Eagle Lake Elementary School

2019-20 Schoolwide Improvement Plan

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Eagle Lake Elementary School

400 CRYSTAL BEACH RD, Eagle Lake, FL 33839

http://schools.polk-fl.net/eaglelake

Demographics

Principal: Heather Linn

Start Date for this Principal: 7/9/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: B (55%) 2016-17: C (48%) 2015-16: D (39%) 2014-15: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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 Polk 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)
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	60%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We, at Eagle Lake Elementary, supported by family and community, are committed to teaching a meaningful curriculum in a safe, positive learning environment, where students will be respectful, productive and responsible citizens.

Provide the school's vision statement.

The vision of Eagle Lake Elementary School is to become a healthy community of learners that develops high performing students with an emphasis on collaboration involving families, staff members, and school community.

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
Loutzenhiser, Connie	Principal	The leadership team will meet weekly. The roles/functions of the Leadership Team will include the collection and analysis of data, contribute to and review/revise the School Improvement Plan, plan professional development opportunities, and share overall happenings from each member of the team to continue monitoring for student achievement. Each member of the team will serve the staff in their designated area of assignments, for example, Administration and/or coaches will lead the staff during professional developments and/or PLCs. In addition, coaches will work with the staff to plan standards-based instructions on a weekly basis. The Assistant Principal will lead teachers in implementing PBIS behavior plan and working with teachers and staff to ensure Eagle Lake Elementary is a safe and secure environment. Guidance will continue to be a resource for teachers and students when needed and continue with RTI/MTSS.
Jimenez, Maria	School Counselor	
Greenlee, Bobbie	Instructional Coach	
Anderson, Cory	Other	
Hardesty, Bradley	Assistant Principal	
Murphy, Amy	Instructional Coach	

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	84	100	95	100	90	74	0	0	0	0	0	0	0	543
Attendance below 90 percent	13	21	20	14	19	9	0	0	0	0	0	0	0	96
One or more suspensions	4	5	15	4	8	6	0	0	0	0	0	0	0	42
Course failure in ELA or Math	7	14	10	21	6	5	0	0	0	0	0	0	0	63
Level 1 on statewide assessment	0	0	0	22	27	18	0	0	0	0	0	0	0	67

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	1	6	6	7	2	0	0	0	0	0	0	0	22

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	4	6	2	15	0	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)
29

Date this data was collected or last updated
Tuesday 7/9/2019

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	25	16	15	20	14	13	0	0	0	0	0	0	0	103
One or more suspensions	1	1	4	3	12	4	0	0	0	0	0	0	0	25
Course failure in ELA or Math	1	6	7	7	7	0	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	19	7	9	0	0	0	0	0	0	0	35

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	1	3	0	2	9	1	0	0	0	0	0	0	0	16

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	25	16	15	20	14	13	0	0	0	0	0	0	0	103
One or more suspensions	1	1	4	3	12	4	0	0	0	0	0	0	0	25
Course failure in ELA or Math	1	6	7	7	7	0	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	19	7	9	0	0	0	0	0	0	0	35

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	1	3	0	2	9	1	0	0	0	0	0	0	0	16

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	42%	51%	57%	51%	51%	55%
ELA Learning Gains	46%	51%	58%	57%	53%	57%
ELA Lowest 25th Percentile	56%	49%	53%	53%	50%	52%
Math Achievement	50%	57%	63%	49%	58%	61%
Math Learning Gains	49%	56%	62%	46%	57%	61%
Math Lowest 25th Percentile	43%	47%	51%	38%	49%	51%
Science Achievement	46%	47%	53%	43%	46%	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	84 (0)	100 (0)	95 (0)	100 (0)	90 (0)	74 (0)	543 (0)
Attendance below 90 percent	13 (25)	21 (16)	20 (15)	14 (20)	19 (14)	9 (13)	96 (103)
One or more suspensions	4 (1)	5 (1)	15 (4)	4 (3)	8 (12)	6 (4)	42 (25)
Course failure in ELA or Math	7 (1)	14 (6)	10 (7)	21 (7)	6 (7)	5 (0)	63 (28)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	22 (19)	27 (7)	18 (9)	67 (35)

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	43%	52%	-9%	58%	-15%
	2018	42%	51%	-9%	57%	-15%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	35%	48%	-13%	58%	-23%
	2018	42%	48%	-6%	56%	-14%
Same Grade Comparison		-7%				
Cohort Comparison		-7%				
05	2019	46%	47%	-1%	56%	-10%
	2018	48%	50%	-2%	55%	-7%
Same Grade Comparison		-2%				
Cohort Comparison		4%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	56%	-1%	62%	-7%
	2018	60%	56%	4%	62%	-2%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	39%	56%	-17%	64%	-25%
	2018	59%	57%	2%	62%	-3%
Same Grade Comparison		-20%				
Cohort Comparison		-21%				
05	2019	50%	51%	-1%	60%	-10%
	2018	62%	56%	6%	61%	1%
Same Grade Comparison		-12%				
Cohort Comparison		-9%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	43%	45%	-2%	53%	-10%
	2018	55%	51%	4%	55%	0%
Same Grade Comparison		-12%				
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	7	25	20	22	36	33					

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
ELL	26	43		39	35		33				
BLK	27	37	73	35	46	54	23				
HSP	42	44	47	51	53	38	50				
WHT	49	54	55	58	47		55				
FRL	38	44	63	49	48	43	45				

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	14	39	46	29	53						
ELL	31			64							
BLK	33	57		41	48	45	42				
HSP	43	44	40	61	61		53				
WHT	54	53	50	70	76	57	67				
FRL	40	49	57	55	59	48	50				

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	13	18	10	36	44	36					
ELL	44	60		56	50						
BLK	41	66	64	31	45	46	16				
HSP	53	53	60	61	51		47				
WHT	53	55	43	51	45	44	56				
FRL	43	54	50	37	37	27	35				

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	50
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	66
Total Points Earned for the Federal Index	398
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	24
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	40
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	49
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	53
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	50
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.

2018-2019 FSA school-wide data shows that ELA performed the lowest. This is a downward trend; 2018-2019 42%, 2017-2018 46%, 2016-2017 & 2015-2016 51%.
Factors-additional students from another school, no ESE VE Teacher (Grades 3-5) until Spring 2019, discipline issues.

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

2018-2019 FSA school-wide data shows that Math Proficiency's showed the biggest decline from previous year; 2018-2019 50%, 2017-2018 61% This is not a trend.
Factors-additional students from another school, no ESE VE Teacher (Grades 3-5) until Spring 2019, discipline issues.

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.

Biggest gap was noticed in 4th ELA and Math.
ELA Proficiency=35% Proficient as opposed to state average=56% Proficient (23% difference), Down from previous year school data-42%.
Math-Proficiency=39% Proficient as opposed to state average of 64% Proficient (25% difference). Down from previous year school data-59%
Factors-additional students from another school, no ESE VE Teacher (Grades 3-5) until Spring 2019, discipline issues.

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

According to the 2018-2019 FSA data all components showed losses.

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

Students with Disabilitiesand ELL students- ELA/Math

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

1. Students with Disabilities (ESE) ELA/Math
2. Learning Gains (including bottom 25%) ELA/Math
3. Proficiency in Science
4. Discipline Referrals

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improve Core Instruction: ELA, Math and Science
Rationale	Eagle Lake Elementary had a deficiency in the area of ELA, Math, and Science of students proficient, which was an decrease from previous years, which resulted in a downward trend.

State the measurable outcome the school plans to achieve	Increase FSA Proficiency and Learning Gains percentages (including bottom 25%) in ELA, Math and Science to include all sub groups (ESSA-ESE/ELL).
Person responsible for monitoring outcome	Connie Loutzenhiser (connie.loutzenhiser@polk-fl.net)
Evidence-based Strategy	MTSS/RtI (Progress Monitoring) Collaborative Planning Instructional Coaching (Coaching cycle)
Rationale for Evidence-based Strategy	MTSS/RtI provides teachers and staff with a strategic and intentional way to monitor and adjust each student's instruction. "The practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005) Collaborative Planning allows teachers in similar grade levels and content areas a time to develop meaningful instructional plans with support from peers and colleagues. Instructional coaching is a method for supporting the development of strong instruction in the classroom through the coaching cycle including followup. AVID is a academic support system that promotes college and career readiness. The philosophy is that if students are held accountable to the highest standard and are provided with academic and social support, they will rise to the challenge.

Action Step	
Description	1. PLC's to include continued PD on Differentiated Instruction for student achievement using previous FSA and current data (Renaissance). 2. Setting of goals for classrooms/individual student to accompany continuous data chats. 3. Continuous weekly discussions during Collaborative Planning to plan for instruction in include targets, task and taxonomy alignment to align with continuous progress monitoring facilitated by LSI Team (Administration, Coaches, Teachers) 4. Implement the use of LSI Standards Tracker to support Success Criteria. 5. Two Collaborative Planning Days (October 2019, Jan./Feb. 2020-to continue data analysis to make decision about next step planning for instruction facilitated by Coaches. 6. Individual data chats with teachers to discuss current data to help plan for instruction. 7. Coach's to facilitate Coaching Cycle. 8. Analysis of data to offer students Extended Learning tutoring. 9. Purchase intervention materials for Extended Learning tutoring. 10. Title I Paraprofessional to offer small group interventions for students with academic needs. 11. Conferences with parents to discuss previous/current data. 12. Supplies to be used for Parent/Educational nights to supplement classroom instruction. 13. Use of Technology supplies for printing of data and needs for the tutoring program.

14. Add additional support personnel (part time) in the ESE self-contained classroom.
15. Continue and refine support for English Language Learners.
16. Purchase intervention materials to support academics for students with disabilities and students who are identified as ESOL.
17. Use ESOL strategies to support student learning as documented in lesson plans and evaluation observations
18. Implement AVID school-wide
19. LSI Leadership to attend Professional Development on continued implementation of LSI.
20. Offer parents and families opportunities to participate with their student(s) in learning experiences such as Mad Science and Bingo for Books.

Person Responsible   Connie Loutzenhiser (connie.loutzenhiser@polk-fl.net)

#2	
Title	Improve Discipline Referrals
Rationale	Referrals: Trend=increase of referral over the last 3 years. 2016-2017-84 2017-2018-184 2018-2019-341

State the measurable outcome the school plans to achieve	Referrals to decrease by 50%.
Person responsible for monitoring outcome	Bradley Hardesty (bradley.hardesty@polk-fl.net)
Evidence-based Strategy	Positive Behavior Interventions and Supports (PBIS) STOIC: CHAMPS Sanford Harmony Drumbeat
Rationale for Evidence-based Strategy	Positive Behavior Interventions and Supports (PBIS) assist in addressing behaviors that precede or lead to suspensions and/or expulsions through the establishing of a positive social and academic culture. This structure provides a systems approach that addresses a continuum of student needs within tiered interventions. STOIC:CHAMPS provide strategies to engage students in being mindful and productive through structured, guided, observable, and supported classroom management. Sanford Harmony (Social Emotional Skills Development Program) supports the development of pro-social skills through devised lessons, morning meetings, role play, and relationship development. Drumbeat engages students in group drumming sessions which allows students to expel negative feelings and develop connection with peers through rhythm and song.

Action Step	
Description	1. Attend PBIS/CHAMPS/STOIC refresher. 2. Convene PBIS Team, monthly, to discuss current data in addition to rewards and development of implementation plan. 3. Revisit PBIS, through Professional Development, with staff at beginning of year for teaching expectations and documentation in lesson plans. 4. Incorporate interventions (Tier 1-Tier 3): Random Acts of Kindness, Drumbeat, Mentors, Check-In Checkout, Small Groups sessions, One-on-one, Sanford Harmony, Avid and Administration support.
Person Responsible	Bradley Hardesty (bradley.hardesty@polk-fl.net)

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).

NA

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.

Eagle Lake recruits parents and community members for school tasks, listens to other people's viewpoints, and encourages collaborative decision making to build a solid foundation for all school/family/community partnerships. We will be targeting every parent by sending home monthly Title 1 newsletters informing parents of events happening in school and how parents can help their students at home. Our school marquee will be updated regularly to inform parents of upcoming Title 1 events and additional school related events. We will also inform parents through the use of flyers, grade level newsletters and notes in the students agendas/Wednesday folders. We will be continually informing parents in grades K-5 changes in the curriculum in math and reading. Our Leadership Team will share important information regarding our school's programs, procedures, curriculum expectations, and use of technology at home to help parents help their child succeed. We will also offer to all parents workshops in reading, math, writing, science, and test taking skills.

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.

Eagle Lake ensures the social-emotional needs of students are being met by providing prevention, intervention, transition and follow-up services for students and families. Our counselor provides direct services for all children and youth, especially those who are experiencing problems that create barriers to learning. Direct services are provided by means such as education, counseling, consultation and individual assessment.

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

ESE Pre-K:
Plans are being made to meet with parents of students who will exit the ESE PreK program at the end of this year. They will receive information concerning the expectations, curriculum and the role of Florida Standards in Kindergarten.

Head Start:
Monthly Informational Meetings will be held for parents of students who would be attending Head Start on our campus. Many of these were conducted on a one-to-one basis.

Day Care Programs:
The local Day Care Centers are given information notices to be distributed to the parents of students who will attend Eagle Lake Elementary so they can chose to attend any of the meetings/activities on campus.

5th Graders Transitioning to Middle School:

Students are provided with information and are encouraged to attend orientation prior to students starting the new year. The feeder middle schools recruit students for band and other electives.

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.

Baseline data is gathered through STAR Reading and I-Station Reading and is available through the District Performance Matters site. Third through Fifth Grade instructional data is gathered from the previous year's FSA/FCAT scores. Also, K-5 will have data from the Reading Wonders beginning/end of the year assessments and Go Math Unit Assessments that will be used to progress monitor. Bi-monthly, during a Grade Level PLC meetings, the teachers will review the data collected with the administration, recommendations will be made as needed to increase student achievement and used in grouping students for instruction in the classroom. Classroom teachers will conduct Data Chats with students monthly to help students develop strategies and goals to increase academic achievement in reading and math.

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through after-school
programs or summer school. The district coordinates with Title II and Title III in ensuring staff development
needs are provided

Title I, Part C- Migrant
Migrant Liaison provides services and support to students and parents.

Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title III
Services are provided through the district for education materials and ELL district support services to improve
the education of immigrant and English Language Learners.

Title IX- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for
students identified as homeless under the McKinney-Vento Act.

Nutrition Programs
Eagle Lake Elementary is participating in the Community Eligibility Option (CEO) pilot program which provides free breakfasts and lunches without having to fill out a qualifying application.

Head Start
Two units of Head Start are housed on campus and managed by Polk County Schools.

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

Implementation of AVID program.
Career Day-In partnership with various businesses and organizations.