

Lake County Schools

Eustis Elementary School



2017-18 Schoolwide Improvement Plan

Eustis Elementary School

714 E CITRUS AVE, Eustis, FL 32726

<https://eel.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)
Elementary School PK-5	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

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

The mission of EES is to provide every student with individual opportunities to excel. We aim to be a dynamic, progressive and collaborative learning community where every student will move on to the next level with the skills needed to succeed in post-secondary education and the workplace. Every Student, Every Day, Successfully achieves.

b. Provide the school's vision statement.

Eustis Elementary has the vision of ALL students being college and career ready.

2. School Environment

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

During the 2017-18 school year EES will continue their book study on "Conscious Discipline." Within this book are many strategies for building an inclusive environment. Also teachers will provide students with opportunities to Read, Write, Think and Talk around authentic literacy experiences.

Teachers will use activities in the first two weeks of school that showcase who they are. The activities usually are titled "All about me." These activities give students a chance to find out about each other as well as the teacher.

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

Eustis Elementary creates an environment where students feel safe and respected by using Positive Behavior Support strategies. We will continue our book study of "Conscious Discipline" and implement more of the strategies to assist students with feeling safe and respected.

Prior to the first day of school we hold a "meet the teacher" event so that students and parents can see the classroom where their child will be as well as meet the child's teacher. We offer booths for parents to get info on transportation, our Association of Parents and Teachers and after school activities.

Within the first month of school we have a curriculum night. There are sessions presented by the administrative team on behavioral expectations, the Title 1 plan and how to become a volunteer. Parents also visit the classroom. Monthly parent engagement events are scheduled to encourage parents to participate in their child's education.

Students are allowed on campus at 8:00 AM. They are supervised in the cafeteria, bus loop and car rider area by adult staff members. Students go to their classrooms at 8:15 AM. All students are in class by the time the tardy bell rings at 8:25 AM.

Our ELC program, which is before and after school, offers parents the option to have students in a safe environment. There are planned activities and homework help for the students. They also have one night a year that they invite parents in to see the activities the students are involved in.

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 Elementary uses PBS strategies and strategies learned from "Conscious Discipline." There is a discipline ladder that details the consequences for behavior. For minor infractions students are given an incident report. The parent is always contacted after the second incident report goes home. After 4 incident reports the student will receive a referral. Referrals are processed according to the code of conduct. Major infractions such as fighting, yelling at the teacher, causing a loud disruption in the classroom results in a discipline referral. When a discipline referral is written they are processed according to the code of conduct. Unless it is a very serious infraction we use in school suspension as much as possible. EES has several teachers at various grade levels who are willing to let students work in their classrooms to serve the in school suspension.

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.

Eustis Elementary school ensures that the social-emotional needs of all students are met in many ways. The administrative team mentors students. Our guidance counselor provides LEAPS lessons for those students who are identified as needing social skills intervention.

The guidance counselor goes into the classroom to do lessons quarterly. She also meets with students who are having difficulty with managing their emotions. She mentors students who have academic struggles to make sure that they are using good study skills.

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.

Eustis Elementary uses the following indicators to determine whether intervention is needed: Attendance in school. If students are absent more than 3 days teachers will make a phone call to check on student. If student continues to be absent the social worker is sent to check on the child. If there is a pattern of missed days a child study team meeting will be held.

Students who receive out of school suspensions will be taken to MTSS after the third suspension for the same offense. If students are ESE or 504 a discipline review will be held after the second suspension.

If a student fails one or more courses in a nine weeks the teacher meets with an administrator to determine the cause of the failures. Parent conference may be held or student may be referred to MTSS.

Students who scored Level 1 on either FSA ELA or Math are being monitored by either the Literacy Coach or Title 1 intervention teacher quarterly. This includes monitoring attendance, grades and progress monitoring data. If student isn't showing continuous progress we will revisit what strategies could be changed.

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	0	0	0	0	0	0	0	

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

Students who are identified by the early warning system are discussed within our MTSS process. These students will be monitored quarterly as well as at mid-year. This data will include progress monitoring with STAR, i-ready, and classroom grades. If there are students who are not making progress this will be discussed with teachers to insure that new interventions can be put in place if needed.

Academic interventions include: i-ready math, SIPPS, Reading Mastery, LAFS, MAFS, small group instruction with the resources from McGraw Hill. We also offer after school tutoring for students in grades 3-5. Identified second grade students have an opportunity to go to one of the local churches for tutoring two days a week for an hour and a half.

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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/446163>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

EES builds and sustains partnerships with the local community in the following ways: Kiwanis Terrific Kid which a monthly event where one student from each grade level 3-5 is invited to lunch to receive a Terrific Kid award; several of our parents have local businesses and they participate in and contribute to our APT; Several officers from EPD visit our campus regularly to support us with students who are struggling with behavior.

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
Sawchuk, Kay	Principal
Henry, Tammie	Assistant Principal
Miller, Cindy	School Counselor
Hudson, Becky	Other
Braswell, Leah	Administrative Support
Scott, Tushena	Instructional Coach
Grable, Vicky	Other

b. Duties

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

Principal, Kay Sawchuk, leads the team, monitors data, sits in the Multi Tiered Support System meetings as much as possible. Assistant Principal, Tammie Henry, is responsible for the discipline, safety, and Positive Behavior Support implementation. Curriculum Resource Teacher, Leah Braswell, is responsible for ELL monitoring, WIDA testing, Science Technology and Math initiatives.. Literacy Coach, Tushena Scott, serves on the MTSS team and provides assistance to teachers with the ELA curriculum. Ms. Scott also works with students who scored in the bottom 25% on the ELA FSA. Becky Hudson who is our Math content specialist as well as intervention teacher works with students who scored in the bottom 25% on their Math FSA. She is the collaborative time coordinator for 4th grade assisting teachers with developing instructional strategies that will ensure all students will master the standards. Vicky Grable who is our ESE school specialist serves as a resource for our inclusion and VE teachers. She meets quarterly with the ESE and inclusion teachers to ensure that students are receiving accommodations with fidelity and being successful.

Each member of the administrative team is assigned a grade level to facilitate our collaborative planning time PLC. Their role is to provide assistance when needed, give feedback to the team on their grade level's progress toward the goals set by the district. These goals include using authentic literacy experiences that include Reading, Writing, Thinking and Talking daily; collaborating to ensure that all students are successfully mastering the grade level standards.

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.

Eustis Elementary has an MTSS team that consists of an administrator, guidance counselor, and literacy coach. Under the new guidelines this team meets after the progress monitoring assessments are given for students who are in Tier 2. For Tier 3 students meetings are held monthly. Progress of students is noted, intervention fidelity is reviewed and recommendations for continuing Tier 2 support or moving students to Tier 3 support are made.

Title 1 provides us with funding based on our percent of free and reduced lunch. The funding allows us to fund personnel to assist students, resources to engage parents, and supplemental materials for academic intervention.

Title 1 Part C Migrant

Title II

Title II I ELL provides EES with funds to hire two teacher assistants that primarily work with our ELL students.

SAI funds are given to EES to assist with other supplemental services or materials we may need for our students who scored Level 1 or 2 on the ELA FSA or Math FSA. We will be using these funds to purchase supplemental intervention materials aligned to the ELA standards. We will also use the funds to purchase test prep materials aligned to the FSA assessments.

Title IX, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Teacher
Maria Parra	Education Support Employee
Kay Sawchuk	Principal
Renee Isabelle	Teacher
Tuschena Scott	Teacher
Lori Baxley	Parent
Jalexsa Ortiz	Parent
Cartina Craft	Parent
Aja Lake	Parent
Jeremy Granger	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

The school improvement plan for the 2016-2017 school year was developed, reviewed, submitted and approved by the 2016-17 SAC. Quarterly reviews of the progress toward goals of the SIP were done. Data on progress monitoring assessments was shared with the committee.

When the school grade came out EES showed improvement in ELA proficiency, ELA learning gains and learning gains of the bottom 25%. EES also showed improvement in the learning gains of the bottom 25% in math. The result was a school grade of "B."

A review of the outcome of the plan from last year will be shared at the October 2017 SAC meeting.

b. Development of this school improvement plan

The SAC will review, approve and oversee the implementation of the school improvement plan.

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

The current year's Title 1 budget was reviewed and approved by staff and parents. The regular school budget was reviewed by instructional staff. At the October SAC meeting all budgets will be reviewed including the SAI budget and collaborative time budget.

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

Eustis Elementary received some roll forward SAC money which was used to purchase technology for the classroom.

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.

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
Scott, Tushena	Instructional Coach
Sawchuk, Kay	
Hadley, Heather	Instructional Media

b. Duties

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

The LLT will monitor AR goals, plan Literacy Week activities and plan parent engagement activities. This team will meet quarterly to review student progress on AR goals and toward meeting the superintendent's reading challenge.

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.

Each grade level has a Collaborative Planning Time coordinator. They will facilitate the Collaborative Planning Time PLC for their assigned grade level. This coordinator also serves as a liaison between the teachers and administration. The goal is that each grade level have someone to support the grade level to ensure the teachers have the necessary resources. Also to make sure that each grade level is working toward the goal that all students in every grade level be successful. During this time teachers are encouraged to share activities or strategies that are working with their students.

Teachers also meet weekly as a grade level for the purpose of common planning for instruction, planning field trips, and any other school business that may need to be done. The grade chair is responsible for getting Mrs. Sawchuk the minutes from those meetings.

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

When hiring, the administration makes sure to hire highly qualified teachers when at all possible. Mentors are assigned to new teachers to the profession as well as new teachers to Eustis Elementary. The person who represents EES as TQR is Tammie Henry. She is the liason between the district and the school.

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

EES has four brand new teachers this year. We also have teachers who have joined us from other schools. Mrs. Henry has assigned them all mentors. The district has assigned an instructional coach for the four new teacher. The mentors assigned are all experienced teachers who have scored effective or highly effective on their yearly TEAM evaluation.

Mrs. Henry meets quarterly with the new teachers to make sure they are getting the support they need. These meetings are also designed to ensure that the new teachers are getting the support needed by their mentors.

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.

Eustis Elementary uses the blueprints created by the district as a guideline for pacing of standards. Each grade level meets monthly in a structured collaborative time to ensure that students at each

grade level are working on focus standards. A member of the leadership team is assigned to each grade level as a facilitator. Data from the latest progress monitoring assessment or grade level test is used to determine where remediation is needed. All grade levels have a period built into the master schedule for remediation/enrichment time.

At the end of each quarter the teachers are giving a half day for planning instruction for the next quarter. During this half day session teacher also decide on the tasks that will be used for instruction: the assessments that will be given to determine whether the students have mastered the standards: and what will happen if they standards are not mastered. This is ongoing PLC as well as collaborative planning time.

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.

Eustis Elementary school uses data from STAR, i-Ready and Write Score to determine the instructional level of students in reading, writing and math. This data is used for small group intervention. Universal data meeting are held to determine what level of support students need within the MTSS process. The amount of time students spend on i-ready math or ELA interventions is based on their tier in the MTSS system.

For our ESE students we have two varying exceptionalities teachers and an ESE teacher assistant, who provide support in the classrooms for students who are classified as ESE, We also have an ESE specialist who assists the ESE teachers with instructional strategies and support as much as possible.

Title 1 funds have provided us an opportunity to have two intervention teachers, an ELL academic teacher assistant, and regular teacher assistant. These positions are designed to give students extra assistance with the missing foundational skills that are needed to be successful at the rigor the standards demand.

Several grades also homogenously group kids for extra instruction. Within the time frame students who are already high achievers get the opportunity to have enrichment. We also offer STEM club after school. Any student who would like to attend is allowed.

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: 60

Students in grades 3-5 are given an opportunity to be involved in STEM Club. This club meets weekly throughout the school year starting in October.

Strategy Rationale

Giving students opportunities to have hands on experience with STEM activities will help them in developing the math and science skills necessary to excel academically in these area.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Braswell, Leah, braswelll@lake.k12.fl.us

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

We will use data from the beginning of the year Science assessment as well as i-Ready math diagnostic as baseline. Effectiveness will be determined by scores on FSA math as well as FCAT science.

Strategy: Extended School Day

Minutes added to school year: 1,800

After school tutoring will be offered 2 times a week for students in grades 3-5 to targeted students.

Strategy Rationale

Students who are at risk often need more time than provided in a school day. Tutoring sessions are designed to give students more practice with the gap skills they are missing.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sawchuk, Kay, sawchukk@lake.k12.fl.us

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

The data that will be used to determine effectiveness of strategy will include: progress monitoring data from i-Ready reading and math as well as STAR.

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.

EES will hold some parent engagement activities in April and May. These meetings will be for incoming Kindergarten parents. The meetings will give the parents an opportunity to meet the Kindergarten teachers and other staff members. We also provide information about the curriculum and provide parents with take home activities.

Students who are going to Eustis Middle School next school year will visit EMS in May. They are taken on a tour of the school and given info on registering for electives. EMS also offers an orientation night in the spring that follows the visit so that parents have the info they need to prepare their students for middle school.

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.

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

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

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.

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.** Eustis Elementary will provide opportunities for all students to have the necessary intervention or acceleration to ensure that all students master the standards and make learning gains.
- G2.** Through a culture of high expectation for learning, Eustis Elementary School teachers will plan and deliver standards based instruction and authentic literacy experiences in all content areas for all students.
- G3.** Eustis Elementary will create a culture and climate that supports the emotional well being as well as physical well being of students.

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 Elementary will provide opportunities for all students to have the necessary intervention or acceleration to ensure that all students master the standards and make learning gains. 1a

G097982

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	56.0
Math Gains	62.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Students are missing some of the foundational concepts that are necessary for them to access curriculum at the rigor required to master the grade level standards.
- Students who have already mastered standards do not have to opportunity to accelerate learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title 1 remediation teacher/math coach 3-5
- Test prep materials aligned to standards and rigor of FSA

Plan to Monitor Progress Toward G1. 8

Midyear data from i-ready reading, LSA science, i-ready reading will be reviewed by the administrative team. Each collaborative time facilitator will meet with their grade levels to review data trends and determine if interventions need to be changed.

Person Responsible

Kay Sawchuk

Schedule

Quarterly, from 11/2/2017 to 5/25/2018

Evidence of Completion

Agenda and next steps from meeting with grade level teams.

G2. Through a culture of high expectation for learning, Eustis Elementary School teachers will plan and deliver standards based instruction and authentic literacy experiences in all content areas for all students.

1a

G097983

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0
FSA ELA Achievement	62.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge on how to use authentic literacy to teach grade level standards
- Lack of structured collaboration to align standards with instruction and assessment

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLC--collaborative planning
- Literacy Coach
- Focus by Smoker
- Classroom technology to help students gain background knowledge in content that is unknown to them

Plan to Monitor Progress Toward G2. 8

Data from midyear i-ready math and reading, LSA benchmark test for science will be collected and analyzed by administrative team. During our collaborative planning PLC data will be discussed and next steps determined.

Person Responsible

Kay Sawchuk

Schedule

Quarterly, from 11/2/2017 to 5/25/2018

Evidence of Completion

Agendas from administrative meeting and collaborative planning time, next steps document

G3. Eustis Elementary will create a culture and climate that supports the emotional well being as well as physical well being of students. 1a

G097984

Targets Supported 1b

Indicator	Annual Target
Attendance rate	98.0
Discipline incidents	75.0

Targeted Barriers to Achieving the Goal 3

- Lack of parental and student understanding of the impact absences and tardies have on their academic growth.
- Teachers lack understanding in how cultural and environmental differences impact student attitudes toward behavior and learning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Admin Team Mentoring Groups
- Guidance lessons
- PBS rewards for behavior and performance
- Conscious Discipline Book Study

Plan to Monitor Progress Toward G3. 8

We will monitor attendance and grades of the students that we hold meetings for to determine whether attendance improves.

Person Responsible

Cindy Miller

Schedule

Quarterly, from 11/3/2017 to 5/25/2018

Evidence of Completion

meeting logs, follow up information on grades and attendance

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 Elementary will provide opportunities for all students to have the necessary intervention or acceleration to ensure that all students master the standards and make learning gains. **1**

 **G097982**

G1.B1 Students are missing some of the foundational concepts that are necessary for them to access curriculum at the rigor required to master the grade level standards. **2**

 **B263456**

G1.B1.S1 Students will be given the opportunity to have extra assistance three times a week in a homogenous or skills group. Extra assistance will be given by the teacher and/or another adult depending on the need of the student. **4**

 **S279006**

Strategy Rationale

If students are given more time and assistance on foundational skills that allow them to access their grade level curriculum they will be better able to master the standards at the expected rigor.

Action Step 1 **5**

Establish a time within the master schedule for students to have an extra 30-45 minutes of remediation/accelerated instruction in ELA standards. Monitor the implementation of specific interventions/acceleration within this time frame.

Person Responsible

Kay Sawchuk

Schedule

Biweekly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Bi-weekly lesson plans will be collected to establish that this period of time is being used in an appropriate way. MTSS fidelity forms will be collected to make sure that interventions are being done as prescribed on the student's plan.

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

Develop and utilize an administrative schedule to conduct Learning Walks. Feedback will be given to teachers on trends observed so that adjustments can be made.

Person Responsible

Kay Sawchuk

Schedule

Quarterly, from 10/2/2017 to 5/24/2018

Evidence of Completion

Learning Walk trends, trends on formal and informal TEAM observations

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

Effectiveness of implementation will be monitored through quarterly data reviews and chats with grade levels.

Person Responsible

Kay Sawchuk

Schedule

Quarterly, from 10/16/2017 to 5/24/2018

Evidence of Completion

Agenda of data chats, observations made and next steps will be recorded and kept.

G2. Through a culture of high expectation for learning, Eustis Elementary School teachers will plan and deliver standards based instruction and authentic literacy experiences in all content areas for all students. 1

G097983

G2.B1 Lack of teacher knowledge on how to use authentic literacy to teach grade level standards 2

B263458

G2.B1.S1 Teachers will get professional development in how use authentic literacy so that students are more engaged in their own learning and mastery of the standards. Teachers will share in collaborative planning examples of the use of authentic literacy. 4

S279008

Strategy Rationale

When given authentic literacy experiences students not only engage more actively in the instruction of standards they also attain mastery of the standards in a more authentic way.

Action Step 1 5

Teachers will receive training on how to use authentic literacy within the classroom.

Person Responsible

Tushena Scott

Schedule

Monthly, from 10/17/2016 to 5/25/2017

Evidence of Completion

Agenda and sign in page from training: Agenda and sign in from quarterly meetings.

Action Step 2 5

Teachers will share examples of how they have used authentic literacy experiences in their classrooms with others at their grade level.

Person Responsible

Tushena Scott

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Agendas and sign in sheets from PLC meetings.

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

Fidelity will be monitored by each member of the administrative team as they meet monthly with their assigned grade level.

Person Responsible

Kay Sawchuk

Schedule

Monthly, from 9/26/2016 to 5/31/2017

Evidence of Completion

Learning walk throughs, data, agendas and notes from monthly collaborative time meetings.

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

Data from classroom assessments, student grades, monthly progress monitoring through i-ready reading and math

Person Responsible

Kay Sawchuk

Schedule

Quarterly, from 10/26/2016 to 5/31/2017

Evidence of Completion

agenda from data chats, notes taken and next steps that are determined.

G2.B2 Lack of structured collaboration to align standards with instruction and assessment **2**

 B263459

G2.B2.S1 Teachers will participate in structured collaborative planning that includes activities to ensure that teachers can align the standard to tasks and assessment. **4**

 S279009

Strategy Rationale

If teachers are engaged in alignment the students will be given tasks and assessments that are geared toward mastery of grade level standards.

Action Step 1 **5**

Teachers will participate in collaborative PLC. This will take place monthly as well as a half day a quarter.

Person Responsible

Tushena Scott

Schedule

On 5/2/2018

Evidence of Completion

PLC documentation

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

The PLC coordinator will collect sign in sheets, agendas, and ticket out sheets.

Person Responsible

Tushena Scott

Schedule

Monthly, from 10/4/2017 to 5/2/2018

Evidence of Completion

Sign in sheets, agenda, summary of ticket out for each session.

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

Data reviews of progress monitoring assessments will be done quarterly, mid-year and end of year.

Person Responsible

Tammie Henry

Schedule

Quarterly, from 10/16/2017 to 5/2/2018

Evidence of Completion

Sign in sheet for data review meeting as well as summary sheet of next steps for each grade level.

G2.B2.S2 Teachers will use classroom technology to help students build background knowledge and interact with new knowledge 4

 S279010

Strategy Rationale

If students have the background knowledge that will allow them to connect to new learning then they will be more successful in mastering grade level standards.

Action Step 1 5

Classroom technology will be used to enhance learning. Technology that no longer works will be replaced with new technology.

Person Responsible

Leah Braswell


Schedule

Monthly, from 10/4/2017 to 6/1/2018

Evidence of Completion

Monthly reports on the replaced technology.

G3. Eustis Elementary will create a culture and climate that supports the emotional well being as well as physical well being of students. 1

 G097984

G3.B1 Lack of parental and student understanding of the impact absences and tardies have on their academic growth. 2

 B263460

G3.B1.S1 Teacher and guidance counselor will have a parent conference as soon as a student misses more than 5 days in a 9 weeks. Even if these are excused absences the parent needs to be aware of what could happen if the child continues to miss school. 4

 S279011

Strategy Rationale

If the teacher and guidance counselor meet with the parent then the parent can be made aware of the cost to a child for missing school. it can also help the school understand why the child is missing school and if there is anything we need to do in terms of students feeling safe at school.

Action Step 1 5

The guidance counselor and teacher will monitor students for excess absences. After the 3rd absence in a 9 weeks the teacher will contact the child's parent or guardian to inquire as to why the student has not been in school.

Person Responsible

Cindy Miller

Schedule

Monthly, from 9/18/2017 to 9/18/2017

Evidence of Completion

parent contact form, notes from phone call

Action Step 2 5

After a child has missed 5 days in a 9 weeks the teacher will invite the parent in for a conference. This conference will be held along with the guidance counselor. The parent will be given opportunity to explain and ask for assistance.

Person Responsible

Cindy Miller

Schedule

Monthly, from 9/28/2016 to 5/24/2017

Evidence of Completion

parent conference form, copy of meeting invitation

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

Guidance counselor will keep a log of meetings that are held with parents.

Person Responsible

Cindy Miller

Schedule

Quarterly, from 9/18/2017 to 5/24/2018

Evidence of Completion

Completed checklists documenting parental contact and response.

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

Monitor students who have missed more than 5 days in a 9 weeks using Skyward to see if attendance improves.

Person Responsible

Cindy Miller

Schedule

Quarterly, from 9/18/2017 to 5/24/2018

Evidence of Completion

At scheduled quarterly data meetings teachers will discuss whether their has been improvement in attendance. this will also be reflected in MTSS meeting notes for those students who are in MTSS.

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					
G3.B1.S1.A2 A375940	After a child has missed 5 days in a 9 weeks the teacher will invite the parent in for a...	Miller, Cindy	9/28/2016	parent conference form, copy of meeting invitation	5/24/2017 monthly
G2.B1.S1.A1 A375935	Teachers will receive training on how to use authentic literacy within the classroom.	Scott, Tushena	10/17/2016	Agenda and sign in page from training: Agenda and sign in from quarterly meetings.	5/25/2017 monthly
G2.B1.S1.MA1 M406437	Data from classroom assessments, student grades, monthly progress monitoring through i-ready...	Sawchuk, Kay	10/26/2016	agenda from data chats, notes taken and next steps that are determined.	5/31/2017 quarterly
G2.B1.S1.MA1 M406438	Fidelity will be monitored by each member of the administrative team as they meet monthly with...	Sawchuk, Kay	9/26/2016	Learning walk throughs, data, agendas and notes from monthly collaborative time meetings.	5/31/2017 monthly
G2.B1.S1.A2 A375936	Teachers will share examples of how they have used authentic literacy experiences in their...	Scott, Tushena	9/1/2016	Agendas and sign in sheets from PLC meetings.	5/31/2017 biweekly
G3.B1.S1.A1 A375939	The guidance counselor and teacher will monitor students for excess absences. After the 3rd...	Miller, Cindy	9/18/2017	parent contact form, notes from phone call	9/18/2017 monthly
G2.B2.S1.MA1 M406439	Data reviews of progress monitoring assessments will be done quarterly, mid-year and end of year.	Henry, Tammie	10/16/2017	Sign in sheet for data review meeting as well as summary sheet of next steps for each grade level.	5/2/2018 quarterly
G2.B2.S1.MA1 M406440	The PLC coordinator will collect sign in sheets, agendas, and ticket out sheets.	Scott, Tushena	10/4/2017	Sign in sheets, agenda, summary of ticket out for each session.	5/2/2018 monthly
G2.B2.S1.A1 A375937	Teachers will participate in collaborative PLC. This will take place monthly as well as a half day...	Scott, Tushena	10/4/2017	PLC documentation	5/2/2018 one-time
G1.B1.S1.MA1 M406434	Effectiveness of implementation will be monitored through quarterly data reviews and chats with...	Sawchuk, Kay	10/16/2017	Agenda of data chats, observations made and next steps will be recorded and kept.	5/24/2018 quarterly
G1.B1.S1.MA1 M406435	Develop and utilize an administrative schedule to conduct Learning Walks. Feedback will be given...	Sawchuk, Kay	10/2/2017	Learning Walk trends, trends on formal and informal TEAM observations	5/24/2018 quarterly
G1.B1.S1.A1 A375934	Establish a time within the master schedule for students to have an extra 30-45 minutes of...	Sawchuk, Kay	9/25/2017	Bi-weekly lesson plans will be collected to establish that this period of time is being used in an appropriate way. MTSS fidelity forms will be collected to make sure that interventions are being done as prescribed on the student's plan.	5/24/2018 biweekly
G3.B1.S1.MA1 M406442	Monitor students who have missed more than 5 days in a 9 weeks using Skyward to see if attendance...	Miller, Cindy	9/18/2017	At scheduled quarterly data meetings teachers will discuss whether their has been improvement in attendance. this will also be reflected in MTSS meeting notes for those students who are in MTSS.	5/24/2018 quarterly
G3.B1.S1.MA1 M406443	Guidance counselor will keep a log of meetings that are held with parents.	Miller, Cindy	9/18/2017	Completed checklists documenting parental contact and response.	5/24/2018 quarterly
G1.MA1 M406436	Midyear data from i-ready reading, LSA science, i-ready reading will be reviewed by the...	Sawchuk, Kay	11/2/2017	Agenda and next steps from meeting with grade level teams.	5/25/2018 quarterly
G2.MA1 M406441	Data from midyear i-ready math and reading, LSA benchmark test for science will be collected and...	Sawchuk, Kay	11/2/2017	Agendas from administrative meeting and collaborative planning time, next steps document	5/25/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1  M406444	We will monitor attendance and grades of the students that we hold meetings for to determine...	Miller, Cindy	11/3/2017	meeting logs, follow up information on grades and attendance	5/25/2018 quarterly
G2.B2.S2.A1  A375938	Classroom technology will be used to enhance learning. Technology that no longer works will be...	Braswell, Leah	10/4/2017	Monthly reports on the replaced technology.	6/1/2018 monthly

V. Professional Development Opportunities

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

G2. Through a culture of high expectation for learning, Eustis Elementary School teachers will plan and deliver standards based instruction and authentic literacy experiences in all content areas for all students.

G2.B1 Lack of teacher knowledge on how to use authentic literacy to teach grade level standards

G2.B1.S1 Teachers will get professional development in how use authentic literacy so that students are more engaged in their own learning and mastery of the standards. Teachers will share in collaborative planning examples of the use of authentic literacy.

PD Opportunity 1

Teachers will receive training on how to use authentic literacy within the classroom.

Facilitator

Kay Sawchuk/Tammie Henry

Participants

all instructional staff

Schedule

Monthly, from 10/17/2016 to 5/25/2017

G2.B2 Lack of structured collaboration to align standards with instruction and assessment

G2.B2.S1 Teachers will participate in structured collaborative planning that includes activities to ensure that teachers can align the standard to tasks and assessment.

PD Opportunity 1

Teachers will participate in collaborative PLC. This will take place monthly as well as a half day a quarter.

Facilitator

Tushena Scott

Participants

All instructional staff including VE teachers.

Schedule

On 5/2/2018

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	Establish a time within the master schedule for students to have an extra 30-45 minutes of remediation/accelerated instruction in ELA standards. Monitor the implementation of specific interventions/acceleration within this time frame.				\$4,155.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	0061 - Eustis Elementary School	Other Federal		\$4,155.00
			Notes: Notes			
2	G2.B1.S1.A1	Teachers will receive training on how to use authentic literacy within the classroom.				\$0.00
3	G2.B1.S1.A2	Teachers will share examples of how they have used authentic literacy experiences in their classrooms with others at their grade level.				\$0.00
4	G2.B2.S1.A1	Teachers will participate in collaborative PLC. This will take place monthly as well as a half day a quarter.				\$2,625.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0061 - Eustis Elementary School	Other		\$2,625.00
			Notes: Notes			
5	G2.B2.S2.A1	Classroom technology will be used to enhance learning. Technology that no longer works will be replaced with new technology.				\$3,557.72
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6500	644-Computer Hardware Non-Capitalized	0061 - Eustis Elementary School	School Improvement Funds		\$3,557.72
			Notes: Notes			
6	G3.B1.S1.A1	The guidance counselor and teacher will monitor students for excess absences. After the 3rd absence in a 9 weeks the teacher will contact the child's parent or guardian to inquire as to why the student has not been in school.				\$0.00
7	G3.B1.S1.A2	After a child has missed 5 days in a 9 weeks the teacher will invite the parent in for a conference. This conference will be held along with the guidance counselor. The parent will be given opportunity to explain and ask for assistance.				\$0.00
Total:						\$10,337.72