

Lake County Schools

# Eustis Heights Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Eustis Heights Elementary School

310 W TAYLOR AVE, Eustis, FL 32726

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

## Demographics

**Principal: Terri Soos**

Start Date for this Principal: 8/19/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (49%) 2017-18: D (34%) 2016-17: C (43%) 2015-16: C (42%) 2014-15: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## 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)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	D	C	C

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<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	Job Duties and Responsibilities
Scott, Tiffany	Principal	<p>The school leadership team consists of the Principal, two Assistant Principals, Guidance Counselor, Literacy Coach, Math/Science Coach, MTSS Coach, ESE Specialist, Instructional Dean, PASS Teacher, Mental Health Liaison, and Potential 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.</p> <p>More specifically, the role of administration is to:</p> <ol style="list-style-type: none"> <li>1. Oversee, evaluate, and provide assistance as instructional leaders for all instructional and non-instructional staff.</li> <li>2. Oversee the MTSS process, implementation, and procedures.</li> <li>3. Provide strategies, interventions, resources for teachers to implement for students, and to monitor the progress of each student.</li> <li>4. Secure necessary resources to ensure all teachers are successful, which in turn will lead to student success.</li> <li>5. Oversee and provide support to manage IEP's, ensure compliance, conduct IEP meetings, problem solve, and support ESE teachers and students.</li> </ol> <p>The leadership team meets weekly to discuss/report the following:</p> <ol style="list-style-type: none"> <li>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, and Administration</li> <li>2. Small group instruction is skill specific for student needs based upon data. **Person(s) responsible: Potential Specialist, Literacy Coach, Math/Science Coach, and Administration</li> <li>3. School-wide data driven professional learning communities. (SIPPS, iReady, ALEKS, Performance Matters Assessments, Teacher Made Assessments and Student Grades.) **Person(s) responsible: Potential Specialist, Literacy Coach, Math/Science Coach, &amp; Administration</li> <li>4. Early Warning Systems (Attendance, Discipline, and PBS) **Person(s) responsible: Administration, Potential Specialist, and Guidance</li> <li>5. Lowest Quartile Data Tracking and Retained Students **Person(s) responsible: Potential Specialist, MTSS Coach, Administration and Guidance</li> <li>6. MTSS Status **Person(s) Responsible: MTSS Coach and Administration</li> <li>7. ESE/ELL Status **Person(s) responsible: ESE Specialist &amp; MTSS Coach</li> <li>8. Professional Learning Communities **Person(s) responsible: Administration, Literacy Coach, and Math/Science Coach</li> <li>9. Professional Development Needs **Person(s) responsible: Administration, Literacy Coach, and Math/Science Coach</li> <li>10. Support/Celebrations **Person(s) responsible: All Members</li> </ol>



Name	Title	Job Duties and Responsibilities
Bellefleur, Eileen	Teacher, ESE	ESE School Specialist
Martin Eubanks, Linda	Other	Potential Specialist who oversees interventions.
Cavallaro, Jennifer	Instructional Coach	Math & Science Coach
Wolfe, Kacy	Instructional Coach	Literacy Coach
Ward, Ashley	School Counselor	Guidance Counselor
Peterkin, Andrie	Assistant Principal	Assistant Principal
Douglas, Elizabeth	Dean	Instructional Dean
Bob, Linda	Teacher, K-12	PASS Teacher
Martinez, Janet	Other	Mental Health Liaison
Soos, Terri	Assistant Principal	Assistant Principal

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	111	108	126	112	125	128	0	0	0	0	0	0	0	710
Attendance below 90 percent	17	13	22	16	14	22	0	0	0	0	0	0	0	104
One or more suspensions	15	6	11	13	17	22	0	0	0	0	0	0	0	84
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	45	46	49	0	0	0	0	0	0	0	140

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	36	23	34	40	45	61	0	0	0	0	0	0	0	239

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	0	3	0	3	1	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	7	12	21	21	28	0	0	0	0	0	0	0	89

**FTE units allocated to school (total number of teacher units)**

59

**Date this data was collected or last updated**

Wednesday 8/28/2019

### Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	45	39	51	80	77	0	0	0	0	0	0	0	292

### Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	45	39	51	80	77	0	0	0	0	0	0	0	292

## Part II: Needs Assessment/Analysis

**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	58%	57%	42%	57%	55%
ELA Learning Gains	57%	57%	58%	49%	56%	57%
ELA Lowest 25th Percentile	54%	49%	53%	52%	50%	52%
Math Achievement	53%	60%	63%	47%	61%	61%
Math Learning Gains	51%	56%	62%	50%	57%	61%
Math Lowest 25th Percentile	34%	39%	51%	30%	45%	51%
Science Achievement	47%	54%	53%	29%	49%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	111 (0)	108 (0)	126 (0)	112 (0)	125 (0)	128 (0)	710 (0)
Attendance below 90 percent	17 (0)	13 (19)	22 (9)	16 (12)	14 (13)	22 (12)	104 (65)
One or more suspensions	15 (0)	6 (13)	11 (11)	13 (8)	17 (23)	22 (25)	84 (80)
Course failure in ELA or Math	0 (0)	0 (37)	0 (28)	0 (29)	0 (65)	0 (65)	0 (224)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	45 (41)	46 (37)	49 (35)	140 (113)

**Grade Level Data**

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	49%	60%	-11%	58%	-9%
	2018	40%	61%	-21%	57%	-17%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	46%	60%	-14%	58%	-12%
	2018	43%	59%	-16%	56%	-13%
Same Grade Comparison		3%				
Cohort Comparison		6%				
05	2019	51%	59%	-8%	56%	-5%
	2018	35%	55%	-20%	55%	-20%
Same Grade Comparison		16%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	64%	62%	2%	62%	2%
	2018	40%	65%	-25%	62%	-22%
Same Grade Comparison		24%				
Cohort Comparison						
04	2019	51%	61%	-10%	64%	-13%
	2018	47%	60%	-13%	62%	-15%
Same Grade Comparison		4%				
Cohort Comparison		11%				
05	2019	43%	57%	-14%	60%	-17%
	2018	39%	58%	-19%	61%	-22%
Same Grade Comparison		4%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	47%	56%	-9%	53%	-6%
	2018	29%	54%	-25%	55%	-26%
Same Grade Comparison		18%				
Cohort Comparison						

### Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	26	35	30	27	42	38	28				
ELL	33	39	29	46	38	31	29				
BLK	31	50	59	30	37	30	29				
HSP	47	52	35	59	52	32	38				
MUL	47	62		63	62						
WHT	61	65	77	60	57	50	74				
FRL	44	55	50	49	48	31	39				
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				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component that show the lowest performance was Math Lowest 25th Percentile with 34% during the 2018-19 school year and 24% during the 2017-18 school year. Although this is an increase in student performance as compared to the previous year, it is at least a 13% difference from the other school grade components. One of the contributing factors was not providing students with adequate time on remedial math skills.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Fortunately, there was no decline from the prior year in any category. The focus on standards based instruction, support through systematic interventions, professional learning communities and continuous monitoring and reevaluation were the contributing factors.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

1. The data component that had the greatest gap when compared to the state average based on the school grade component during the 2018-19 school year was Math Lowest 25th Percentile. The school earned 34% and the state earned 51%, a 17% difference. During the 2017-18 school year, the school earned a 24% on this component while the state earned 47%, a 23% difference.

2. The data component that had the greatest gap compared to the state average when looking at grade level data during the 2018-19 school year was 5th grade math. The school earned 43% proficiency rate while the state earned 60%, a 17% difference. This difference was higher at 22% during the previous year (2017-18) with the school earning 39% and the state earning 61%. This does appear to be a trend.

Both of these data points appear to be a trend. The percentage of students proficient in all math categories are historically below the proficiency rate demonstrated in ELA as well as the state. The factors that contributed to this trend appears to be the inability to provide consistent Math support from an instructional coach to support core instruction and the inability to provide systematic interventions within Math.

**Which data component showed the most improvement? What new actions did your school take in this area?**

ELA Lowest 25th Percentile was the data component that showed the most improvement moving from 19% during the 2017-18 school year to 54% during the 2018-19 school year, a 35% difference. This year there were several actions that contributed to this change. During the 2018-19 we utilized the Leveled Literacy Intervention program to support our lowest quartile and dedicated time and human capital to ensure that the systems ran daily based on the allotted within the schedule. Staff administering the program were trained on how to implement the program and the program was monitored with fidelity.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Reflecting on the EWS data from Part I (D), the primary area of concern is the increase in the number of students with attendance below 90%. During the 2018-19 school year there were 104 students with attendance below 90%, while there were only 65 students during the 2017-18 school year. This is an increase of 39 students.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Improving the number of students in the lowest quartile making learning gains within Math.
2. Improving learning gains in Math and ELA with students who are SWD, ELL and Black.
3. Improving overall student achievement in Math, ELA, and Science.
4. Reduce the number of students with two or more EWS indicators.

### **Part III: Planning for Improvement**

**Areas of Focus:**



#1	
<b>Title</b>	With high expectations, teachers will understand, plan, and deliver standards based instruction where students can state what they are learning, why they are learning it and how they know they have learned it.
<b>Rationale</b>	If we implement, monitor, and support common planning, then teachers will have the opportunity to plan instructional delivery, develop lessons that are clear in purpose, create quality tasks, evaluate student formative assessments/work products in order to increase student achievement.
<b>State the measurable outcome the school plans to achieve</b>	Increase Reading, Writing, Thinking and Talking across all content areas 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 48% to 51%, ELA Learning Gains from 57% to 60%, Math Proficiency from 53% to 56%, Math Learning Gains from 51% to 54%, and Science Proficiency from 47% to 50%.
<b>Person responsible for monitoring outcome</b>	Tiffany Scott (scottt1@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	The evidence-based strategy that will be used is engaging in professional learning communities. This strategy will be monitored through consistent participation within PLCs, PLC forms (include agenda, minutes, participants, and follow up task(s), and classroom walkthroughs.
<b>Rationale for Evidence-based Strategy</b>	The rationale behind this strategy is that if teachers, administrators and coaches consistently engage in PLCs that focus on purpose, developing quality tasks and coherent instructional delivery in a cycle that will allow them to plan, teach, analyze and apply their findings, we will reduce equity gaps among classes. This cycle is expected to narrow the focus around standards based instruction, and increase teacher competency. Additionally, we will be able to intentionally and consistently provide quality learning experiences for all students.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Develop a common understanding around professional learning communities and our focus which is purpose, through professional development.</li> <li>2. Create a common planning schedule, PLC protocols, expectations, and a designated time for planning.</li> <li>3. Develop, utilize and follow an administrative schedule for attending and supporting weekly common planning.</li> <li>4. Administration and content area coaches will conduct weekly walkthroughs to monitor for transfer and provide feedback around our focus, purpose.</li> <li>5. Consistently engage in PLCs, monitor for desired outcomes, and make adjustments where needed.</li> <li>6. PLC teams will analyze student assessments and work products to monitor learning and guide next steps.</li> </ol>
<b>Person Responsible</b>	Tiffany Scott (scottt1@lake.k12.fl.us)

#2	
<b>Title</b>	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.
<b>Rationale</b>	If we implement, monitor, and support interventions/accelerations blocks, then students will receive targeted interventions with fidelity to improve achievement. Although there was not a decline across the seven school grade components, the least amount of gains were among our lowest quartile in Math.
<b>State the measurable outcome the school plans to achieve</b>	The measurable outcome that EHES plans to achieve is an increase in student achievement in ELA Achievement from 48% to 51%, ELA Learning Gains from 57% to 60%, ELA Lowest Quartile from 54% to 57%, Math Achievement from 53% to 56%, Math Learning Gains from 51% to 54%, Math Lowest Quartile from 34% to 50%, and Science Achievement from 47% to 50%.
<b>Person responsible for monitoring outcome</b>	Tiffany Scott (scottt1@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	The evidence based strategy is providing students with systematic interventions that will remediate or accelerate student learning based on their individual needs.
<b>Rationale for Evidence-based Strategy</b>	The rationale behind this strategy is that if students are provided the time within a school day to receive systematic support (interventions/accelerations) in addition to core instruction, students will be able to recover learning gaps while building current grade level knowledge and skills. This strategy will allow all students including the lowest quartile, and students in critical need subgroups (SWD, ELL, Black) to get their individual learning needs met, resulting in higher student achievement.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Create established time for targeted small group instruction, and schedules for implementation.</li> <li>2. Create and train an intervention team to assist with small group instruction for interventions (SIPPs, ALEKS, LLI, and Standards Based Stations).</li> <li>3. Conduct weekly walk-through to monitor for implementation and fidelity of interventions during small group instruction.</li> <li>4. Progress monitor student data using iReady (ELA &amp; Math), LLI assessments (ELA), ALEKS (Math), SIPPS tracking (Reading Readiness), Performance Matters (ELA, Math, and Science), and Teacher Made Assessments (ELA &amp; Math) with an intentional focus on the lowest quartile and student subgroups (SWD, ELL and Black) monthly so that we can continuously make adjustments.</li> </ol>
<b>Person Responsible</b>	Terri Soos (soost@lake.k12.fl.us)

#3	
<b>Title</b>	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.
<b>Rationale</b>	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.
<b>State the measurable outcome the school plans to achieve</b>	The intended outcome is to reduce the number of students meeting the EWS for absences and maintain 7% or less each quarter. Additionally, we will Increase student achievement in ELA proficiency from 48% to 51%, ELA Learning Gains from 57% to 60%, Math Proficiency from 53% to 56%, Math Learning Gains from 51% to 54%, ELA Lowest Quartile Learning gains from 54% to 57%; Math Lowest Quartile Learning Gains from 34% to 50%, and Science proficiency from 47% to 50%.
<b>Person responsible for monitoring outcome</b>	Andrie Peterkin (peterkina@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	The evidence based strategy that we will be used is the implementation of a school wide positive behavior plan that will offer incentives for students demonstrating desired positive behaviors and monitors early warning sign data to intervene with students displaying at-risk behaviors. We will also increase home to school communication by providing more opportunities for families to be involved.
<b>Rationale for Evidence-based Strategy</b>	If we implement, monitor and support practices that will foster a positive and supportive learning environment than attendance will increase. Additionally, building relationships with families increase communication and support from home to support students academically.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Implement a school-wide positive behavior plan.</li> <li>2. The positive behavior support team will monitor EWS data and provide supports to students when and where needed.</li> <li>3. Provide faculty and staff with professional development on Restorative Practices so that it may be used school wide.</li> <li>4. Utilize services and staff such as our Mental Health Liaison, Positive Alternative School Suspension Teacher, and Guidance Counselor to support our neediest students.</li> </ol>
<b>Person Responsible</b>	Andrie Peterkin (peterkina@lake.k12.fl.us)

#4	
<b>Title</b>	Monitoring for Effectiveness
<b>Rationale</b>	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.
<b>State the measurable outcome the school plans to achieve</b>	Achieve Proficiency and Learning Gain goals established in Focus Areas 1-3. Increase student achievement in ELA proficiency from 48% to 51%, ELA Learning Gains from 57% to 60%, ELA Learning Gains in the Lowest Quartile from 54% to 57%. Math Proficiency from 53% to 56%, Math Learning Gains from 51% to 54%, Math Learning Gains in the Lowest Quartile from 34% to 50% and Science proficiency from 47% to 50%.
<b>Person responsible for monitoring outcome</b>	Tiffany Scott (scottt1@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	The evidence based strategy is monitoring for desired outcomes.
<b>Rationale for Evidence-based Strategy</b>	The rationale behind this strategy is that if we monitor the progress of intended goals, we can address barriers as they arise, strengthen processes, and increase the likelihood of reaching our goals.
<b>Action Step</b>	
	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.
<b>Description</b>	<p>Expected Products &amp; Evidence</p> <ol style="list-style-type: none"> <li>1. Classroom Instructional Practice – Weekly Learning Walks Data</li> <li>2. Core Instruction – Quarterly Assessments, Science LSA, iReady Reading and Math Diagnostic</li> <li>3. Reading –Reading with Conferring Groupings</li> <li>4. Math – iReady Math Assessments (BOY, MOY, EOY) and ALEKS</li> <li>5. Intervention – SIPPS Mastery Tests, Intervention Tracking Sheets, LLI Mastery Tests</li> <li>6. Referrals - Monthly EWS Report</li> <li>7. Suspensions –Monthly EWS Report</li> <li>8. Attendance – Monthly EWS Report</li> <li>9. Course Failures – Mid and End of Quarter EWS Report</li> </ol>
<b>Person Responsible</b>	Tiffany Scott (scottt1@lake.k12.fl.us)
<b>Additional Schoolwide Improvement Priorities (optional)</b>	

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## 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 Schoolwide Improvement Plan 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.**

Parent and community involvement is vital to Eustis Heights Elementary School. We believe that parent, families and community stakeholders comprise of our most important stakeholders.

Our stakeholders support the school mission and our student needs in the following ways:

1. Quarterly parent and grandparent support classes.
2. Community and Family Input with the Title I Plan, Parent Involvement Plan, and School Compact.
3. Parent Teacher Conference Nights twice a year.
4. Special Events (Movie Night, Honor Roll Ceremonies, Intervention Ceremonies, Terrific Kid, etc.)
5. Home visits as needed.
6. Family Dinner Night where educational resources are provided.
7. Parent Resource Center where parents can check out a variety of resources to support student learning.
8. Community mentors for at-risk youth.
9. Classroom readers.
10. Volunteers at school events (Tiger Loot Day, Career Day, Field Day, etc.).
11. Family Reading Days (Donuts with Dad and Muffins with Mom).
12. Book, School Supplies, Clothes and Food Donations to support our neediest families.
13. Community partners provide free services and information to families.
14. Actively recruit and retain volunteers and mentors for students.
15. Volunteer and Community Breakfast.
16. Provide information, notifications or correspondence to parent's in their home language when possible.

#### **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.**

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, and mental health liaison 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, and a school store. 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.

(4) Partner with child care centers and invite them to visit classes and our school in preparation for PreK and Kindergarten transitions.

**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 or 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-FLKRS; teacher observation of skills; Mid-Year SIPPS Assessments. Grades 1-5: iReady; SIPPS; Performance Matters Assessments; ELA/Math grades; and FSA assessment scores.

All funding for school-based programs is utilized for the enhancement of student learning opportunities and for student growth.

Supplemental Academic Instruction funding is used to provide supplemental resources and collaborative planning time, ALEKS math program will be used for interventions with the lowest 25%.

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. Opportunities will include before and after school programs and resource assistance during the school day. Title I funds provides personnel and resources for students and parents. Designated staff 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.

Homeless, Migrant, ELLs are given additional family support, tutoring, and resources with Federal

Programs.

Program Specialist meet monthly with contacts to coordinate how to best allocate resources for students, share information, and problem solve.

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

To stimulate thought and options for college and careers, we facilitate a Career Day where various community partners come together to educate students on the industry, expose them to a variety of careers and to create interest in different industries.

Eustis Heights offers a variety of afterschool programs to increase student awareness of college and careers. 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.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: With high expectations, teachers will understand, plan, and deliver standards based instruction where students can state what they are learning, why they are learning it and how they know they have learned it.	\$0.00
2	III.A.	Areas of Focus: 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.	\$0.00
3	III.A.	Areas of Focus: 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.	\$0.00
4	III.A.	Areas of Focus: Monitoring for Effectiveness	\$0.00
Total:			\$0.00