

Lake County Schools

Eustis Heights Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	13
Budget to Support Goals	16

Eustis Heights Elementary School

310 W TAYLOR AVE, Eustis, FL 32726

<https://ehe.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	65%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	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.

Eustis Heights Elementary will create and support a safe, caring learning environment in which all children and adults feel welcomed, respected, and an important part of the school community. We believe each child deserves to be successful. Our family centered environment strives to develop confidence in students as we learn together, support one another, value differences in one another, and become responsible citizens. Pride of Eustis-Success at the heart!

Provide the school's vision statement.

Recognizing that all children are unique, the mission of Eustis Heights Elementary School is to ensure that all students feel loved, respected, and encouraged while being inspired, educated, and prepared to achieve their fullest potential as lifelong learners and productive citizens in our global society.

School Leadership Team

Membership

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

Name	Title
Frazier, Chad	Principal
Chen, Sheri	School Counselor
Scott, Tiffany	Assistant Principal
Arnold, Emily	Teacher, K-12
Purdy, Shaunna	Assistant Principal
Wolfe, Kacy	Instructional Coach
Peterkin, Andrie	Dean
Bellefleur, Eileen	Teacher, ESE
Cohen, Carolyn	Instructional Coach
Martin Eubanks, Linda	Other
Fontaine, Michelle	Instructional Coach

Duties

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

The school leadership team consists of the Principal, two Assistant Principals, guidance counselor, literacy coach, Math/Science coach, MTSS coach, Instructional dean, potential specialist, and Media Specialist. The function and responsibility of each school leadership team member is to create a system of supports for both the classroom teacher and individual students according to the intervention design outlined in the MTSS process. More specifically, the role of administration is to:

1. Oversee, evaluate, and provide assistance as instructional leaders for all instructional and non-instructional staff.
2. Oversee the MTSS process, implementation, and procedures.

3. Provide strategies, interventions, resources for teachers to implement for students, and to monitor the progress of each student.
4. Secure necessary resources to ensure to ensure all teachers are successful, which in turn will lead to student success.
5. Oversee and provide support to manage IEP's, ensure compliance, conduct IEP meetings, problem solve, and support ESE teachers and students.

The leadership team meets weekly to discuss/report the following:

1. Core instruction alignment among grade levels (instructional planning and delivery is standards-based, data-driven, and differentiated instruction)
**Person(s) responsible: Literacy coach, Math/Science Coach, & administration
2. Small group instruction is skill specific for student needs based upon data.
**Person(s) responsible: Potential Specialist, Literacy Coach, Math/Science Coach, & Administration
3. School-wide data driven professional learning communities. (SIPPS, STAR, iReady, Performance Matters assessments, & student grades.)
4. Early warning systems (attendance, discipline, & PBS)
**Person(s) responsible: Administration; Potential Specialist; Guidance
5. Lowest quartile data tracking & retention students
**Person(s) responsible: Potential specialist; Administration
6. MTSS status
**Person(s) responsible: MTSS coach; administration
7. ESE/ELL status
**Person(s) responsible: ESE school specialist & MTSS coach
8. Professional learning communities
**Person(s) responsible: Administration, Literacy coach, & Math/Science Coach
9. Professional development needs
**Person(s) responsible: Content area coaches, & administration
10. Support/Celebrations
**Person(s) responsible: All members

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	0	19	9	12	13	12	0	0	0	0	0	0	0	65
One or more suspensions	0	13	11	8	23	25	0	0	0	0	0	0	0	80
Course failure in ELA or Math	0	37	28	29	65	65	0	0	0	0	0	0	0	224
Level 1 on statewide assessment	0	0	0	41	37	35	0	0	0	0	0	0	0	113

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	45	39	51	80	77	0	0	0	0	0	0	0	292

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	1	6	0	3	0	0	0	0	0	0	0	0	0	10
Retained Students: Previous Year(s)	4	5	5	4	1	0	0	0	0	0	0	0	0	19

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	17	13	17	15	18	11	0	0	0	0	0	0	0	91
One or more suspensions	7	0	4	9	2	8	0	0	0	0	0	0	0	30
Course failure in ELA or Math	0	3	3	2	0	0	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	57	62	64	0	0	0	0	0	0	0	183

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	17	13	17	15	18	11	0	0	0	0	0	0	0	91
One or more suspensions	7	0	4	9	2	8	0	0	0	0	0	0	0	30
Course failure in ELA or Math	0	3	3	2	0	0	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	57	62	64	0	0	0	0	0	0	0	183

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	

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?

The data component that performed the lowest is our ELA Learning Gains for the lowest quartile at 19%. Historically, this is a trend. In 2016-2017 the ELA Learning Gains for the lowest quartile was 52% however in 2015-2016 the ELA Learning Gains for lowest quartile was at 34%.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior year was ELA Learning Gains for the lowest quartile at 19%. This was a decline of 33%. In 2016-2017 the ELA Learning Gains for the lowest quartile was 52%.

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

The data component that has the biggest gap when compared to the state average is ELA Learning Gains for the lowest quartile at 29%. The ELA Learning Gains for the lowest quartile at this school is 19% while the state average is 48%.

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

The data component that showed the most improvement was our 5th grade Science data. 2016-2017 5th grade Science data showed a 1 % gain from 29% to 30%. Science achievement is variable at this school but it typically mirrors ELA achievement in 5th grade.

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

We ran Science intervention groups each Wednesday and focused on question types, visual vocabulary, and building prior knowledge.

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	39%	59%	56%	42%	55%	52%
ELA Learning Gains	42%	54%	55%	45%	52%	52%
ELA Lowest 25th Percentile	19%	46%	48%	34%	43%	46%
Math Achievement	44%	63%	62%	48%	60%	58%
Math Learning Gains	42%	54%	59%	53%	57%	58%
Math Lowest 25th Percentile	24%	41%	47%	37%	42%	46%
Science Achievement	30%	55%	55%	38%	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	0 (17)	19 (13)	9 (17)	12 (15)	13 (18)	12 (11)	65 (91)
One or more suspensions	0 (7)	13 (0)	11 (4)	8 (9)	23 (2)	25 (8)	80 (30)
Course failure in ELA or Math	0 (0)	37 (3)	28 (3)	29 (2)	65 (0)	65 (0)	224 (8)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	41 (57)	37 (62)	35 (64)	113 (183)

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	40%	61%	-21%	57%	-17%
	2017	49%	63%	-14%	58%	-9%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	43%	59%	-16%	56%	-13%
	2017	34%	56%	-22%	56%	-22%
Same Grade Comparison		9%				
Cohort Comparison		-6%				
05	2018	35%	55%	-20%	55%	-20%
	2017	42%	53%	-11%	53%	-11%
Same Grade Comparison		-7%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	40%	65%	-25%	62%	-22%
	2017	54%	66%	-12%	62%	-8%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2018	47%	60%	-13%	62%	-15%
	2017	50%	61%	-11%	64%	-14%
Same Grade Comparison		-3%				
Cohort Comparison		-7%				
05	2018	39%	58%	-19%	61%	-22%
	2017	34%	54%	-20%	57%	-23%
Same Grade Comparison		5%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	29%	54%	-25%	55%	-26%
	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	17	26	17	20	30	17	10				
ELL	24	44		32	35						
BLK	28	33	19	26	32	26	22				
HSP	33	41	12	41	41	23	21				
MUL	53	58		59	58						
WHT	55	50		64	57	17	46				
FRL	36	40	19	41	41	25	27				
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	16	42	52	23	38	39					
ELL	36	57		43	33		23				
BLK	28	45	60	30	36	31	9				
HSP	46	56	64	61	61		37				
MUL	53	50		47	56						
WHT	52	47	20	50	55	27	43				
FRL	39	46	51	46	47	29	26				

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	With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students while intentionally incorporating Reading, Thinking, Talking, and Writing.
Rationale	If we implement, monitor, and support common planning, then teachers will have the opportunity to plan for and evaluate student formative assessments/work products in order to increase student achievement.
Intended Outcome	Increase Reading, Thinking, Talking, and Writing and build capacity in the six Marzano elements as evidenced by quarterly increases and also doubling the percent of learning walk tool look-fors from baseline to mid-year learning walks; Recruit and retain highly effective teachers by supporting a collaborative student-centered environment that provides access and utilization of state of the art educational technology. Increase student achievement in ELA proficiency from 39% to 43%, ELA Learning Gains from 42% to 49%, Math Proficiency from 42% to 49%, Math Learning Gains from 42% to 49%, and Science proficiency from 30% to 40%.
Point Person	Chad Frazier (frazierc@lake.k12.fl.us)
Action Step	
Description	Create and establish a common planning schedule with identified facilitator/coach, clearly defined protocols, planning timeframe, and expected products.
	Expected outcome: Teachers will deepen understanding of the full intent of the standards and build capacity in identifying quality resources that support standards-based instruction. Teachers will have opportunities to model best practices during planning and will intentional plan for accountable collaboration that supports authentic literacy experiences. Teachers will also analyze student work products to determine instructional moves (next steps) to improve student achievement. Teachers will utilize student reading with teacher conferring to diagnose and create instructional action steps to increase student capacity in the Reading process through authentic literacy experiences.
	Expected products: Anchor charts, lesson plans, planned accountable collaboration structures, planned higher order thinking questions, thinking maps, & formative assessments.
	Who: Administration and coaches When: Start 8/12/18, End 5/24/19 Frequency: Re-evaluate quarterly Evidence: Schedule, Norms, List of Protocols, Deliverables
Person Responsible	Tiffany Scott (scottt99@lake.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Develop and utilize administrative schedule for attending and supporting common planning weekly, the leadership team will conduct weekly learning walks to measure the impact of common planning on increasing identified instructional look-fors.
Person Responsible	Tiffany Scott (scottt99@lake.k12.fl.us)

Activity #2	
Title	By utilizing student achievement data, Eustis Heights Elementary will tailor interventions and accelerations for all students in Reading, Math, and Science to increase student achievement.
Rationale	<p>If we implement, monitor, and support interventions/accelerations blocks, then students will receive targeted interventions with fidelity to improve achievement.</p> <p>The greatest decline was in the learning gains of our lowest 25% in both ELA and Math.</p>
Intended Outcome	Increase student achievement in ELA proficiency from 39% to 43%, ELA Learning Gains from 42% to 49%, Math Proficiency from 42% to 49%, Math Learning Gains from 42% to 49%, ELA Lowest Quartile Learning gains from 19% to 40%; Math Lowest Quartile Learning Gains from 24% to 40%, and Science proficiency from 30% to 40%.
Point Person	Chad Frazier (frazierc@lake.k12.fl.us)
Action Step	
Description	<p>Create an established time for targeted small group instruction. New Actions: Create an intervention team to assist with small group instruction. Training will be provided to the intervention team in SIPPS, LLI, and standards-based stations. Training will be provided on ALEKS to support our lowest quartile in Math. Targeted small group instruction for students on-grade level to promote acceleration. iReady will be utilized to track student data and provide supplemental instruction in Math. On-going learning walks will occur to collect trend data to drive common planning and professional development needs.</p> <p>Who: Administration and Intervention Specialist When: Start 8/24/18, End 5/24/19 Frequency: Re-evaluate monthly Evidence: Interventionist schedules, student data records, FSA student achievement and learning gains</p>
Person Responsible	Chad Frazier (frazierc@lake.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Develop and utilize an intervention team schedule for supporting interventions during small group instruction. The leadership team will conduct weekly learning walks to ensure fidelity of interventions during small group instruction.
Person Responsible	Chad Frazier (frazierc@lake.k12.fl.us)

Activity #3	
Title	By utilizing early warning systems data, Eustis Heights Elementary will increase attendance, positive student behaviors, and maintain a safe and supportive environment for all students.
Rationale	If we monitor early warning systems data and work with families to ensure expectations are clear, then we will increase attendance, positive student behaviors, and maintain a safe and supportive environment for all students.
Intended Outcome	Reduce the number of students meeting the EWS for absences and maintain 7% or less each quarter; Increase student achievement in ELA proficiency from 39% to 43%, ELA Learning Gains from 42% to 49%, Math Proficiency from 42% to 49%, Math Learning Gains from 42% to 49%, ELA Lowest Quartile Learning gains from 19% to 40%; Math Lowest Quartile Learning Gains from 24% to 40%, and Science proficiency from 30% to 40%.
Point Person	Tiffany Scott (scottt1@lake.k12.fl.us)
Action Step	
Description	<p>Implementation of school-wide positive behavior plan to offer incentives for students demonstrating desired positive behaviors and monitor early warning sign data to intervene with students displaying at-risk behaviors. Increase home to school communication by providing more opportunities for families to be involved.</p> <p>Who: Administration and Guidance When: Start 8/24/18, End 5/24/18 Frequency: Re-evaluate monthly Evidence: Decline in students with multiple early warning signs</p>
Person Responsible	Tiffany Scott (scottt1@lake.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Data will be analyzed by the positive behavior support team and adjustments will be made according to data trends discovered.
Person Responsible	Tiffany Scott (scottt1@lake.k12.fl.us)

Activity #4	
Title	Monitoring for Effectiveness
Rationale	If we monitor all focus areas for effectiveness using ongoing progress monitoring data and frequent checks then we will ensure outcomes are realized and opportunities to act are maximized.
Intended Outcome	Achieve Proficiency and Learning Gain goals established in Focus Areas 1-3. Increase student achievement in ELA proficiency from 39% to 43%, ELA Learning Gains from 42% to 49%, Math Proficiency from 42% to 49%, Math Learning Gains from 42% to 49%, and Science proficiency from 30% to 40%.
Point Person	Chad Frazier (frazierc@lake.k12.fl.us)
Action Step	
	Leadership Team will schedule weekly meetings to review data on various progress monitoring tools and Learning Walk data to ensure effectiveness. Action steps will be established based on data points to ensure effectiveness.
Description	Expected Products & Evidence
	<ol style="list-style-type: none"> 1. Classroom Instructional Practice – Weekly Learning Walks Data 2. Core Instruction – Quarterly Assessments, Science LSA, iReady Reading and Math Diagnostic 3. Reading –Reading with Conferring Groupings 4. Math – iReady Math Monthly Assessment 5. Intervention – SIPPS Mastery Tests, Intervention Tracking Sheets, LLI Mastery Tests 6. Referrals - Monthly EWS Report 7. Suspensions –Monthly EWS Report 8. Attendance – Monthly EWS Report 9. Course Failures – Mid and End of Quarter EWS Report
Person Responsible	Chad Frazier (frazierc@lake.k12.fl.us)
Plan to Monitor Effectiveness	
Description	A permanent agenda item will be placed in the weekly leadership team meeting agenda entitle Monitoring for Effectiveness to ensure that SIP focus areas, products, and evidence will be reviewed and actions will be established. The state RED and team will be provided access to the LCS DA Schools Google Drive to view additions to the existing Action Plan and Progress Monitoring Data ties to each SIP Focus Area.
Person Responsible	Chad Frazier (frazierc@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.

Eustis Heights Elementary School believes in involving parents in all aspects of its Title I and various programs.

Our targets are to: provide necessary literacy training for parents, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school, and to develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

Eustis Heights will provide a vocabulary training, fluency training, & a how to support reading at home training.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

EHES ensures that the social-emotional needs of all students are being met through a comprehensive counseling program provided by our on-site guidance department for all students in need. Offsite counseling services are provided by Lifestream for students with extreme circumstances and who qualify for counseling services. To build relationships, we have a diverse group of mentors on campus daily to support our lowest quartile by providing academic and social skills support. EHES also hosts monthly family dinners focused on providing parents with literacy strategies to work with their children at home. With the support of local business partners, EHES has a weekend backpack program where students are provided meals to sustain them throughout the weekend. Of equal importance, EHES has put incentives in place for students reaching behavioral and academic goals. These incentives include Random Acts of Kindness award, Terrific Kids, a school store, and Ace Team. The MTSS process will also be utilized for students displaying undesired social/emotional targeted behaviors. Interventions will be put into place for identified students and continuous monitoring to occur to measure the impact of the interventions.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

(1) Voluntary Preschool (VPK) is offered during the regular school year to assist in readiness skills for Kindergarten. EHES offers one full day Pre-K funded half by Title 1 and half by LCS VPK program providing one teacher and 1 teacher assistant. The county PLAY Center helps identify, set up services, and refer students to EHES for early intervention in ESE Pre-K. Our community is also provided with VPK summer services through the county at a nearby location.

(2) EHES offers "Kindergarten Round Up" in the spring to orient and provide parents and students with information regarding curriculum, services, schedules, and special events. A school-based screener is administered within the first 30 days of Kindergarten to determine readiness skills and to assess current programs for preschoolers.

(3) EHES works with our feeder pattern middle school to arrange for visitations/orientation days for our outgoing 5th grade students. Articulation meetings are arranged for 5th grade ESE students with the middle school they are designated to attend.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school has a MTSS team in place to address the academic and behavioral needs of students. The procedures include teachers discussing students who are showing a deficiency when compared to their peers. The team will discuss strategies and interventions that address the specific areas of concern. Once strategies / interventions are put into place, ongoing data analysis occurs with the team to make data-driven decisions in the best interest of the student. Support and resources are provided for students to be successful. A triangulation of data/resources are used: Grade K-LCS Kindergarten Report Card; teacher observation of skills; Mid-Year SIPPS Assessments. Grades 1-5: iReady; STAR; SIPPS; Performance Matters assessments; ELA/Math grades; FSA assessment scores.

If a student does not respond positively to the MTSS interventions provided educational meetings will be held to determine if the student is eligible for an increased level of support through Exceptional Education program.

All funding for school-based programs is utilized for the enhancement of student learning opportunities and for student growth. Various funding sources provide resources for this school.

Supplemental Academic Instruction (SAI) funding is used to provide supplemental resources and collaborative planning time. Additionally, SAI funds will be combined with the Title I funds to provide additional services to low performing subgroups in the area of mathematics and reading. This assistance will include, but may not be limited to, before and after school remediation programs.

Also integrated into the school is funding from various grants. Funding from grants is typically designated for specific expenditures but like all other school funding, it is used for students and teachers to enhance the teacher / learning process.

Title 1, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities will include before and after school programs and resource assistance during the school day. Title I provides a Literacy Coach, Potential Specialist, Teacher Assistants for Literacy, and a Family School Liaison (FSL). Title I funds also supports a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.

IDEA funds: Funds provide academic support to assist students in achieving the standards in the local curriculum and the Florida standards. Funds are utilized to purchase supplemental support materials and technology.

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

Eustis Heights offers a variety of afterschool programs to increase student awareness of college and careers. We have a young entrepreneurs club that meets regularly with a local business owner. The business owner has the student club function as a business with a CEO and executives. We offer a robotics program and partner with Lake-Tech to provide field trip opportunities to our students. A STEAM club will also be offered to students to advance college and career awareness.

Eustis Heights offers after-school tutoring using Title I funds to help remediate and accelerate students

that are identified using FSA data, grades, and teacher recommendation two days a week for 3 hours in total for the week.

Part V: Budget	
Total:	\$325,351.25