	Student feedback and data in the math and reading classrooms	5/24/2018 weekly
G1.B1.S1.A1 A375375	Train all math teachers on iXL Math and all reading teachers on Achieve 3000.	Cassidy, Whitney	8/10/2017	Sign-in sheets from trainings; increase in student minutes on programs	5/24/2018 monthly
G2.B4.S1.MA1 M405539	Teacher data chats will be held and classroom walk-throughs will be conducted to gather data.	Crosby, Abigail	8/10/2017	Student work samples and various school/district assessment data will be analyzed and monitored.	5/24/2018 weekly
G2.B4.S1.MA1 M405540	Classroom walk-throughs will be conducted to ensure authentic literacy is occurring in all...	Cassidy, Whitney	8/10/2017	Student work samples, school and district assessment data, and classroom walk-through data will be examined.	5/24/2018 weekly
G2.B4.S1.A1 A375378	EMS will utilize bi-weekly PLCs and collaborative planning days to focus on instructional shifts...	Cassidy, Whitney	8/10/2017	Strategies learned in PLCs and collaborative days are utilized in the classroom and understood by students	5/24/2018 biweekly
G2.B5.S1.MA1 M405541	Classroom walk-throughs and teacher data chats based on walk-through data	Durias, Herman	8/10/2017	Classroom walk-throughs by administration will result in trends showing the utilization of data to drive standards based instruction.	5/24/2018 weekly
G2.B5.S1.MA1 M405542	Administration will attend ILF trainings and monitor the data usage by teachers.	Durias, Herman	8/10/2017	Teachers will utilize data to differentiate instruction and provide rigorous activities built on the standards that require remediation.	5/24/2018 biweekly
G2.B5.S1.A1 A375379	Invite district instructional technology facilitators to train teachers.	Durias, Herman	8/10/2017	Agendas from the trainings, as well as lesson plans that support the utilization of the platforms.	5/24/2018 monthly
G3.B1.S1.MA1 M405544	Administrators will monitor discipline reports for status of discipline referrals	Crosby, Abigail	8/10/2017	Sign-in sheets from new teacher meetings, decrease in the number of discipline referrals	5/24/2018 monthly
G3.B1.S1.MA1 M405545	Ongoing meetings between new teachers at New Mustang meetings	Cassidy, Whitney	8/10/2017	Sign-in sheets from New Mustang meetings	5/24/2018 monthly
G3.B1.S1.A1 A375380	Train all new teachers on PBS through the use of mentors, TQR, and administration at monthly New...	Cassidy, Whitney	8/10/2017	Sign in sheets from New Mustang meetings, documentation of new teachers meeting with mentors, evidence of teacher PBS usage.	5/24/2018 monthly
G3.B4.S1.MA1 M405551	Analyze the number of discipline referrals and bullying reports	Crosby, Abigail	8/10/2017	An increase in positive behavior and a decrease in OSS days	5/24/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B4.S1.MA1  M405552	Administration will support the school and district bullying plan and digital literacy lessons.	Miller, Bill	8/10/2017	Decrease in bullying reports	5/24/2018 monthly
G3.B4.S1.A1  A375384	Grade level assemblies will be held to review expectations and zero tolerance for bullying.	Miller, Bill	8/10/2017	Early Warning Signs Data, Referral Data, Number of OSS, Number of Bullying Reports	5/24/2018 quarterly

V. Professional Development Opportunities

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

G1. By using various forms of data, Eustis Middle School will increase achievement by implementing and monitoring a system for all students, including those students in accelerated classes and those needing remediation.

G1.B1 Students lack basic pre-requisite skills in reading and math.

G1.B1.S1 Provide opportunities to utilize various technology programs that are of interest to the students.

PD Opportunity 1

Train all math teachers on iXL Math and all reading teachers on Achieve 3000.

Facilitator

iXL and Achieve 3000 representatives

Participants

Math and Reading Teachers

Schedule

Monthly, from 8/10/2017 to 5/24/2018

G2. Eustis Middle School will implement standards based instruction in all content areas with authentic literacy and the use of data to guide instruction.

G2.B4 The understanding of how to utilize authentic literacy in content areas.

G2.B4.S1 Professional development on reading, writing, thinking, and talking provided by district staff and EMS teacher leaders.

PD Opportunity 1

EMS will utilize bi-weekly PLCs and collaborative planning days to focus on instructional shifts and academic focus back to the literacy basics.

Facilitator

EMS Leadership and District Staff (curriculum department)

Participants

All EMS Instructional Staff

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

G2.B5 Lack of understanding on how to use data to drive instruction.

G2.B5.S1 Train teachers in Eduphoria, Achieve, and iXL Math and how to utilize the reports from these platforms.

PD Opportunity 1

Invite district instructional technology facilitators to train teachers.

Facilitator

District Instructional Technology Facilitators

Participants

All EMS Teachers

Schedule

Monthly, from 8/10/2017 to 5/24/2018

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	Train all math teachers on iXL Math and all reading teachers on Achieve 3000.	\$0.00
2	G2.B4.S1.A1	EMS will utilize bi-weekly PLCs and collaborative planning days to focus on instructional shifts and academic focus back to the literacy basics.	\$0.00
3	G2.B5.S1.A1	Invite district instructional technology facilitators to train teachers.	\$0.00
4	G3.B1.S1.A1	Train all new teachers on PBS through the use of mentors, TQR, and administration at monthly New Mustang meeting.	\$0.00
5	G3.B4.S1.A1	Grade level assemblies will be held to review expectations and zero tolerance for bullying.	\$0.00
Total:			\$0.00