2013-2014 SCHOOL IMPROVEMENT PLAN

Eustis Heights Elementary School

310 W TAYLOR AVE

Eustis, FL 32726

352-357-2447

http://lake.k12.fl.us/ehe

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	87%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	67%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
F	D	C	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Eustis Heights Elem. School

Principal
Brenna Burkhead

School Advisory Council chair
Habeeb Shafeek

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Joseph M. Mabry	Assistant Principal
Cheryl Parmelee	Curriculum Resource Teacher
Michelle Wiseman	Literacy Coach
Kim Jorgensen	Math Coach
Maurice Simmons	Potential Specialist
Kelli Rodewald	School Counselor

District-Level Information

District
Lake

Superintendent
Dr. Susan Moxley

Date of school board approval of SIP
12/16/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Brenna Burkhead - Principal
Habeeb Shafeek - Community / Business Leader
Pam Hallett - Teacher
Marry Simmons - Staff
Hank Schneider - Staff
Jack Thompson - Parent
Jaqueline Thompson - Parent
Axneiz Vega - Parent
Candice Whitford - Parent
Harry Harris - Community / Business Leader

Micaela Mancilla - Community / Business Leader
Alexis Ramos - Community / Business Leader

Involvement of the SAC in the development of the SIP

The SIP will be reviewed by the SAC in a September meeting. The SAC will have opportunity to give input for the creation of the plan as applicable to their roles. School information and data will be shared with SAC throughout the school year as it relates to the SIP.

Activities of the SAC for the upcoming school year

The SAC will meet monthly to discuss the state of the school and to make recommendations for improvements. This is an advisory committee that will serve to help promote the advancement of the school in regard to student growth.

Projected use of school improvement funds, including the amount allocated to each project

The available budget for SAC is $831. This money will be used as necessary to promote student growth by providing resources for classroom use.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Brenna Burkhead		
Principal	Years as Administrator: 8	Years at Current School: 3

Credentials	Master of Library and Information Science - University of South Florida Bachelor of Arts - Elementary Education - University of Central Florida Certification: Educational Leadership - University of Central Florida, School Principal endorsement
Performance Record	Performance Evaluations: 2012-2013: Pending student performance results 2011-2012: Effective 2005-2011: Satisfactory levels as determined by evaluating methods Prior School Grades: 2012-2013: Eustis Heights Elementary School (D) 2011-2012: Eustis Heights Elementary School (C) 2010-2011: Eustis Heights Elementary School (B) 2009-2010: Treadway Elementary School (A) 2008-2009: Treadway Elementary School (B) 2007-2008: Treadway Elementary School (B) 2006-2007: Treadway Elementary School (A) 2005-2006: Treadway Elementary School (B)

Joseph M. Mabry		
Asst Principal	Years as Administrator: 10	Years at Current School: 0

Credentials	Master of Education - Educational Leadership - Troy University Bachelor of Arts - Psychology - University of Central Florida Certifications: School Principal, ESE K-12, Psychology 6-12
Performance Record	Performance Evaluations: 2012-2013: Pending student performance results 2011-2012: Effective 2003-2011: Satisfactory levels as determined by evaluating methods Prior School Grades: 2012-2013: Eustis Middle School (C) 2011-2012: Eustis Middle School (B) 2010-2011: Treadway Elementary School (A) 2009-2010: Lost Lake Elementary School (A) 2008-2009: Lost Lake Elementary School (A) 2007-2008: Lost Lake Elementary School (A) 2006-2007: Lost Lake Elementary School (A) 2005-2006: Lost Lake Elementary School (A) 2004-2005: Lost Lake Elementary School (A) 2003-2004: Lost Lake Elementary School (A)

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Michelle Wiseman		
Full-time / School-based	Years as Coach: 10	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Master of Education - Reading Bachelor of Arts - Exceptional Student Education Certification: Reading, Varying Exceptionalities K-12
Performance Record	2012-2013: Eustis Heights Elementary School (D) 2011-2012: District Office (B) / Eustis Heights Elementary School (C) 2010-2011: District Office (B) 2009-2010: Eustis Elementary School (A) 2008-2009: Eustis Elementary School (A) 2007-2008: Eustis Elementary School (A) 2006-2007: Eustis Elementary School (B) 2005-2006: Eustis Elementary School (B) 2004-2005: Eustis Elementary School (B) 2003-2004: Eustis Elementary School (A) 2002-2003: Mt. Dora High School (B)

Kim Jorgensen		
Full-time / School-based	Years as Coach: 10	Years at Current School: 8

Areas	Mathematics
Credentials	Bachelor of Arts - Education Certification: Elementary K-6
Performance Record	2012-2013: Eustis Heights Elementary School (D) 2011-2012: Eustis Heights Elementary School (C) 2010-2011: Sorrento Elementary School (A), Eustis Heights Elementary School (B) 2009-2010: Beverly Shores Elementary School (C) 2008-2009: Beverly Shores Elementary School (A) 2007-2008: Beverly Shores Elementary School (C) 2006-2007: Eustis Heights Elementary School (A) 2005-2006: Eustis Heights Elementary School (A) 2004-2005: Eustis Heights Elementary School (B) 2003-2004: Eustis Heights Elementary School (C) 2002-2003: Eustis Heights Elementary School (B) 2001-2002: Eustis Heights Elementary School (B)

Maurice Simmons		
Full-time / School-based	Years as Coach: 0	Years at Current School: 4

Areas	Science
Credentials	Master of Education (will be conferred in December 2013) Bachelor of Science - Business Administration Certifications: Elementary K-6, Pre-K-3, ESOL endorsement, Educational Leadership (pending)
Performance Record	2012-2013: Sorrento Elementary School (B) 2011-2012: Sorrento Elementary School (A) 2010-2011: Eustis Heights Elementary School (B) 2009-2010: Eustis Heights Elementary School (B) 2008-2009: Eustis Heights Elementary School (B) 2007-2008: Eustis Heights Elementary School (C)

Classroom Teachers

# of classroom teachers
47

 # receiving effective rating or higher
47, 100%

 # Highly Qualified Teachers
72%

 # certified in-field
47, 100%

 # ESOL endorsed
35, 74%

 # reading endorsed
9, 19%

 # with advanced degrees
21, 45%

 # National Board Certified
2, 4%

 # first-year teachers
5, 11%

 # with 1-5 years of experience
16, 34%

 # with 6-14 years of experience
17, 36%

 # with 15 or more years of experience
9, 19%

Education Paraprofessionals

# of paraprofessionals
18

 # Highly Qualified
16, 89%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

All instructional and non-instructional staff are highly qualified as per state requirements. All teachers are certified in the field they teach. In order to retain highly qualified and effective teachers, district personnel work collaboratively with the school and new teachers through coaching and mentoring. The belief is that by growing teachers to be effective and by teaching high effect strategies that promote best practices of instruction, we can retain teachers.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

District personnel work collaboratively with the school and new teachers through coaching and mentoring. The belief is that by growing teachers to be effective and by teaching high effect strategies that promote best practices of instruction, we can retain teachers. At the school level, veteran teachers are placed in the position of being grade level chairpersons. In this role, they have opportunity to mentor other teachers on their teams. Also, our on-campus instructional coaches work with all teachers in a collaborative manner in an effort to assist with various classroom and curriculum needs. District personnel also work as teacher mentors through the curriculum department and through professional development.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school has a MTSS team in place to address the academic and behavioral needs of students. The procedures include teachers discussing concerns with the team in an effort to implement strategies for students to improve in the areas of concern if the student is showing deficiencies with the core instruction. Once strategies / interventions are put into place, ongoing data analysis occurs with the team

to make data-driven decisions in the best interest of the student. Support and resources are provided for students to be successful.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administration - To oversee the MTSS processes, implementation, and procedures.
Curriculum Resource Teacher - To provide strategies, interventions, resources for teachers to implement for students, and to monitor the process for each student.
Literacy Coach - To provide strategies, interventions, resources for teachers to implement for students, and to monitor the process for each student.
Math Coach - To provide strategies, interventions, resources for teachers to implement for students, and to monitor the process for each student.
Potential Specialist - To provide strategies, interventions, resources for teachers to implement for students, and to monitor the process for each student.
School Counselor - To provide strategies, interventions, resources for teachers to implement for students, and to monitor the process for each student.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Fidelity is measured as applicable for the process put into place. The person responsible for the implementatin of the strategy / intervention is also responsible for proper monitoring with fidelity. Fidelity is determined and monitored by the MTSS team through ongoing meetings and data analysis of each student's performance.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources and management systems to analyze and monitor academic supports include daily grades, FCAT data, Edusoft testing, benchmark assessments, FAIR data, STAR reading. Behavioral data is monitored using district database information and discipline logs generated and maintained by the school Potential Specialist. Attendance data is monitored using district database information from teacher input.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Information about the MTSS system will be conveyed to staff through school and district based trainings along with continued and ongoing collaboration between staff and MTSS team. Parents will be informed of the MTSS system as necessary based on the specific needs of their children.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,000

Before-school opportunities to provide additional support with core academic subjects. Teachers will work with small groups of students to assist them with gaining a better understanding of the concepts taught in the classroom.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected through collaboration between classroom teacher and tutor. Grades will be monitored. Assessments from the curriculum will be used to determine level of understanding of material.

Who is responsible for monitoring implementation of this strategy?

Collaborative effort from tutor and teacher.

Strategy: Before or After School Program

Minutes added to school year: 1,500

Selected students will participate in STEM Club after school to focus on higher level thinking and problem solving in the areas of Science, Technology, Education, and Math.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected through observation by teacher / coach to guage student understanding of material and concepts. Students will participate in a district competition to showcase acquired skills.

Who is responsible for monitoring implementation of this strategy?

STEM teacher / coach.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Brenna Burkhead	Principal
Michelle Wiseman	Literacy Coach
Cheryl Parmelee	Curriculum Resource Teacher
Tammy Henderson	Reading Resourece Teacher 3-5

Name	Title
Keisha Walters	Reading Resource Teachers K-2
Pamela Hallett	1st Grade Teacher
Mary Baker	2nd Grade Teacher
Jessica Guimond	4th Grade Teacher

How the school-based LLT functions

The LLT functions as the Literacy Leaders on campus. They research topics on Reading and plan for school-wide activities and interventions. The team often looks at data to determine the needs of our school. They support the initiatives that we have in place and we work to further enhance the literacy of our students through the Continuous Improvement Model. Our school has unique needs and this team is constantly evaluating the effectiveness of our initiatives

Major initiatives of the LLT

Initiatives:
• DIAL (Differentiated Instruction for All Learners) time: 30 minutes every day in grades 1-5
• SIPPS (Systematic Instruction in Phonemic Awareness, Phonic and Sight Words) for all students below grade level in reading. This is done during the DIAL time.
• Data Tracking of STAR reading (9 weeks) and AR progress (weekly).
• AR Goals and Incentives (9 weeks and End of Year)
• Myon Reader
• Celebrate Literacy Week
• Read Across America Day
• Summer Reading

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

How every teacher assures Reading…
• All students are tested with FAIR and STAR.
• 3-5 Do BOY, MOY and EOY benchmark assessments and mini assessments.
* Adjustments in intervention strategies and instruction based on Assessment Data
• CCSS are taught in grades K-5 with a blended curriculum of NGSS and CCSS in grades 3-5.
• Thinking Maps and Kagan strategies are used in all content areas.
• Literature based "Being a Writer" is implemented in grades 1-5.
• 30 minutes a day of intensive reading intervention based on student need SIPPS
* MTSS for students that are not showing adaquate progress
* Instruction is monitored through frequent walkthroughs by administration
* PLCs on rigorous curriculum design, Understanding by desing, and How to give effective feedback

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

EHES works in conjunction with our local daycare and head start programs to arrange as day for visitations. Students are escorted around the school to become familiar with the enrichment programs provided, visit Kindergarten classrooms to get a look at their future teachers in action, and finally a visit

to the cafeteria for a snack. This seems to reduce anxiety and increase excitement to promote a smoother transition. Eustis Heights also has a Title I Pre-K/VPK unit on site with a highly qualified teacher in addition to a paraprofessional that services student for a full day program.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	41%	No	57%
American Indian				
Asian				
Black/African American	33%	24%	No	39%
Hispanic	45%	31%	No	51%
White	78%	65%	No	80%
English language learners	38%	19%	No	44%
Students with disabilities	23%	18%	No	30%
Economically disadvantaged	45%	33%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	14%	24%
Students scoring at or above Achievement Level 4	72	27%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		*[data excluded for privacy reasons]*	25%
Students scoring at or above Level 7		*[data excluded for privacy reasons]*	75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	153	60%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	140	55%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	32	43%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	14%	24%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	16%	26%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	23	33%	100%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		85%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	45%	No	58%
American Indian				
Asian				
Black/African American	36%	28%	No	42%
Hispanic	47%	36%	No	52%
White	75%	67%	No	78%
English language learners	38%	30%	No	44%
Students with disabilities	27%	30%	Yes	34%
Economically disadvantaged	48%	37%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	24%	32%
Students scoring at or above Achievement Level 4	54	21%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		10%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		90%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	115	45%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	154	60%	75%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	16%	26%
Students scoring at or above Achievement Level 4	17	19%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		10
Participation in STEM-related experiences provided for students	650	95%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	36	6%	3%
Students retained, pursuant to s. 1008.25, F.S.	33	6%	3%
Students who are not proficient in reading by third grade	62	58%	25%
Students who receive two or more behavior referrals	37	6%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	85	14%	7%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Literacy training for parents	626	17%	27%
Parent/Teacher Conferences	946	31%	41%
Community Involvement	811	13%	23%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. To meet AMOs for all subgroups in reading, math, science, and writing, by assuring that the classroom focus is on the delivery of standards-based instruction in all content areas for all students.

G2. Increase the percent of students scoring a level 4 in writing from 11% to 80%

Goals Detail

G1. To meet AMOs for all subgroups in reading, math, science, and writing, by assuring that the classroom focus is on the delivery of standards-based instruction in all content areas for all students.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Science - Elementary School
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal
- Common Core Standards
- NGSS
- Marzano's Proficiency Skills Bank
- Math Journal Prompts
- Close Reading strategies
- Use of Complex Text
- Use of Rosetta Stone
- Literacy Nights, Parent Workshops
- ESOL paraprofessionals

Targeted Barriers to Achieving the Goal
- Teachers understanding of benchmark expectations
- Fear of leaving students behind
- Belief in teaching to student ability
- Lack of parent involvement

Plan to Monitor Progress Toward the Goal

Mid year LBA benchmark data will be at least half way to our projected AMOs

Person or Persons Responsible
Admin and Leadership Team

Target Dates or Schedule:
January

Evidence of Completion:
Reading MOY goal 30% of students in each grade level at proficiency. Math MOY goal 30% of students in each grade level at proficienc

G2. Increase the percent of students scoring a level 4 in writing from 11% to 80%

Targets Supported
- Writing

Resources Available to Support the Goal
- Being a Writer

- Thinking Maps

- Dristict Writing Plan/Support

- Literacy coach training/modeling

Targeted Barriers to Achieving the Goal
- Students lack of foundational skills

- Teachers knowledge of the writing process

- Teachers' expectations for students

Plan to Monitor Progress Toward the Goal

Monitor increased percent of students scoring level 4

Person or Persons Responsible
Literacy Coach, Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Increased percent scoring Level 4 on "Write Score" prompt.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. To meet AMOs for all subgroups in reading, math, science, and writing, by assuring that the classroom focus is on the delivery of standards-based instruction in all content areas for all students.

G1.B1 Teachers understanding of benchmark expectations

G1.B1.S1 Increase teachers understanding on benchmark expectations

Action Step 1

Training on Benchmark expectations

Person or Persons Responsible

Coaches

Target Dates or Schedule

During PLCs and Tuesdays- PD/Data time

Evidence of Completion

Authentic student work that reflects benchmark expectations

Facilitator:

Math Coach, Literacy Coach, Science Coach, CRT

Participants:

Departmentalized Teachers 3-5 and all K-5 teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Monitor increase in instruction meeting the standard

Person or Persons Responsible

Administration and Leadership team

Target Dates or Schedule

During Weekly walkthroughs

Evidence of Completion

Instruction mirrors C2 connection cards

Plan to Monitor Effectiveness of G1.B1.S1

Teachers will monitor to assure that class percentage passing mini benchmarks reflect AMOs

Person or Persons Responsible

Admin and Leadership team will monitor data

Target Dates or Schedule

The last Thursday of the month

Evidence of Completion

Class percentages of success will be 58% in math and 57% in reading

G1.B1.S2 Increase teachers use Data tracking to determine if instruction is meeting expectations

Action Step 1

Chart Student/Class performance on mini benchmarks

Person or Persons Responsible

Teachers, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Up to date charts showing student progress

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Data Charts on mini benchmarks in both class files and Coaches room

Person or Persons Responsible

Administration

Target Dates or Schedule

Last Thursday of the month

Evidence of Completion

Up to date Charts

Plan to Monitor Effectiveness of G1.B1.S2

Teachers will monitor to assure that class percentage passing mini benchmarks reflect AMOs

Person or Persons Responsible

Admin and Leadership team will monitor data

Target Dates or Schedule

The last Thursday of the month

Evidence of Completion

Class percentages of success will be 58% in math and 57% in reading

G1.B1.S3 Increase teachers use of reteaching strategies when benchmark is not mastered

Action Step 1

Reteach as needed when benchmarks are not mastered

Person or Persons Responsible

3rd-5th teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence of reteaching in small groups within the classroom

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Evidence of small group instruction

Person or Persons Responsible

Administration, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Small group instruction evident in weekly walk throughs

Plan to Monitor Effectiveness of G1.B1.S3

Teachers will monitor to assure that class percentage passing mini benchmarks reflect AMOs

Person or Persons Responsible

Admin and Leadership team will monitor data

Target Dates or Schedule

The last Thursday of the month

Evidence of Completion

Class percentages of success will be 58% in math and 57% in reading

G1.B4 Lack of parent involvement

G1.B4.S1 Have monthly Parent Parties that will be informative to parents in a fun and non-threatening atmosphere.

Action Step 1

Monthly Parent Parties

Person or Persons Responsible

Parents, administration, Family School Liaison, faculty

Target Dates or Schedule

Monthly beginning in January

Evidence of Completion

Agenda and sign in sheets from meetings

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Monthly Parent Parties

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Family School Liaison will report to administration

Plan to Monitor Effectiveness of G1.B4.S1

Increased parent involvement

Person or Persons Responsible

Family School Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in the number of parents in attendance as proven by the Sign In Sheets.

G2. Increase the percent of students scoring a level 4 in writing from 11% to 80%

G2.B1 Students lack of foundational skills

G2.B1.S1 Focus on writing in the earlier grades

Action Step 1

Write score implimentarion in third grade

Person or Persons Responsible

Third grade teachers with assistance from Literacy Coach

Target Dates or Schedule

Beginning, Middle, and End of year

Evidence of Completion

Scored prompts from Write Score

Facilitator:

Literacy Coach

Participants:

Third Grade Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Assure prompts are given and sent to Write Score 3 times

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Beginning, Middle, and End of year

Evidence of Completion

Write Score Data sent from company

Plan to Monitor Effectiveness of G2.B1.S1

Increase in student scores

Person or Persons Responsible

Administration, Literacy Coach, Third grade teachers

Target Dates or Schedule

When scores come in B/M/E of year

Evidence of Completion

Number of students scoring at a level 4 increases each prompt

G2.B2 Teachers knowledge of the writing process

G2.B2.S1 Training in the writing process and connecting thinking maps to that process

Action Step 1

Training in the writing process

Person or Persons Responsible

Writitng Teacher, Literacy Coach

Target Dates or Schedule

District Monthly meetings

Evidence of Completion

Leave forms

Facilitator:

District ASU staff

Participants:

Writing Teacher. Literacy Coach

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Assure teachers attend training

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Completion of training

Plan to Monitor Effectiveness of G2.B2.S1

Monitor writing Data through "Write Score"

Person or Persons Responsible

Literacy Coach, Writing Teacher, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased perfomance on student monthly prompts

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

Title I funding is used to employ staff to provide additional support for students and to provide additional academic resources for students.

Supplemental Academic Instruction (SAI) funding is used to provide extended services for students beyond the scope of regular school hours. Before and / or after school tutoring services and supplemental resources are provided through SAI funding.

Also integrated into the school is funding from various grants. These grants are provided by local stakeholders and are applied for by both school and district personnel. Funding from grants is typically earmarked for specific expenditures but like all other school funding, it is used for students and teachers to enhance the teacher / learning process.

Other funding that supports the school is generated by FTE allocated dollars. These funds are used for the daily operations and functions of the school. Internal school budgets, PTO budgets, and SAC budgets also provide additional resources for the school as funding is available through these sources.

Regardless of the funding source, all decisions regarding the coordination and integration of programs and support services are based on having a positive impact on effective instruction and student learning.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To meet AMOs for all subgroups in reading, math, science, and writing, by assuring that the classroom focus is on the delivery of standards-based instruction in all content areas for all students.

G1.B1 Teachers understanding of benchmark expectations

G1.B1.S1 Increase teachers understanding on benchmark expectations

PD Opportunity 1

Training on Benchmark expectations

Facilitator

Math Coach, Literacy Coach, Science Coach, CRT

Participants

Departmentalized Teachers 3-5 and all K-5 teachers

Target Dates or Schedule

During PLCs and Tuesdays- PD/Data time

Evidence of Completion

Authentic student work that reflects benchmark expectations

G2. Increase the percent of students scoring a level 4 in writing from 11% to 80%

G2.B1 Students lack of foundational skills

G2.B1.S1 Focus on writing in the earlier grades

PD Opportunity 1

Write score implimentarion in third grade

Facilitator

Literacy Coach

Participants

Third Grade Teachers

Target Dates or Schedule

Beginning, Middle, and End of year

Evidence of Completion

Scored prompts from Write Score

G2.B2 Teachers knowledge of the writing process

G2.B2.S1 Training in the writing process and connecting thinking maps to that process

PD Opportunity 1

Training in the writing process

Facilitator

District ASU staff

Participants

Writing Teacher. Literacy Coach

Target Dates or Schedule

District Monthly meetings

Evidence of Completion

Leave forms

Appendix 2: Budget to Support School Improvement Goals