

Eustis Elementary School



2014-15 School Improvement Plan

Eustis Elementary School

714 E CITRUS AVE, Eustis, FL 32726

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

72%

Alternative/ESE Center

No

Charter School

No

Minority

55%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | B | B | A | C |

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. 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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-------------------------------|
| Not In DA | 3 | Ella Thompson |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Every Student
Every Day
Successfully achieves to his or her potential
EES students are C2 ready!

Provide the school's vision statement

Eustis Elementary has the vision of ALL students being college and career ready.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

During the 2014-2015 school year we will celebrate a multi-cultural week. During this week the staff as well as the students will celebrate their heritage. This week will be during the month of November. Meanwhile, teachers spend the first week of school doing getting to know you type activities which include finding out about students' backgrounds, customs etc.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Using though Positive Behavior Support school wide rules and procedures have been created. There is a PBS committee that meets regularly to determine the needs of the students and what rewards can be established for students who exhibit good behavior. We have a discipline ladder which all teachers use and the students are well aware of what is acceptable behavior and what is not acceptable behavior. The PBS system also gives students opportunities to be retaught appropriate behaviors so that they can be successful.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Eustis Elementary has used the Positive Behavior support system for the 4 years I have been principal. We train the classified staff as well as all instructional staff yearly. There is a discipline ladder that includes consequences for misbehavior. Administrators has conversations regularly through grade level meetings and RTI meetings about which students cause disruptions and we often provide our offices as a time out place so that the other students are not disturbed.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Eustis Elementary school ensures that the social-emotional needs of all students are met in many ways. The administrative team mentors students. We recruit outside mentors as much as possible. Our guidance counselor provides LEAPS lessons for those students who are identified as Tier 3 RTI.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | Total |
|---------------------------------|-------------|-------|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Eustis Elementary has School Improvement Committees that meet monthly. Early Warning Systems, English Language Arts and STEM are the 3 committees. There will be some sub committee work with in the main committees. Students who are identified will be encouraged to attend tutoring starting in October. The guidance counselor identifies student who have missed more than 10 days per semester in the past school year to meet weekly with over lunch and encourage them to have better attendance. This gives the students one more advocate.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/228452>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Eustis Elementary sends a representative to the monthly Eustis Chamber breakfast. The Eustis Kiwanis club sponsors a Terrific Kids luncheon once a month to recognize students who show good citizenship. Mrs. Henry has reached out to the Bates Avenues organization for assistance in getting some parent education programs going in that area. We have also had several businesses sponsor some special projects that we have to raise funds for student incentives.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|-----------------|---------------------|
| Sawchuk, Kay | Principal |
| Henry, Tammie | Assistant Principal |
| Pfister, Terry | Other |
| Hartog, Deborah | Other |
| Stubbs, Melinda | Instructional Coach |
| Miller, Cindy | Guidance Counselor |

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal leads the team, monitors data, sits in the MTSS monthly meetings as much as possible. Assistant Principal is responsible for the discipline, safety, and PBS implementation. She reports information to the committee responsible for early warning systems. Literacy coach is responsible for SIP committee related to reading and writing. She is also an active member of the MTSS team and provides suggestions for reading interventions. Curriculum resource teacher is responsible for SIP committee related to math and science. She monitors STEM school initiatives. She is an active member of the MTSS team and provides support to teachers. The accelerated resource teacher is a new member of our leadership team and she is responsible for monitoring at risk students as well as the ELL students. She sits in on ELL yearly meetings where plans are developed for each student.

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

Eustis Elementary has an MTSS team that consists of an administrator, guidance counselor, CRT, literacy coach. This team meets about every six weeks with teachers and parents of students who are in the MTSS process. Our SIP committees meet monthly to monitor the data and make recommendations for next steps to ensure that students are working toward the goals stated in the SIP. After school tutoring will be offered through Title 1 for our Level 1 and 2 students in both reading and math. For 3rd grade the at risk students will be offered tutoring as well. SAI monies will be used to

expand the before and after school tutoring programs. Morning tutoring will be offered for students in grades 2-5 who cannot attend the after school tutoring.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|---------------|----------------------------|
| Terri Pfister | Teacher |
| Kim Peterson | Parent |
| Porcia Green | Business/Community |
| Trish Buffkin | Parent |
| Kim Peterson | Parent |
| Maria Parra | Education Support Employee |
| | Student |
| Kay Sawchuk | Principal |
| | Student |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Monthly School Improvement committee meetings were held where the plan was reviewed for compliance. In addition the plan was reviewed quarterly with SAC. Since we showed a gain of 78 points in our score that determined our grade I would say what we did in our plan was successful.

Development of this school improvement plan

The SAC will review,approve and oversee the implementation of the school improvement plan.

Preparation of the school's annual budget and plan

The schools annual budget will be reviewed at the October SAC meeting.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Eustis Elementary recieved no school improvement funds. Eustis Elementary did receive "A" monies in the 2012-2013 school year. Those monies were used to support technology needs.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|-----------------|---------------------|
| Stubbs, Melinda | Instructional Coach |
| Sawchuk, Kay | |
| Hadley, Heather | Instructional Media |

Duties

Describe how the LLT promotes literacy within the school

The LLT will monitor AR goals, plan Literacy Week activities and plan parent engagement activities. This team meets monthly to discuss school data and determine next steps to for improvement of student's literacy skills.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

In summer prior to the 2014-2015 school year the district paid for 92 hours of collaborative planning time. Prior to school starting teachers were given an opportunity to participate in 2 days of planning with their grade levels. One Wednesday a 9 week teachers at every grade level will be given 6 hours of uninterrupted planning time. Substitutes will be hired to cover classes.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

When hiring the administration makes sure to hire highly qualified teachers when at all possible. Mentors are assigned to new teachers to the profession as well as new teachers to Eustis Elementary. The person who represents EES as TQR is Tammie Henry. She is the liason between the district and the school.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

At EES we have several teachers who are being mentored. Erin Lachut is a brand new teacher this year and she has a teacher mentor, Lonnie Keyes, a district mentor Mrs. Frisby and an administrative team mentor, Terri Pfister. Duane Meyer is new to Florida but not new to teaching. He will be given a teacher mentor as well as an administrative team mentor.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Eustis Elementary is using the instructional blueprints written by the district to make sure that the standards are being covered and the rigor is high enough for the new Florida Standards Assessment.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

To assist with transition we have local Headstart students come and tour EES. We also have a couple of meetings in the Spring and invite prospective Kindergarten parents to attend. These meetings give the parents an opportunity to meet the Kindergarten teachers and other staff members. We also provide information about the curriculum.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 85% of all students K-5 will rate Eustis Elementary a safe school based on the spring survey given to students.
- G2.** Decrease the number of incidences of bullying by 5%.
- G3.** Fifty two percent of the subgroup African American will score 3 or above on the FSA for Math.
- G4.** Sixty percent of the students in 5th grade will score 3 or above on FCAT Science.
- G5.** Eight five percent of all parent will partipate in two or more parent involvement activities in the 2014-15 school year.
- G6.** Decrease the number of hours of instruction missed through absences, in school suspension and out of school suspension by 5%.
- G7.** Forty two percent of the subgroup students with disabilities will score 3 or above on the ELA FSA.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 85% of all students K-5 will rate Eustis Elementary a safe school based on the spring survey given to students. 1a

G053252

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

Resources Available to Support the Goal 2

- Bully Proof Your School

Targeted Barriers to Achieving the Goal 3

- Students do not know how to exhibit appropriate social skills.

G2. Decrease the number of incidences of bullying by 5%. 1a

G044713

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

Discipline incidents

Resources Available to Support the Goal 2

- Bully Proof Your School
- PBS

Targeted Barriers to Achieving the Goal 3

- Students do not understand the definition of bullying
- Students do not understand how to behave appropriately in social situations

Plan to Monitor Progress Toward G2. 8

The data that will be collected is based on the number of referrals that are based on incidence of bullying.

Person Responsible

Tammie Henry

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

During Early Warning System School Improvement Committee meetings this data will be reviewed to determine whether the strategy is working.

G3. Fifty two percent of the subgroup African American will score 3 or above on the FSA for Math. 1a

G043650

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| AMO Math - African American | 52.0 |

Resources Available to Support the Goal 2

- Moby Max
- Title one remediation teacher

Targeted Barriers to Achieving the Goal 3

- Student struggle with solving word problems
- Students are not fluent in addition, subtraction, multiplication and division
- Student tasks need to reflect the rigor of the Florida Standards Assessment

Plan to Monitor Progress Toward G3. 8

Overall data collected from unit tests as well as items completed on Moby Max will be used to determine whether student is making progress on skills.

Person Responsible

Deborah Hartog

Schedule

Monthly, from 11/3/2014 to 5/29/2015

Evidence of Completion

data listed above, plan for next steps

G4. Sixty percent of the students in 5th grade will score 3 or above on FCAT Science. 1a

G043652

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 60.0 |

Resources Available to Support the Goal 2

- Dedicated time on Wednesdays for hands on activities
- STEM club
- STEM activities

Targeted Barriers to Achieving the Goal 3

- Students do not have experiences with participating in STEM type activities

Plan to Monitor Progress Toward G4. 8

Monitor data from mini-benchmark assessments, BOY, Midyear Benchmark Assessments

Person Responsible

Deborah Hartog

Schedule

Quarterly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Minutes and data from SIP committee

G5. Eight five percent of all parent will partipate in two or more parent involvement activities in the 2014-15 school year. 1a

G043653

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
| | 85.0 |

Resources Available to Support the Goal 2

- School Website
- School Messenger
- Association of Parents and Teachers
- SAC

Targeted Barriers to Achieving the Goal 3

- Lack of two way communication between parents and school
- Parents are busy with work and other activities

Plan to Monitor Progress Toward G5. 8

Person Responsible

Schedule

Evidence of Completion

G6. Decrease the number of hours of instruction missed through absences, in school suspension and out of school suspension by 5%. 1a

G043654

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

Resources Available to Support the Goal 2

- Saturday School
- PBS
- Discipline ladder
- guidance counselor
- MTSS
- social worker

Targeted Barriers to Achieving the Goal 3

- Relationship between student, teacher & parent

Plan to Monitor Progress Toward G6. 8

Person Responsible

Schedule

Evidence of Completion

G7. Forty two percent of the subgroup students with disabilities will score 3 or above on the ELA FSA. 1a

G043655

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Reading - SWD | 42.0 |
| AMO Reading - All Students | 69.0 |

Resources Available to Support the Goal 2

- PAWS intervention and enrichment groups
- Accelerated Reader
- Common Core Flip Book
- Teacher assistants
- Title one reading remediation teacher
- Istation

Targeted Barriers to Achieving the Goal 3

- Students are not motivated
- Students are not reading on grade level
- Instruction needs to be based on the standards

Plan to Monitor Progress Toward G7. 8

Look at all data and determine next steps

Person Responsible

Melinda Stubbs

Schedule

Monthly, from 11/3/2014 to 4/30/2015

Evidence of Completion

agenda and minutes from meeting

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. 85% of all students K-5 will rate Eustis Elementary a safe school based on the spring survey given to students. **1**

 G053252

G1.B1 Students do not know how to exhibit appropriate social skills. **2**

 B134234

G1.B1.S1 Guidance counselor will do Leaps lessons with students who are target through the MTSS system as having behavioral issues related to aggression toward other students. **4**

 S146070

Strategy Rationale

Students need to be taught appropriate problem solving skills so that they will be able to handle situations where they get out of control.

Action Step 1 **5**

Guidance counselor will do Leaps lessons with targeted students weekly.

Person Responsible

Schedule

Weekly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Fidelity forms created for the MTSS model will be kept to ensure this intervention is being used as prescribed.

Action Step 2 5

Eustis Elementary School teachers will use PBS as the basis for their classroom management.

Person Responsible

Tammie Henry

Schedule

Daily, from 8/25/2014 to 6/4/2015


Evidence of Completion

Documentation through incident reports and referrals.

G2. Decrease the number of incidences of bullying by 5%. 1

 G044713

G2.B1 Students do not understand the definition of bullying 2

 B110101

G2.B1.S1 Using Bully Proofing Your School resources to teach appropriate strategies to students to handle incidence of bullying. 4

 S121600

Strategy Rationale

District has provided this resource for all schools to use to meet the law pertaining to bullying. It is research based.

Action Step 1 5

Media Specialist and classroom teachers will complete lessons from Bully Proof Your School.

Person Responsible

Tammie Henry

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Lesson Plans of Media specialist will be reviewed.

Person Responsible

Tammie Henry

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Media Specialist Lesson Plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

During the monthly meeting of the Early Warning Systems School Improvement Committee data will be reviewed on how many incidences of bully occurred during that quarter.

Person Responsible

Tammie Henry

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

The number of incidences of bullying will compared to the quarter before to determine whether there has been a decrease.

G3. Fifty two percent of the subgroup African American will score 3 or above on the FSA for Math. 1

G043650

G3.B1 Student struggle with solving word problems 2

B107021

G3.B1.S1 Small group instruction and meaningful centers will be used to give students opportunity to explore solving word problems 4

S118362

Strategy Rationale

Action Step 1 5

Students will be divided into small groups based on skill deficits. Teachers will use unit assessments to determine what students need extra remediation. Teachers will meet with groups regularly. Students who are not meeting with teacher will work in centers that are developed to allow them to have practice with problem solving related to benchmarks that have already been taught.

Person Responsible

Deborah Hartog

Schedule

On 5/29/2015

Evidence of Completion

lesson plans, Moby Max reports, results from unit assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Fidelity will be monitored through classroom walkthrough, lesson plans

Person Responsible

Deborah Hartog

Schedule

Weekly, from 11/3/2014 to 4/30/2015

Evidence of Completion

Classroom walkthrough checklist

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Data will be collected from unit assessments, Moby Max

Person Responsible

Deborah Hartog


Schedule

Monthly, from 11/3/2014 to 4/30/2015


Evidence of Completion

data from assessments, plan for next steps

G3.B2 Students are not fluent in addition, subtraction, multiplication and division 2

 B107022

G3.B2.S1 Use Moby Max to remediate students who scored level 1 or 2 on FCAT math in 2013-2014 4

 S118363

Strategy Rationale

Moby Max allows students to progress at their own rate and remediate specific areas where they need help.

Action Step 1 5

Students will be assigned to Moby Math. Students will work on the skills that they lack at least 15 minutes a day, four days week.

Person Responsible

Deborah Hartog

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Data from Moby Math

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Teachers will print student record and turn in to Mrs. Hartog. If students are not getting enough time a plan will be developed to make sure they get what they need

Person Responsible

Deborah Hartog

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

reports generated by CRT

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Monitoring for effectiveness will be done by tracking students grades on the unit assessments to determine whether the student's grades are improving.

Person Responsible

Deborah Hartog


Schedule

Daily, from 9/2/2014 to 6/5/2015


Evidence of Completion

data from assessments

G3.B3 Student tasks need to reflect the rigor of the Florida Standards Assessment **2**

 B107023

G3.B3.S1 Develop focus calendar based on the needs of Eustis Elementary students. **4**

 S118364

Strategy Rationale

Action Step 1 **5**

Focus calendars will be developed by each grade level and used to deliver instruction

Person Responsible

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

focus calendar documents, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B3.S1 **6**

Monitoring will be done through classroom walkthrough checklist, lesson plans, agenda from meeting

Person Responsible

Deborah Hartog

Schedule

Evidence of Completion

CBC, classroom walkthrough checklists

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Monitoring will be done using the reports from Moby Max

Person Responsible

Deborah Hartog


Schedule

Quarterly, from 11/3/2014 to 4/30/2015


Evidence of Completion

Data reports from Moby Max

G4. Sixty percent of the students in 5th grade will score 3 or above on FCAT Science. 1

 G043652

G4.B2 Students do not have experiences with participating in STEM type activities 2

 B107027

G4.B2.S1 Complete criteria to qualify for STEM school 4

 S118369

Strategy Rationale

Action Step 1 5

Teachers will review the criteria for STEM School. Each grade level will be responsible for implementing their part of the plan.

Person Responsible

Deborah Hartog

Schedule

On 6/5/2015

Evidence of Completion

Develop a timeline and at specific times check off what each grade level has completed.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

First a timeline for completion for each one of the criteria. Timeline will be checked off as each item is complete

Person Responsible

Deborah Hartog

Schedule

Quarterly, from 9/5/2014 to 6/5/2015

Evidence of Completion

Timeline, check off sheet

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Data from the beginning of the year Science benchmark assessment and the middle of the year science benchmark assessment will be used to determine areas where improvement is needed.

Person Responsible

Deborah Hartog

Schedule

Quarterly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Data from LBA on science

G6. Decrease the number of hours of instruction missed through absences, in school suspension and out of school suspension by 5%. 1

G043654

G6.B1 Relationship between student, teacher & parent 2

B107031

G6.B1.S1 Increase positive communication with parents. 4

S118370

Strategy Rationale

Action Step 1 5

Teacher will make positive contact with parents at least once per 9 weeks outside of the regular communication.

Person Responsible

Schedule

Evidence of Completion

logs kept by teacher

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Teacher logs will be checked by each 9 weeks. Attendance and suspensions will be monitored every nine weeks.

Person Responsible

Schedule

Evidence of Completion

teacher logs, sesir reports

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G7. Forty two percent of the subgroup students with disabilities will score 3 or above on the ELA FSA. 1

G043655

G7.B1 Students are not motivated 2

B107035

G7.B1.S1 Use Accelerated Reader to set goals for students. Monitor and reward students who are hitting their goals. 4

S118372

Strategy Rationale

Action Step 1 5

Mrs.Hadley along with the teachers will monitor whether students are meeting AR goals. Melinda Stubbs will give feedback to Mrs. Sawchuk

Person Responsible

Schedule

Daily, from 9/2/2014 to 6/5/2015

Evidence of Completion

Student/Class reports

Action Step 2 5

Give rewards and schedule AR parties

Person Responsible

Schedule

Evidence of Completion

list of students who participate

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G7.B2 Students are not reading on grade level 2

 B107036

G7.B2.S2 Students who are in RTI tier 2 will have 15 minutes 3 times a week on Istation. Students in RTI tier 3 will have 15 minutes 5 times a week on Istation. 4

 S146073

Strategy Rationale

Students who receive extra instruction in reading on their skill level will improve.

Action Step 1 5

Students who are in the MTSS/RTI process will spend a prescribed amount of time on Istation weekly

Person Responsible

Melinda Stubbs

Schedule

Weekly, from 11/3/2014 to 4/30/2015

Evidence of Completion

Istation reports

Plan to Monitor Fidelity of Implementation of G7.B2.S2 6

Fidelity will be monitored through Istation reports

Person Responsible

Melinda Stubbs

Schedule

Monthly, from 11/3/2014 to 4/30/2015

Evidence of Completion

Istation reports, MTSS minutes,

Plan to Monitor Effectiveness of Implementation of G7.B2.S2 7

Monthly monitoring will be done and a plan for next steps will be developed.

Person Responsible

Melinda Stubbs


Schedule

Monthly, from 11/3/2014 to 4/30/2015

Evidence of Completion

Monthly reports and notes on plans for next steps.

G7.B3 Instruction needs to be based on the standards **2**

 B107037

G7.B3.S1 Create an instructional focus calendar. **4**

 S118374

Strategy Rationale

Action Step 1 **5**

Create instructional focus calendar with Grades K-5

Person Responsible

Schedule

Evidence of Completion

Focus Calendars

Action Step 2 **5**

Help grade levels plan for instruction using the standards and mini-assessments. Use thinking maps to teach standards as they are appropriate.

Person Responsible

Schedule

Evidence of Completion

Agenda from grade level meetings

Plan to Monitor Fidelity of Implementation of G7.B3.S1 **6**

Instructional focus calendars will be provided to SBLT.

Person Responsible

Schedule

Evidence of Completion

Classroom walkthrough checklist completed on all teachers monthly.

Plan to Monitor Effectiveness of Implementation of G7.B3.S1 7

Mini benchmark assessments will be given as noted in focus calendars.

Person Responsible

Schedule

Evidence of Completion

PLC agenda and minutes

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|--|-----------------|-------------------------------|---|---------------------|
| G3.B1.S1.A1 | Students will be divided into small groups based on skill deficits. Teachers will use unit assessments to determine what students need extra remediation. Teachers will meet with groups regularly. Students who are not meeting with teacher will work in centers that are developed to allow them to have practice with problem solving related to benchmarks that have already been taught. | Hartog, Deborah | 9/29/2014 | lesson plans, Moby Max reports, results from unit assessments | 5/29/2015 one-time |
| G3.B2.S1.A1 | Students will be assigned to Moby Math. Students will work on the skills that they lack at least 15 minutes a day, four days week. | Hartog, Deborah | 9/2/2014 | Data from Moby Math | 6/5/2015 weekly |
| G3.B3.S1.A1 | Focus calendars will be developed by each grade level and used to deliver instruction | | 8/18/2014 | focus calendar documents, lesson plans | 5/29/2015 quarterly |
| G4.B2.S1.A1 | Teachers will review the criteria for STEM School. Each grade level will be responsible for implementing their part of the plan. | Hartog, Deborah | 9/2/2014 | Develop a timeline and at specific times check off what each grade level has completed. | 6/5/2015 one-time |
| G6.B1.S1.A1 | Teacher will make positive contact with parents at least once per 9 weeks outside of the regular communication. | | logs kept by teacher | once | |
| G7.B1.S1.A1 | Mrs.Hadley along with the teachers will monitor whether students are meeting AR goals. Melinda Stubbs will give feedback to Mrs. Sawchuk | | 9/2/2014 | Student/Class reports | 6/5/2015 daily |
| G7.B3.S1.A1 | Create instructional focus calendar with Grades K-5 | | Focus Calendars | once | |
| G2.B1.S1.A1 | Media Specialist and classroom teachers will complete lessons from Bully Proof Your School. | Henry, Tammie | 9/8/2014 | | 6/5/2015 weekly |
| G1.B1.S1.A1 | Guidance counselor will do Leaps lessons with targeted students weekly. | | 9/2/2014 | Fidelity forms created for the MTSS model will be kept to ensure this intervention is being used as prescribed. | 6/1/2015 weekly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|-----------------|----------------------------------|--|---------------------|
| G7.B2.S2.A1 | Students who are in the MTSS/RTI process will spend a prescribed amount of time on Isation weekly | Stubbs, Melinda | 11/3/2014 | Isation reports | 4/30/2015 weekly |
| G7.B1.S1.A2 | Give rewards and schedule AR parties | | list of students who participate | one-time | |
| G7.B3.S1.A2 | Help grade levels plan for instruction using the standards and mini-assessments. Use thinking maps to teach standards as they are appropriate. | | Agenda from grade level meetings | once | |
| G1.B1.S1.A2 | Eustis Elementary School teachers will use PBS as the basis for their classroom management. | Henry, Tammie | 8/25/2014 | Documentation through incident reports and referrals. | 6/4/2015 daily |
| G2.MA1 | The data that will be collected is based on the number of referrals that are based on incidence of bullying. | Henry, Tammie | 9/8/2014 | During Early Warning System School Improvement Committee meetings this data will be reviewed to determine whether the strategy is working. | 6/5/2015 quarterly |
| G2.B1.S1.MA1 | During the monthly meeting of the Early Warning Systems School Improvement Committee data will be reviewed on how many incidences of bully occurred during that quarter. | Henry, Tammie | 9/8/2014 | The number of incidences of bullying will compared to the quarter before to determine whether there has been a decrease. | 6/5/2015 quarterly |
| G2.B1.S1.MA1 | Lesson Plans of Media specialist will be reviewed. | Henry, Tammie | 9/8/2014 | Media Specialist Lesson Plans | 6/5/2015 weekly |
| G3.MA1 | Overall data collected from unit tests as well as items completed on Moby Max will be used to determine whether student is making progress on skills. | Hartog, Deborah | 11/3/2014 | data listed above, plan for next steps | 5/29/2015 monthly |
| G3.B1.S1.MA1 | Data will be collected from unit assessments, Moby Max | Hartog, Deborah | 11/3/2014 | data from assessments, plan for next steps | 4/30/2015 monthly |
| G3.B1.S1.MA1 | Fidelity will be monitored through classroom walkthrough, lesson plans | Hartog, Deborah | 11/3/2014 | Classroom walkthrough checklist | 4/30/2015 weekly |
| G3.B2.S1.MA1 | Monitoring for effectiveness will be done by tracking students grades on the unit assessments to determine whether the student's grades are improving. | Hartog, Deborah | 9/2/2014 | data from assessments | 6/5/2015 daily |
| G3.B2.S1.MA1 | Teachers will print student record and turn in to Mrs. Hartog. If students are not getting enough time a plan will be developed to make sure they get what they need | Hartog, Deborah | 9/2/2014 | reports generated by CRT | 6/5/2015 weekly |
| G3.B3.S1.MA1 | Monitoring will be done using the reports from Moby Max | Hartog, Deborah | 11/3/2014 | Data reports from Moby Max | 4/30/2015 quarterly |
| G3.B3.S1.MA1 | Monitoring will be done through classroom walkthrough checklist, lesson plans, agenda from meeting | Hartog, Deborah | 11/3/2014 | CBC, classroom walkthrough checklists | monthly |
| G4.MA1 | Monitor data from mini-benchmark assessments, BOY, Midyear Benchmark Assessments | Hartog, Deborah | 9/2/2014 | Minutes and data from SIP committee | 6/5/2015 quarterly |
| G4.B2.S1.MA1 | Data from the beginning of the year Science benchmark assessment and the middle of the year science benchmark assessment will be used to determine areas where improvement is needed. | Hartog, Deborah | 9/2/2014 | Data from LBA on science | 6/5/2015 quarterly |
| G4.B2.S1.MA1 | First a timeline for completion for each one of the criteria. Timeline will be checked off as each item is complete | Hartog, Deborah | 9/5/2014 | Timeline, check off sheet | 6/5/2015 quarterly |
| G5.MA1 | [no content entered] | | | once | |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|-----------------|--|--|--------------------|
| G6.MA1 | [no content entered] | | | once | |
| G6.B1.S1.MA1 | [no content entered] | | | once | |
| G6.B1.S1.MA1 | Teacher logs will be checked by each 9 weeks. Attendance and suspensions will be monitored every nine weeks. | | teacher logs, sesir reports | once | |
| G6.B1.S2.MA1 | [no content entered] | | | once | |
| G6.B1.S2.MA1 | [no content entered] | | | once | |
| G7.MA1 | Look at all data and determine next steps | Stubbs, Melinda | 11/3/2014 | agenda and minutes from meeting | 4/30/2015 monthly |
| G7.B1.S1.MA1 | [no content entered] | | | once | |
| G7.B1.S1.MA1 | [no content entered] | | | once | |
| G7.B3.S1.MA1 | Mini benchmark assessments will be given as noted in focus calendars. | | PLC agenda and minutes | once | |
| G7.B3.S1.MA1 | Instructional focus calendars will be provided to SBLT. | | Classroom walkthrough checklist completed on all teachers monthly. | once | |
| G7.B2.S2.MA1 | Monthly monitoring will be done and a plan for next steps will be developed. | Stubbs, Melinda | 11/3/2014 | Monthly reports and notes on plans for next steps. | 4/30/2015 monthly |
| G7.B2.S2.MA1 | Fidelity will be monitored through Istation reports | Stubbs, Melinda | 11/3/2014 | Istation reports, MTSS minutes, | 4/30/2015 monthly |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Budget Rollup

| Summary | |
|-------------|-------|
| Description | Total |
| Grand Total | 0 |