Eastside Elementary School

2015-16 School Improvement Plan

Eastside Elementary School

201 ARROYO AVE, Clewiston, FL 33440

http://hendry-schools.org/education/school/school.php?sectionid=11&sc_id=1171294169

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	66%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	86%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	B	B

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Hendry 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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Eastside Elementary provides a nurturing environment committed to achieving excellence through challenging all students to reach their maximum academic potential.

Provide the school's vision statement

Eastside Elementary is committed to empowering students to become problem solvers, collaborators, innovators, and citizens who are prepared for the Twenty-First Century.

School Environment

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

Our school is a Title I school. Eastside students are faced with issues of poverty along with different cultures. Each teacher is required by our county to complete an on-line course on diversity. We have dedicated a few of our weekly grade group meetings to being sensitive not only to different cultures but also to students who come from homes of poverty, abuse, single families, incarcerated parents, etc. We send out our phone messages and information to parents in both English and Spanish. We have translators at all meetings in order to communicate with our parents. We have the majority of our events in the evening so that our working parents are able to attend. We do not have any meetings scheduled for Wednesday because that is an active church night in our community.

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

Our county and school have adopted a "No Bullying Policy". Students are welcome to tell teachers, office personnel, administration, and faculty if they have any problems. The administration has an open door policy for both students and parents if a problem should arise.
There is a faculty monitor in the hallways before and after school. Teachers are asked to do classroom restroom breaks and only two students are to be sent to the restroom with passes otherwise.
We have created a PBS (positive behavior system) committee with representatives from each grade group, and they are continually working together to improve the safety of our school.

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

Our administration supports the teachers with behavioral problems. If a child is physically or verbally abusive, the situation is directed to the office immediately. If the behavior isn't something that constitutes an immediate office referral, there are steps that the teacher must take.
Eastside has a PBS (positive behavior system) in place. The positive behavior support process aims to build effective environments in which positive behavior is more effective than problem behavior. The PBS process is a collaborative, assessment-based approach to developing effective interventions for problem behavior. The process emphasizes the use of preventative, teaching and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes.

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

We have a Guidance Counselor on staff who meets with students to help them through situations and can help parents by referring them to different programs or organizations.
Academic services are assisted through the RtI/MTSS program in place, and ESE services are provided.

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

Attendance: Our teachers are asked to call home for any student missing more than two days in a row to find out the circumstances. When students are missing too much school, or checking out too often, the administration talks to parents to try and resolve any issues. Our attendance clerk keeps record of students with excessive absences and notifies the Truancy Officer.
Suspensions: All suspension sheets are given to the Guidance Counselor, and she conducts a follow up meeting with each child who is suspended. The purpose of the meeting is to try and correct the behavior to prevent it from occurring again.
Course Failure: We have the RtI/MTSS (Response to Intervention/Multi-Tiered System of Support) system in place at all grade levels. If a child is falling behind, he/she is given additional small group instruction in the area/s of need.
Level 1: N/A

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
	K	1	2	3	4	5	
Attendance below 90 percent	23	31	15	15	4	9	97
One or more suspensions	6	1	1	4	6	4	22
Course failure in ELA or Math	19	13	9	10	12	13	76
Level 1 on statewide assessment	0	0	0	0	0	0	

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

We are beginning a new program this year. We are going to implement a peer-mentoring program where 5th graders will mentor younger students who are struggling with behavior and/or academics. The mentoring program will be beneficial to not only the younger students, but it will help with establishing responsibility and self-worth for the fifth graders. The fifth grade students will be selected by their homeroom teachers based on a defined criteria, and they will be trained on how to support the younger students. The fifth graders will assist the younger students with personal, social or academic issues for the purpose of upholding a supportive relationship. Having students take an

active role to assist those younger than them will help in the development of individual interpersonal skills and self-growth.

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 available at the school site.

Description

We plan to have at least 4 events where parents are invited and involved in activities with their children. We will host two Family Fun Nights in conjunction with our Scholastic Book Fair. We will also have a Family Reading Night in November and a Celebration Concert in December.

Parent nights were held on August 18th and August 20th. Each grade level presented their curriculum and expectations for students. Parents were given an opportunity to ask questions during and after the meeting. Translators were available.

Parents are provided with online monitoring for AR reports.

Every teacher will have a scheduled time during progress reports to meet with parents regarding their child's progress. Each teacher will also have an "open door" policy so that parents can make appointments to meet outside of the designated times.

Every child will receive a progress report and report card each nine weeks.

Monthly calendars will be distributed to all students with any information needed for that month.

The parent call-out system is done in both English and Spanish.

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

*We partner with several business and organizations to help support our school.

*We partner with the local Clewiston Museum. Mr. Wilson receives a grant which gives us the opportunity to have him come to the school and give a five part presentation of Florida History for our 4th graders that culminates with a field trip.

*The local officers present the DARE program to our 5th grade students.

*The local Emergency Management is coming in to present pertinent information for all students grades K-5 on dealing with emergency situations focusing on bad weather.

*Local businesses attend Community Helpers day explaining to the students their role in the community.

*Teachers are encouraged to have one local business person come in and explain how their profession relates to a concept that is being delivered in class.

*McDonald's offers teachers incentives to award to students for good grades/behavior. McDonald's also works with Eastside to have a McDonald's night to help with fundraising, which proceeds are used for students.

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:

Name	Title
Durance, Kristi	Principal
Sanchez, Sara	Dean

Duties

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

The Leadership Team member is responsible for leading his/her grade group to provide quality instruction and assessment at Tier I. The Leadership Team member is also responsible for continually working with their grade group looking at data to determine who needs interventions and also working together as a grade group to provide quality interventions at Tier II.
Sherry Irey- Kindergarten
Ivette Porth- First Grade
Marrisa Holman-Second Grade
Ron Dierks/ Amanda Howard- Third Grade
Maggie Pennington/ Danielle Dasher- Fourth Grade
Kristen Mann/ Tammy Mitchell- Fifth Grade
Tammy Harn- ESE
Beverly Dierks- Enrichment
The Leadership Team also meets twice a month to discuss ways instruction can be improved at all grade levels and locate gaps in instruction. The team works together to come up with solutions to problems.
This team mentors new teachers and gives a support system to all members of the staff.

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

At Eastside, RtI/MTSS (response to intervention/multi-tiered system of support) is a classroom teacher initiative. We currently have a district pacing guide, for each grade level, that addresses all Florida standards for reading and science. District progress monitoring will be used to determine strengths and weaknesses in the specified standards. We take the data from progress monitoring and go over it at the next PLC (grade group professional learning community). Prior to teaching each skill, the grade groups work cooperatively to build quality units with expectations clearly defined. After reviewing the data, the skill is retaught for those students who didn't demonstrate proficiency, within small groups, to assist the students before they are reassessed. If the data determines the majority of students are not being successful, the core curriculum will be revisited, and assistance will be provided, to the teacher, through a peer teacher or Coach. If the data shows the majority of the students are successful, with a few continually falling lower than expectations, these students are then put into a Tier II group which is conducted by the classroom teacher. The students are put on a rotating schedule and all of the data from that child, compared to the classroom and the other MTSS/ RtI students in the small group, are reviewed. Interventions are recommended. If a child still does not make progress, the team then moves that child into a Tier III Intervention Group. We have all of our Tier III Intervention Groups at the beginning of the day for the entire school. All resources from ESE Teachers, to Coaches, to Enrichment Teachers have a small group of MTSS/ RtI students based on the needs of each particular child. After all of these interventions are in place, and the child still has not made progress, the file is then sent off to the ESE department for further review.

Title I- Part A: Eastside Elementary School receives federal monies to supplement our existing educational programs. We use these funds to address needs of our students which are based on the results of our assessments, which include but are not limited to; FSA, Baseline Assessments, Chapter and Unit Tests, Focus Tests, Progress Monitoring, i-Ready Diagnostics and Teacher Formative Assessments. We will continue to focus on student centered learning. We will continue our focus on writing through the curriculum to prepare for higher standards through the Florida Standards. Professional development will be tailored to specific needs of each grade level during PLCs and Professional Days. We will implement book studies and peer coaching. Monies from the Federal Programs will continue to supplement our after-school programs targeting students in need of tutorial services. Services provided under Title I, Part A are integrated and coordinated with our programs funded under NCLB including Title I, Part C, Title II, Part A, Title II and Title VI, Part B, Subpart 2. All of these programs will provide funds for resource personnel to meet the needs of teachers and students in the areas of Math, Reading, ELL, and Technology. Funds from Title I, Part A will be coordinated with funds from Title I, Part C, Title III and Title VI to provide intervention materials that will be used during the school day.

Title I, Part C- Migrant: We also receive Title I, Part C funds to supplement educational programs for migrant students. A Migrant Liaison provides services and support to students and parents. The Liaison coordinates with Title I and other programs to ensure students' needs are met. This money also supports our Migrant Afterschool Program.

Title II: Our Title II funds supplement professional development for teachers.

Title III: Our Title III funds supplement services provided for students who are ELL (Emerging Language Learners) Title III coordinates with Title I, Part A to provide Resource Teachers to work with the general education classroom teachers to provide services and professional development to teachers.

Title X, Homeless: Title X is integrated with Title I, Part C, and Title I, Part A to provide supplemental supplies and tutorials for students identified in the LEA homeless and in need of these services. Additionally, there are monies set aside in Title I, Part A to address these needs for identified homeless students in the LEA.

Supplemental Academic Instruction (SAI): Provides funds and coordinates with Title I, Part A to provide supplemental instruction to 3rd grade students who have scored a Level 1 on the FSA Reading Test.

Violence Prevention Programs: Eastside uses internal motivation to make positive changes. Teachers work on changing the behavior and using positive reinforcement. Teachers are encouraged and required to notify parents through written and verbal communication prior to making office referrals (unless a serious offense). Ms. Gibson, the Guidance Counselor, counsels with students, when an issue arises (or a possible issue could arise), about bullying and violence. Each year the 5th grade students spend a semester on the DARE Program. This is not just a drug intervention program but does an excellent job of helping the students to make good choices.

Nutrition Programs: The guidelines from the state are followed in our school concerning school snacks, special events, sale of nutritional foods, etc. Education is provided to the students using the state standards for health.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kristi Durance	Principal
Denise Gibson- President	Education Support Employee
Javin Walker	Parent
Eneyda Rios	Parent
Mercedes Vary	Parent
Rafael Ramirez	Parent
Stephanie Myers	Parent
Enedina Dookram	Parent
Angela Small	Parent
Ivette Porth	Teacher
Angelika Hernandez	Parent
Yaneira Molina	Parent

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

Principal's Summary for the 2014-2015 School Year
Eastside Elementary continues to work towards excellence. Our staff works extremely well together towards providing each student with a quality education.
Our focus for the 2014-2015 school year was Reading. Eastside created a master schedule based on small groups in reading. Each and every child had a small group 4 days a week based on their needs. All of our resources were used, and they were put into a few classes at a time. We believed this was a better use of classroom time so that every child was able to have instruction with a teacher and not just independent work or centers. Our hopes were to increase the proficiency of the struggling students, while challenging our higher students. Close reads were the focus during this time to improve the reading skills and comprehension skills of our students. A great deal of progress monitoring was the goal to ensure our changes were beneficial.
Eastside implemented a daily review in all 5 areas of the mathematical concepts, at all grade levels, so that students are continually practicing and reviewing the concepts.
Writing has always been an area where we have done very well. The changes that are taking place, in regards to how students will be assessed in writing, have us concerned. Over the past two years, we started implementing different writing strategies in order to prepare our upcoming intermediate students for the more text based informational writing that they will be expected to do. We are hoping that our efforts will pay off.
Eastside teachers are in this profession to make a difference in the lives of students, and they work hard to do so on a daily basis. We will continue to work together to improve what we do. We are continually working for ways to improve the way we educate our students.

Development of this school improvement plan

The academic areas, focus groups, and goals are outlined by state requirements. Our SAC committee (also comprised of our School Leadership Committee) collaborates to help find solutions to our barriers. Our SAC also assists in updating such documents as the Parent Involvement and the School Compact.
We decided to work on three goals that encompass the majority of the academic curriculum at our school: writing, science and technology.

Preparation of the school's annual budget and plan

Our SAC budget this year will mirror the same percentages of allocated money for the areas of Parent Planners and Technology as it did last year.

The Parent Planners are an excellent resource to help remain in constant communication with our parents. It provides the students an organizational method to keep track of homework and school events. There is also an area where teachers and parents can communicate back and forth about academics or behavior.

We also want to continue to increase our technology. Much of our focus this year will be on text based evidence, which includes using technology.

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

$2,000 Parent Planners
$2,000 Supplies
$1,820 Technology
$5,820 Total SAC Budget

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:

Name	Title
Durance, Kristi	Principal
Sanchez, Sara	Dean
Porth, Ivette	Instructional Coach
Stein, Cheryl	Other

Duties

Describe how the LLT promotes literacy within the school

Eastside is implementing a new program this year, i-Ready. i-Ready Diagnostic & Instruction is proven to help students make real gains in reading and mathematics. The program combines a valid and reliable K-12 growth measure and personalized instruction into a single online product. The i-Ready Diagnostic pinpoints individual student needs down to the sub-skill level. i-Ready reports take the Diagnostic data to provide teachers with an action plan for differentiated instruction and small group instruction. All students, in grades K-5, will receive small group instruction for 20-30 minutes per day. All of our resources will be used to help create and work with small groups based on the needs of the students. The lower achieving students will receive more individualized instruction while the on level and above level students will continue being challenged to their fullest potential.

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

Eastside has bi- weekly grade group meetings/ PLCs. The topic of each meeting depends on the needs of that particular grade level. Administration is present in all grade group PLCs, and teachers are encouraged to provide solutions for any obstacles they are facing. There may be multiple solution ideas, and we work as a team to agree on one.

Monthly data meetings are held. With the new program, i-Ready, we have an abundance of data to look at, analyze and discuss. Having these data meetings gives us the opportunity to look at individual standards, how they are assessed and how our students are measuring within these standards. When we come across a standard our students are weak in, as a whole, we work together to come up with solutions to help our students become proficient within these standards.

Eastside's Leadership Team meets every other week. We discuss events that are going on within the school, difficulties that we care having that we could try to brainstorm solutions, and have open communication with other areas where we could improve.

Teachers are required to meet once a week to plan. Teachers complete a short minutes sheet, and each teacher signs the sheet. Sheets are submitted to administration to be recorded in a grade-level binder.

Eastside continues to have a "Sunshine Committee". This group of teachers organize events where we can spend time together as a faculty whether it be a luncheon, a breakfast, or activities outside of school.

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

We are a Title I School. Therefore, we are required to have all of our teachers highly qualified. We do have a few teachers who are out of field because they have not yet met all of the requirements for ESOL and/or Elementary Education certification.

In order to recruit qualified teachers, we use several different websites provided by the county. The county also provides us with opportunities to attend "teach-in" to recruit new teachers. Once we have a possible candidate, we contact the county office for information to make sure the candidate is highly qualified.

Our county provides a very structured and supportive beginning teacher program in order to retain the quality teachers hired.

Each new teacher at Eastside is assigned a mentor who is connected with that grade level and has met all of the requirements to be part of the Leadership Team. Administration and Instructional Coaches provide additional support to new teachers.

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

Eastside Elementary's mentor teachers are also part of our Leadership Team. Therefore, they are teachers who have passed all of the requirements set forth by the county, are very involved in the schools and have completed all of the requirements for Collegial Coaching. We try to connect each new teacher with someone from the Leadership Team who is part of his/her grade level.

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

Textbooks for all of our main core subjects have been approved by the state. Each week, during our planning or grade group meetings, we take a look at the instruction that is being delivered. Eastside teachers will be participating in a training designed to unpack the standards, and they will return to their classrooms ready to reinforce standards with resources provided.

Progress monitoring takes place throughout the year to assess the proficiency of the students, in reference to state standards, and make adjustments as needed.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Eastside uses various forms of data, at different grade levels, to determine the needs of the students. In Kindergarten, we begin with checklists. From these checklists we determine whether the students are still needing to work on recognition of letters, have moved on to phonemic awareness and phonics, or are ready to blend and read. These checklists are continued throughout the year to look at progress and make determinations for small group instruction. When it is determined that students need more assistance, we begin the RtI/MTSS process. Kindergarten also takes the Discovery Ed assessment 4x per year. Discovery focuses mostly on comprehension and listening/speaking skills. Chapter tests are used for progress monitoring in Math. Students who fall below proficiency are placed in small groups to help with better understanding of the presented skill.
In first and second grade, i-Ready is the focus for obtaining the majority of data for both Reading and Math. Teachers hold data chats, with individual students, after each assessment. Goals are set, for individual students, based on the data. Small groups are also created using i-Ready data.
In third-fifth grade, progress monitoring will take place through the i-Ready program. i-Ready data will be monitored and evaluated, and teachers will use this data to create small groups within the classrooms.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 2,160

There are a few different programs offered after school hours for students:
This past summer, there was a program in our Harlem area to support the academics of some of our students from that area.
A program is in place for our Migrant students to extend skills ensuring the student understands the concepts. The program also assists with language acquisition in an effort to prevent language from becoming a barrier for the student's academic success.

Strategy Rationale

The summer program was implemented to prevent regression in skills.
The Migrant after-school program and language acquisition are to assist students who have a language barrier so they can become more successful and be given the additional time needed in order to be more proficient in the English language.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Durance, Kristi, durancek@hendry.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Discovery Ed and i-Ready data will be used to continue to make educational decisions which will allow all students an equal opportunity to be successful and proficient in Florida standards. Eastside will monitor the data for student growth and proficiency.

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

All three elementary schools, on our side of the district, get together at the end of each regular school year to host a visitation for all local preschools and parents prior to entering Kindergarten. The preschoolers receive a tour of the school, which includes activities in a Kindergarten classroom. We provide VPK to students with highly qualified teachers the summer prior to entering Kindergarten. At the end of the school year, we have a "Kindergarten Round Up" where we create an evening to reach out to the entire community. There are centers for children and parents to visit, and a small assessment is given to show parents what can be worked on, over the summer, before the students enter Kindergarten.

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

We meet with each of our third, fourth, and fifth grade students, individually, and discuss their assessment data, their future goals, the different academic programs that our school offers and what they need to be successful. We also work on creating individual goals. We believe this one-on-one

time helps students plan now for their academic futures.

We encourage each grade group to invite at least one person from the community to come in and speak about their profession. These professionals talk about what they do on a day-to-day basis, how they became what they are, how much schooling was involved in obtaining the profession they have, and answer questions students have regarding the professions.

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

With a new writing assessment in place, the team feels it is important to address writing across the curriculum, in all grade levels. All grade levels have the capability of incorporating writing into all subject areas.

Eastside had a significant decrease in science proficiency, in the 2014-2015 school year. The team feels addressing the science standards, and increasing student's knowledge, will enable more of our students to be proficient in science. Incorporating more hands-on science activities will assist in students understanding

science material and standards.

Eastside was fortunate enough to receive several Chromebooks this summer. The Chromebooks are being shared in the 3rd - 5th grade classrooms. Several programs implemented at Eastside are web-based, so students will be provided access to technology on a daily basis. 40% of our student population is able to be on a web-based program at one time. The team feels having more access to technology will enable students to demonstrate an improvement in overall learning in the 21st century. We live in a technology-rich time, and students need as much exposure to technology as we can provide.

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. If writing is practiced throughout the curriculum, then all students will improve written communication skills.

G2. If students' knowledge and application of science skills are increased, then 60% of Eastside's students will be proficient according to FCAT 2.0 Science assessment.

G3. If students are provided more access to technology, within the instructional classroom, then improved learning outcomes will be evident and students will be prepared for a technology-rich world.

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. If writing is practiced throughout the curriculum, then all students will improve written communication skills. `1a`

`G070153`

Targets Supported `1b`

Indicator	Annual Target
5Es Score: Quality PD	

Resources Available to Support the Goal `2`

- Resource Teachers
- Rubric
- i-Ready Writing
- Keyboarding Program
- New Technology
- Professional Development

Targeted Barriers to Achieving the Goal `3`

- Writing Curriculum

Plan to Monitor Progress Toward G1. `8`

Lesson plans, comparing data from monthly prompts, classroom walk throughs

Person Responsible
Kristi Durance

Schedule
Quarterly, from 7/28/2015 to 5/24/2016

Evidence of Completion
Sign in sheets, End of the year teacher survey

G2. If students' knowledge and application of science skills are increased, then 60% of Eastside's students will be proficient according to FCAT 2.0 Science assessment. 1a

G070154

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Incorporating science into the Reading curriculum
- Professional Development
- Performance Matters

Targeted Barriers to Achieving the Goal 3

- Students' background knowledge of science concepts

Plan to Monitor Progress Toward G2. 8

progress monitoring in Performance Matters, lesson plans, observations

Person Responsible
Sara Sanchez

Schedule
Monthly, from 8/24/2015 to 5/20/2016

Evidence of Completion
comparison of science baseline data, FCAT 2.0 science assessment data

G3. If students are provided more access to technology, within the instructional classroom, then improved learning outcomes will be evident and students will be prepared for a technology-rich world. `1a`

🔍 G070155

Targets Supported `1b`

Indicator	Annual Target
5Es Score: School Commitment	

Resources Available to Support the Goal `2`

- Keyboarding
- Chrome Books
- Waterford
- i-Ready
- Accelerated Reader

Targeted Barriers to Achieving the Goal `3`

- Scheduling / Professional Development

Plan to Monitor Progress Toward G3. `8`

Technology training

Person Responsible
Sara Sanchez

Schedule
Quarterly, from 8/10/2015 to 5/24/2016

Evidence of Completion
Teacher evaluations, teacher/ students usage, program logs for I- Ready

Plan to Monitor Progress Toward G3. `8`

Wireless Capacity/ Band width

Person Responsible
Sara Sanchez

Schedule
On 5/24/2016

Evidence of Completion
Teacher and students use ChromeBook effectively

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. If writing is practiced throughout the curriculum, then all students will improve written communication skills. `1`

🔑 G070153

G1.B1 Writing Curriculum `2`

🔑 B182616

G1.B1.S1 Implement i- Ready Writing `4`

🔑 S194365

Strategy Rationale

Implementing the i-Ready Writing curriculum will improve writing instruction and student achievement.

Action Step 1 `5`

Implement i- Ready writing curriculum throughout the school year 2015-2016.

Person Responsible

Kristi Durance

Schedule

Daily, from 7/28/2015 to 5/24/2016

Evidence of Completion

Lesson plans, adminstrative walk throughs, data chats, monthly writing prompts

Action Step 2 `5`

Professional Development

Person Responsible

Kristi Durance

Schedule

Quarterly, from 7/28/2015 to 5/24/2016

Evidence of Completion

Sign in sheets, agenda, implementation, data folders

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Classroom walk-throughs, lesson plans, monthly writing prompts, data chats

Person Responsible

Kristi Durance

Schedule

Monthly, from 8/10/2015 to 5/24/2016

Evidence of Completion

Writing samples, rubrics, teacher evaluations

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Sign in sheets, Agendas, implementations, data folders

Person Responsible

Kristi Durance

Schedule

Quarterly, from 7/28/2015 to 5/24/2016

Evidence of Completion

Writing samples, teacher evaluation, sign- in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

i-Ready writing rubrics, Bi- Weekly grade group meetings, Teacher observation

Person Responsible

Kristi Durance

Schedule

Weekly, from 8/10/2015 to 5/24/2016

Evidence of Completion

Writing data, teacher evaluations, end of the year teacher survey

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Attendance, data chats, bi- weekly grade group meetings

Person Responsible

Kristi Durance

Schedule

Quarterly, from 7/28/2015 to 5/24/2016

Evidence of Completion

Sign- in sheets, End of the year teacher survey, teacher evaluation

G2. If students' knowledge and application of science skills are increased, then 60% of Eastside's students will be proficient according to FCAT 2.0 Science assessment. 1

G070154

G2.B1 Students' background knowledge of science concepts 2

B182621

G2.B1.S1 Teachers are required to do at least 2 science experiments per nine week period. The experiments must address required standards. 4

S194367

Strategy Rationale

If students have hands-on exposure to science concepts, then their knowledge and understanding of science will increase.

Action Step 1 5

Conduct strategy-driven experiments throughout the school year 2015-2016.

Person Responsible

Sara Sanchez

Schedule

Monthly, from 8/24/2015 to 5/20/2016

Evidence of Completion

Lesson Plans, Experiment Observations, Walk Throughs

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

Administration will observe experiments, lesson plans, bi-weekly grade group meetings

Person Responsible

Sara Sanchez

Schedule

Monthly, from 8/24/2015 to 5/20/2016

Evidence of Completion

Experiments will be aligned with required state standards, teacher evaluations

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

progress monitoring, FCAT 2.0 Science assessment

Person Responsible

Sara Sanchez

Schedule

Monthly, from 8/24/2015 to 5/20/2016

Evidence of Completion

progress monitoring data, FCAT 2.0 science assessment data, science grades in class

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G3. If students are provided more access to technology, within the instructional classroom, then improved learning outcomes will be evident and students will be prepared for a technology-rich world. `1`

🔍 G070155

G3.B1 Scheduling / Professional Development `2`

🔍 B182625

G3.B1.S1 Implement training `4`

🔍 S194369

Strategy Rationale

To increase teachers' knowledge to help improve students' understanding of technology.

Action Step 1 `5`

Professional Development for technology

Person Responsible

Sara Sanchez

Schedule

Quarterly, from 8/10/2015 to 5/24/2016

Evidence of Completion

Sign in sheets, agenda, walk through (observation of technology)

Action Step 2 `5`

Wireless Capability/ Bandwidth

Person Responsible

Sara Sanchez

Schedule

On 5/24/2016

Evidence of Completion

Chrome books can be used efficiently and effectively

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

Technology Professional Development

Person Responsible

Sara Sanchez

Schedule

Quarterly, from 8/10/2015 to 5/24/2016

Evidence of Completion

Teacher evaluations, teacher/ student usage, program logs for i-Ready

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

Wireless Capacity/ Band Width

Person Responsible

Sara Sanchez

Schedule

On 5/24/2016

Evidence of Completion

Teacher and students will use chrome books effectively and efficiently.

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

Appropriate training, Attendance, Schedule training for Professional Development

Person Responsible

Sara Sanchez

Schedule

Quarterly, from 8/10/2015 to 5/24/2016

Evidence of Completion

Sign in sheets, survey

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

Administrative walk throughs, observations

Person Responsible

Sara Sanchez

Schedule

On 5/24/2016

Evidence of Completion

Effective use of technology within the classroom.

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
G1.B1.S1.A1	Implement i- Ready writing curriculum throughout the school year 2015-2016.	Durance, Kristi	7/28/2015	Lesson plans, adminstrative walk throughs, data chats, monthly writing prompts	5/24/2016 daily
G2.B1.S1.A1	Conduct strategy-driven experiments throughout the school year 2015-2016.	Sanchez, Sara	8/24/2015	Lesson Plans, Experiment Observations, Walk Throughs	5/20/2016 monthly
G3.B1.S1.A1	Professional Development for technology	Sanchez, Sara	8/10/2015	Sign in sheets, agenda, walk through (observation of technology)	5/24/2016 quarterly
G1.B1.S1.A2	Professional Development	Durance, Kristi	7/28/2015	Sign in sheets, agenda, implementation, data folders	5/24/2016 quarterly
G3.B1.S1.A2	Wireless Capability/ Bandwidth	Sanchez, Sara	7/1/2015	Chrome books can be used efficiently and effectively	5/24/2016 one-time
G1.MA1	Lesson plans, comparing data from monthly prompts, classroom walk throughs	Durance, Kristi	7/28/2015	Sign in sheets, End of the year teacher survey	5/24/2016 quarterly
G1.B1.S1.MA1	i-Ready writing rubrics, Bi- Weekly grade group meetings, Teacher observation	Durance, Kristi	8/10/2015	Writing data, teacher evaluations, end of the year teacher survey	5/24/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA4	Attendance, data chats, bi- weekly grade group meetings	Durance, Kristi	7/28/2015	Sign- in sheets, End of the year teacher survey, teacher evaluation	5/24/2016 quarterly
G1.B1.S1.MA1	Classroom walk-throughs, lesson plans, monthly writing prompts, data chats	Durance, Kristi	8/10/2015	Writing samples, rubrics, teacher evaluations	5/24/2016 monthly
G1.B1.S1.MA2	Sign in sheets, Agendas, implementations, data folders	Durance, Kristi	7/28/2015	Writing samples, teacher evaluation, sign- in sheets	5/24/2016 quarterly
G2.MA1	progress monitoring in Performance Matters, lesson plans, observations	Sanchez, Sara	8/24/2015	comparison of science baseline data, FCAT 2.0 science assessment data	5/20/2016 monthly
G2.B1.S1.MA1	progress monitoring, FCAT 2.0 Science assessment	Sanchez, Sara	8/24/2015	progress monitoring data, FCAT 2.0 science assessment data, science grades in class	5/20/2016 monthly
G2.B1.S1.MA1	Administration will observe experiments, lesson plans, bi-weekly grade group meetings	Sanchez, Sara	8/24/2015	Experiments will be aligned with required state standards, teacher evaluations	5/20/2016 monthly
G3.MA1	Technology training	Sanchez, Sara	8/10/2015	Teacher evaluations, teacher/ students usage, program logs for I- Ready	5/24/2016 quarterly
G3.MA2	Wireless Capacity/ Band width	Sanchez, Sara	8/10/2015	Teacher and students use ChromeBook effectively	5/24/2016 one-time
G3.B1.S1.MA1	Appropriate training, Attendance, Schedule training for Professional Development	Sanchez, Sara	8/10/2015	Sign in sheets, survey	5/24/2016 quarterly
G3.B1.S1.MA4	Administrative walk throughs, observations	Sanchez, Sara	8/10/2015	Effective use of technology within the classroom.	5/24/2016 one-time
G3.B1.S1.MA1	Technology Professional Development	Sanchez, Sara	8/10/2015	Teacher evaluations, teacher/ student usage, program logs for i-Ready	5/24/2016 quarterly
G3.B1.S1.MA2	Wireless Capacity/ Band Width	Sanchez, Sara	7/1/2015	Teacher and students will use chrome books effectively and efficiently.	5/24/2016 one-time

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.

Professional Development Opportunities

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

G1. If writing is practiced throughout the curriculum, then all students will improve written communication skills.

G1.B1 Writing Curriculum

G1.B1.S1 Implement i- Ready Writing

PD Opportunity 1

Implement i- Ready writing curriculum throughout the school year 2015-2016.

Facilitator

Donna Hull

Participants

Teachers, paras, administration

Schedule

Daily, from 7/28/2015 to 5/24/2016

PD Opportunity 2

Professional Development

Facilitator

Curriculum Associates

Participants

Teachers, paras, and administration

Schedule

Quarterly, from 7/28/2015 to 5/24/2016

G2. If students' knowledge and application of science skills are increased, then 60% of Eastside's students will be proficient according to FCAT 2.0 Science assessment.

G2.B1 Students' background knowledge of science concepts

G2.B1.S1 Teachers are required to do at least 2 science experiments per nine week period. The experiments must address required standards.

PD Opportunity 1

Conduct strategy-driven experiments throughout the school year 2015-2016.

Facilitator

George Duckstein

Participants

Classroom Teachers

Schedule

Monthly, from 8/24/2015 to 5/20/2016

G3. If students are provided more access to technology, within the instructional classroom, then improved learning outcomes will be evident and students will be prepared for a technology-rich world.

G3.B1 Scheduling / Professional Development

G3.B1.S1 Implement training

PD Opportunity 1

Professional Development for technology

Facilitator

Donna Hull

Participants

Teachers and administrators

Schedule

Quarterly, from 8/10/2015 to 5/24/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Implement i- Ready writing curriculum throughout the school year 2015-2016.	$0.00
2	G1.B1.S1.A2	Professional Development	$0.00
3	G2.B1.S1.A1	Conduct strategy-driven experiments throughout the school year 2015-2016.	$0.00
4	G3.B1.S1.A1	Professional Development for technology	$0.00
5	G3.B1.S1.A2	Wireless Capability/ Bandwidth	$0.00
		Total:	$0.00