

Hendry County Schools

Eastside Elementary School



2017-18 Schoolwide Improvement Plan

Eastside Elementary School

201 ARROYO AVE, Clewiston, FL 33440

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	B

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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
Southwest -	- 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 will lead by example to develop character and competence in every student.

b. Provide the school's vision statement.

Working together to turn today's learners into tomorrow leaders.

2. School Environment

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

Eastside's students are culturally diverse and many are faced with issues of poverty. Teachers provide a variety of opportunities to learn about, present information, and celebrate diversity. We have dedicated a few of our weekly grade group meetings to increasing cultural sensitivity and building awareness of students who come from homes of poverty, abuse, single families, incarcerated parents, etc. in accordance with Florida Social Studies standards, teachers provide a variety of opportunities to learn about, present information, and celebrate diversity. Eastside Elementary celebrates individuality and uniqueness through Stephen Covey's The Leader in ME. Eastside has 100% of the teaching staff connected with parents via the DoJo App. This app allow easy communication between the teacher and the parent. The app also translate the messages to the child's home language. Eastside has around 80% of parents connected to the DoJo app. This has allowed for relationship to be build regardless of any language barrier.

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

Eastside Elementary is a Stephen Covey Leader in Me school that promotes the 7 Habits of Happy Kids. These philosophies carry throughout the school. We plan on educating the parents through our family nights what is means to be an Eastside Leader. We teach our students the expectations at Eastside through our PBS (Positive Behavior System) matrix which outlines how to Be Responsible, Be Respectful, and Be Safe. Eastside safety patrols are trained to help keep our students safe throughout the school day.

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.

Eastside has a PBS (positive behavior system) in place. The positive behavior support process aims to build effective environments in which positive behavior is more effective than problem behavior. The PBS process is a collaborative, assessment-based approach to developing effective interventions for problem behavior. The process emphasizes the use of preventative, teaching and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes. Our administration supports the teachers with classroom behavioral problems. Eastside has a flowchart of progressive discipline that follows the district Student Code of Conduct guidelines. Behavioral referrals are documented and collected through FOCUS electronic data storage system.

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.

We have a Guidance Counselor on staff who meets with students to help them through situations and can help parents by referring them to different programs or organizations. Teachers or parents can refer a child to see the counselor or social worker at any time. Staff members will counsel and mentor students identified as needing extra support and encouragement.

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.

Attendance is recorded daily in FOCUS data storage. Our teachers are asked to call home for any student missing more than two days in a row to find out the circumstances. When students are missing too much school, or checking out too often, the administration talks to parents to try and resolve any issues. Our attendance clerk keeps record of students with excessive absences and notifies the Truancy Officer.

Suspensions: The Assistant Principal monitors referrals and suspensions and reports discipline data to grade level, school-wide, and at SAC meetings..Careful attention is given to over/under identification of students considering gender, disability, and race. The Leadership will review school-wide data and its impact on culture. All suspension sheets are given to the Guidance Counselor, and he conducts a follow up meeting with each child who is suspended. The purpose of the meeting is to try and correct the behavior to prevent it from occurring again.

Course Failure: Student achievement in ELA and Mathematics is collected through diagnostic and formative assessments. Students performing below grade level expectations are given opportunities for daily remediation in our Reading Power Hour. We also have the RtI/MTSS (Response to Intervention/Multi-Tiered System of Support) system in place at all grade levels. If a child is falling behind, he/she is given additional small group instruction in the area/s of need.

Level 1: Students scoring a level 1 on the statewide assessments are identified and provided additional instructional time and intervention.

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	28	21	13	24	10	6	0	0	0	0	0	0	0	102
One or more suspensions	1	3	5	2	3	1	0	0	0	0	0	0	0	15
Course failure in ELA or Math	15	3	6	10	11	8	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	54	34	46	0	0	0	0	0	0	0	134

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	8	2	0	17	15	10	0	0	0	0	0	0	0	52

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

A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction, intervention, and/or enrichment for ALL students.

Core Instruction- Tier 1

Supplemental Instruction-Tier 2

Intensive Intervention- Tier 3

Instruction/ intervention is based on student need. "Need driven" and "data- based" decision-making seeks to ensure that district resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed grade level expectations.

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 available at the school site.

2. Description

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

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

Parents are provided with online monitoring for AR reports.

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

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

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

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

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.

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

*We partner with the local Clewiston Museum. Mr. Wilson receives a grant which gives us the

opportunity to have him come to the school and give a five part presentation of Florida History for our 4th graders that culminates with a field trip.

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

*The South Florida Water Management and US Army Corps of Engineers present pertinent information for all students grades K-5 on boating and water safety.

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

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

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

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
Sanchez, Sara	Principal
Gibson, Denise	Dean

b. Duties

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

The Leadership Team member is responsible for leading his/her grade group to provide quality instruction and assessment at Tier I. The Leadership Team member is also responsible for continually working with their grade group looking at data to determine who needs interventions and also working together as a grade group to provide quality interventions at Tier II.

Sherry Irey- Kindergarten: ireys@hendry-schools.net

Kristen Mann- First Grade: mannk@hendry-schools.net

Mary McMillan- Second Grade: mcmillanm@hendry-schools.net

Adam Pennington- Third Grade: penningtona@hendry-schools.net

Maggie Pennington- Fourth Grade: penningtonm@hendry-schools.net

Tammy Mitchell - Fifth Grade: mitchellt@hendry-schools.net

Nicole Balon - ESE: balonn@hendry-schools.net

Taylor Massey- Enrichment: lucast@hendry-schools.net

The Leadership Team also meets twice a month to discuss ways instruction can be improved at all grade levels and locate gaps in instruction. The team works together to come up with solutions to problems.

This team mentors new teachers and gives a support system to all members of the staff.

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

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

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

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

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

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

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

Violence Prevention Programs: Eastside uses internal motivation to make positive changes. Teachers work on changing the behavior and using positive reinforcement. Teachers are encouraged and

required to notify parents through written and verbal communication prior to making office referrals (unless a serious offense). Mr. Lantrip, the Guidance Counselor, counsels with students, when an issue arises (or a possible issue could arise), about bullying and violence. Each year the 5th grade students spend a semester on the DARE Program. This is not just a drug intervention program but does an excellent job of helping the students to make good choices.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sarah Sanchez	Principal
Denise Gibson- President	Education Support Employee
Rafael Ramirez	Parent
Enedina Dookram	Parent
Angela Small	Parent
Ivette Porth	Teacher
Angelika Hernandez	Parent
Yaneira Molina	Parent
Stacy Farrell	Parent
Graciela Hernandez	Parent
Lori Brown	Parent
Kevin Mann	Business/Community
Shaterah Woodson	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

Eastside SAC was involved in the preparation and evaluation of the SIP. SAC presented the final draft to the public for modification and analyzed data related to the SIP.

b. Development of this school improvement plan

The academic areas, focus groups, and goals are outlined by state requirements. Our SAC committee (also comprised of our School Leadership Committee) collaborates to help find solutions to our barriers. Our SAC also assists in updating such documents as the Parent Involvement and the School Compact. .

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

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

\$2,000 Student Planners
\$2,000 Supplies
\$1,820 Technology

\$5,820 Total SAC Budget

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
Gibson, Denise	Dean
Sanchez, Sara	Principal

b. Duties

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

Our committee's goal is to increase literacy across all grade levels.

What will be the major initiate for the Literacy Leadership Team this year?

- 1) We are focused on increasing our practice and fluency in reading. We have set goals for each student, classroom, grade level, and school wide in our Accelerated Reader.
- 2) We have implemented a Reading Power Hour that will be an additional 60 minutes of reading from K-5. In the 60 minutes, every student will be in a small group with a staff member. We are implementing the Level Literacy Intervention program in grade 2-5 during the time.
- 3) Increase our time and proficiency in i-Ready reading. The LLT will be responsible for tracking i-Ready data school wide to ensure that we are meeting our goals.
- 4) Additional activities that we will be working on as a committee to promote literacy at the school.
 - *Literacy Night
 - * Family Fun Night
 - * Goal Grabber classes
 - * Buddy Reading
 - * AR data posted throughout the school
 - *

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

Monthly data meetings are held. Having data meetings gives us the opportunity to look at individual standards, how they are assessed and how our students are measuring within these standards. When we come across a standard our students are weak in, as a whole, we work together to come up with solutions to help our students become proficient within these standards.

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

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

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

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

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

In order to recruit qualified teachers, we use several different websites provided by the county. The county also provides us with opportunities to attend "teach-in" to recruit new teachers. Once we have a possible candidate, we contact the county office for information to verify the candidate is highly qualified. Our county provides a very structured and supportive beginning teacher program in order to retain the teachers hired.

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

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

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

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.

Textbooks for all of our main core subjects have been approved by the state. Each week, during our planning or grade group meetings, we take a look at the instruction that is being delivered. Several Eastside teachers participated in a summer training designed to unpack the standards, and they will

return to their classrooms ready to reinforce standards with resources provided.

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

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.

Eastside uses various forms of data, at different grade levels, to determine the needs of the students. In Kindergarten, we begin with checklists. From these checklists we determine whether the students are still needing to work on recognition of letters, have moved on to phonemic awareness and phonics, or are ready to blend and read. These checklists are continued throughout the year to look at progress and make determinations for small group instruction. When it is determined that students need more assistance, we begin the RtI/MTSS process. Chapter tests are used for progress monitoring in Math. Students who fall below proficiency are placed in small groups to help with better understanding of the presented skill.

In first and second grade, i-Ready is the focus for obtaining the majority of data for both Reading and Math. Teachers hold data chats, with individual students, after each assessment. Goals are set, for individual students, based on the data. Small groups are also created using i-Ready data.

In third-fifth grade, progress monitoring will take place through the i-Ready program. i-Ready data will be monitored and evaluated, and teachers will use this data to create small groups within the classrooms.

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: Summer Program

Minutes added to school year: 2,160

There are a few different programs offered after school hours for students:

This past summer, there was a program to support the academics of some 2nd grade students bridging the transition into 3rd grade.

A program is in place for our Migrant students to extend skills ensuring the student understands the concepts. The program also assists with language acquisition in an effort to prevent language from becoming a barrier for the student's academic success.

Strategy Rationale

The summer program was implemented to prevent regression in skills.

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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.

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

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.

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

time helps students plan now for their academic futures.

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

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

N/A

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

N/A

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.

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase by 14% (100 points) of the total points Eastside Elementary School earned in 2016-2017, to achieve a school grade of B in the Florida's Accountability and Assessment System.

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. Increase by 14% (100 points) of the total points Eastside Elementary School earned in 2016-2017, to achieve a school grade of B in the Florida's Accountability and Assessment System. 1a

G098614

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics Achievement	50.0
Math Gains	62.0
Math Lowest 25% Gains	50.0
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of thoroughly utilizing data appropriately.
- Absence or incomplete understanding of high, quality, standard based instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Professional Development
- Expeditionary Learning
- Data Meetings
- Book Study on Standard Based instruction
- The Leader in Me Professional Development
- Level Literacy Intervention

Plan to Monitor Progress Toward G1. 8

i-Ready data, Performance Matter data, Data chat, Accelerated Reader data

Person Responsible

Sara Sanchez

Schedule

Quarterly, from 8/10/2016 to 5/1/2017

Evidence of Completion

i-Ready data, Performance Matter data, Data chat, Accelerated Reader data

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. Increase by 14% (100 points) of the total points Eastside Elementary School earned in 2016-2017, to achieve a school grade of B in the Florida's Accountability and Assessment System. **1**

 G098614

G1.B1 Lack of thoroughly utilizing data appropriately. **2**

 B265400

G1.B1.S1 Data Meetings will be held once a month after school, across all grade levels to allow all teachers to attend, **4**

 S281311

Strategy Rationale

Data meetings are workshop style meetings where school-wide data is discussed then an action plan is created to help improve instruction.

Action Step 1 **5**

Monthly Data Meetings

Person Responsible

Sara Sanchez

Schedule

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

Evidence of Completion

Teacher sign in sheet, collection of data, collection of completed Action Plan

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

Collection of monthly sign in sheets and data

Person Responsible

Denise Gibson

Schedule

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

Evidence of Completion

Monthly sign in sheet, data collections, and action plan created during discussion

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

Classroom instruction and change in lesson plans will be evident based on action plan.

Person Responsible

Sara Sanchez

Schedule

Monthly, from 9/4/2017 to 5/28/2018

Evidence of Completion

Lesson plans, curriculum maps, and classroom observations.

G1.B1.S2 Data based decision making will be utilized, monitored, and emphasized. Curriculum decisions, intervention decisions, and decisions about individual students. 4

S281312

Strategy Rationale

Data based decision making be applied to ensure that we are not using a "one size fits all" approach to whole group and small group curriculum decisions.

Action Step 1 5

The administrators will meet with grade groups weekly to discuss all available data, i.e., including discipline, attendance, achievement, and progress monitoring. The "team" will determine how the data can be used to make improvements in curriculum and instruction.

Person Responsible

Sara Sanchez

Schedule

Weekly, from 8/16/2017 to 5/30/2018

Evidence of Completion

Evidence that will be collected will include agendas and minutes from weekly grade group meetings.

Action Step 2 5

Structured time will be dedicated for staff to collaborate, analyze and interpret all data representing their students, and to identify instructional changes. This collaboration will be led by instructional coaches at each school site, along with the school based data facilitator.

Person Responsible

Sara Sanchez

Schedule

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

Evidence of Completion

Evidence collected will include teacher sign in sheet, agenda, and action plan created.

Action Step 3 5

On-going professional development opportunities for all stakeholders to acquire skills to utilize data to identify achievement barriers and identify instructional solutions.

Person Responsible

Denise Gibson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

School Leaders will collect agendas, minutes from meetings, and action plans to prove fidelity of implementation

Person Responsible

Denise Gibson

Schedule

Monthly, from 8/10/2017 to 4/23/2018

Evidence of Completion

School Leaders will collect agendas, minutes from meetings, and action plans to prove fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

School Leadership will meet with teachers to review data. Together they will create action plans that include instructional changes, and implementation of intervention programs.

Person Responsible

Sara Sanchez

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Agenda and minutes from data meetings. Lesson plan documents demonstrating instructional changes as a result of data meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Analysis of school data will be ongoing. Documentation of progress toward goals, tied to curriculum decisions based on data, will be analyzed by school leaders. Continuously data will be monitored the effectiveness of data- based decisions on eliminating selected barriers.

Person Responsible

Sara Sanchez

Schedule

Monthly, from 8/28/2017 to 3/30/2018

Evidence of Completion

Data will be pulled monthly from Performance Matters, i-Ready, curriculum pacing guides and instructional focus calendars. Changes will be documented based on data and data meetings.

G1.B1.S3 The Leader in Me transformation program provides professional development on data based decisions. 4

 S281313

Strategy Rationale

This transformation program provides professional development to teachers about student led conference and teacher led decision based on data. Students are taught how to set goals that will help themselves, the classroom, and the school improve.

Action Step 1 5

Professional development will teach teachers and students to identify and set realistic goals based on data.

Person Responsible

Denise Gibson

Schedule

Quarterly, from 8/7/2017 to 5/21/2018

Evidence of Completion

Teachers and students will have a data book, that tracks student data and goals for the year.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers will create a data book that contains student data. Each student will have a folder/binder that contains their personal data and goals for the quarter.

Person Responsible

Denise Gibson

Schedule

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

Evidence of Completion

Teacher and student data book, that tracks student data and goals for the year.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Student data and classroom data books will track growth based on individual goals, classroom goals, and school goals.

Person Responsible

Denise Gibson

Schedule

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

Evidence of Completion

Student data books and classroom data books will track growth based on individual goals, classroom goals, and school goals.

G1.B2 Absence or incomplete understanding of high, quality, standard based instruction. **2**

 B265401

G1.B2.S1 High quality professional development focusing on standard based instruction will be facilitated by the District Reading Coaches at Eastside **4**

 S281314

Strategy Rationale

Teachers have indicated that there is not a clear understanding of the complexity and depth of teaching that the Florida Standards require.

Action Step 1 **5**

The District staff development team will prepare professional development that focuses on an in-depth study of the Florida Standards and requirements for instruction.

Person Responsible

Sara Sanchez

Schedule

Quarterly, from 10/4/2017 to 4/11/2018

Evidence of Completion

PD sign in sheet and agenda from PD. PD will have an impact on teacher practices and will be evident during classroom walkthroughs.

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

Administrators will conduct visits to the classroom to document activities being implemented as a result of the professional development.

Person Responsible

Sara Sanchez

Schedule

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

Evidence of Completion

Administrators will use a checklist, generated during professional development, to document strategies being observed that engage students, and indicate an understanding of the translation of benchmarks to instruction.

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

Data from iObservation classroom walk through will be analyzed for lesson planning and instructional practices which promote high levels of student engagement. This data will be analyzed to help determine the effectiveness of professional development.

Person Responsible

Sara Sanchez

Schedule

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

Evidence of Completion

Evidence from classroom walk through visits, and formative student assessment data will be collected to determine the effectiveness of this strategy.

G1.B2.S2 Implementation LLI (Level Literacy Intervention) into small groups instructions from second grade to fifth grade. 4

 S281315

Strategy Rationale

Teachers have struggled with successfully executing small group instruction, leveling students appropriately for small groups and finding resources to meet the students needs.

Action Step 1 5

Implementation of LLI curriculum into small group instruction based on student data and individual needs,

Person Responsible

Denise Gibson

Schedule

Daily, from 9/5/2017 to 5/18/2018

Evidence of Completion

Lesson plans and classroom observations will be conducted to verify implementation of the LLI curriculum with fidelity.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Lesson plans and classroom observations will provide evidence of fidelity of implementation.

Person Responsible

Denise Gibson

Schedule

Weekly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Evidence collected will include lesson plans and data from classroom observations.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Teachers will use students' STAR reading level, i-Ready diagnostic, and classroom assessments to monitor students growth in reading.

Person Responsible

Denise Gibson

Schedule

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

Evidence of Completion

STAR reading reports, i-Ready diagnostic reports, and classroom assessments

G1.B2.S3 Implementation of Expeditionary Learning Curriculum in third grade. 4

 S281316

Strategy Rationale

Teachers in third grade have expressed a need to supplement the core curriculum with more rigorous curriculum that incorporates in depth standards and allows for student engagement.

Action Step 1 5

Teachers will receive training in Expeditionary Learning curriculum. All third grade classroom will implement the curriculum to increase the high quality, standard based instruction.

Person Responsible

Sara Sanchez

Schedule

Daily, from 9/25/2017 to 5/21/2018

Evidence of Completion

Lesson plans, curriculum maps, and classroom observations will provide evidence of the implementation of Expeditionary Learning.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Lesson plans, curriculum maps, and classroom observations will provide evidence of the implementation of Expeditionary Learning.

Person Responsible

Sara Sanchez

Schedule

Daily, from 9/25/2017 to 5/21/2018

Evidence of Completion

Lesson plans, curriculum maps, and classroom observations will provide evidence of the implementation of Expeditionary Learning.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Growth and Proficiency in Expeditionary Learning assessments and i-Ready assessments will provide evidence of effectiveness.

Person Responsible

Sara Sanchez
















Schedule

Quarterly, from 10/16/2017 to 5/25/2018








Evidence of Completion

Growth and Proficiency in module assessments and i-Ready assessments will provide evidence of effectiveness.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
 G1.MA1 M411368	i-Ready data, Performance Matter data, Data chat, Accelerated Reader data	Sanchez, Sara	8/10/2016	i-Ready data, Performance Matter data, Data chat, Accelerated Reader data	5/1/2017 quarterly
 G1.B1.S2.MA3 M411358	Analysis of school data will be ongoing. Documentation of progress toward goals, tied to curriculum...	Sanchez, Sara	8/28/2017	Data will be pulled monthly from Performance Matters, i-Ready, curriculum pacing guides and instructional focus calendars. Changes will be documented based on data and data meetings.	3/30/2018 monthly
 G1.B2.S1.A1 A379317	The District staff development team will prepare professional development that focuses on an...	Sanchez, Sara	10/4/2017	PD sign in sheet and agenda from PD. PD will have an impact on teacher practices and will be evident during classroom walkthroughs.	4/11/2018 quarterly
 G1.B1.S2.MA1 M411359	School Leaders will collect agendas, minutes from meetings, and action plans to prove fidelity of...	Gibson, Denise	8/10/2017	School Leaders will collect agendas, minutes from meetings, and action plans to prove fidelity of implementation.	4/23/2018 monthly
 G1.B2.S2.MA1 M411365	Lesson plans and classroom observations will provide evidence of fidelity of implementation.	Gibson, Denise	9/5/2017	Evidence collected will include lesson plans and data from classroom observations.	5/18/2018 weekly
 G1.B2.S2.A1 A379318	Implementation of LLI curriculum into small group instruction based on student data and individual...	Gibson, Denise	9/5/2017	Lesson plans and classroom observations will be conducted to verify implementation of the LLI curriculum with fidelity.	5/18/2018 daily
 G1.B1.S1.MA1 M411356	Collection of monthly sign in sheets and data	Gibson, Denise	8/28/2017	Monthly sign in sheet, data collections, and action plan created during discussion	5/21/2018 monthly
 G1.B1.S1.A1 A379312	Monthly Data Meetings	Sanchez, Sara	8/28/2017	Teacher sign in sheet, collection of data, collection of completed Action Plan	5/21/2018 monthly
 G1.B2.S1.MA1 M411362	Data from iObservation classroom walk through will be analyzed for lesson planning and...	Sanchez, Sara	8/28/2017	Evidence from classroom walk through visits, and formative student assessment data will be collected to determine the effectiveness of this strategy.	5/21/2018 biweekly
 G1.B2.S2.MA1 M411364	Teachers will use students' STAR reading level, i-Ready diagnostic, and classroom assessments to...	Gibson, Denise	8/28/2017	STAR reading reports, i-Ready diagnostic reports, and classroom assessments	5/21/2018 quarterly
 G1.B1.S3.MA1 M411360	Student data and classroom data books will track growth based on individual goals, classroom goals,...	Gibson, Denise	8/28/2017	Student data books and classroom data books will track growth based on individual goals, classroom goals, and school goals.	5/21/2018 quarterly
 G1.B1.S3.A1 A379316	Professional development will teach teachers and students to identify and set realistic goals based...	Gibson, Denise	8/7/2017	Teachers and students will have a data book, that tracks student data and goals for the year.	5/21/2018 quarterly
 G1.B2.S3.MA1 M411367	Lesson plans, curriculum maps, and classroom observations will provide evidence of the...	Sanchez, Sara	9/25/2017	Lesson plans, curriculum maps, and classroom observations will provide evidence of the implementation of Expeditionary Learning.	5/21/2018 daily
 G1.B2.S3.A1 A379319	Teachers will receive training in Expeditionary Learning curriculum. All third grade classroom will...	Sanchez, Sara	9/25/2017	Lesson plans, curriculum maps, and classroom observations will provide evidence of the implementation of Expeditionary Learning.	5/21/2018 daily
 G1.B1.S2.MA1 M411357	School Leadership will meet with teachers to review data. Together they will create action plans...	Sanchez, Sara	8/10/2017	Agenda and minutes from data meetings. Lesson plan documents demonstrating instructional changes as a result of data meetings.	5/25/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S3.MA1  M411366	Growth and Proficiency in Expeditionary Learning assessments and i-Ready assessments will provide...	Sanchez, Sara	10/16/2017	Growth and Proficiency in module assessments and i-Ready assessments will provide evidence of effectiveness.	5/25/2018 quarterly
G1.B1.S1.MA1  M411355	Classroom instruction and change in lesson plans will be evident based on action plan.	Sanchez, Sara	9/4/2017	Lesson plans, curriculum maps, and classroom observations.	5/28/2018 monthly
G1.B2.S1.MA1  M411363	Administrators will conduct visits to the classroom to document activities being implemented as a...	Sanchez, Sara	8/28/2017	Administrators will use a checklist, generated during professional development, to document strategies being observed that engage students, and indicate an understanding of the translation of benchmarks to instruction.	5/28/2018 monthly
G1.B1.S2.A2  A379314	Structured time will be dedicated for staff to collaborate, analyze and interpret all data...	Sanchez, Sara	8/28/2017	Evidence collected will include teacher sign in sheet, agenda, and action plan created.	5/28/2018 monthly
G1.B1.S3.MA1  M411361	Teachers will create a data book that contains student data. Each student will have a...	Gibson, Denise	8/28/2017	Teacher and student data book, that tracks student data and goals for the year.	5/28/2018 quarterly
G1.B1.S2.A1  A379313	The administrators will meet with grade groups weekly to discuss all available data, i.e.,...	Sanchez, Sara	8/16/2017	Evidence that will be collected will include agendas and minutes from weekly grade group meetings.	5/30/2018 weekly
G1.B1.S2.A3  A379315	On-going professional development opportunities for all stakeholders to acquire skills to utilize...	Gibson, Denise	8/14/2017		5/31/2018 monthly

V. Professional Development Opportunities

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

G1. Increase by 14% (100 points) of the total points Eastside Elementary School earned in 2016-2017, to achieve a school grade of B in the Florida's Accountability and Assessment System.

G1.B1 Lack of thoroughly utilizing data appropriately.

G1.B1.S1 Data Meetings will be held once a month after school, across all grade levels to allow all teachers to attend,

PD Opportunity 1

Monthly Data Meetings

Facilitator

Sarah Sanchez/ Denise Gibson

Participants

Teachers PK-5th

Schedule

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

G1.B1.S2 Data based decision making will be utilized, monitored, and emphasized. Curriculum decisions, intervention decisions, and decisions about individual students.

PD Opportunity 1

On-going professional development opportunities for all stakeholders to acquire skills to utilize data to identify achievement barriers and identify instructional solutions.

Facilitator

Denise Gibson

Participants

Classroom Teachers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

G1.B1.S3 The Leader in Me transformation program provides professional development on data based decisions.

PD Opportunity 1

Professional development will teach teachers and students to identify and set realistic goals based on data.

Facilitator

Franklin Convey

Participants

All teachers and staff

Schedule

Quarterly, from 8/7/2017 to 5/21/2018

G1.B2 Absence or incomplete understanding of high, quality, standard based instruction.

G1.B2.S1 High quality professional development focusing on standard based instruction will be facilitated by the District Reading Coaches at Eastside

PD Opportunity 1

The District staff development team will prepare professional development that focuses on an in-depth study of the Florida Standards and requirements for instruction.

Facilitator

Ivette Porth and Aurea Perera

Participants

All teachers PK- 5

Schedule

Quarterly, from 10/4/2017 to 4/11/2018

G1.B2.S3 Implementation of Expeditionary Learning Curriculum in third grade.

PD Opportunity 1

Teachers will receive training in Expeditionary Learning curriculum. All third grade classroom will implement the curriculum to increase the high quality, standard based instruction.

Facilitator

Sarah Sanchez

Participants

Third grade teachers

Schedule

Daily, from 9/25/2017 to 5/21/2018

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	Monthly Data Meetings				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6000	140-Substitute Teachers	0162 - Eastside Elementary School	UniSIG		\$10,000.00
			Notes: For substitutes for monthly data meetings.			
2	G1.B1.S2.A1	The administrators will meet with grade groups weekly to discuss all available data, i.e., including discipline, attendance, achievement, and progress monitoring. The "team" will determine how the data can be used to make improvements in curriculum and instruction.				\$0.00
3	G1.B1.S2.A2	Structured time will be dedicated for staff to collaborate, analyze and interpret all data representing their students, and to identify instructional changes. This collaboration will be led by instructional coaches at each school site, along with the school based data facilitator.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6000	140-Substitute Teachers	0162 - Eastside Elementary School	UniSIG		\$10,000.00
			Notes: For substitutes as teachers work to collaborate, analyze and interpret data.			
4	G1.B1.S2.A3	On-going professional development opportunities for all stakeholders to acquire skills to utilize data to identify achievement barriers and identify instructional solutions.				\$0.00
5	G1.B1.S3.A1	Professional development will teach teachers and students to identify and set realistic goals based on data.				\$0.00
6	G1.B2.S1.A1	The District staff development team will prepare professional development that focuses on an in-depth study of the Florida Standards and requirements for instruction.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6000	140-Substitute Teachers	0162 - Eastside Elementary School	UniSIG		\$10,000.00
			Notes: For substitutes as teachers are meeting in PLC's for Professional Development.			
7	G1.B2.S2.A1	Implementation of LLI curriculum into small group instruction based on student data and individual needs,				\$190,780.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0162 - Eastside Elementary School	UniSIG	1.0	\$145,044.00

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			Notes: For classroom teachers to implement LLI curriculum in an extended day program that will begin on January 8th 2018. This also includes computer hardware, software, audio visuals and periodicals to support teachers for below proficiency students.			
	5100	150-Aides	0162 - Eastside Elementary School	UniSIG		\$24,000.00
			Notes: For 2 full-time paraprofessionals to work with teachers in daily classroom instruction. This instruction will be whole group, small group and one on one when needed.			
	5100	210-Retirement	0162 - Eastside Elementary School	UniSIG		\$1,900.00
	5100	220-Social Security	0162 - Eastside Elementary School	UniSIG		\$1,488.00
	5100	200-Employee Benefits	0162 - Eastside Elementary School	UniSIG		\$348.00
			Notes: Medicare benefits for paras.			
	5100	230-Group Insurance	0162 - Eastside Elementary School	UniSIG		\$18,000.00
8	G1.B2.S3.A1	Teachers will receive training in Expeditionary Learning curriculum. All third grade classroom will implement the curriculum to increase the high quality, standard based instruction.				\$0.00
Total:						\$220,780.00