Eastside Elementary School

2016-17 Schoolwide Improvement Plan

Eastside Elementary School

27151 ROPER RD, Brooksville, FL 34602

https://www.hernandoschools.org/ees

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	87%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	C	F

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 Hernando County School Board on 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Eastside Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To encourage children in a caring environment to become lifelong learners through discovery, self-discipline, and commitment to academic achievement, through cooperative efforts of the school, home, and community.

b. Provide the school's vision statement.

Every Child,
Every Chance,
Every Way.

2. School Environment

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

Teachers utilize in class interest surveys to learn about students likes and dislikes as well as background and culture. The EES Guidance Department spends a majority of their day in classrooms interacting with students to build successful relationships and trust. The school provides Extended Day programs as well as before school and Saturday school programs to meet student needs. The Boys and Girls Club of Hernando County has a Before and After Care program on campus to help provide positive role models for students and a safe environment for after school sports. Our teachers also provide many opportunities for students to participate in extra curricular clubs on campus. Eastside is partnering with the Hernando Audubon Society and several other local business partners which provide many after school activities tied to student interests. Title I Needs Assessment surveys are also an opportunity for the school to learn about our students' background and culture.

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

The EES Guidance Department has provided Anti-Bullying training to our staff, students and parents during the opening weeks of school and during second semester. Students and parents are encouraged to complete Witness Statements when reporting school incidences for administrative investigation. As teachers and staff are responsible for the Health, Safety, and Wellness of all students, EES has a detailed process for dismissal of students which follows set routines and procedures. All visitors are signed in through the front office of the school utilizing the Raptor software. Student Leadership actively participates in clubs such as K-Kids and Safety Patrol, thereby giving students an opportunity to participate in school-wide safety. RtI-B data is reviewed with students, parents and staff so as to inform all stakeholders of disciplinary concerns.

c. 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.

EES is a Positive Behavior Support (PBS) school. Through utilization of the tools within the PBS program, students are taught some basic classroom rules and School-Wide Expectation Meetings. These rules and expectations are re-enforced periodically throughout the year so that all students,

even new ones to our school, have an opportunity to learn and participate in the program. Grade levels are required to meet to set consistent classroom/grade level expectations with consistent PBS Incentive Menus. Students are rewarded weekly by earning PBS coins for compliance with rules and expectations. Students are then able to "purchase" items off of the incentive menu utilizing their earned coins and the PBS prize store. In addition to classroom Incentive Menus, the EES PBS Team brings presentations and events to school that students may be able to attend through utilizing their PBS coins. These events may be assembly style with the presentation tied to school-wide themes, or it could be participation in the PBS Wii Dance, or the PBS Field Day. Students may also purchase additional items at the event, such as popcorn, icee pops, or drinks.

Our EES faculty is trained yearly in the aspects of PBS. Implementation is a "look for" by school administrators during campus walk-throughs. Our PBS Team contains grade level representatives from each grade and are responsible for planning and implementation of school-wide events each year.

Students participate in Expectation Meetings with Guidance and Administration each 9-weeks marking period where RtI-B data is reviewed with the grade levels. Areas of concern are reviewed with students so that they know what types of behavior they need to work on. Guidance and Administration issue grade level challenges based on the RtI-B data so grade levels have an opportunity to improve their data prior to the next big PBS event. Discipline and Attendance data is also shared with our EES teachers through our bi-weekly School Based Leadership Team (SBLT) meetings.

EES will utilize Class Dojo, an online app based software that helps track student behavior on a daily basis. Students earn points for displaying class specific skills (good behavior, participation, helping others, etc.), those point accumulate throughout the week. At the end of the week students can trade those points in for PBS coins to use in the PBS store.

d. 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 all students are met through utilization of Second Step presented to all students in the classrooms by school Guidance Department, School Psychologist, and Behavior Specialist. Tier 2 Social Skills groups are implemented through Problem Solving recommendation. Individual counseling is provided as needed. Attendance mentors are assigned to students who have 4 or more unexcused absences. Guidance utilizes a School-Based puppet for student interaction, including question and answer sessions. Title I weekend Back Pack program, Homeless and Students in Transition, and ELL are other pupil services provided.

3. 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).

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

Attendance below 90 percent, regardless of whether absence was excused or a result of out-of-school suspension; one or more suspensions, whether in school or out of school; and a level 1 score on the statewide, standardized assessment in English Language Arts or mathematics.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	36	28	29	30	22	22	0	0	0	0	0	0	0	167
One or more suspensions	1	1	3	5	3	6	0	0	0	0	0	0	0	19
Course failure in ELA or Math	8	4	1	17	0	3	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	27	21	27	0	0	0	0	0	0	0	75
	0	0	0	0	0	0	0	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	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	14	10	12	39	31	46	0	0	0	0	0	0	0	152

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

Tier 1 implementation is monitored twice monthly through our School Based Leadership Team process. Common assessment data is presented to the SBLT for reading and math, problem areas are diagnosed and extra support is provided to the teachers as needed. Administration facilitates these meetings, thus allowing administration oversight of all Tier 1 programs. In addition to academics, behavior and attendance data is reviewed with the SBLT as well. Adult Mentors are assigned from among the EES Staff to students who have been identified as an attendance or behavior problem student.

All teachers are required to implement Tier 2 intervention strategies in their classroom utilizing the Pearson Intervention kits. EES utilizes the Fluid Walls concept to address student weaknesses in reading and math in all grade levels. The Fluid Wall groups are based on AP3 data from prior year for Reading and Math to begin the school year. AP1 data from current year is utilized to add and remove students from the Tiered intervention list. In addition, the school employs individuals to provide Tier 3 Reading and math services for students in need. Students are placed in these groups through discussion with the Problem Solving Team through scheduled Individual Problem Solving Meetings, which take place weekly.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/306584.

2. Description

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

2. 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.

The Instructional Practice Coaches and Title I Facilitator work together to plan events that involve the students, faculty, families and business partners in the community. Events are determined by a needs assessment and are coordinated through parent, student and faculty surveys. Invitations are sent to local businesses to invite them to attend Title I Committee Meetings and The School Advisory Council. Members have the opportunity to make suggestions, volunteer, and donate to EES.

C. 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).

1. School Leadership Team

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

Name	Title
LeDoux, Mary	Principal
Lastra, Mike	Assistant Principal
Barnes, Michelle	Instructional Coach
Finch, Ed	Instructional Coach
Scrivens, Sheryl	Teacher, K-12
Gorham, Malinda	Instructional Coach
Sanders, Sonsee	Other
Brady, Thomas	School Counselor
Kelley, Christina	School Counselor

b. Duties

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

At EES, the school administration has empowered Instructional Coaches and Teacher Leaders to help make decisions regarding classroom instruction and Best Practices. All Coaches perform Walk-Throughs on a daily basis, as well as mentoring new teachers on campus, modeling, team teaching, and co-teaching lessons as needed. The administration and coaching team meet each Friday to review weekly data and plan for the strategies and activities by week and/or month.

2. 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 Elementary School, the School Based Leadership Team (SBLT) meets the first and third Tuesday of the month to review all available Tier I data. The school-based administration oversees and implements the resources and personnel needed to have on-going successful MTSS Tiers. Once students have begun to receive services through MTSS, teachers may refer students to the Problem

Solving Team, which meets every Tuesday, for discussion in regards to progress, or lack thereof. Additional Tier services are provided as needed, as well as monitoring the appropriate application of Tier I and the implementation of all Tiers with fidelity. Teachers are required to have data walls in their classrooms that administrators can view during walk-throughs. In addition, grade level data is posted in the Staff Training Room, which can be viewed by teams at any time during the day, as well as grade level data displays in all hallways. These opportunities for data discussions should support and assist all teachers in the successful implementation of MTSS.

As a school-wide Title I program, EES is dedicated to providing, maintaining, and improving comparable, supplementary Title I education services for all students on a daily basis. Our Title I School Facilitator regularly collaborates with the District's Coordinator of Family Involvement to build home support networks that facilitate targeted student's success. Title I services at EES are regularly coordinated with other federally-funded programs. These include the use of Title II funds to support additional research-based professional development programs and teacher recruitment and retention activities. Curriculum and software have been purchased through Title I funds which are utilized on a daily basis in the classrooms, as well as Highly Qualified subject area personnel. In addition, Title I funds are used to fund curriculum for our Extended Day programs, which run October through April, as well as funding curriculum for any Summer School programs and/or before and after school programs. EES coordinates with H.E.A.R.T. literacy to provide other county outreach services which provide support to the families at our school. IDEA funds are used in conjunction with Title II funds to train teachers.

The District receives supplemental funds for improving basic education programs through the purchase of staff development (Title II) in areas of need. In addition, QAR training, data and assessment, highly qualified teacher training, reading, learning styles, Kagan and FCIM are just a few of the areas in which Title II funds have enhanced professional development in Hernando County in the past. Individual schools must apply for Title II money to the district office to utilize Title II money, thereby assuring that it (the professional development) meets the needs and criteria of Title II. Only those professional development opportunities which meet Title II requirements and the school needs are approved.

In regards to Title III, EES defers to the county office in regards to support for the ELL/LEP students. The county office supplies an ESOL teacher to each school to support the students at each school in their pursuit of their appropriate education. These Lead Teachers report to the principal at each school to discuss each student and their curriculum/strategy needs. ELL meetings are held at the school level at least twice a year with the ESOL Lead Teacher, the general education teacher, and the parent to further discuss student needs.

Title III provides an extended day/year program for ELL students and educational materials to improve their education. This service is generally provided through a summer school model.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Tom Garvin	Parent
Diana Childers	Parent
Gayke Kirby	Parent
Brittany Ramsey	Parent
Deborah Hayes	Parent
Amy McDonald	Parent
Tina Manning	Parent
Joe Murphy	Business/Community
Mary LeDoux	Principal
Cathy Nelson	Teacher
Roxann Chapdelaine	Teacher
Thomas Kelly	Education Support Employee
Kojak Burnett	Education Support Employee
Sheryl Scrivens	Education Support Employee
Kerry Roberts Garvin	Parent
Lynn Gruber	Business/Community
Mary Dysart	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

At the May 2016 Exit Meeting with the Leadership Team, the 2015-2016 School Improvement Plan goals were reviewed. It was determined at that time that although EES had made progress in regards to the goals (Rigorous Instruction and Culture of High Expectations), they would be updated and revised into one goal for the 2016-2017 school year. Progress towards last years' goals may be seen through the improvement points gained in our EES available data.

b. Development of this school improvement plan

The process for the development of this year's plan will be the same as last year. Please see item "c" below.

c. Preparation of the school's annual budget and plan

All SAC members were given a survey sheet, provided by the HCSB Council of Councils, for input regarding each curricular area, attendance and tardy, and discipline sections of the SIP. Completed surveys were reviewed and appropriate input was incorporated into the SIP. Final Draft of the SIP will be presented to SAC at the September meeting for additional input.

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

The EES SAC is committed to the administrative and school-wide goal of improving content area skills on campus. At every SAC meeting during the 2015-2016 school year, all available data was reviewed so as to keep all stakeholders informed of student progress and potential areas of

weakness.
To support the goal of creating a Culture of High Expectations and Rigorous Instruction, the SAC voted to support the purchase of Thinking Maps Online Community to extend the use of the graphic organizers for student creation of the maps through technology. Students will have the opportunity to even work on the Online Community at home and send their completed maps from home to the teacher, if assigned as a homework assignment. Maps can be printed and glued into the student's individual Content Area Journals for any subject, thus making them interactive. SAC also voted to pay for the annual renewal fee for Tumble Books to continue their support of reading. With Tumble Books, students can log in and find 1000's of books on;ine, thus eliminating the need for a student to have a home library as well as the need for visiting the local public library. Tumble Books also has a differentiation feature whereby the author reads the book to the child.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Dysart, Mary	Instructional Media
Stalbaum, Kristine	Teacher, K-12
Gorham, Malinda	Teacher, K-12
Littlefield, Kerri	Teacher, K-12
LeDoux, Mary	Principal
Sanders, Sonsee	Teacher, K-12
Kepner, Lisa	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT meets once per month and is chaired by the Media Specialist. Administration attends the meetings as do grade level representatives, the Reading Teacher Leader, and the school assessment teacher. Data is reviewed in the area of reading, and this data can be a basis for additional Professional Development in the area of reading. Major initiatives come from the committee -- they are not administrative driven, and as the school administration attends the meetings, approval for initiatives may be gained at the meeting. It is hoped that in this manner the LLT becomes the driving force behind reading instruction at the school, setting expectations, looking at data, raising the bar, and establishing a love of reading in all children.
The biggest initiative that the LLT has undertaken is the implementation of reading for 20 minutes each night for homework, logging the minutes read on Tumble Books. Students are rewarded at the end of each semester to encourage reading Tumble Books. The Media Specialist monitored the books students checked out from the Media Center to ensure students are reading at an appropriate level. The Media Specialist also monitors the books students checked out to ensure a balance between fiction and non-fiction books, stressing a heavy predominance of non-fiction for students in

grades 3-5. It was through this process, that the LLT Team determined the need to help provide access to books for students at home. The LLT addressed SAC and requested funds to purchase Tumble Books, an online database of children's books, including both fiction and non-fiction titles with follow-up activities, which students can access at home.

An additional plan to support reading is the renewal of the My Virtual Reading Coach license. My Virtual Reading Coach assesses student reading abilities with MindPlay's Universal Screener and automatically develops a unique, differentiated syllabus of instruction and mastery-based activities for every student.

The LLT also approved the purchase of Acheive 300 and Smarty Ants. Achieve 3000 is a cloud based software that delivers daily differentiated instruction for nonfiction reading and writing that's precisely tailored to each student's Lexile reading level. Smarty Ants is an app based software that is geared towards k-2 students. Students take a diagnostic test and the program focuses on the students reading deficiencies,.

D. 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).

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

EES Administration requires teachers to plan as a grade level once a week before or after school. This year Administration and or IPC Coaches and Teacher Leaders will be attending the after-school planning sessions to help facilitate a review of data as well as Student Work. In addition, administration will be attending PLCs to observe teacher behaviors tied to components in Domain 4 of Charlotte Danielson. It is hoped that this representation will encourage and facilitate positive working relationships and collaborative planning between teachers. In addition, teachers may request an opportunity to observe highly effective teachers through peer walk-throughs with Administration.

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

The school culture and climate has been improved by including faculty and staff in decision making practices at EES. High quality professional development has been provided in Kagan, Project Read, and ST Math, Thinking Maps, and Reflex Math. Providing additional resources and professional development creates effective strategies to implement in the classroom with a higher quality of instruction.

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

Hernando County has developed a new program, called RISE, to support 1st year teachers with training and mentoring through the district office. This program provides the opportunity for all new teachers (year 1) and teachers on a Professional Improvement Plan to be assigned a mentor through the district. All mentors must have a minimum of 3 years experience in the classroom and have taken Clinical Educator Training. Pairings between teachers and mentors are made by the principal based on grade level and subject area.

Mentors are available for coaching sessions, co-teach and/or modeling sessions, observations, and working with the teacher on lesson planning. Data review and RtI processes are also a critical part of a mentor/mentee relationship. Monthly new teacher meetings will be held with mentors to have group discussions on procedures, class management, and planning.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Through the use of curriculum maps and other supplemental materials, Hernando County Single Sign On, Hernando County Resource Catalog, CPalms, and weekly team planning, we ensure that the new standards are covered in a rigorous manner. Administration, Instructional Practice Coaches. and Teacher Leaders walk through classrooms regularly to monitor that lessons are taught with fidelity.

b. Instructional Strategies

1. 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.

Biweekly, SBLT meets to look at current data on core instruction. Identified weak areas are assigned to Instructional Practice Coaches to work with grade level teachers to assist in remediating the problem areas. For example, FCIM will target class needs and RtI will target students' individual academic weaknesses.

2. 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: After School Program

Minutes added to school year: 1,800

Targeted students receive additional academic instruction for 180 minutes per week. Highly qualified teachers are hired to provide reading instruction for grades 3 and 4, and math instruction for grade 5 using research-based instructional materials.

Strategy Rationale

We completed a needs assessment and will provide instruction using research-based materials for targeted students in their weakest area.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Scrivens, Sheryl, scrivens_s@hcsb.k12.fl.us

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

We will use the state assessment data to evaluate student academic growth.

2. Student Transition and Readiness

a. 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).

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

EES has two Pre-K programs to serve student needs and help prepare them to transition to kindergarten. One classroom serves students who have been identified as having more severe special education needs. The other classroom is an Inclusion room servicing both identified ESE students as well as General Education VPK four year old students through a partnership with the Boys and Girls Club of Hernando County. Boys and Girls Club provides this program with a licensed VPK provider to assist the Hernando County teacher in the classroom. Both teachers vertically plan with Kindergarten teachers and classes work on pre-K and Kindergarten readiness skills, so those students are ready to roll up into the kindergarten classrooms.

Each spring, there is a Kindergarten Round-Up to sign students up for kindergarten and to assess prerequisite skills to ensure that weak areas are identified and addressed before the students start kindergarten. Head Start is also invited to bring their students to visit classrooms and tour the school. In addition, on the first day of school EES has a separate kindergarten orientation for parents to provide information on the Florida Standards, attendance, homework policy, and expectations.

In order to support our 5th graders who will transition to middle school, after the state test we begin to teach the standards of the next grade level for enrichment of on grade level students, and we remediate specific problem areas for students who have not mastered grade level material. Teachers, coaches, and sometimes administrators, collaborate weekly to plan for specific strategies and projects. In addition, our feeder middle school provides a Transition to Middle School night to provide pertinent information for parents regarding the transition to middle school and student scheduling process. Fifth grade students also take a field trip in May to the feeder middle school to walk the campus in a sample student daily schedule.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 teachers will regularly engage students in activities that involve higher order thinking skills as part of participating in hands on, rigorous lessons across all core academics, then all students will meet high performance expectations as defined by stakeholders and their support for an improved school culture.

Strategic Goals Detail

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

G1. If teachers will regularly engage students in activities that involve higher order thinking skills as part of participating in hands on, rigorous lessons across all core academics, then all students will meet high performance expectations as defined by stakeholders and their support for an improved school culture. 1a

🔑 G085300

Targets Supported 1b

Indicator	Annual Target
Attendance rate	92.97
FCAT 2.0 Science Proficiency	68.0
FSA ELA Achievement	53.0
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Limited understanding of true teacher modeling.

- Frequency and level of class interruptions due to behavior issues is disrupting the class environment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Thinking Maps Learning Community (online resource)

- ST Math

- IP Coaches performing walk-throughs, co-teaching, and modeling

- Addition of lower quarter RTi provider

- Addition of second guidance counselor

- Addition of IPC reading coach

Plan to Monitor Progress Toward G1. 8

District and school progress monitoring data (classroom assessments, state assessments, discipline data, attendance records, RtIB data, problem solving minutes, and discipline records) will be reviewed by coaches and administration. From there the team will determine the effectiveness of the plan and make changes for the following school year.

Person Responsible
Mary LeDoux

Schedule
Biweekly, from 8/22/2016 to 5/24/2017

Evidence of Completion
ALL EVIDENCE

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 teachers will regularly engage students in activities that involve higher order thinking skills as part of participating in hands on, rigorous lessons across all core academics, then all students will meet high performance expectations as defined by stakeholders and their support for an improved school culture. 1

🔑 G085300

G1.B1 Limited understanding of true teacher modeling. 2

🔑 B226815

G1.B1.S1 Increased understanding of true teacher modeling. 4

🔑 S239292

Strategy Rationale

Increased understanding of true teacher modeling (gradual release model, think alouds, meta-cognition strategies, scaffolding, etc) will reflect in high student and teacher engagement throughout the day. Leading to a challenging academic environment and increased student attendance.

Action Step 1 5

IPC Coaches will implement coaching coaching cycle process as needed to showcase metacognative and modeling strategies, focusing on best practices such as; formative assessments and alignment of Thinking Maps.

Person Responsible

Ed Finch

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

District coaching logs focusing on artifacts of best practices, walk-through evidence based on individual tiered support, and teacher artifacts upload to electronic portfolio on PD360.

Action Step 2 5

Implementation and use of Thinking Maps Learning Community (online software) to model best practices and support higher order thinking in the classroom.

Person Responsible

Malinda Gorham

Schedule

Daily, from 8/22/2016 to 5/24/2017

Evidence of Completion

All academic journals will showcase writing and Thinking Maps embedded throughout, teachers will also display exemplar Thinking Maps on their Thinking Maps display board with rubrics attached.

Action Step 3 5

Addition of lower quartile RtI provider to bridge student gaps in skills.

Person Responsible

Sonsee Sanders

Schedule

Daily, from 8/22/2016 to 5/24/2017

Evidence of Completion

Action Step 4 5

Student data will be displayed on interactive data wall and students will participate in data chats and chart their success.

Person Responsible

Mike Lastra

Schedule

Monthly, from 8/22/2016 to 5/24/2017

Evidence of Completion

Action Step 5 5

School administration will actively pursue available instructional tools to support reading. Such as iReady, Achieve 3000, Successmaker, ETC.

Person Responsible

Mary LeDoux

Schedule

Monthly, from 9/6/2016 to 5/24/2017

Evidence of Completion

Teachers will utilize available tools, as seen through walkthroughs.

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

Instructional Practice Coaches and administrators will conduct walk-throughs monitoring teacher practices, student journals, and student data for evidence of understanding of true teacher modeling.

Person Responsible

Mary LeDoux

Schedule

Daily, from 8/22/2016 to 5/24/2017

Evidence of Completion

Observed teacher practicies, a copy of the lesson plan, student journals, and the observation instruments.

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

IP Coaches and administrators will look for evidence of rigor in student journals, complexity of Thinking Maps, artifacts of student work that reflects past PD, increased student performance on progress monitoring assessments and state standardized test.

Person Responsible

Mary LeDoux

Schedule

Weekly, from 8/31/2016 to 5/24/2017

Evidence of Completion

Weekly lesson plans, journals, walk-throughs, planning sheets, and anchor charts

G1.B2 Frequency and level of class interruptions due to behavior issues is disrupting the class environment. 2

🔍 B226816

G1.B2.S1 Provide incentives and strategies for behavior through PBS and monthly grade level programs. 4

🔍 S239293

Strategy Rationale

Rewarding students with social rewards and positive strategies can provide the motivation to attend school and allow staff to engage students educationally on a daily and consistent basis. Providing teachers with effective strategies in classroom management will result in lower frequency of discipline issues.

Action Step 1 5

PBS Team will develop school wide behavior management plan

Person Responsible

Thomas Brady

Schedule

On 9/6/2016

Evidence of Completion

PBS Action plan/ schedule for the year

Action Step 2 5

Schedule quarterly behavior expectations meetings and reward events for teachers and students.

Person Responsible

Mike Lastra

Schedule

Quarterly, from 9/8/2016 to 5/29/2017

Evidence of Completion

Agendas for expectation meeting/ Attendance for reward events.

Action Step 3 5

Teachers needing additional support in behavior management based on RtIB data will be provided that support from PBS team.

Person Responsible

Thomas Brady

Schedule

Weekly, from 9/8/2016 to 5/24/2017

Evidence of Completion

Lower amount of disciplines from classroom teacher.

Action Step 4 5

Additional counselor will provide teacher with strategies to deal with students in crisis.

Person Responsible

Christina Kelley

Schedule

Monthly, from 9/8/2016 to 5/24/2017

Evidence of Completion

walkthroughs will reflect less off task behavior.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

PBS Team will monitor quarterly PBS incentive events to determine the amount of students in compliance. SBLT will review discipline and attendance data bi weekly. Teachers that are having a high frequency of discipline issues will be provided opportunities for additional support (support provided by team of experienced teacher leaders, focusing on classroom management).

Person Responsible

Mike Lastra

Schedule

Biweekly, from 8/22/2016 to 5/24/2017

Evidence of Completion

RtIB Data, discipline records, PBS Event Attendance.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Administration and SBLT will review RtIB data by grade level by month, to determine the high areas of need in student discipline. We will use that data to determine our next steps in behavior management.

Person Responsible

Mary LeDoux

Schedule

Biweekly, from 9/6/2016 to 5/24/2017

Evidence of Completion

PBS action plan, RtIB graphs, classroom observations focusing on behavior.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A1 🔍 A309895	PBS Team will develop school wide behavior management plan	Brady, Thomas	8/25/2016	PBS Action plan/ schedule for the year	9/6/2016 one-time
G1.MA1 🔍 M317216	District and school progress monitoring data (classroom assessments, state assessments, discipline...	LeDoux, Mary	8/22/2016	ALL EVIDENCE	5/24/2017 biweekly
G1.B1.S1.MA1 🔍 M317212	IP Coaches and administrators will look for evidence of rigor in student journals, complexity of...	LeDoux, Mary	8/31/2016	Weekly lesson plans, journals, walk-throughs, planning sheets, and anchor charts	5/24/2017 weekly
G1.B1.S1.MA1 🔍 M317213	Instructional Practice Coaches and administrators will conduct walk-throughs monitoring teacher...	LeDoux, Mary	8/22/2016	Observed teacher practicies, a copy of the lesson plan, student journals, and the observation instruments.	5/24/2017 daily
G1.B1.S1.A2 🔍 A309891	Implementation and use of Thinking Maps Learning Community (online software) to model best...	Gorham, Malinda	8/22/2016	All academic journals will showcase writing and Thinking Maps embedded throughout, teachers will also display exemplar Thinking Maps on their Thinking Maps display board with rubrics attached.	5/24/2017 daily
G1.B1.S1.A3 🔍 A309892	Addition of lower quartile RtI provider to bridge student gaps in skills.	Sanders, Sonsee	8/22/2016		5/24/2017 daily
G1.B1.S1.A4 🔍 A309893	Student data will be displayed on interactive data wall and students will participate in data chats...	Lastra, Mike	8/22/2016		5/24/2017 monthly
G1.B1.S1.A5 🔍 A309894	School administration will actively pursue available instructional tools to support reading. Such...	LeDoux, Mary	9/6/2016	Teachers will utilize available tools, as seen through walkthroughs.	5/24/2017 monthly
G1.B2.S1.MA1 🔍 M317214	Administration and SBLT will review RtIB data by grade level by month, to determine the high areas...	LeDoux, Mary	9/6/2016	PBS action plan, RtIB graphs, classroom observations focusing on behavior.	5/24/2017 biweekly
G1.B2.S1.MA1 🔍 M317215	PBS Team will monitor quarterly PBS incentive events to determine the amount of students in...	Lastra, Mike	8/22/2016	RtIB Data, discipline records, PBS Event Attendance.	5/24/2017 biweekly
G1.B2.S1.A3 🔍 A309897	Teachers needing additional support in behavior management based on RtIB data will be provided that...	Brady, Thomas	9/8/2016	Lower amount of disciplines from classroom teacher.	5/24/2017 weekly
G1.B2.S1.A4 🔍 A309898	Additional counselor will provide teacher with strategies to deal with students in crisis.	Kelley, Christina	9/8/2016	walkthroughs will reflect less off task behavior.	5/24/2017 monthly
G1.B1.S1.A1 🔍 A309890	IPC Coaches will implement coaching coaching cycle process as needed to showcase metacognative and...	Finch, Ed	8/22/2016	District coaching logs focusing on artifacts of best practices, walk-through evidence based on individual tiered support, and teacher artifacts upload to electronic portfolio on PD360.	5/26/2017 monthly
G1.B2.S1.A2 🔍 A309896	Schedule quarterly behavior expectations meetings and reward events for teachers and students.	Lastra, Mike	9/8/2016	Agendas for expectation meeting/ Attendance for reward events.	5/29/2017 quarterly

V. Professional Development Opportunities

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

G1. If teachers will regularly engage students in activities that involve higher order thinking skills as part of participating in hands on, rigorous lessons across all core academics, then all students will meet high performance expectations as defined by stakeholders and their support for an improved school culture.

G1.B1 Limited understanding of true teacher modeling.

G1.B1.S1 Increased understanding of true teacher modeling.

PD Opportunity 1

IPC Coaches will implement coaching coaching cycle process as needed to showcase metacognative and modeling strategies, focusing on best practices such as; formative assessments and alignment of Thinking Maps.

Facilitator

Michelle Barnes, Ed Finch, Malinda Gorham

Participants

Grade level teachers

Schedule

Monthly, from 8/22/2016 to 5/26/2017

PD Opportunity 2

Implementation and use of Thinking Maps Learning Community (online software) to model best practices and support higher order thinking in the classroom.

Facilitator

Thinking Maps Team

Participants

All teachers

Schedule

Daily, from 8/22/2016 to 5/24/2017

PD Opportunity 3

School administration will actively pursue available instructional tools to support reading. Such as iReady, Achieve 3000, Successmaker, ETC.

Facilitator

Reading Coach, Company Reps

Participants

All ELA teachers.

Schedule

Monthly, from 9/6/2016 to 5/24/2017

G1.B2 Frequency and level of class interruptions due to behavior issues is disrupting the class environment.

G1.B2.S1 Provide incentives and strategies for behavior through PBS and monthly grade level programs.

PD Opportunity 1

PBS Team will develop school wide behavior management plan

Facilitator

PBIS District Team

Participants

PBS Team

Schedule

On 9/6/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	IPC Coaches will implement coaching coaching cycle process as needed to showcase metacognative and modeling strategies, focusing on best practices such as; formative assessments and alignment of Thinking Maps.				$0.00
2	G1.B1.S1.A2	Implementation and use of Thinking Maps Learning Community (online software) to model best practices and support higher order thinking in the classroom.				$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0171 - Eastside Elementary School	School Improvement Funds		$3,500.00
			Notes: SAC			
3	G1.B1.S1.A3	Addition of lower quartile RtI provider to bridge student gaps in skills.				$56,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0171 - Eastside Elementary School	General Fund		$56,000.00
			Notes: Needs Based Staffing Request through Allocation Process			
4	G1.B1.S1.A4	Student data will be displayed on interactive data wall and students will participate in data chats and chart their success.				$0.00
5	G1.B1.S1.A5	School administration will actively pursue available instructional tools to support reading. Such as iReady, Achieve 3000, Successmaker, ETC.				$0.00
6	G1.B2.S1.A1	PBS Team will develop school wide behavior management plan				$0.00
7	G1.B2.S1.A2	Schedule quarterly behavior expectations meetings and reward events for teachers and students.				$0.00
8	G1.B2.S1.A3	Teachers needing additional support in behavior management based on RtIB data will be provided that support from PBS team.				$0.00
9	G1.B2.S1.A4	Additional counselor will provide teacher with strategies to deal with students in crisis.				$56,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0171 - Eastside Elementary School	General Fund		$56,000.00
			Notes: SAC Accreditation -- Salary			
					Total:	$115,500.00