

Lake County Schools

# Eustis Heights Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Eustis Heights Elementary School

310 W TAYLOR AVE, Eustis, FL 32726

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

## Demographics

**Principal: Terri Soos**

Start Date for this Principal: 8/22/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: C (43%) 2018-19: C (49%) 2017-18: D (34%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Lake County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Eustis Heights Elementary School

310 W TAYLOR AVE, Eustis, FL 32726

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	70%

### School Grades History

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

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### SIP Authority

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

To achieve:

Excellence through  
High  
Expectations for all  
Students

**Provide the school's vision statement.**

EUSTIS HEIGHTS ELEMENTARY IS A SAFE, NURTURING, AND INCLUSIVE LEARNING COMMUNITY, WHERE, THROUGH HIGH EXPECTATIONS AND COLLABORATION FROM ALL STAKEHOLDERS, ALL STUDENTS ARE CONFIDENT IN THEIR ABILITY TO BE SUCCESSFUL IN EVERY ASPECT OF THEIR FUTURE AS LIFELONG LEARNERS, AND MAKE POSITIVE CONTRIBUTIONS TO SOCIETY.

### 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
		<p>The school leadership team consists of the Principal, three Assistant Principals, two certified school counselors, Literacy Coach, Math/Science Coach, MTSS Coach, two ESE Specialist, Instructional Dean ,PASS Teacher, Mental Health Liaison, Instructional Technology Media specialist, and Potential Specialist. The function and responsibility of each school leadership team member is to create a system of supports for both the classroom teacher and individual students according to the intervention design outlined in the MTSS process.</p>
Soos, Terri	Principal	<p>The role of administration and the leadership support team is to:</p> <ol style="list-style-type: none"> <li>1. Oversee, evaluate, and provide assistance as instructional leaders for all instructional and noninstructional staff.</li> <li>2. Oversee the MTSS process, implementation, and procedures.</li> <li>3. Provide strategies, interventions, resources for teachers to implement for students, and to monitor the progress of each student.</li> <li>4. Secure necessary resources to ensure to ensure all teachers are successful, which in turn will lead to student success.</li> <li>5. Oversee and provide support to manage IEP's, ensure compliance, conduct IEP meetings, problem solve, and support ESE teachers and students .The leadership team meets weekly to discuss/report the following:</li> </ol> <ol style="list-style-type: none"> <li>1. Core instruction alignment among grade levels (instructional planning and delivery is standards-based, data-driven, and differentiated instruction)</li> <li>2. Small group instruction is skill specific for student needs based upon data. **Person(s) responsible: Potential Specialist, Literacy Coach, Math/Science Coach, and Administration</li> <li>3. School-wide data driven professional learning community= **Person(s) responsible: Potential Specialist, Literacy Coach, Math/Science Coach, &amp; Administration</li> <li>4. Early Warning Systems (Attendance, Discipline, and PBS) **Person(s) responsible: Administration, Potential Specialist, and Counselors</li> <li>5. Lowest Quartile Data Tracking and Retained Students **Person(s) responsible: Potential Specialist, MTSS Coach, Administration and Counselors</li> <li>6. MTSS Status **Person(s) Responsible: MTSS Coach and Administration</li> <li>7. ESE/ELL Status **Person(s) responsible: ESE Specialist &amp; ELL compliance coordinator</li> <li>8. Professional Learning Communities **Person(s) responsible: Administration, Literacy Coach, and Math/Science Coach</li> <li>9. Professional Development Needs **Person(s) responsible: Administration, Literacy Coach, and Math/Science Coach</li> <li>10. Support/Celebrations **Person(s) responsible: All Members</li> </ol>
Peterkin, Andrie	Assistant Principal	



Name	Position Title	Job Duties and Responsibilities
Wolfe, Kacy	Assistant Principal	
Green, Amber	Assistant Principal	
Ward, Ashley	School Counselor	
Arena, Anthony		
Lanier, Jennifer		
Dooley, Tom		
James-McCadney, Amaris	School Counselor	
Monroe, Aja	Instructional Media	
Thompson, Johnny	Instructional Coach	
Fuhrman, Jacob	Math Coach	
Cortez, Michol	Curriculum Resource Teacher	
Porter, Olivia	Dean	

## Demographic Information

### Principal start date

Monday 8/22/2022, Terri Soos

**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.*

1

**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.*

14

**Total number of teacher positions allocated to the school**

63

**Total number of students enrolled at the school**

659

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

11

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

12

**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	105	96	93	121	98	119	0	0	0	0	0	0	0	632	
Attendance below 90 percent	15	46	33	46	36	38	0	0	0	0	0	0	0	214	
One or more suspensions	2	6	6	7	9	6	0	0	0	0	0	0	0	36	
Course failure in ELA	4	1	0	1	0	1	0	0	0	0	0	0	0	7	
Course failure in Math	1	3	0	0	1	3	0	0	0	0	0	0	0	8	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	27	23	0	0	0	0	0	0	0	55	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	19	41	0	0	0	0	0	0	0	64	
Number of students with a substantial reading deficiency	4	3	19	37	27	23	0	0	0	0	0	0	0	113	

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	5	15	9	14	18	35	0	0	0	0	0	0	0	96

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	4	0	1	4	0	0	0	0	0	0	0	0	0	9	
Students retained two or more times	0	0	0	1	4	0	0	0	0	0	0	0	0	5	

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

Thursday 8/25/2022

**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	93	87	102	94	118	106	0	0	0	0	0	0	0	600
Attendance below 90 percent	0	37	36	35	41	35	0	0	0	0	0	0	0	184
One or more suspensions	0	6	4	9	6	11	0	0	0	0	0	0	0	36
Course failure in ELA	5	9	6	14	31	13	0	0	0	0	0	0	0	78
Course failure in Math	3	3	6	16	11	10	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	21	0	0	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	22	0	0	0	0	0	0	0	0	0	22
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	21	21	25	83	58	0	0	0	0	0	0	0	208

**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	7	2	1	3	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**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	93	87	102	94	118	106	0	0	0	0	0	0	0	600
Attendance below 90 percent	0	37	36	35	41	35	0	0	0	0	0	0	0	184
One or more suspensions	0	6	4	9	6	11	0	0	0	0	0	0	0	36
Course failure in ELA	5	9	6	14	31	13	0	0	0	0	0	0	0	78
Course failure in Math	3	3	6	16	11	10	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	21	0	0	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	22	0	0	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	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	21	21	25	83	58	0	0	0	0	0	0	0	208

#### 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	7	2	1	3	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

## 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	42%	50%	56%				48%	58%	57%
ELA Learning Gains	58%						57%	57%	58%
ELA Lowest 25th Percentile	49%						54%	49%	53%
Math Achievement	48%	46%	50%				53%	60%	63%
Math Learning Gains	42%						51%	56%	62%
Math Lowest 25th Percentile	19%						34%	39%	51%
Science Achievement	41%	52%	59%				47%	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	49%	60%	-11%	58%	-9%
Cohort Comparison		0%				
04	2022					
	2019	46%	60%	-14%	58%	-12%
Cohort Comparison		-49%				
05	2022					
	2019	51%	59%	-8%	56%	-5%
Cohort Comparison		-46%				

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	64%	62%	2%	62%	2%
Cohort Comparison		0%				
04	2022					
	2019	51%	61%	-10%	64%	-13%
Cohort Comparison		-64%				
05	2022					
	2019	43%	57%	-14%	60%	-17%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	47%	56%	-9%	53%	-6%
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	21	41	48	29	29	17	18				
ELL	24	52		33	24						
BLK	21	51	37	26	21	14	14				
HSP	33	51	79	39	34	23	24				
MUL	75	75		75	67						
WHT	59	64	27	65	54	25	60				
FRL	34	57	54	41	36	22	36				
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	20	32	25	27	26	24	23				
ELL	18			36							
BLK	21	36		23	25	10	20				
HSP	32	47	50	44	47		38				
MUL	68			72							
WHT	52	57		67	46		43				
FRL	35	48	47	43	39	25	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
SWD	26	35	30	27	42	38	28				
ELL	33	39	29	46	38	31	29				
BLK	31	50	59	30	37	30	29				
HSP	47	52	35	59	52	32	38				
MUL	47	62		63	62						
WHT	61	65	77	60	57	50	74				
FRL	44	55	50	49	48	31	39				

### 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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	331
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	33
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	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	51
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Trends that emerge across grade levels include less than half of students performing at a proficient level in ELA, Math FSA, and the Science Science Assessment. In addition, less than half of students in our ELA and Math LQ made a learning gain on the FSA. In addition, achievement levels on the FSA for SWD, ELL, and BLK students are significantly below that of their peers in all content areas, as well as learning gains in math.

Additional FSA trends include an improvement in ELA Learning gains for all students and students within lowest quartile for all reported subgroups.

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

The data components that demonstrates the greatest need for improvement is math lowest quartile with 19% for the 2021-2022 school year on the FSA math.

In addition, SWD, BLK, HSP, student groups are performing significantly below that of their WHT peers on the State Science Assessment.

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

One contributing factor to this need for improvement would be not formatively monitoring and responding to student data and addressing individual student learning needs. New actions would for our math and science teams to improve in our implementation of common formative assessments, and ensure there is a space to come together to monitor and respond to individual student learning needs as it relates to each standard.



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

FSA ELA learning gains improved from 46% to 58% from 2021 to 2022 (which is the highest it has ever been at EHES). ELA learning gains increased for Black (+15), and ELA gains for LQ increased for SWD(+23), HSP (+29).

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

A WIN block (walk-to intervention/acceleration block) was implemented in ELA to accelerate all student learning, and was based on student performance with specific prioritized ELA standards. All students received focused instruction and learning opportunities for 30 min. a day, 4x a week based on their individual performance.

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

To accelerate student learning, we will need to strengthen our core instruction across content areas and grade levels and improve on the way we monitor and respond to student learning data.

**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 professional development opportunities that will be provided at the school to support teachers and leaders include:

- High Expectations
- Purpose/Modeling/Guided Instruction/Collaborative Learning/Independent Learning
- Multi-Tiered System of Support
- Learning facilitated through us a PLC through our Guiding Coalition and Collaborative Planning (utilizing the 4 critical questions)
- EHES as a PLC: Focus on Learning/Collaborative Culture/Results Orientation
- Key resources for student learning: Deep Engagement, Grade Appropriate Assignments, High Expectations, and Strong Instruction

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

- Timely and ongoing feedback to teachers regarding instruction as it relates to our Collective Commitments
- Implementation of student data notebooks to record and monitor attendance, performance on priority standards, and progress towards grade-level goals
- Quarterly data chats with teachers
- Quarterly admin/student data chats
- Implementation of Zones of Regulation school wide
- Administration and instructional coaches as a part of the MTSS problem solving team in addition to the classroom teacher and MTSS coordinator
- Differentiated PD facilitated by teachers based need, quarterly
- Differentiated PD Staff Book Study based on individual teacher needs related to school focus: Learning by Doing, Better Learning through Structured Teaching, Number Talks, Disrupting Thinking: Why How We Read Matters, and Restorative Practices.
- Focus efforts on retention of highly effective teachers

### 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 Differentiation**

<b>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	Based on school grade component data & related student subgroup data in the Needs Assessment/Analysis section list, instructional practice specifically relating to differentiation is one of our most critical areas of focus. This area of focus was identified as a critical area of need because the data revealed that less than half of our students are scoring at a proficient level in all content areas (ELA, Math, and Science), with relating data that less than half of our students in math, math LQ, and ELA LQ making a learning gain. In addition, when we looked deeper, the data revealed that student groups of SWD and BLK are underperforming when compared to other grade level peers in the majority of reporting categories. Together, these data sources indicate that our current instructional practices are not providing all students (or even the majority of our students) the opportunity to receive intentional, differentiated instruction in order to move learning forward at an adequate rate.
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**Measurable Outcome:**

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

By focusing on this area, we expect to see an increase in:

- proficiency\* in ELA from 42% to 47%
- proficiency\* in Math from 48% to 53%
- proficiency in on the Florida State Science Assessment from 41% to 46%
- \*ELA & Math Proficiency from 2022 FSA to 2023 FAST
- Learning gains from FAST PM1 - FAST PM 3 would indicate the majority (51%+) of all students and all student groups made adequate growth.
- High expectations & grade level assignments will be evident in the majority of classrooms walked utilizing the district Learning Walk tool.

Data will be monitored on an ongoing basis to monitor progress towards goal of increasing student proficiency and learning gains as a result of differentiation. Methods of monitoring will include:

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

-Formative and summative data will be monitored in all content areas on an ongoing basis during Collaborative Planning by content area teams, instructional coach, and administration to ensure we are focusing on instructional action steps for students who have not learned it yet, and next steps for students who already know it.

Progress Monitoring Checks:

ELA & Math: Proficiency and LG will be monitored through the FAST portal BOY, MOY, and EOY performance, and Performance Matters.

Science: Student performance and progress towards proficiency will be monitored through district LSA results provided in Performance Matters.

In addition, the Guiding Coalition will meet twice a month to review all related data to ensure we are on track to meet student learning goals.

**Person responsible for monitoring outcome:**

Terri Soos (soost@lake.k12.fl.us)

**Evidence-based**

The evidence based strategy to improve our instructional practice as it specifically relates to differentiation is

**Strategy:**

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

providing students individualized instruction that will accelerate student learning based on their individual needs through: small group instruction informed by formative assessment data; standards-based instruction within a walk-to-intervention model; and access to programs to support individual needs, including: Foundations, Rosetta Stone, i-Ready, & ALEKS.

**Rationale for Evidence-based Strategy:**

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

The rationale behind this strategy is that if students are provided the intentional feedback, instruction, and systematic support (interventions/ accelerations) both within core instruction and through the WIN block, the rate of student learning will accelerate, ensuring ALL student make, at minimum, one years growth in one years time.

**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.

Establish collaborative planning model focused on the four critical questions of a PLC: (What do we want students to learn? How do we know they are learning it? How do we respond when they do not learn it? How do we respond when they already learned it? to ensure we are continuously thinking about the learning and responding to learning for each individual student.

**Person Responsible** Terri Soos (soost@lake.k12.fl.us)

Facilitate timely discussions and problem solving with teachers as it relates to common formative assessment data.

Facilitated by: Instructional coaches and grade level administrators.

**Person Responsible** Terri Soos (soost@lake.k12.fl.us)

Develop plan for WIN block, including schedule for prioritized standards, pre and post assessments, instructional plan and resources, and plan for response for students who do not reach proficiency before end of cycle.

**Person Responsible** Kacy Wolfe (wolfek@lake.k12.fl.us)

Conduct weekly walk-through to monitor for implementation and fidelity of intervention/accelerations during the intervention block, What I Need Time (W.I.N Time).

**Person Responsible** Terri Soos (soost@lake.k12.fl.us)

Plan for and schedule professional development opportunities for teachers with topics focused on:

- scaffolds and supports to ensure ALL student access grade level content
- small group instruction
- high expectations

**Person Responsible** Terri Soos (soost@lake.k12.fl.us)

Monitor student performance data (including student groups) and learning indicators through:

- scheduled quarterly teacher data chats
- scheduled quarterly admin/student data chats
- meetings with Guiding Coalition

**Person Responsible** Terri Soos (soost@lake.k12.fl.us)

Monitor progress for students in a Tier I/Tier II/Tier III level of support to ensure adequate supports and interventions are in place for each student.

**Person Responsible** Ashley Ward (warda1@lake.k12.fl.us)

Monitor data for students in LQ specifically to ensure the differentiated support is meeting the student's needs and accelerating learning at an adequate rate. Work to schedule Teacher Assistants and academic tutor to support small group instruction within the classroom.

**Person Responsible** Tom Dooley (dooleym@lake.k12.fl.us)

Utilize virtual educational resources to provide students with additional practice as it relates to grade level standards. (Flocabulary to introduce specific content vocabulary, ALEKS for grade level math practice, and Generation Genius for lessons and practice related to grade level Science standards). Teachers will use student data and formative tools to determine student's individual needs, and assign specific lessons as it relates to each students needed area of growth, including lessons to address needs of students in lowest quartile.

**Person Responsible** [no one identified]

**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

Based on school grade component data & related student subgroup data in the Needs Assessment/Analysis section list, instructional practice specifically relating to standards-aligned instruction is one of our most critical areas of focus.

**Area of Focus Description and Rationale:**  
Include a rationale that explains how it was identified as a critical need from the data reviewed.

This area of focus was identified as a critical area of need because the data revealed that less than half of our students are scoring at a proficient level in all content areas (ELA, Math, and Science), with relating data that less than half of our students in math, math LQ, and ELA LQ making a learning gain. In addition, when we looked deeper, the data revealed that student groups of SWD and BLK are underperforming when compared to other grade level peers in the majority of reporting categories.

Together, these data sources indicate that our current instructional practices are not adequately meeting the needs of all students. It is essential that we focus on this area to ensure that all students have access to grade level content and are receiving strong, standards-based instructions.

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

By focusing on this area, we expect to build capacity in all instructional staff and as a result see an improvement in student learning outcomes, as evidence by an increase in:  
 -proficiency\* in ELA from 42% to 47%  
 -proficiency\* in Math from 48% to 53%  
 -proficiency in on the Florida State Science Assessment from 41% to 46%  
 \*ELA & Math Proficiency from 2022 FSA to 2023 FAST  
 -Learning gains from FAST PM1 - FAST PM 3 would indicate the majority (51%+) of all students and all student groups made adequate growth.  
 -High expectations & grade level assignments will be evident in the majority of classrooms walked utilizing the district Learning Walk tool.

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

This area of focus will be monitored by administration and instructional coaches as we are active participants in collaborative planning. We will monitor for transfer of learning from collaborative planning through learning walks, utilizing the district's Learning Walk tool, specifically monitoring on indicators related to access to grade level assignments and high expectations.

**Person responsible for monitoring outcome:**

Terri Soos (soost@lake.k12.fl.us)

**Evidence-based Strategy:**  
Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy that will be used is to ensure standards based instructions is engaging in collaborative planning twice per week, focusing on the 4 critical questions.

1. What do we want students to learn?

-Standards

-What is the purpose for learning?

-Instructional delivery: consider materials, curriculum, and instructional moves.

-What thinking will we draw attention to when we are modeling?

2. How do we know they are learning it?

-What will we use to monitor for progress towards the end goal?

How will students demonstrate learning during guided, collaborative, and

independent learning?

3. How do we respond when they do not learn it?

-What remediation opportunities have we planned? What other instructional strategies or tools can I use to move student learning forward.

4. How do we respond when they already learned it?

-What opportunities do we have planed to deepen student learning?

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/criteria used for selecting this strategy.**

Coming together as a collaborative team, we will ensure we are continuously focused on ensuring access to grade level content and using evidence of student learning to make decisions and revisions through the four critical questions of a PLC.

#### 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.

Ensure collaborative planning model is focused on the four critical questions of a PLC: (What do we want students to learn? How do we know they are learning it? How do we respond when they do not learn it? How do we respond when they already learned it? to ensure we are continuously thinking about the learning and responding to learning for each individual student. Ensure there is a schedule in place time and space, and instructional support available for all collaborative teams Pre-K-5th as well as ESE self-contained teams for collaboration focused on student learning,

**Person Responsible** Jacob Fuhrman (fuhrmanj@lake.k12.fl.us)

Consistently monitor for active participation for content area/grade level teams in collaborative planning.

**Person Responsible** Terri Soos (soost@lake.k12.fl.us)

Administrators and instructional coaches will monitor for evidence of transfer collaborative planning through classroom learning walks using the Learning Walk Tool. Evidence of transfer would include consistency amongst observed areas of instructional framework and grade level materials for all students.

**Person Responsible** Terri Soos (soost@lake.k12.fl.us)

Schedule and facilitate staff professional development focusing on the district instructional framework and ensuring high expectations.

**Person Responsible** Terri Soos (soost@lake.k12.fl.us)

Come together with teachers during quarterly data chats to discuss student progress towards grade level proficiency or growth goals.

**Person Responsible** Terri Soos (soost@lake.k12.fl.us)

### #3. Positive Culture and Environment specifically relating to EWS indicators of attendance and behavior .

#### Area of Focus

#### Description and Rationale:

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

Based on our EWS data, over one third of our current student population missed more than 10% of the 2021-2022 school-year. In addition, 9% of our current students had 2 or more referrals, with 21 of our current students having 5 or more referrals last year. In order to ensure a focus on learning is a top priority, it is imperative we create a culture that ensures a safe and positive learning environment for all students.

#### Measurable Outcome:

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

With a focus on positive culture and environment specifically relating to EWS indicators of attendance and behavior, we expect to see a reduction in the number of students who missed more than 10% of the school-to from 32% to 20%, as well as an increase in positive student behaviors as evidenced by a decrease in a the percent of our students with 2 or more referrals.

#### Monitoring:

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

This area of focus will be monitored for the desired outcome through the weekly review of early warning sign data. Additionally, the leadership team will identify trends in the data and problem solve for both preventative and responsive intervention.

Person responsible for monitoring outcome:

Andrie Peterkin (peterkina@lake.k12.fl.us)

#### Evidence-based Strategy:

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

The evidence based strategy that we will be used is the implementation of a school wide positive behavior plan that will offer incentives for students demonstrating desired positive behaviors and monitors early warning sign data to intervene with students displaying at-risk behaviors. We will also increase home to school communication by providing more opportunities for families to be involved.

#### Rationale for Evidence-based Strategy:

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

If we implement, monitor and support practices that will foster a positive and supportive learning environment than attendance will increase. Additionally, building relationships with families increase communication and support from home to support students academically.

#### 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.

Implement school-wide positive behavior plan which includes school-wide common expectations, positive behavior rewards, and response plan for discipline infractions.

**Person Responsible** Olivia Porter (portero@lake.k12.fl.us)



Provide faculty and staff with professional development on Zones of Regulation and monitor for lesson fidelity.

**Person Responsible** Janet Martinez (martinezj5@lake.k12.fl.us)

Provide faculty and staff with professional development on Restorative Practices and monitor for implementation of related practices.

**Person Responsible** Andrie Peterkin (peterkina@lake.k12.fl.us)

Utilize services and staff such as our Mental Health Liaison, PASS teacher, and Counselors to provide social-emotional support to students.

**Person Responsible** Andrie Peterkin (peterkina@lake.k12.fl.us)

Leadership team will monitor EWS data and provide support and interventions to students and families when and where needed.

**Person Responsible** Terri Soos (soost@lake.k12.fl.us)

Schedule Coffee with the Principal sessions with parents specifically related to the importance of attendance, Zones of Regulations, and other student services.

**Person Responsible** Terri Soos (soost@lake.k12.fl.us)

Monitor attendance EWS and EHES attendance concern form for students with frequent absences or tardies. Communicates with parents and administration regarding truancy concerns.

**Person Responsible** Ashley Ward (warda1@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

According to the 2021-2022 end-of-year ELA i-Ready data, less than half of our students in grades 1 and 2 ended the year performing at grade level. Based on end of year data, 49% of students ended 1st

grade on level, and 39% of students were performing at grade level by the end of the 2nd grade year. Through systematic phonics instruction, differentiated instruction informed by Foundations skills checklist, and high expectations, at least half of students in each grade level will end the year reading on level.

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

According to 2022 FSA ELA results, students more than half of our students in 3rd-5th grades were performing below grade level. More specifically, proficiency rates for each grade level were: 3rd grade: 35%; 4th grade: 41%; 5th grade: 42%. Through collaborative planning utilizing the four critical questions, high expectations, differentiated instruction based on individual student needs, and high expectations, student proficiency will increase by at least 3% at each grade level.

#### **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)**

In K, 1st, and 2nd grades, at least half of all students will end the year reading at grade level. In addition, at least 70% of students will have met end of year target growth goal on i-ready.

#### **Grades 3-5: Measureable Outcome(s)**

Each grade level will show at least a 3% increase in proficiency on the end of year assessment. 3rd grade: 35% to 38%; 4th grade: 41% to 44%; 5th grade: 42%.to 45%.

#### **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 area of focus will be monitored for improvement through:

- Learning walk trends and authentic literacy experiences
- K-2 foundational reading skills checklist progress
- WIN block data monitoring for improvement of proficiency in each WIN cycle
- Quarterly teacher data chats
- Quarterly student data chats

#### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Wolfe, Kacy, wolfek@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?

The evidence based strategies to improve K-5 ELA proficiency include:

- Implementing high quality core curriculum (K-5 Wit and Wisdom, K-2 Foundations and Geodes) that is aligned to ELA BEST standards and support the ELA Expectations through high impact instructional moves (instructional framework).
- ELA walk-to-intervention block, K-5, with opportunities for acceleration and remediation around specific priority standards.
- Small-group instruction targeting student needs to accelerate learning
- Collaborative planning focused on the 4 critical questions of a PLC.

**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?

With less than half of our students performing at a proficient level on ELA assessments in 1st through 5th grades, it is necessary to focus on strengthening our core instruction as well as intervention/acceleration opportunities to accelerating learning at a faster rate to move students closer towards grade level proficiency.

**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
Establish a plan and schedule for WIN intervention/acceleration block including cycle schedule, instructional materials, and plan for support. Create the plan with the Literacy Leadership team with critical standards in mind. Included in the plan will be a tools for data collection (pre-post), timeline for each standard, an instructional plan for remediation, recursive, and extension groups based on that specific critical standard, and a plan for continuous instruction and monitoring for those students who leave the WIN cycle still not proficient in the focus standard.	Thompson, Johnny, thompsonj3@lake.k12.fl.us
Monitor evidence of collaborative planning through participating in planning evidence of transfer through learning walk data.	Wolfe, Kacy, wolfek@lake.k12.fl.us
Conduct data chats to monitor student learning data, and work with teachers and problem solving team to ensure all students are on track to meet end of year goal.	Soos, Terri, soost@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.

At Eustis Heights we strive to build a positive school culture and safe environment where every one feels welcomed and valued. Some of our efforts for each stakeholder group includes:

Students:

- Greeting students each day at the door with their name and a smile
- Establish school wide expectations and positive behavior reward system
- Provide opportunities for student voice through community circles
- Establishing uniforms so clothing is never a barrier for student learning
- Ensuring learning environment is safe and clean
- Equipping students with social-emotional skills through Zones of Regulation and character building lessons
- Celebrating student success through monthly character trait recognitions, goal-reaching incentives, and other student celebrations
- Restorative practices and circles to restore relationships and provide support in resolving conflicts
- Extra-curricular opportunities through a variety of high interest clubs
- Providing mental health and behavioral services as needed

Teachers and staff:

- Supporting students in above mentioned ways

- Welcoming teachers and staff each day with morning campus walk
- Providing needed resources and materials for teaching and learning
- Monthly staff engagement opportunities for staff to engage in fellowship with one another
- Monthly staff appreciation activities
- Frequent teacher and staff recognition and celebrations through announcements, newsletter, and social media post .
- Collectively developing Vision and Commitments for the school-year.
- Providing additional support when available and as needed
- Shifting the school leadership team to our guiding coalition, which includes a balance of instructional support staff and classroom teachers.
- Providing timely and specific feedback and opportunities for learning together.
- Maintaining positivity and a solutions-based orientation.

Parents and families:

- Providing communication in multiple languages
- Coffee with the Principal monthly sessions with different topics focusing on resources at EHES and ways to support learning at home
- Family involvement event nights
- Welcoming environment with every interaction, whether on the phone, in the car line, or in the office.
- Timely communication

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

Teachers and staff are essential to promoting a positive school culture and environment. Teachers and staff are the first communicators with other stakeholder groups, so it is important that they are approachable, respectful, maintain positive phrasing, and always use student first language. It is essential that we maintain high expectations and continuously work towards fulfilling our commitments to student learning. Our teachers and staff are committed to acting with excellence in all that we do to ensure a positive school culture and safe environment.

Parents and families play a vital role in promoting a positive school culture and communicating the importance of their child's education to both their child and the school. When parents see the value in their child's education, and trust that EHES puts student learning and safety first, then it is more likely that parents will ensure student is in attendance and supporting our efforts for all expectations. Parents are invited to be involved in a variety of ways including through parent groups such as SAC and PTO.

Other stakeholder groups include our community sponsors. Our community sponsors are mostly comprised of local churches that help us create a positive school environment by helping us break down barriers by donating supplies, uniforms, and food for our students and families.

All stakeholders have opportunities to provide input in a variety of ways, including on our Title I plan, Parent and Family Engagement Plan, Title I feedback survey, and other school surveys. We welcome input and feedback on how we can continue to promote a positive environment on our campus!