Columbia County School District

Eastside Elementary School

2015-16 School Improvement Plan

Eastside Elementary School

256 SE BEECH ST, Lake City, FL 32025

http://www.columbia.k12.fl.us/eastside/index.html

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	55%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	28%

School Grades History

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

**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 was approved by the Columbia County School Board on 11/10/2015.

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, 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	2	Wayne Green
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Eastside Elementary is committed to achieving academic excellence, building self-esteem, enhancing creativity, and strengthening problem solving skills in all students. In cooperation with our parents and community, we will establish high expectations while providing a safe, nurturing environment where students have the opportunity to become productive, knowledgeable, and responsible citizens.
We believe that...
A quality education, continuous improvements, and positive communications are the shared responsibility of the school, home, and community.
A variety of teaching strategies, meaningful materials, and emerging technology should be used to maximize student potential and individual learning styles.
Every child learns best in a safe and caring environment where high academic expectations, self esteem, good character, and an appreciation for the arts are promoted.
Every child should be given a variety of assessment opportunities to demonstrate achievement and application of learning.

Provide the school's vision statement

Our vision at Eastside Elementary is to prepare and encourage every child to achieve the academic, social, physical, and emotional skills necessary to reach his/her greatest potential.

School Environment

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

At Eastside Elementary we believe it is important to know our students on more than just an academic level. We get to know families and their culture in a variety of ways. At the beginning of the year, teachers initiate relationships by meeting parents during Meet the Teacher. On this day they introduce themselves to families and make simple connections to families. To build on this, teachers communicate frequently with families through phone calls and emails. From this point, teachers hold conferences with students' parents often to address academic and social needs.
We have a variety of activities at school that help build relationships between the school and families including: Family Reading Nights, Fall Festival, Eastside Tiger Carnival, and Parent Nights. At Eastside, we believe it is very important to have a healthy balance between academic and fun activities in order to help families feel comfortable with our teachers and taking risks while learning.

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

At Eastside Elementary faculty, staff, and students' conduct is expected to be such that distractions and disturbances, which interfere with providing a safe working and/or learning environment, shall be eliminated. An environment conducive to the learning process will be one in which student and school personnel will work collaboratively toward mutually accepted goals within a calm, friendly, and safe school atmosphere. Additionally, we follow the Columbia County School District "Zero Tolerance for School Related Violent Crime and Substance Abuse."

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

At Eastside Elementary we have a school wide behavioral system in place that helps minimize distractions and helps keep students engaged during instructional time. Each grade level uses a Tiger Paw sheet to keep track of students' behavior. If students do not lose a Tiger Paw during the day, they receive a Tiger Paw Stamp at the end of the day. Students can earn up to five Tiger Paw Stamps a week for perfect behavior. At the end of the 9 weeks, students can use their Tiger Paws to buy items off of the Tiger Paw Cart. They can also use them to eat with the principal or trade them in for extra recess. Teachers record and report student behavior each day to parents in student take-home folders or planners.

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

The social-emotional needs of our students are being met in a variety of methods. We have a school guidance counselor that meets with our students as needed. We also receive services from Meridian Behavioral Counseling. In addition, we have a CARES counselor that works with children in small groups. Groups will be offered in anger management, bullying, and grief counseling as needed. K-2 students will participate in classroom guidance using the Safer Smarter Kids, curriculum. The Child Safety Matters curriculum will be used for all students in K-5.

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

Eastside Early Warning System Indicators include the following:
*Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
*One or more suspensions, whether in school or out of school
*Course failure in English Language Arts or mathematics
*A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	10	10	6	10	1	0	37
One or more suspensions	3	5	2	0	0	0	10
Course failure in ELA or Math	0	1	3	1	0	2	7
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
	K	1	2	3	
Students exhibiting two or more indicators	1	1	1	1	4

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

Eastside has the following intervention strategies in place to improve the academic performance of the students identified by the early warning systems:
* Consistent Parent Communication through phone calls and conferences
*MTTS System is available to provide academic intervention, in areas of need, if student has an Rti plan
*Paraprofessional Support
*Small Group Instruction
*Tutors

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/189986.

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

Our school begins the process to build and sustain partnerships with the local community through personal contact by a school member and/or a PTO member. The school member solicits funds from local businesses, organizations, and community members to be used towards student achievement.

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
Hosford, Trey	Principal
Bedenbaugh, Brooke	Instructional Coach
Douglas, Sherri	Instructional Media
Glass, Nancy	Other
Maclaren, Rebecca	Guidance Counselor

Duties

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

Eastside Elementary's school based leadership team is part of the development of the schools MTSS/RTI plan as well as the SIP. Members of the leadership team work together. The MTSS/RTI Team also works closely with district level staffing specialists, psychologists, ESE teachers, and regular education teachers to ensure that the MTSS plan is carried out with fidelity.
Team Members/ Function;
Trey Hosford- Classroom observations, Fidelity of Plans
Rebecca MacLaren- RTI/MTSS Coordinator
Nancy Glass/Brooke Bedenbaugh- Assessments and Data Collection

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

The goal of the RTI Team at Eastside Elementary is to ensure high quality instruction and intervention aligned to the needs of students and using progress monitoring tools to make data-based decisions to guide instruction and intervention.
The RTI Team analyzes student data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress. The team uses the Problem Solving Model and ALL decisions are guided by the review and analysis of student data. The RTI Team will meet and use the problem solving process to:
• Oversee the delivery of Core, Tier 2/Supplemental, and Tier 3/Intensive instruction.
• Based on student data, recommend, coordinate, and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
* Small Group Instruction
* Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis.
* Professional development is determined by the needs of faculty and staff and aligned with the SIP goals.
* Review and interpret student data.
* Strengthen the core curriculum instruction through supportive coaching, management of resources, and providing professional development in research based instructional strategies.
Title 1:
We can request funding that supports professional development and funds for supplies and material that support student achievement. Title 1 funds can support parent involvement activities that support student achievement and building capacity. In addition, Title 1 funding is allocated for teacher salaries and paraprofessional salaries as deemed by District Office. Funding for additional tutors can be supported through Title 1 funds.

Title 1 Part C Migrant:
We currently do not have Migrant children attending. If and when migrant children enroll they will be identified under the MTSS system, and will receive appropriate services through the MTSS system.
Title 1 Part D:
NA
Title II:
These funds are allocated through the District Office.
Title III:
NA
Title VI:
These funds are allocated through the District Office.
Title X Homeless:
Handled through District Office
Violence Prevention Programs:
Safer Smarter Kids
The school has a CARES Counselor who meets frequently with students who need additional counseling.
Nutritional Programs:
Eastside participates in the Community Eligibility Provision (CEP). It is a provision from the Healthy, Hunger-Free Kids Act of 2010 that allows schools and local educational agencies (LEAs) with high poverty rates to provide free breakfast and lunch to all students. The University of Florida Nutrition Education Program visits and provides valuable information and activities for select grade levels.
Housing Programs:
NA
Head Start:
NA
Adult Education:
Adult Education services provide remedial programs in the two high schools. In alignment with credit recovery programs (Ed Options), instruction is provided after hours, at least two days a week, to assist certificate of completion students in bridging over into the adult education program without leaving the school setting.
A certified guidance counselor works during the evening credit program to assist students in meeting the requirements for traditional high school diploma. The credit program meets four night per week with the summer session of three nights per week for eight weeks, and is designed for co-enrolled students to assist with procurring a high school diploma at their school of attendance and for adult students wishing to earn their adult high school diploma.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Stephen Bailey	Parent
Valerie Baker	Business/Community
Shane Beadles	Parent
Brooke Bedenbaugh	Teacher
Jeaneen Brinson	Education Support Employee
Shatoya Carodine	Teacher
Joann Chamberlin	Business/Community
Ashley Chaffin	Parent
Lindsay Eddings	Parent
Nancy Glass	Teacher
Megan Hansen	Parent
Thomas Hosford	Principal
Latrice Smith	Parent
Teena Smith	Teacher
Melissa Spurlock	Parent
Donita Taylor	Parent
Cindy Vasco	Parent
Doug Vasco	Parent
Ashley Woodworth	Parent
Aleida Lavastida	Parent
Melissa Garnier	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

The SAC members will come together and review the 2014-2015 school improvement plan and discuss our school targets. Changes will be made pending the release of the Florida State Assessment data.

Development of this school improvement plan

Input was collected and discussed from all stakeholders. Resources and barriers were gathered in order to develop the School Improvement plan.

Preparation of the school's annual budget and plan

The SAC is provided with the amount of their allocation of School Improvement budget. The SAC is advised of areas that Eastside may need to use the funds to improve Eastside.

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

SAC Funds are projected for the following:
1. AR Incentives to promote Reading $500.00

2. Materials to promote Reading, Math, Writing, Social Studies, and Science $1000.00
3. Provide funds to support activities that will motivate/encourage student success in all curriculum areas $1000.00
4. Technology/AV Equipment $2000.00

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
Hosford, Trey	Principal
Bedenbaugh, Brooke	Instructional Coach
Douglas, Sherri	Instructional Media
Glass, Nancy	Other
Maclaren, Rebecca	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

*Implementation and evaluation of the SIP reading strategies across the content areas
*Professional Development
*Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
*Data analysis (on-going)
*Implementation of Florida Standards for ELA

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 Elementary has Common Planning time by grade level every Wednesday for all teachers. Every week teachers meet with our Instructional Coach and/or Principal to provide instructional support, feedback based on observations, and assists in gathering resources. Grade Levels also meet with each other to vertical plan together. Professional development is also offered to help with instruction. During common planning teachers discuss student achievement and/or progress and make changes in instruction to meet the needs of all students.

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

The district strives to hire teachers who are highly qualified. When teachers meeting the highly qualified criteria are not available, teachers deemed to be certifiable are hired. In order to meet certification requirements and receive the highly qualified designation the teacher must take and pass the appropriate Subject Area Examination. Professional development designed specifically for beginning

teachers is provided. New teachers are assigned a mentor to assist them in the process.
Eastside Elementary works diligently to fill all positions with highly qualified teachers. In the interview process, the interviewing team gives a great deal of attention to qualifications and certifications when interviewing candidates. Any time possible, highly qualified teachers are chosen. If a position is filled with someone who is not considered highly qualified, every effort is made to aid them in attaining needed qualifications. Eastside Elementary works closely with the local colleges to support the needs of education majors in completing their volunteer hours and internships.This is another source of recruitment.
Through NEFEC and its Foundation for Rural Education Excellence, Columbia County Public Schools will participate in teacher recruitment efforts designed to help districts "grow their own." Through NEFEC, highly effective teachers are receiving training in mentoring skills and being matched with teachers in need of a mentor. To further the districts' efforts to retain highly qualified reading teachers, teachers are given a variety of opportunities to receive endorsement in reading.

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

Each beginning teacher is matched carefully with a mentor teacher. The mentor is available to provide input, feedback, direction and support throughout the school year. The beginning teacher also meets with an instructional coach on a regular basis. The instructional coach provides ongoing research based professional development for the beginning teacher. Technological assistance is provided to the beginning teacher by a media specialist and a technology teacher.
The principal will identify model classrooms:
*Student performance data
*Teacher Evaluation
*Recommendation of the instructional coach
*Classroom observations
*Use of effective literacy strategies
Once identified, these model classrooms will serve as in-house illustrations of best practices for teachers to visit and observe expertise in one or more areas of the five components of reading.

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

Our school strictly adopts resources that are research based and correlated with the Florida Standards. Our Instructional Coach and other Lead Team members guide teachers to other rigorous, non-state adopted resources that are also aligned to the Florida Standards. Our teachers also work together to find material that is aligned to the Florida Standards.

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

Teachers in collaboration with the Leadership Team analyze data using the following progress monitoring tools: Performance Matters: Nine week District Instructional Standards Assessments, STAR Reading, STAR Math, STAR Early Literacy, and classroom data. At grade level Data Meetings, students are identified as meeting criteria for initiating the RtI process or increasing the amount of

intervention to Tier 3. "Bubble students" are also identified and provided additional support with instruction to help them attain proficiency on state assessments. Student data in the classroom is continually monitored for mastery of grade level standards through mini-assessments, assignments, and exit tickets. Based on data, teachers provide differentiated instruction through literacy centers, math centers, and/or small group instruction. Tutors are also used in the classroom to help with struggling students.

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: Before School Program

Minutes added to school year: 1,875

The Technology Lab is opened Tuesday thru Friday from 7:15-7:40 am for students to participate in strengthening their core academic subjects. Teachers will assist students in monitoring their progress, answering questions, and providing support as needed.

Strategy Rationale

The Leadership Team discussed ways to provide extra time, support, and opportunities for students to utilize technology in order to support student achievement. It we unanimous that opening the Technology Lab would support this need.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bedenbaugh, Brooke, bedenbaughb@columbiak12.com

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

The reports provided in the software programs are used to determine effectiveness. This data is monitored on-going.

Strategy: After School Program

Minutes added to school year: 360

Professional development will be provided with a focus on small group instruction, differentiated instruction, and integration of technology. This professional development will be offered after school hours so that para professionals can attend as well.

Strategy Rationale

Lack of time to meet the needs of all students as indicated as a barrier identified by teachers in the Professional Development Survey.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Bedenbaugh, Brooke, bedenbaughb@columbiak12.com

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

Teacher evaluation, administrative observations, and lesson plans will be collected at the conclusion of the PD.

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

In Columbia County Public Schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System. The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from Pam Stewart, Florida Commissioner of Education, explaining the assessments. Teachers will meet with parents to review the child's progress.
STAR will be used to assist teachers in creating homogenous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Columbia County Public Schools' Voluntary Prekindergarten Program.
Parent Involvement events for transitioning children into Kindergarten include Kindergarten Roundup, and a one on one meet the teacher by appointment day. Parents are notified by phone and/or letter of their appointment to meet the teacher. These events provide parents with an opportunity to meet the teachers, Administration, learn information about the school procedures and academic programs, and complete necessary paperwork to enroll the student into Kindergarten.
Assisting in the transitioning process of our Fifth Graders from elementary school to middle school is also a priority for Eastside Elementary. Our Fifth Graders get the opportunity to visit Richardson Middle School and Lake CIty Middle School. They take a tour of the campus and attend an orientation.

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

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.

As documented in the Title 11 Professional Development Survey: "Professional development activities at our school are aligned with the needs of our students for academic improvement" : 90% of teachers answering survey were in agreement. However, according to the Title 11 Survey, Question 18, teachers still feel that additional professional development is needed in the content areas.

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.

Through teacher input, teachers felt that additional time is needed to meet all students' academic needs within the school day. To support teacher needs, professional development will be implemented in differentiation. This professional development will be delivered by the Instructional Coach and monitored, discussed, and revised throughout the year.

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. Eastside Elementary will provide consistent high quality rigorous instruction with differentiation in Language Arts, Math, Social Studies, and Science to increase student achievement.

G2. Eastside Elementary will increase parent involvement to enhance student achievement and build capacity.

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. Eastside Elementary will provide consistent high quality rigorous instruction with differentiation in Language Arts, Math, Social Studies, and Science to increase student achievement. 1a

G072800

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	74.0
Math Lowest 25% Gains	68.0
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- DA training
- Additional personnel Support : CRT, Instructional Coach, Media Specialist, Inclusion Teacher, Paraprofessionals, and Grant Funded Tutors
- Teacher collaboration (weekly common planning and monthly vertical planning)
- Florida Standards Aligned Resources(Reading: Journey's K-2) (Studies Weekly)
- Parent Night: Reading Comprehension K-5
- Educational Software
- GO Math (Florida Addition)
- Highly Qualified Teachers
- Science Fusion Curriculum

Targeted Barriers to Achieving the Goal 3

- Teachers not yet comfortable with Florida standards across all subject areas
- Lack of time to meet all students academic needs (differentiation)

Plan to Monitor Progress Toward G1. 8

Eastside will analyze school DATA to monitor progress toward meeting the goal such as; on going progress monitoring of STAR, Performance Matters and classroom assessments.

Person Responsible
Trey Hosford

Schedule
Monthly, from 8/10/2015 to 6/6/2016

Evidence of Completion
Data, Lesson Plans, Walk Throughs

G2. Eastside Elementary will increase parent involvement to enhance student achievement and build capacity. 1a

G072801

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	74.0
Math Lowest 25% Gains	68.0
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Curriculum Resource Teacher
- Parent Resource Room and materials for checkout
- PTO
- Media Specialists (Reading/Tutoring night)
- Parent/Student Incentives
- Materials and food for parent nights

Targeted Barriers to Achieving the Goal 3

- Parents lack of understanding of grade level expectations, child's progress, and bridging the gap between home and school

Plan to Monitor Progress Toward G2. 8

An increase in parent attendance at school functions, conferences, and activities through the collection of attendance sheets and feedback.

Person Responsible
Nancy Glass

Schedule
Quarterly, from 8/18/2014 to 6/1/2015

Evidence of Completion
Sign-In Sheets, Surveys

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. Eastside Elementary will provide consistent high quality rigorous instruction with differentiation in Language Arts, Math, Social Studies, and Science to increase student achievement. 1

G072800

G1.B3 Teachers not yet comfortable with Florida standards across all subject areas 2

B189925

G1.B3.S1 Eastside faculty will participate in weekly team collaboration, vertical planning and professional development which will be focused on developing a better understanding and implementation of the expectations of the Florida Standards. 4

S201337

Strategy Rationale

In order for students to receive high quality rigorous instruction, teachers must have a strong understanding of the Florida Standards.

Action Step 1 5

Teachers will participate in weekly team collaboration, vertical planning, and professional development focused on Florida Standards.

Person Responsible

Trey Hosford

Schedule

Quarterly, from 8/10/2015 to 6/6/2016

Evidence of Completion

Lesson Plans, Grade Level Team Minutes and Agendas, Observations/Walk-throughs, Professional Development Sign-In Sheets/Follow Up

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Leadership Team will monitor teacher participation in weekly team collaboration, vertical planning, and professional development focused on implementing Florida Standards.

Person Responsible

Trey Hosford

Schedule

Monthly, from 8/10/2015 to 6/6/2016

Evidence of Completion

Based on increased teacher participation in professional development, common planning, and PLC's focused on Florida Standards and instructional strategies, students will show an increase in proficiency in all content areas. Student data will be used as evidence to monitor students success of Florida Standards.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Data from follow up activities, documented lesson plans, and progress monitoring will be used to monitor effectiveness of the strategies used to implement Florida Standards. Successful implementation of professional development, common planning and PLC's will result in positive student achievement and or teacher effectiveness. The lack of professional development, common planning, and PLC's will result in negative or flat line change. In this instance a member of the Leadership Team will work with teacher.

Person Responsible

Trey Hosford

Schedule

Monthly, from 8/10/2015 to 6/6/2016

Evidence of Completion

Evidence of completion is deemed successful based on student achievement data.

G1.B7 Lack of time to meet all students academic needs (differentiation) 2

B189929

G1.B7.S1 Common Planning and PLCs will have a focus of Differentiated Instruction. 4

S201339

Strategy Rationale

Teachers need to be able to meet the academic needs of all students. This can be done by implementing small group instruction.

Action Step 1 5

Develop a PD plan, schedule and implement professional development on the following topics: small group, technology, learning stations, classroom management.

Person Responsible

Brooke Bedenbaugh

Schedule

Monthly, from 9/4/2015 to 6/6/2016

Evidence of Completion

The completed PD schedule.

Action Step 2 5

Tier teachers based on strengths / areas of improvement

Person Responsible

Brooke Bedenbaugh

Schedule

Semiannually, from 9/16/2015 to 6/6/2016

Evidence of Completion

Chart/Time line

Action Step 3 5

Revisit/revise PD Schedule as needs reflect

Person Responsible

Brooke Bedenbaugh

Schedule

Monthly, from 8/10/2015 to 6/6/2016

Evidence of Completion

Schedule updates

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Leadership Team will monitor teacher participation in weekly team collaboration, vertical planning, and professional development focused on implementing differentiation.

Person Responsible

Brooke Bedenbaugh

Schedule

Monthly, from 9/4/2015 to 6/6/2016

Evidence of Completion

Schedule, Classroom Observation, usage of track to shoe completion of PDs

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Classroom observation, attendance at PDs, ongoing progress monitoring

Person Responsible

Brooke Bedenbaugh

Schedule

On 6/6/2016

Evidence of Completion

Student achievement (data)

G2. Eastside Elementary will increase parent involvement to enhance student achievement and build capacity. 1

G072801

G2.B5 Parents lack of understanding of grade level expectations, child's progress, and bridging the gap between home and school 2

B189934

G2.B5.S1 Opportunities will be provided for parents to learn about grade level expectations, child's progress, and strategies to use at home in order to bridge the gap between home and school. 4

S201343

Strategy Rationale

Data from 2014-2015 parent surveys reveal the need to increase parent understanding of grade level expectations, child's progress, and strategies to use at home in order to bridge the gap between home and school.

Action Step 1 5

Increased parent nights, utilization of parent resource materials, and parent/teacher conferences will be implemented in order to help parents gain a better understanding of grade level expectations, child's progress, and strategies to use at home.

Person Responsible

Nancy Glass

Schedule

Monthly, from 8/10/2015 to 6/6/2016

Evidence of Completion

The evidence collected will be Parent/Teacher Compacts, signed and completed conference forms, sign in sheets from Parent Nights, flyers and automated School Messenger logs.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Monthly documentation will be collected and uploaded to District Title I personnel.

Person Responsible

Nancy Glass

Schedule

On 6/6/2016

Evidence of Completion

Monthly documentation that includes number in attendance and evaluations of the Parent Nights.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Increased positive support as indicated through school surveys and parent attendance.

Person Responsible

Nancy Glass

Schedule

Quarterly, from 8/10/2015 to 6/6/2016

Evidence of Completion

The parent surveys and attendance sheets will be collected.

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.B3.S1.A1	Teachers will participate in weekly team collaboration, vertical planning, and professional development focused on Florida Standards.	Hosford, Trey	8/10/2015	Lesson Plans, Grade Level Team Minutes and Agendas, Observations/ Walk-throughs, Professional Development Sign-In Sheets/Follow Up	6/6/2016 quarterly
G1.B7.S1.A1	Develop a PD plan, schedule and implement professional development on the following topics: small group, technology, learning stations, classroom management.	Bedenbaugh, Brooke	9/4/2015	The completed PD schedule.	6/6/2016 monthly
G2.B5.S1.A1	Increased parent nights, utilization of parent resource materials, and parent/ teacher conferences will be implemented in order to help parents gain a better understanding of grade level expectations, child's progress, and strategies to use at home.	Glass, Nancy	8/10/2015	The evidence collected will be Parent/ Teacher Compacts, signed and completed conference forms, sign in sheets from Parent Nights, flyers and automated School Messenger logs.	6/6/2016 monthly
G1.B7.S1.A2	Tier teachers based on strengths / areas of improvement	Bedenbaugh, Brooke	9/16/2015	Chart/Time line	6/6/2016 semiannually
G1.B7.S1.A3	Revisit/revise PD Schedule as needs reflect	Bedenbaugh, Brooke	8/10/2015	Schedule updates	6/6/2016 monthly
G1.MA1	Eastside will analyze school DATA to monitor progress toward meeting the goal such as; on going progress monitoring of STAR, Performance Matters and classroom assessments.	Hosford, Trey	8/10/2015	Data, Lesson Plans, Walk Throughs	6/6/2016 monthly
G1.B3.S1.MA1	Data from follow up activities, documented lesson plans, and progress monitoring will be used to monitor effectiveness of the strategies used to implement Florida Standards. Successful implementation of professional development, common planning and PLC's will result in positive student achievement and or teacher effectiveness. The lack of professional development, common planning, and PLC's will result in negative or flat line change. In this instance a member of	Hosford, Trey	8/10/2015	Evidence of completion is deemed successful based on student achievement data.	6/6/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	the Leadership Team will work with teacher.				
G1.B3.S1.MA1	Leadership Team will monitor teacher participation in weekly team collaboration, vertical planning, and professional development focused on implementing Florida Standards.	Hosford, Trey	8/10/2015	Based on increased teacher participation in professional development, common planning, and PLC's focused on Florida Standards and instructional strategies, students will show an increase in proficiency in all content areas. Student data will be used as evidence to monitor students success of Florida Standards.	6/6/2016 monthly
G1.B7.S1.MA1	Classroom observation, attendance at PDs, ongoing progress monitoring	Bedenbaugh, Brooke	9/4/2015	Student achievement (data)	6/6/2016 one-time
G1.B7.S1.MA1	Leadership Team will monitor teacher participation in weekly team collaboration, vertical planning, and professional development focused on implementing differentiation.	Bedenbaugh, Brooke	9/4/2015	Schedule, Classroom Observation, usage of track to shoe completion of PDs	6/6/2016 monthly
G2.MA1	An increase in parent attendance at school functions, conferences, and activities through the collection of attendance sheets and feedback.	Glass, Nancy	8/18/2014	Sign-In Sheets, Surveys	6/1/2015 quarterly
G2.B5.S1.MA1	Increased positive support as indicated through school surveys and parent attendance.	Glass, Nancy	8/10/2015	The parent surveys and attendance sheets will be collected.	6/6/2016 quarterly
G2.B5.S1.MA1	Monthly documentation will be collected and uploaded to District Title I personnel.	Glass, Nancy	8/10/2015	Monthly documentation that includes number in attendance and evaluations of the Parent Nights.	6/6/2016 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. Eastside Elementary will provide consistent high quality rigorous instruction with differentiation in Language Arts, Math, Social Studies, and Science to increase student achievement.

G1.B7 Lack of time to meet all students academic needs (differentiation)

G1.B7.S1 Common Planning and PLCs will have a focus of Differentiated Instruction.

PD Opportunity 1

Develop a PD plan, schedule and implement professional development on the following topics: small group, technology, learning stations, classroom management.

Facilitator

Instructional Coach, CRT, District Instructional Coaches, and lead teachers

Participants

Faculty and Staff

Schedule

Monthly, from 9/4/2015 to 6/6/2016

Technical Assistance Items

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

Budget

Budget Data

1	**G1.B3.S1.A1**	**Teachers will participate in weekly team collaboration, vertical planning, and professional development focused on Florida Standards.**				**$0.00**
2	**G1.B7.S1.A1**	**Develop a PD plan, schedule and implement professional development on the following topics: small group, technology, learning stations, classroom management.**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	750-Other Personal Services	0081 - Eastside Elementary School	Title I Part A		$3,000.00
3	**G1.B7.S1.A2**	**Tier teachers based on strengths / areas of improvement**				**$0.00**
4	**G1.B7.S1.A3**	**Revisit/revise PD Schedule as needs reflect**				**$0.00**
5	**G2.B5.S1.A1**	**Increased parent nights, utilization of parent resource materials, and parent/ teacher conferences will be implemented in order to help parents gain a better understanding of grade level expectations, child's progress, and strategies to use at home.**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	510-Supplies	0081 - Eastside Elementary School	Title I Part A		$3,000.00
			Notes: The allocated amount for parental involvement as stated in the Title I budget will be used to build capacity and parent involvement.			
					Total:	**$6,000.00**