Eustis Elementary School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	C	C*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Voytko, Corrie	Principal
Henry, Tammie	Assistant Principal
Hudson, Becky	Other
Braswell, Leah	Other
Scott, Tushena	Instructional Coach
Isabelle, Renee	Teacher, K-12
Poole, Raelynn	School Counselor

Duties

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

Corrie Voytko, Principal - leads the team, monitors and communicates data results to all stakeholders, attends MTSS meetings, engages in and facilitates targeted feedback cycles with leadership team, completes daily learning walks to provide non-evaluative feedback to teachers, manages regular communication with staff and community through newsletters, SchoolMessenger System, email, scheduled meetings, and social media, common Collaborative Planning Facilitator
Tammie Henry, Assistant Principal - responsible for discipline and safety, engages in targeted feedback cycles, common collaborative planning facilitator, completes daily learnings walks
Leah Braswell, CRT - leads Science, technology, and Math initiatives, School Communication (Facebook, Twitter, etc.), maintains school website, serves as Assessment Coordinator, serves as TEAM contact, manages Volunteers, Common Collaborative Planning Facilitator
Tushena Scott, Literacy Coach - serves on MTSS team, provides assistance to teachers with ELA curriculum, oversees parent engagement activities, serves as lead Title 1 teacher, common collaborative planning facilitator, engages in targeted feedback cycles
Becky Hudson, Math Content Specialist - provides small group instruction to bottom quartile students, common collaborative planning facilitator, iReady expert, manages tutoring program, MTSS team member
Raelynn Poole, Guidance Counselor -manages MTSS, ELL students, and 504s, provides guidance

and counseling to students in all grade levels, assists teachers with creating behavior plans and academic plans
Isabelle Renee - SAC chair, APT member

Early Warning Systems

Year 2017-18

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	1	0	8	0	4	9	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	6	9	9	16	1	0	0	0	0	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	9	13	12	0	0	0	0	0	0	0	34
	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	1	1	0	0	0	0	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	5	3	0	0	0	0	0	0	0	0	0	0	14
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Wednesday 8/15/2018

Year 2016-17 - As Reported

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	

Year 2016-17 - Updated

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	2	10	7	3	11	8	0	0	0	0	0	0	0	41
One or more suspensions	0	0	3	1	1	6	0	0	0	0	0	0	0	11
Course failure in ELA or Math	5	5	15	21	21	9	0	0	0	0	0	0	0	76
Level 1 on statewide assessment	0	0	0	15	20	24	0	0	0	0	0	0	0	59

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	5	13	27	34	38	32	0	0	0	0	0	0	0	149

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math lowest 25th Percentile
It was tied for the 2nd lowest area in 2017 after science, indicating a trend

Which data component showed the greatest decline from prior year?

Math lowest 25th Percentile

Which data component had the biggest gap when compared to the state average?

Math lowest 25th Percentile

Which data component showed the most improvement? Is this a trend?

Science achievement
Yes, this is an upward trend.

Describe the actions or changes that led to the improvement in this area.

Integration of Science standards in ELA block
Science Boot Camp
3rd and 4th Grade Science standards were covered with fidelity.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	63%	59%	56%	49%	55%	52%
ELA Learning Gains	56%	54%	55%	48%	52%	52%
ELA Lowest 25th Percentile	56%	46%	48%	37%	43%	46%
Math Achievement	68%	63%	62%	70%	60%	58%
Math Learning Gains	49%	54%	59%	65%	57%	58%
Math Lowest 25th Percentile	29%	41%	47%	44%	42%	46%
Science Achievement	59%	55%	55%	44%	52%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1 (0)	0 (0)	8 (0)	0 (0)	4 (0)	9 (0)	22 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)	2 (0)
Course failure in ELA or Math	6 (0)	9 (0)	9 (0)	16 (0)	1 (0)	0 (0)	41 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	9 (0)	13 (0)	12 (0)	34 (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)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	70%	61%	9%	57%	13%
	2017	66%	63%	3%	58%	8%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	54%	59%	-5%	56%	-2%
	2017	50%	56%	-6%	56%	-6%
Same Grade Comparison		4%				
Cohort Comparison		-12%				
05	2018	57%	55%	2%	55%	2%
	2017	49%	53%	-4%	53%	-4%
Same Grade Comparison		8%				
Cohort Comparison		7%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	75%	65%	10%	62%	13%	
	2017	76%	66%	10%	62%	14%	
Same Grade Comparison		-1%					
Cohort Comparison							
04	2018	63%	60%	3%	62%	1%	
	2017	67%	61%	6%	64%	3%	
Same Grade Comparison		-4%					
Cohort Comparison		-13%					
05	2018	57%	58%	-1%	61%	-4%	
	2017	58%	54%	4%	57%	1%	
Same Grade Comparison		-1%					
Cohort Comparison		-10%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2018	57%	54%	3%	55%	2%	
	2017						
Cohort Comparison							

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	35	52	70	45	35						
ELL	33	67		50	47						
BLK	51	61	65	46	43	26	27				
HSP	50	60		60	43		56				
WHT	72	52	50	80	55	38	68				
FRL	59	61	57	63	46	29	53				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	28	46	41	39	30	23	25				
ELL	41	25		70	67						
BLK	34	50	50	40	29	43	32				
HSP	50	44		69	48		23				
WHT	63	59	48	79	59	53	59				
FRL	44	46	48	59	49	53	34				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Teachers will understand, plan, and deliver differentiated standards-based instruction in all content areas for all students that incorporates Reading, Thinking, Talking, and Writing in all content areas for all students.
Rationale	If we implement, monitor, and support common planning, then we will have a scheduled time for teachers to plan for and evaluate student formative assessments and work products.
Intended Outcome	Increase Reading, Thinking, Talking, and Writing and build capacity in the 6 Marzano elements as evidenced by quarterly increases and also doubling the percent of CWT tool look-fors from baseline to mid-year learning walks; Increase ELA lowest quartile gains from 56% to 62% as evidenced by FSA and also gains on each LCS quarterly assessment and an increase in the number of honor roll students each quarter; Increase Science FCAT achievement from 59% to 62%
Point Person	Corrie Voytko (voytkoc@lake.k12.fl.us)

Action Step

Description	1. Create and establish a common planning schedule with identified facilitator/coach, clearly defined protocols, planning timeframe, and expected products. Who: Administration and Coaches When: start 8/27/18 Frequency: Reevaluate quarterly Evidence: Schedule, Norms, List of Protocols 2. Provide honor roll incentives. Who: Administration, Coaches, CRT, & SAC When: Start 10/26/18 Frequence: Reevaluate Quarterly Evidence: Quarterly Honor Roll List
Person Responsible	Corrie Voytko (voytkoc@lake.k12.fl.us)

Plan to Monitor Effectiveness

Description	Develop and utilize administrative schedule for attending and supporting common planning weekly; Leadership team will conduct weekly CWTs to measure impact of common planning on increasing identified instructional look-fors.
Person Responsible	Corrie Voytko (voytkoc@lake.k12.fl.us)

Activity #2	
Title	To create a culture of high expectations, teachers and administrators will understand and respond to students' social and emotional needs using strategies from the Conscious Discipline program.
Rationale	If we address student's social and emotional needs, then we will provide an environment for students to focus on academics
Intended Outcome	decreased absences, incident reports, and referrals; increase Math and ELA Learning Gains; increase ELA lowest quartile gains from 56% to 62% and increase gains in our Math lowest quartile from 29% to 62%
Point Person	Tammie Henry (henryt@lake.k12.fl.us)
Action Step	
Description	quarterly PD for teachers based on Conscious Discipline by Dr. Becky Bailey; Implement school-wide CHAMPS components, such as Reflection Sheets, Guidelines for Success, Voice Levels; guidance lessons on bullying and bus conduct (Bully-proofing Your School and Bus videos) provided through district initiatives.
Person Responsible	Tammie Henry (henryt@lake.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Develop and follow schedule for Conscious Discipline PD and the guidance lessons. Quarterly review of EWS data by EWS team that includes Assistant Principal, Guidance Counselor, and grade level representatives. Track gains through LCS benchmark assessments.
Person Responsible	Tammie Henry (henryt@lake.k12.fl.us)

Activity #3	
Title	Teachers will identify and analyze data to intentionally plan scheduled, differentiated, standards-based interventions for bottom quartile students.
Rationale	If we identify bottom quartile students and implement interventions, then we will have a consistent, trackable plan for evaluating lower quartile students' progress.
Intended Outcome	Increase bottom quartile in ELA from 56% to 62% and LQ gains in Math from 29% to 62% as evidenced by county benchmark testing and FSA.
Point Person	Tushena Scott (scottt@lake.k12.fl.us)
Action Step	
Description	Create and establish daily intervention schedule with identified interventions by assigned interventionist with additional support from coaches and support staff; evidenced by staff schedules.
Person Responsible	Tushena Scott (scottt@lake.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Administrative walkthroughs, MTSS documentation, common planning with leadership facilitation, data meetings following benchmark assessments
Person Responsible	Corrie Voytko (voytkoc@lake.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our goal for parent involvement is to have 90% of our parents attend 2 or more scheduled parent activities.Specific parent engagement opportunities will be scheduled every month beginning with Curriculum Night which was held in August.

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

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 lessons for those students who are identified as needing social skills intervention.

The guidance counselor goes into the classroom to do lessons. 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.

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 at the end of the school year. 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.

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.

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

Secondary Requirement

Part V: Budget	
Total:	**$0.00**