

Lake County Schools

Eustis Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Eustis Elementary School

714 E CITRUS AVE, Eustis, FL 32726

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

Demographics

Principal: Reanna Boardway

Start Date for this Principal: 7/30/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (48%) 2018-19: C (46%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>62%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		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.

The mission at Eustis Elementary is EVERY student, EVERY day, achieves high levels of learning

Provide the school's vision statement.

A safe, inclusive, and collaborative school community that has high expectations for all students, and supports, engages, and celebrates learners.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Boardway, Reanna	Principal	<p>The purpose of the job is to administer the coordination and management of all elementary school campus and academic activities. Employees in this job classification are responsible for developing, administering, and monitoring educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. Position is accountable for enforcing and ensuring academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with Schools Board goals and initiatives. Performs related work as directed.</p>
Scott, Tushena	Assistant Principal	<p>The purpose of the job is to assist in the administration, coordination and management of all elementary school campus and academic activities. Employees in this job classification assist the Principal in the development, administration, and monitoring of educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. Position is accountable for enforcing academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with Schools Board goals and initiatives. Performs related work as directed.</p>
Beach, Kristy	Curriculum Resource Teacher	<p>Serves as local school curriculum liaison for the K-5 instructional program and coordinates academic events.</p> <p>Assists classroom teachers in implementing teaching strategies and activities, classroom management, and the selection of materials for students at risk of failing.</p> <p>Provides data analysis, reports, and supports teachers and leaders.</p> <p>Provides on-site professional development.</p> <p>Visits classrooms regularly, conducts demonstration lessons, provides side-by-side coaching, and leads small group instruction.</p> <p>Works cooperatively with grade levels and committees on the development and evaluation of instructional programs.</p> <p>Participates on school staffing committees to facilitate appropriate program placement.</p> <p>Assists in the orientation of new K-5 students.</p> <p>Coordinates parent involvement events and activities.</p> <p>Serves as testing coordinator.</p> <p>Supports and mentors new teachers.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Utilizes current technology, as appropriate, to perform job functions and participates in training programs offered to increase technology skill level, job proficiency, current trends, and best practices relevant to the area of responsibility.</p>
Tatar, Michelle	Other	<p>Provides a supervised and structured environment for students assigned to the in-school suspension program, working with classroom teachers to coordinate the academic activities of assigned students and support students in completing the assigned work along with the implementation of social, emotional learning, behavioral and academic support. Mrs. Tatar also runs our MTSS program as well as co-testing coordinator.</p>
Wiseman, Michelle	Other	<p>The purpose of the job is to serve in an educator capacity in the teaching, instruction and guidance of students enrolled in various academic courses within the appropriate grade or academic level. Employees in this job classification are responsible for adhering to established curriculum standards for the particular course delivered, and for complying with established instructional guidelines as established by the School District and educational systems appropriate to the course. Work includes course delivery, administration of tests (or equivalent course criteria), and the tabulation and submission of students' final course grades. Incumbents perform essential functions as outlined herein according to the specific course or discipline of assignment. Performs related work as directed.</p>

Demographic Information

Principal start date

Saturday 7/30/2022, Reanna Boardway

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

368

Identify the number of instructional staff who left the school during the 2021-22 school year.

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	42	46	59	77	61	66	0	0	0	0	0	0	0	351
Attendance below 90 percent	0	1	1	16	20	12	0	0	0	0	0	0	0	50
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	32	32	26	0	0	0	0	0	0	0	90
Level 1 on 2022 statewide FSA Math assessment	0	0	0	24	36	32	0	0	0	0	0	0	0	92
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	2	10	18	30	0	0	0	0	0	0	0	60

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	2	5	7	6	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Saturday 7/30/2022

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	
Number of students enrolled	34	40	63	68	60	62	0	0	0	0	0	0	0	327
Attendance below 90 percent	1	13	19	19	14	15	0	0	0	0	0	0	0	81
One or more suspensions	0	1	0	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	1	0	0	0	4	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	24	31	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	18	40	0	0	0	0	0	0	0	58
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	2	10	15	32	32	0	0	0	0	0	0	0	91

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
Number of students enrolled	34	40	63	68	60	62	0	0	0	0	0	0	0	327
Attendance below 90 percent	1	13	19	19	14	15	0	0	0	0	0	0	0	81
One or more suspensions	0	1	0	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	1	0	0	0	4	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	24	31	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	18	40	0	0	0	0	0	0	0	58
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	2	10	15	32	32	0	0	0	0	0	0	0	91

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	50%	56%				57%	58%	57%
ELA Learning Gains	48%						56%	57%	58%
ELA Lowest 25th Percentile	43%						39%	49%	53%
Math Achievement	52%	46%	50%				59%	60%	63%
Math Learning Gains	53%						46%	56%	62%
Math Lowest 25th Percentile	50%						26%	39%	51%
Science Achievement	46%	52%	59%				40%	54%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	60%	2%	58%	4%
Cohort Comparison		0%				
04	2022					
	2019	59%	60%	-1%	58%	1%
Cohort Comparison		-62%				
05	2022					
	2019	53%	59%	-6%	56%	-3%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	62%	11%	62%	11%
Cohort Comparison		0%				
04	2022					
	2019	62%	61%	1%	64%	-2%
Cohort Comparison		-73%				
05	2022					
	2019	43%	57%	-14%	60%	-17%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	56%	-15%	53%	-12%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	48	53	23	35	29	33				
ELL	29	44		43	28						
BLK	27	42	50	35	52	50	13				
HSP	45	50	36	55	47		55				
WHT	48	51		63	57		64				
FRL	39	46	43	47	52	52	40				
2021 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 2019-20	C & C Accel 2019-20
SWD	23	50		30			20				
ELL	30			35							
BLK	33	24		32	24		29				
HSP	43	54		50	58		43				
MUL	40			20							
WHT	61	35		73	32		74				
FRL	45	41	50	41	33	33	39				
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	27	44	36	24	25	13	9				
ELL	48	50		48	46	30	29				
BLK	39	41	15	46	41	17	20				
HSP	54	58	31	47	39	29	35				
MUL	69			77							
WHT	69	61	75	72	51	40	56				
FRL	46	51	38	53	44	20	38				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Starting with ELA we notice that our overall proficiency has declined overall from 2019-2022 (FSA), with the exception of our Hispanic student group that increased by 2% from 2021-2022 in ELA.

We notice that our Learning Gains in ELA and our Learning Gains of the L25% had substantial growth over two and three years. The data is as follows:

21-22:

ELA Learning Gains:

BLK 24-42 a 18% increase

WHT 35-51 a 16% increase

FRL 41-46 a 5% increase

19-22

ELA Learning Gains L25%:

HSP 31-36 a 5% increase

BLK 15-50 a 35% increase

SWD 36-53 a 17% increase

What this data tells us is that our walk to intervention model with our students with the greatest needs is effective but we need to strengthen our classroom interventions to continue to meet the needs of all students.

In Math we noticed an increase across math achievement, learning gains, and learning gains of the L25% across two and three years worth of data.

Math Achievement 21-22:

FRL 41-47 6% increase

HSP 50-55 5% increase
BLK 32-52 20% increase
ELL 35-43 8% increase

21-22

Math Learning Gains:
BLK 24-52 28% increase
FRL 33-52 19% increase

19-22

Math Learning Gains
FRL 44-52 8% increase
WHT 51-57 6% increase
HSP 39-47 8% increase
SWD 25-35 10% increase

Math Learning Gains of the L25%

FRL 20-52 32% increase
BLK 17-50 33% increase
SWD 13-29 16% increase

19-22

Science
FRL 38-40 2% increase
WHT 56-64 8% increase
HSP 35-55 20% increase
SWD 9-33 24% increase

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data that demonstrates the greatest need for improvement is our ELA achievement data as the trend shows a three year decline in proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

ELA proficiency data, according to the FSA, demonstrated the greatest impact, through two consecutive challenging years. Although learning gains and gains of the L25% increased, overall proficiency did not demonstrate improvements. In order to strengthen ELA proficiency we will continue with the ELA walk to model for intervention, but also strengthen the interventions happening within the classroom. We have also added a K-2 acceleration teacher who will focus on closing the achievement gaps in K-2 as well as LQ of 3rd grade using the Foundations program. We have also added a second intervention block to K-2 that focuses only on Literacy interventions.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The most improvement based off of data was found in our math data in achievement, learning gains, and learning gains of the L25%. Our Black student group increased their math achievement by 20% and had 28% learning gains. Over the three year trend our two student groups, Black and Students with Disabilities, that fell below the federal index had substantial growth in the L25%. The black student group went from 17% LG in L25% for math to 50% in 2022 which was a 33% increase. SWD's went from 13% LG in L25% to 29% which is a 16% increase.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this success was the explicit and intentional intervention system we have in place. Content area experts are pulling students with the most need as well as pushing in to assist teachers with intervention. We are not adding any new interventions to this system as the result was deemed highly effective. Instead we are focusing on increasing the strength of our instruction to be preventative. We are focusing on identifying essential standards and creating common formative assessments to drive instruction. The goal is too prevent the need for intervention but increasing the strength of instruction.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, we are accelerating our teacher collaboration on essential standards and the creation of common formative assessments. Accelerating learning starts with teachers learning around the essentials and the right work. We can utilize numerous strategies but if it is around the wrong work then learning will not accelerate.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The first professional learning was on creating norms 8/3/22/
Professional Learning 8/17/22: Essential Standards 1.0
Professional Learning 8/5/22: Productive Collaboration for Wit & Wisdom K-2
Professional Learning 8/5/22: 3-5 Reveal Math
Professional Learning 8/8/22: Productive Collaboration for Wit & Wisdom 3-5
Professional Learning 8/8/22: K-2 Reveal Math
Professional Learning 8/31/22: Essential Standards 2.0
Professional Learning 8/31/33: Writing Great IEP's
Professional Learning 9/2/22: Essential Standards Final
Professional Learning 9/2/22: Common Formative Assessments
Professional Learning 9/14/22: CFA 2.0

Continued professional learning will be every other Wednesday throughout the duration of the year based on teachers needs and where we are as a school on the development of common formative assessments and essential standards.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In order to ensure sustainability of improvement, each grade level will have an assigned member that will plan with them on Tuesdays K-2 and Thursdays 3-5. On wednesdays that do not have professional learning, K-2 will plan in the media center to allow for the natural conversations of vertical planning to occur and for 3-5 to meet in the coaches room for the same purpose. Our ELA and Math coaches along with the leadership team will be present to continue to support the work and be a member of the instructional team. We will conduct learning walks weekly to ensure transfer and have weekly leadership meetings that focus on student learning, a collaborative culture, and student results.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>The three year trend of the schoolwide ELA achievement data showed a decline across grades 3-5 as well as across student groups with the exception of the Hispanic student group who had a 2% increase from 21 to 22.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>In third grade we will grow from 44% proficiency in ELA to 54%. In 4th grade we will grow from 37% proficiency in ELA to 50% and in 5th grade we will grow from 39% proficiency to 50% proficiency.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>In order to monitor the growth in ELA we will: Focus on the identification of essential standards through Professional Learning, Grade Level Planning and Classroom Walk Throughs. We will focus on utilizing common assessments within the curriculum to drive instruction and intervention. We will utilize a walk to intervention model for our students in the L25% and students in Tier 3 of MTSS. We will strengthen in class intervention and instruction. We will monitor success towards proficiency of essential standards.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Reanna Boardway (boardwayr@lake.k12.fl.us)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being</p>	<p>In order to successfully increase ELA achievement schoolwide and across student groups we will use the focus of essential standards and common formative assessments. We will continue to exercise the right student and teacher moves through the district instructional framework such as reading, writing, thinking and talking as well as guided practice, independent learning, collaboration, setting the purpose and modeling but we will be doing these strategies around the right standards. Grade levels will engage in collaborative planning once a week in conjunction with a leadership team member to continue to drive the PLC questions "What do we want students to learn." From there, teams will continue to</p>

implemented for this Area of Focus.

determine what common formative will be utilized from the curriculum, when they will utilize it, and how they will plan their instruction from the results.

Rationale for Evidence-based

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

According to research by DuFour et al. (2016), to ensure all students have an opportunity to master the same essential learning, school and district leaders must engage every teacher in a collaborative process to study, clarify, and most importantly, to commit to teaching the curriculum. They continue on to state that teacher ownership of the curriculum their students will be expected to master plays an important role in the quality of student learning. By focusing teachers on the important question "what do we want students to learn" clarity for student learning targets sharpen increasing their chances of hitting the target of proficiency. To engage our Level 1/2 readers we will also utilize the research based program One School One Book to raise ELA achievement as a school. This essential strategy reinforces reading instruction, increases parental involvement, bridges the home-school connection, and builds a true community of readers.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Leadership attendance to the PLC Summer Institute

Person Responsible Reanna Boardway (boardwayr@lake.k12.fl.us)

Summer Writing Teams around Essential Standards

Person Responsible Reanna Boardway (boardwayr@lake.k12.fl.us)

Professional Learning Series Essential Standards

Person Responsible Reanna Boardway (boardwayr@lake.k12.fl.us)

Professional Learning Common Formative Assessments

Person Responsible Reanna Boardway (boardwayr@lake.k12.fl.us)

Classroom Walk Throughs

Person Responsible Reanna Boardway (boardwayr@lake.k12.fl.us)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus

Description and Rationale:

Throughout each grade level, all students will receive differentiated instruction during their daily PAWS interventions. An increase in learning gains will be achieved through implementation of small group sessions with instructional coaches and our K-2 acceleration program focusing on specific academic areas of need. Also, students with continued additional needs will receive tier 2 and 3 interventions using research based platforms.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Learning gains in the areas of ELA and Math will show an increase of 6% throughout our student population as a result of interventions and accelerations provided on a daily basis.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Learning walks using district-provided tools in conjunction with collaborative planning time will be used to monitor iReady diagnostic results, as well as common assessments.

Person responsible for monitoring outcome:

Reanna Boardway (boardwayr@lake.k12.fl.us)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The use of Tiers 2 and 3 interventions using research based programs. Also, when students are given the time and opportunity to participate in collaborative groups and engage in stimulating classroom discussions it provides opportunities for their learning to accelerate. The earlier student needs are identified, the quicker their needs can be addressed and cognitive gains will improve.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Response to Intervention has a direct effect in acceleration. Also, iReady Intervention Tools because they are a research based program that supports our District Instructional Framework as well as the MTSS program.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

With Title 1 funding, small group after school tutoring will be provided for students identified by need. Interventions and research-based materials will be utilized on a daily basis. Opportunities for acceleration programs, such as STEAM will be used as well.

Person Responsible Reanna Boardway (boardwayr@lake.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The area of focus in K-2 will be phonics, because studies show that "systematic phonics instruction helps children learn to identify words and it increases their ability to comprehend what they read. Reading words accurately and automatically enables children to focus on the meaning of text" (Lincs.Ed.Gov, 2022).

According to the 2021-2022 end of the year iReady Diagnostic assessment, kindergarten students scored 62% below proficiency, first grade scored 56% below proficiency and second grade scored 63% below proficiency. In the area of phonics, 64% of kindergarteners, 53% of first graders, and 59% of second graders scored below proficiency.

Teachers and interventionists will use both modeling and guided practice within the Foundations program to increase student proficiency in phonics.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The area of focus in grades 3-5 will be comprehension of both literary and informational text. This ELA focus area will address the needs of students in grades 3-5 where 50 percent or more scored below a level 3 on the FSA for 2021-2022.

According to the 2022 FSA scores, 56% of third graders and 61% of fifth graders scored below the level 3 proficiency goal. Fourth grade was slightly above 50% proficiency, with a proficiency score of 53%. The iReady end of year diagnostic showed that 63% of third graders were below proficiency in the comprehension of both literary and informational texts. The mid year iReady diagnostic showed that fourth grade had 73% below proficiency in literary and 81% in informational. Fifth grade data showed that 82% were below proficiency in literary and 90% were below proficiency in informational text.

Teachers and interventionists will use common formative assessments (CFA) to measure student proficiency of essential standards. Intervention groups will be created based on student needs as determined by the CFA data.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The 2021-2022 iReady end of year diagnostic data shows that 36% of kindergarteners, 47% of first graders, and 41% of second graders were proficient in phonics. Our goal is to increase each grade level's phonics proficiency by 5%; 41, 52, and 46% respectively.

Grades 3-5: Measureable Outcome(s)

The 2021-2022 iReady diagnostic data shows:

- 3rd grade 38% proficiency in both literary and informational text (EOY)
- 4th grade 26% literary and 20% informational text proficiency (MOY)
- 5th grade 18% literary and 11% informational text proficiency (MOY)

Our goal is to increase each domain proficiency score by 5%.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The ELA achievement and reading proficiency in grades K-5 will be monitored in multiple ways:

- Classroom learning walks
- Leadership team debrief meetings including next steps with an assigned team member
- Monitor iReady beginning of the year and mid-year data
- Close monitoring of iReady minutes for all students
- Progress monitoring of LLI
- FAST/STAR Progress Monitoring Assessments
- Use of grade level common assessments to drive instruction/ small groups

Teachers and the leadership team will continuously monitor the relevant data on student achievement for each goal and evaluate the impact at the end of the year by reviewing the effectiveness of the strategies listed above.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Boardway, Reanna, boardwayr@lake.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

There are a number of strategies being used depending on the specific needs of the learner. LLI will be used for our K-3 students that are in the lower quartile of reading. We will also utilize Foundations with all of the K-2 classrooms, along with Geodes. Third grade will use Foundations with the Tier 3 students, and students struggling with phonics.

All K-5 teachers will be using the standards aligned materials adopted by the county; Wit and Wisdom. K-5 teachers will use common assessments to help guide instruction and pull instructional groups based on the needs identified on the assessment.

School-wide we will utilize iReady instructional minutes as a Tier 2 intervention and Tier 3 MTSS students will be pulled into small groups 4 times per week with a content area expert (Math coach, literacy coach, reading intervention teacher).

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The Foundations program is an evidence-based program that is designed to offer systematic instruction in phonics. The use of common formative assessments will assist teachers in determining student comprehension needs based on the essential standards.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Implement interventions using Foundations and train primary teachers on the the proper way to implement the program with fidelity.	Boardway, Reanna, boardwayr@lake.k12.fl.us
Hold quarterly data chats with all team members regarding the growth that students are making on both progress monitoring assessments and common formative assessments.	Boardway, Reanna, boardwayr@lake.k12.fl.us
All ELA teachers and interventionists will participate in bi-weekly professional development in order to better serve their students by using research based strategies.	Boardway, Reanna, boardwayr@lake.k12.fl.us

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

To drive our culture for this school year, every grade level and the leadership team have developed Team Norms to set a positive tone for collaboration. Each team was given time to develop these norms and post them in a common area. These norms will be referred to at the start and finish of every professional learning meeting. The norms include supporting one another, focusing on can do’s, respecting everyone, clear communication, creating a safe environment, and a clear conflict resolution plan. Our teachers will continue to support our mission and vision of a positive school culture using these norms. Teachers and staff were also gifted a “radical” Eustis Elementary t-shirt along with book boxes filled with markers, paper, notebooks, pens, and many other great school supplies. After a successful planning day, everyone enjoyed some hair-band music and a round of 80’s trivia.

We have an amazing line up of monthly pick-me-up’s sponsored by our stakeholders. Each month teachers and staff will enjoy a themed snack as a surprise for their dedication and hard work. Kona Ice has also agreed to give free Kona ice to the staff when they are here rewarding our students.

At the start of each school day, one member of the leadership team will be responsible for the morning announcements. This will give our students a chance to hear from the members of the leadership team that they may not see every day. We will say the pledge, recite our guidelines for success, and present a circle up question. Circle up question time will start the day in each classroom as students share their thoughts with their teacher and classmates.

Identify the stakeholders and their role in promoting a positive school culture and environment.

To begin our RADICAL 80’s themed back to school celebrations, we started with a delicious breakfast provided by St. Thomas Episcopal Church. The teachers and staff were able to meet and greet everyone and share ideas, complete with a selfie station and coffee bar. As the preplanning continued, Mt. Dora Nutrition shared some mega teas and protein donuts to keep us all going for our first week of school. Sonic

provided breakfast and Life Point Church cooked an amazing, homemade Italian feast for lunch. Each day teachers were given time to collaborate in our library and develop team norms to drive weekly collaborative team meetings. Our PTO and SAC committees are ready to continue raising funds and making positive decisions for our students and staff.

Starting in September, and every month that follows, our community partners will be celebrating our teachers and staff with a monthly appreciation event. Lake Eustis Church, Life Point Church, Life Community Church, and Kathy and Rodney Witt have graciously donated snacks, refreshments, and decorations to let our teachers and staff know how much their hard work is valued. We have also teamed up with Kona Ice once a month to provide icy snacks for our students and free flavored ice to all of our teachers. Bay Pharmacy will also be graciously donating money each month to supply our teachers with school supplies for their students. First Baptist Church of Mt. Dora has offered to gather clothing items, shoes, and other needs for our students as the year continues. As we get closer to the holiday season, Life Point Church will be delivering Thanksgiving meals to many of our families in need.