

Columbia County School District

# Eastside Elementary School



2017-18 Schoolwide Improvement Plan

## Eastside Elementary School

256 SE BEECH ST, Lake City, FL 32025

<http://ees.columbiak12.com/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

*\*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 11/28/2017.

### 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Eastside Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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.

##### b. 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. During the school day faculty and staff are in direct supervision of students at all times to assure the students are safe. Students are taught to respect themselves and others. Eastside Elementary also has a Crisis Response Team in place as well as procedures to respond to emergency situations. Additionally, we follow the Columbia County School District "Zero Tolerance for School Related Violent Crime and Substance Abuse."

**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.**

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.

Also, copies of the Students Handbook and Discipline Plan are given to all parents and students at the beginning of the school year. Parents are asked to review the handbook and Discipline book with their child.

**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 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.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. 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 the 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

Teachers closely monitor student attendance, behaviors, and academics. Teachers communicate frequently with parents/guardians regarding students who exhibit EWS indicators through the use of planners, calendars, email, phone conferences, and face to face parent teacher conferences.

**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	39	30	21	22	37	33	0	0	0	0	0	0	0	182
One or more suspensions	3	4	3	4	1	5	0	0	0	0	0	0	0	20
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	5	13	11	0	0	0	0	0	0	0	29

**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		1	2	1	3	8	5	0	0	0	0	0	0	20

**c. 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
- \*MTSS is available to provide academic intervention, in areas of need, if student has an RTI plan
- \*Paraprofessional Support
- \*Small Group Instruction
- \*Tutors

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP 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/468823>.

**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.**

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. Local restaurants host Eastside nights. On these nights a percentage of the restaurant's profit is given back to the school. Businesses also support our PTO and fall festival.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Little, Roger	Principal
Bedenbaugh, Brooke	Assistant Principal
Douglas, Sherri	Instructional Media
Glass, Nancy	Other
Maclaren, Rebecca	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.**

Eastside Elementary's school based leadership team is part of the development of the schools MTSS/ RTI plan as well as the SIP. The Leadership Team works closely with each other as well as 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;

Roger Little- Classroom observations, Fidelity of Plans

Brooke Bedenbaugh- Classroom observations, Fidelity of Plans

Rebecca MacLaren- RTI/MTSS Coordinator

Nancy Glass- Assessments and Data Collection

**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.**

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, such as, web based software. Title I funds can support parent involvement activities that support student achievement and building capacity. In addition, Title I funding is allocated for teacher salaries, paraprofessional, and instructional coach(s) salaries as deemed by District Office. Funding for additional tutors and summer enrichment programs can be supported through Title I funds as deemed necessary.

Title I Part C Migrant:

We currently do not have Migrant children. If and when migrant children enroll they will be identified under the MTSS, and will receive appropriate services through the MTSS. Any student that registers from an out of district school must complete a Migrant Occupational Survey upon enrollment. This helps identify students that might be considered migrant.

Title I Part D:

NA

Title II:

We can request funding that supports professional development (for teachers and principals) and funds for supplies and material that support student achievement. In addition, Title II funding is allocated for a one time bonus for the completion of reading and ESOL endorsements. Title II is also allocated for instructional coach(s) salaries as deemed by District Office.

Title III:

NA

Title VI:

Title VI funds help support web-based software such as, Study Island and Reading Eggs

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 procuring a high school diploma at their school of attendance and for adult students wishing to earn their adult high school diploma.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Stephen Bailey	Parent
Shane Beadles	Parent
Jeaneen Brinson	Education Support Employee
Shatoya Carodine	Teacher
Joann Chamberlin	Business/Community
Ashley Chaffin	Parent
Lindsay Eddings	Parent
Nancy Glass	Teacher
Megan Hansen	Parent
Tabatha Hudson	Teacher
Anne Everett	Teacher
Vieonza Jerry	Parent
Roger Little	Principal
Vicky Simmons	Business/Community
Yeshonda Williams	Parent
Takesha Mayo	Parent

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The SAC members will come together and review the 2016-2017 school improvement plan and discuss our school targets.

*b. 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.

*c. 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.

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

Potential areas for SAC Funds to be used:

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 \$1500.00
4. Technology/AV Equipment \$2000.00
5. Technology Licences \$1000.00

**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
Little, Roger	Principal
Bedenbaugh, Brooke	Assistant Principal
Douglas, Sherri	Instructional Media
Glass, Nancy	Other
Maclaren, Rebecca	School Counselor

**b. Duties**

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

- \*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

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 1. 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.

### 2. 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.

### 3. 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.

## 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.**

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.

#### 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.**

Teachers in collaboration with the Leadership Team analyze data using the following progress monitoring tools: Performance Matters: 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 Rtl 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.

**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:** Before School Program

**Minutes added to school year:** 4,400

The library is opened every morning from 7:15 to 7:40. This allows students to read AR books and take AR tests.

### **Strategy Rationale**

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

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Douglas, Sherri, douglass@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.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

#### **1. 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.

I-Ready will be used to assist teachers in creating homogenous groupings for small group reading and math 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. In addition, community preschool children and their parents will be invited to a school tour and kindergarten screenings. Agencies will be asked to post or disseminate flyers advertising this activity.

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 Sixth Grade Academy. They take a tour of the campus and attend an orientation.

## 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

G096408

**Targets Supported** **1b**

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

**Targeted Barriers to Achieving the Goal** **3**

- Lack of time to meet all students academic needs (differentiation)
- Lack of mastery of grade level ELA standards

**Resources Available to Help Reduce or Eliminate the Barriers** **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
- I-Ready (Reading and Math)
- Flocabulary
- Study Island (Science)
- Curriculum Phonics Association
- Mystery Science
- Happy Scientists
- Chromebooks

**Plan to Monitor Progress Toward G1. 8**

Ongoing classroom observations reflecting successful implementation of strategies learned through professional development. Successful implementation will be reflected by increased student achievement as indicated by data from I-Ready and Performance Matters.

**Person Responsible**

Brooke Bedenbaugh

**Schedule**

Quarterly, from 8/21/2017 to 5/28/2018

***Evidence of Completion***

Data, Lesson Plans, Walk Throughs

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

G096409

**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

**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

**Resources Available to Help Reduce or Eliminate the Barriers** 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
- Class Dojo
- School messenger
- Student Planners

**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 8/21/2017 to 5/28/2018

**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

G096408

**G1.B6** Lack of time to meet all students academic needs (differentiation) 2

B259417

**G1.B6.S1** Common Planning, PLCs, and implementation of I-Ready will have a focus of differentiated instruction. 4

S274773

### 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, differentiated instruction, and the use of I-Ready. Title I, Title II and Title V funds will be used for Collaborative Teacher/Data Days and professional development in the use of technology, small group instruction and iReady strategies and techniques that will be implemented by the teachers.

#### Person Responsible

Brooke Bedenbaugh

#### Schedule

Monthly, from 8/21/2017 to 5/28/2018

#### 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 8/21/2017 to 5/28/2018

#### Evidence of Completion

Chart/Time line

**Action Step 3** 5

Revisit/revise PD Schedule as needs reflect

**Person Responsible**

Brooke Bedenbaugh

**Schedule**

Monthly, from 8/21/2017 to 5/28/2018

**Evidence of Completion**

Schedule updates

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** 6

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

**Person Responsible**

Brooke Bedenbaugh

**Schedule**

Monthly, from 8/28/2017 to 5/28/2018

**Evidence of Completion**

Classroom Observation and lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** 7

Classroom observation, attendance at PDs, ongoing progress monitoring

**Person Responsible**

Brooke Bedenbaugh

**Schedule**

On 5/28/2018

**Evidence of Completion**

Student achievement (data)

**G1.B9** Lack of mastery of grade level ELA standards **2**

 B259420

**G1.B9.S1** ELA standards and expectations will be shared through teacher collaboration, vertical planning, and PLCs. **4**

 S274774

**Strategy Rationale**

If teachers are provided with strong research and exemplars of the Florida ELA standards they will be able to provide cohesive and consistent ELA instruction throughout each grade level.

**Action Step 1** **5**

Lead team members will develop a network of support to aid teachers in mastery of ELA standards and grade level expectations. Title 1 funds will be used for CRT position. The CRT will be apart of the lead team and assist in supporting teachers in the classroom. In addition, web based software - Study Island, Science, are funded by Title V, and will be used to supplement grade level mastery of the science standards.

**Person Responsible**

Brooke Bedenbaugh

**Schedule**

Quarterly, from 8/21/2017 to 5/28/2018

**Evidence of Completion**

Lesson plans and data

**Plan to Monitor Fidelity of Implementation of G1.B9.S1** **6**

Classroom walk-throughs, lesson plans, and student data will ensure ongoing understanding of ELA standards and grade level expectations.

**Person Responsible**

Brooke Bedenbaugh

**Schedule**

Quarterly, from 8/21/2017 to 5/28/2018

**Evidence of Completion**

Classroom observations, grades, student data, and lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B9.S1** 7

Data from follow-up activities documented by lesson plans, student work, and observations. Successful implementations of ELA standards will result in student mastery of Florida ELA standards and grade level expectations.

**Person Responsible**

Brooke Bedenbaugh

**Schedule**

Quarterly, from 8/21/2017 to 5/28/2018

***Evidence of Completion***

Evidence of effectiveness is deemed based on students achievement, classroom walk-throughs, and formal/informal observations.

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

1

G096409

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

B259425

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

S274778

### Strategy Rationale

Data from 2016-2017 parent surveys reveal the need to increase parent understanding of grade level expectations, child's results on state and local assessments, and strategies to use at home in order to bridge the gap between home and school.

### Action Step 1 5

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 results on local and state assessments, and strategies to use at home. The reports generated through iReady, which is funded through Title 1 funds, will be used during conferences to aide in explaining student progress in math and reading.

#### Person Responsible

Nancy Glass

#### Schedule

Monthly, from 8/21/2017 to 5/28/2018

#### 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 5/28/2018

***Evidence of Completion***

Monthly documentation that includes number in attendance, signed compacts, parent/teacher conferences, and evaluations of the Parent Nights.

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

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

**Person Responsible**

Nancy Glass

**Schedule**

Quarterly, from 8/21/2017 to 5/28/2018

***Evidence of Completion***

The parent surveys and attendance sheets will be collected.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M396687	Ongoing classroom observations reflecting successful implementation of strategies learned through...	Bedenbaugh, Brooke	8/21/2017	Data, Lesson Plans, Walk Throughs	5/28/2018 quarterly
G2.MA1 M396694	An increase in parent attendance at school functions, conferences, and activities through the...	Glass, Nancy	8/21/2017	Sign-In Sheets, Surveys	5/28/2018 quarterly
G1.B6.S1.MA1 M396683	Classroom observation, attendance at PDs, ongoing progress monitoring	Bedenbaugh, Brooke	8/21/2017	Student achievement (data)	5/28/2018 one-time
G1.B6.S1.MA1 M396684	Leadership Team will monitor teacher participation in weekly team collaboration and professional...	Bedenbaugh, Brooke	8/28/2017	Classroom Observation and lesson plans	5/28/2018 monthly
G1.B6.S1.A1 A368887	Develop a PD plan, schedule and implement professional development on the following topics: small...	Bedenbaugh, Brooke	8/21/2017	The completed PD schedule.	5/28/2018 monthly
G1.B6.S1.A2 A368888	Tier teachers based on strengths / areas of improvement	Bedenbaugh, Brooke	8/21/2017	Chart/Time line	5/28/2018 semiannually
G1.B6.S1.A3 A368889	Revisit/revise PD Schedule as needs reflect	Bedenbaugh, Brooke	8/21/2017	Schedule updates	5/28/2018 monthly
G1.B9.S1.MA1 M396685	Data from follow-up activities documented by lesson plans, student work, and observations....	Bedenbaugh, Brooke	8/21/2017	Evidence of effectiveness is deemed based on students achievement, classroom walk-throughs, and formal/informal observations.	5/28/2018 quarterly
G1.B9.S1.MA1 M396686	Classroom walk-throughs, lesson plans, and student data will ensure ongoing understanding of ELA...	Bedenbaugh, Brooke	8/21/2017	Classroom observations, grades, student data, and lesson plans	5/28/2018 quarterly
G1.B9.S1.A1 A368890	Lead team members will develop a network of support to aid teachers in mastery of ELA standards and...	Bedenbaugh, Brooke	8/21/2017	Lesson plans and data	5/28/2018 quarterly
G2.B5.S1.MA1 M396692	Increased positive parent input as indicated through school surveys and parent attendance.	Glass, Nancy	8/21/2017	The parent surveys and attendance sheets will be collected.	5/28/2018 quarterly
G2.B5.S1.MA1 M396693	Monthly documentation will be collected and uploaded to District Title I personnel.	Glass, Nancy	8/21/2017	Monthly documentation that includes number in attendance, signed compacts, parent/teacher conferences, and evaluations of the Parent Nights.	5/28/2018 one-time
G2.B5.S1.A1 A368892	Parent nights, utilization of parent resource materials, and parent/teacher conferences will be...	Glass, Nancy	8/21/2017	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.	5/28/2018 monthly

## V. 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.B6** Lack of time to meet all students academic needs (differentiation)

**G1.B6.S1** Common Planning, PLCs, and implementation of I-Ready 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, differentiated instruction, and the use of I-Ready. Title I, Title II and Title V funds will be used for Collaborative Teacher/Data Days and professional development in the use of technology, small group instruction and iReady strategies and techniques that will be implemented by the teachers.

#### **Facilitator**

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

#### **Participants**

Faculty and Staff

#### **Schedule**

Monthly, from 8/21/2017 to 5/28/2018

## VI. Technical Assistance Items

*Technical Assistance 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.B9** Lack of mastery of grade level ELA standards

**G1.B9.S1** ELA standards and expectations will be shared through teacher collaboration, vertical planning, and PLCs.

### TA Opportunity 1

Lead team members will develop a network of support to aid teachers in mastery of ELA standards and grade level expectations. Title 1 funds will be used for CRT position. The CRT will be part of the lead team and assist in supporting teachers in the classroom. In addition, web based software - Study Island, Science, are funded by Title V, and will be used to supplement grade level mastery of the science standards.

#### Facilitator

Brooke Bedenbaugh

#### Participants

Teachers

#### Schedule

Quarterly, from 8/21/2017 to 5/28/2018

## VII. Budget

1	G1.B6.S1.A1	Develop a PD plan, schedule and implement professional development on the following topics: small group, technology, learning stations, differentiated instruction, and the use of I-Ready. Title I, Title II and Title V funds will be used for Collaborative Teacher/Data Days and professional development in the use of technology, small group instruction and iReady strategies and techniques that will be implemented by the teachers.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0081 - Eastside Elementary School	Title I, Part A		\$0.00
2	G1.B6.S1.A2	Tier teachers based on strengths / areas of improvement				\$0.00
3	G1.B6.S1.A3	Revisit/revise PD Schedule as needs reflect				\$0.00
4	G1.B9.S1.A1	Lead team members will develop a network of support to aid teachers in mastery of ELA standards and grade level expectations. Title 1 funds will be used for CRT position. The CRT will be part of the lead team and assist in supporting teachers in the classroom. In addition, web based software - Study				\$0.00

		Island, Science, are funded by Title V, and will be used to supplement grade level mastery of the science standards.				
5	G2.B5.S1.A1	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 results on local and state assessments, and strategies to use at home. The reports generated through iReady, which is funded through Title 1 funds, will be used during conferences to aide in explaining student progress in math and reading.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0081 - Eastside Elementary School	Title I, Part A		\$2,500.00
			Notes: The allocated amount for parental involvement as stated in the Title I budget will be used to build capacity and parent involvement.			
					<b>Total:</b>	<b>\$2,500.00</b>