

Lake County Schools

Eustis Middle School



2019-20 Schoolwide Improvement Plan

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Eustis Middle School

18725 BATES AVE, Eustis, FL 32736

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

Demographics

Principal: Michael Spencer

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (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
School Grades History	2018-19: C (50%) 2017-18: B (56%) 2016-17: C (49%) 2015-16: C (50%) 2014-15: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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.

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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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)
Middle School 6-8	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	B	C	C

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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. 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.

At Eustis Middle School, we desire to foster a safe, positive and engaging learning environment for our students, which promotes the value of an education.

Provide the school's vision statement.

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

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
Crosby, Abigail	Principal	
Durias, Herman	Assistant Principal	
Abner, Kindra	Assistant Principal	
Alexander, Sherrita	Other	
Tatai, Brian	Other	
Cassidy, Whitney	Instructional Coach	
Williams, Rhoda	Other	

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	0	0	0	0	0	0	340	327	367	0	0	0	0	1034	
Attendance below 90 percent	0	0	0	0	0	0	1	3	1	0	0	0	0	5	
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
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	154	146	121	0	0	0	0	421	

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	0	0	0	0	0	107	110	143	0	0	0	0	360

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	0	0	0	0	0	68	52	63	0	0	0	0	183
Students retained two or more times	0	0	0	0	0	0	1	6	4	0	0	0	0	11

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

70

Date this data was collected or last updated

Monday 8/26/2019

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	0	0	0	0	0	58	47	64	0	0	0	0	169
One or more suspensions	0	0	0	0	0	0	50	33	41	0	0	0	0	124
Course failure in ELA or Math	0	0	0	0	0	0	7	24	26	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	0	0	0	133	108	130	0	0	0	0	371

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	0	0	0	0	0	58	51	62	0	0	0	0	171

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	0	0	0	0	0	58	47	64	0	0	0	0	169
One or more suspensions	0	0	0	0	0	0	50	33	41	0	0	0	0	124
Course failure in ELA or Math	0	0	0	0	0	0	7	24	26	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	0	0	0	133	108	130	0	0	0	0	371

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	0	0	0	0	0	58	51	62	0	0	0	0	171

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	45%	50%	54%	43%	47%	52%
ELA Learning Gains	45%	52%	54%	43%	50%	54%
ELA Lowest 25th Percentile	38%	44%	47%	31%	39%	44%
Math Achievement	51%	56%	58%	51%	54%	56%
Math Learning Gains	51%	55%	57%	53%	56%	57%
Math Lowest 25th Percentile	37%	46%	51%	39%	45%	50%
Science Achievement	44%	49%	51%	42%	46%	50%
Social Studies Achievement	62%	70%	72%	66%	72%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	340 (0)	327 (0)	367 (0)	1034 (0)
Attendance below 90 percent	1 (58)	3 (47)	1 (64)	5 (169)
One or more suspensions	0 (50)	0 (33)	1 (41)	1 (124)
Course failure in ELA or Math	0 (7)	0 (24)	0 (26)	0 (57)
Level 1 on statewide assessment	154 (133)	146 (108)	121 (130)	421 (371)

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
06	2019	43%	52%	-9%	54%	-11%
	2018	39%	47%	-8%	52%	-13%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	40%	49%	-9%	52%	-12%
	2018	44%	48%	-4%	51%	-7%
Same Grade Comparison		-4%				
Cohort Comparison		1%				
08	2019	48%	54%	-6%	56%	-8%
	2018	48%	55%	-7%	58%	-10%
Same Grade Comparison		0%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	44%	53%	-9%	55%	-11%
	2018	44%	49%	-5%	52%	-8%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	50%	58%	-8%	54%	-4%
	2018	60%	59%	1%	54%	6%
Same Grade Comparison		-10%				
Cohort Comparison		6%				
08	2019	14%	39%	-25%	46%	-32%
	2018	27%	39%	-12%	45%	-18%
Same Grade Comparison		-13%				
Cohort Comparison		-46%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	41%	49%	-8%	48%	-7%
	2018	51%	51%	0%	50%	1%
Same Grade Comparison		-10%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	71%	-11%	71%	-11%
2018	67%	70%	-3%	71%	-4%
Compare		-7%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	90%	52%	38%	61%	29%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	92%	62%	30%	62%	30%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	49%	-49%	57%	-57%
2018	0%	50%	-50%	56%	-56%
Compare		0%			

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	18	31	27	23	37	36	19	38			
ELL	12	30	32	27	40	47	10	47			
BLK	35	40	35	35	44	34	33	44	74		
HSP	37	45	40	44	49	40	36	58	80		
MUL	58	50		51	56			81	93		
WHT	53	47	40	62	54	36	52	69	79		
FRL	37	43	39	43	47	38	33	53	70		
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	16	33	29	21	39	40	20	43			
ELL	15	55	55	26	43	32		50			
BLK	32	46	40	38	49	34	24	76	77		
HSP	42	53	52	51	62	56	58	55	65		
MUL	54	48		56	69	70	69	82			
WHT	53	53	36	64	65	48	59	72	82		
FRL	39	48	42	49	57	47	44	64	72		
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	9	28	28	15	34	28	11	37			
ELL	7	27	26	7	26	36					
BLK	29	36	26	34	50	42	20	46	65		
HSP	34	36	29	40	42	35	29	63	73		
MUL	43	32	36	46	46	15	18	75	75		
WHT	51	49	35	63	60	41	55	73	72		
FRL	34	38	32	41	49	39	29	60	75		

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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	521
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	35
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	50
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	65
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	55
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	47
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 lowest performing subgroups at Eustis Middle School were students with disabilities and those students that are considered to be English language learners (ELLs). There are multiple factors that may have contributed to the lack of performance within these subgroups, including a lack of pre-requisite skills in core subject areas, frequent absenteeism, and/or the inconsistent use of common planning specifically for teachers within these subgroup areas.

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

The greatest decline from the 2018-2019 school year data was in the area of lower quartile learning gains. The lower quartile may consist of those students that are also classified as students with disabilities and/or students that are English language learners. There are multiple factors that may have contributed to the lack of performance within the lowest quartile, including a lack of pre-requisite skills in core subject areas, frequent absenteeism, and/or the inconsistent use of common planning specifically for teachers within these subgroup areas.

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.

When compared to the state average, Eustis Middle School's greatest achievement gap exists in the area of math learning gains amongst the students within the lower quartile. The state average was 51%, while Eustis Middle's average was 37%. While multiple factors may have contributed to the lack of performance in this area, including a lack of pre-requisite skills in this subject area, an additional factor may have been the time and efforts utilized on implementing a new curriculum for ELA during the 2018-2019 school year.

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

The area that showed the most improvement according to the data is the area of acceleration. During the 2018-2019 school year, Eustis Middle School began offering courses for high school credit and those with industry certifications, including high school algebra, instructional technology, and culinary programs. For the 2019-2020 school year, Geometry will also be offered for high school credit.

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

EWS data shows a concern in the areas of student attendance and suspensions. These concerns will be addressed this school year through the use of Mustang Connect and the Positive Alternatives to School Suspension programs.

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

1. Lowest quartile learning gains through data-driven, standards-based instruction, MTSS, and small-group instruction.
2. Increased attendance through attendance meeting, family/community collaboration, and Mustang Connect (student on-boarding program).
3. Common planning & PLC's

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Eustis Middle School will implement data-driven, standards-based instruction with purpose, focusing on student learning and authentic literacy that is interesting and relevant for all students.
Rationale	If we implement data-driven, standards-based instruction with purpose that focuses on student learning and authentic literacy, we will see an increase in student achievement, which will be tested and refined throughout this process.
State the measurable outcome the school plans to achieve	Overall student achievement will increase by 4%.
Person responsible for monitoring outcome	Abigail Crosby (crosbya@lake.k12.fl.us)
Evidence-based Strategy	Common planning will be utilized to review data and instruction, in an effort to adapt teaching and instruction to fit the needs of individual groups of students and focus on targeted areas of weakness.
Rationale for Evidence-based Strategy	This strategy will allow us to focus on student learning, lessons with purpose, and authentic literacy, in order to increase overall student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will commit to a minimum of 3 common planning days per year, in addition to team meetings and grade-level PLC's. 2. At least one member of administration will attend each common planning day, stressing the importance of utilizing this time to create focused, data-driven instruction. 3. Following common planning days, teachers and administration will commit to implementing these lessons that are based on data and tailored to student needs.
Person Responsible	Abigail Crosby (crosbya@lake.k12.fl.us)

#2	
Title	Eustis Middle School will increase positive student behaviors, attendance, and maintain a safe and supportive environment for all students, which will result in increased opportunities for standards-based instruction.
Rationale	If we use appropriate school-wide attendance strategies, we will see an improved overall school attendance rate.
State the measurable outcome the school plans to achieve	Improve the Eustis Middle School attendance rate by 25%.
Person responsible for monitoring outcome	Abigail Crosby (crosbya@lake.k12.fl.us)
Evidence-based Strategy	Eustis Middle School will utilize the newly-implemented Mustang Connect program for the 2019-2020 school year. This program will serve as an on-boarding system for new/transfer students to EMS, and will include a welcome packet with a school agenda, map, tickets to an upcoming sporting event, etc., as well as time with a student enrolled in a service learning course, who will attend lunch with the student, walk the campus, gather textbooks, etc. Mustang Connect will also connect new students with a member of the leadership team for a period of time with daily check-ins. Additionally, attendance rewards and attendance meetings/letters will continue school-wide.
Rationale for Evidence-based Strategy	By fostering student to peer and student to staff connections, students will be more likely to attend school, improving both the attendance rate and the overall school culture.
Action Step	
Description	<ol style="list-style-type: none"> 1. Create welcome packets for new/transfer students. 2. Create a system of on-boarding between leadership, service learning teachers/students, and front desk personnel. 3. Continue Tier 1 attendance activities, including reward parties, "Donut Be Absent" (donuts for attendance), and National Attendance Month Activities. 4. Continue with Tier 2 and Tier 3 attendance meetings and letters home to parents/guardians of chronically absent students.
Person Responsible	Abigail Crosby (crosbya@lake.k12.fl.us)

#3	
Title	By using various forms of data, Eustis Middle School will increase achievement by implementing and monitoring a system for all students, specifically targeting those students in the lower quartile.
Rationale	If we target students in the lower quartile through common planning and data chats, student achievement in this subgroup will increase.
State the measurable outcome the school plans to achieve	Increase student achievement within the lower quartile subgroups by 4%.
Person responsible for monitoring outcome	Abigail Crosby (crosbya@lake.k12.fl.us)
Evidence-based Strategy	Utilizing the Multi-Tiered System of Supports and lower quartile remediation/tutoring, the leadership team and faculty will incorporate tiered interventions for students in need, including the use of the IXL Math software program, Achieve 3000 for reading intervention, Chromebooks for supplemental support, small-group instruction by content area coaches and leadership team, attendance meetings, and monthly MTSS meetings.
Rationale for Evidence-based Strategy	By putting small-group interventions in place and consistently analyzing achievement and EWS data, students in the lower quartile will improve learning gains.
Action Step	
Description	<ol style="list-style-type: none"> 1. Schedule monthly MTSS meetings. 2. Schedule attendance meetings. 3. Engage in data chats during leadership meetings, team meeting, and common planning. 4. Small-group instruction through content-area coaches and leadership team, specifically targeting students within this subgroup. 5. Before school tutoring with selected teachers, targeting students within the lower quartile.
Person Responsible	Abigail Crosby (crosbya@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

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.

Eustis Middle School builds positive relationships with families and community stakeholders in multiple ways. In addition to family events such as Science Night, Open House, 6th grade orientation, and Mustang Round-up, the administrative/leadership team meets with the Kiwanis club, the city manager, and other key community members throughout the school year. Parents of students with disabilities or those who speak a language other than English are also welcomed to meet with members of the administrative team regarding concerns. Bilingual staff members are available to assist with communication and key documents are available in multiple languages.

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.

During the 2019-2020 school year, we will be implementing the Mustang Connect program. This program will connect new and transfer students to their peers and to adult mentors on campus. Research shows that having an on-boarding system for students that are new to a school can often ease the social-emotional distress that such a transition can cause.

For those students with more pronounced social-emotional needs, whether temporary or on-going, our newly appointed Mental Health Liaison will be able to assist. This position allows for counseling, mentoring, and immediate feedback from a trained professional in the area of mental health.

The Positive Alternative to School Suspension (PASS) teacher will also be able to assist with social-emotional needs, by teaching students coping strategies and utilizing restorative practices/circles to approach conflicts that occur at school.

Additionally, there are trained professionals in the areas of ESE and ESOL to assist all students.

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

Articulation will take place between feeder schools of EMS at the elementary school level and between EMS and the high school level. Specifically, incoming 6th graders are visited by EMS guidance counselors and teachers to learn about the various programs on campus. Also, 6th grade orientation is held each spring. Activities such as campus tours, enrichment opportunities, expectations, athletic information, and class information is shared at this time. Additionally, EMS works to promote and encourage all 8th grade students to be involved in extra curricular activities, as well as being active in selecting the courses for their 9th grade year. During the 2019-2020 school year, we will also be implementing the Mustang Connect program. This program will connect new and transfer students to their peers and to adult mentors on campus. Students with disabilities and those categorized as English Language Learners (ELL) will be included and accommodated for in all school initiatives.

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

EMS utilizes several problem-solving processes to support student achievement. Students receive remediation through MTSS, lower-quartile remediation groups, and within grade level teams. Grade recovery programs are in place for any student who has failed a core class. Department chairs meet monthly with administration, all teachers meet in (PLCs) to review student achievement and plan core instruction based on student needs. Team leaders meet monthly to review procedural needs, and common planning is offered for subject teams to meet quarterly.

Initial planning of all programs begins with the leadership team. The team reviews school data and determines the focus areas of the SIP and the school's needs. Program needs and budgets will be determined based on student achievement results and provided using SAC, SAI, and Title I funds.

Our ESE Specialist coordinates ESE personnel and services. This support maximizes the utilization of resources for our students receiving services, and aligns the school and family to ensure our students are receiving the appropriate accommodations with fidelity.

Title I funds provide a potential specialist, MTSS coach, and a literacy coach to work with our students identified in our lower quartiles and with EWS indicators. EMS has a Family Resource Center and a Family School Liaison, which support families in the school. Title I pays for students to be able to participate in a service learning course, in which students learn about community service, teamwork, and citizenship.

The MTSS Team meets to determine interventions for struggling students identified as needing support. Students are placed into appropriate interventions and monitored by the person delivering the intervention. If student improvement has not been demonstrated through the prescribed interventions, the MTSS team will determine whether or not interventions need to intensify.

ESOL supports are additionally available through Title III, including dictionaries/glossaries and teacher assistant support.

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

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

At EMS, we can provide a high school equivalent class in a CTE program, wherein students can earn high school credit and get a jump start on the CTE computer program at the high school level. Students can also earn an industry certification(s) by passing the end of year certification exam. CTE teachers collaborate frequently with business partners and other CTE teachers around the district to bring new information to students and incorporate best practices.

Algebra 1 Honors can also be provided. Students who complete the class with a passing grade and a passing EOC receive a high school credit and move forward in 9th grade, taking Geometry in their freshman year. This school year, some 6th graders will be able to take 7th grade math, allowing for their 7th grade schedules to allow for Algebra 1, and their 8th grade schedules to allow for Geometry. This plan gives students the option to enter high school with 2 high school math credits.

Eustis Middle School is an AVID school-wide campus. We offer AVID courses and incorporate AVID weekly school-wide across curriculum. The AVID site team attends AVID Open Houses across the state in order to stay informed about best practices in this area and bring new ideas back to EMS. Site team members will also attend the AVID Summer Institute each summer. Parents and families are invited to our AVID Nights and information about college and career awareness is shared.

In addition, the EMS leadership team attends the Eustis Chamber meetings, Kiwanis meetings, & meetings with the Eustis city manager. EMS encourages members to visit the school and be active in school activities.

Part V: Budget

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

1	III.A.	Areas of Focus: Eustis Middle School will implement data-driven, standards-based instruction with purpose, focusing on student learning and authentic literacy that is interesting and relevant for all students.	\$0.00
2	III.A.	Areas of Focus: Eustis Middle School will increase positive student behaviors, attendance, and maintain a safe and supportive environment for all students, which will result in increased opportunities for standards-based instruction.	\$0.00
3	III.A.	Areas of Focus: By using various forms of data, Eustis Middle School will increase achievement by implementing and monitoring a system for all students, specifically targeting those students in the lower quartile.	\$0.00
Total:			\$0.00