2013-2014 SCHOOL IMPROVEMENT PLAN

Eastside Elementary School
27151 ROPER RD
Brooksville, FL 34602
352-797-7045
www.hcsb.k12.fl.us/ees

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	76%

Alternative/ESE Center	Charter School	Minority Rate
No	No	33%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	F	D	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	4	Jim Browder

Former F	Post-Priority Planning	Planning	Implementing TOP
Yes	No	No	No

Current School Status

School Information

School-Level Information

School
Eastside Elementary School

Principal
Mary LeDoux

School Advisory Council chair
Tom Galvin

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Mary Vaujin LeDoux	Principal
Lisa Piesik	Assistant Principal
Gwynne Carpenter	Title I Reading Coach
Michelle Barnes	Title I ELA/Writing Coach
Edward Finch	Instructional Practice Coach -- Math
John Pennington	Instructional Practice Coach -- Science
Wendy McCane	Title I School Improvement Facilitator
Emily Berry	Assessment Teacher
Allison Gibson	School Psychologist
Cynthia Jackson	School Social Worker
Susan Gemmati	ESE Instructional Team

District-Level Information

District
Hernando

Superintendent
Dr. Lori Romano

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Tom Galvin, Chair
Deborah Hayes, Vice Chair
Beth Zacharias, Secretary
Beckie Holcomb, Parent

Helen Rey, Parent
Tanya Rey, Parent
Jackie Jestes, Parent
Kevin Wright, Parent
Diana Childres, Parent
Dorothy Famiano, Parent
Sandra Canady, Parent
Christie Wallace, Parent
Tina Manning, Parent
Deborah Hayes, Parent
Annie Wheeler, Parent
Jeanne Cary, Community
Natasha Feacher, Community
Rebecca Seals, Community
Joe Santorelli, Community
Marcia Sobrado, Staff
Jaime Keating, Staff
Wendy NcCane, Staff
Emily Berry, Staff
Roxanne Chapdelaine, Staff
Donna McDonald, Staff
Dan Beeman, Staff
Gwynne Carpenter, Staff
Sue Howard, Staff
Heidi Johnson, Staff
Melissa Parekr, Staff
Jennifer Prado, Business Partner

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

Develop positive relationships with community and business partners
Facilitate positive Home-School communication
Support improved instruction at Eastside

Projected use of school improvement funds, including the amount allocated to each project

Purchase of student planners for all students grade levels K-5 to facilitate positive Home-School Communication. ($500)

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Mary LeDoux		
Principal	Years as Administrator: 20	Years at Current School: 0

Credentials	Secondary Mathematics Education (grades 6-12),Middle Grades Endorsement, Education Leadership, School Principal.
Performance Record	2012-2013 Brooksville Elementary School School Grade: B/C % Meeting High Standards in Reading: 62 % Meeting High Standards in Math: 57 % Meeting High Standards in Writing: 34 % Meeting High Standards in Science: 64 % Making Learning Gains in Reading: 65 % Making Learning Gains in Math: 63 % Making Learning Gains in Reading Lowest 25%: 61 % Making Learning Gains in Math Lowest 25%: 55 Points Earned: 461 Percent Tested: 100 Free & Reduced Lunch: 70 Minority Rate: 26 2011-2012 Brooksville Elementary School School Grade: A % Meeting High Standards in Reading: 61 % Meeting High Standards in Math: 54 % Meeting High Standards in Writing: 83 % Meeting High Standards in Science: 55 % Making Learning Gains in Reading: 60 % Making Learning Gains in Math: 67 % Making Learning Gains in Reading Lowest 25%: 76 % Making Learning Gains in Math Lowest 25%: 72 Points Earned: 528 Percent Tested: 100 Free & Reduced Lunch: 72 Minority Rate: 30 % AYP: 92 2009-2010 Brooksville Elementary School School Grade: B % Meeting High Standards in Reading: 73 % Meeting High Standards in Math: 71 % Meeting High Standards in Writing: 85 % Meeting High Standards in Science: 61 % Making Learning Gains in Reading: 60 % Making Learning Gains in Math: 57 % Making Learning Gains in Reading Lowest 25%: 49 % Making Learning Gains in Math Lowest 25%: 53 Points Earned: 509 Percent Tested: 99 Free & Reduced Lunch: 75 Minority Rate: 25 %AYP: 87 2008-2009 Brooksville Elementary School

School Grade: A
% Meeting High Standards in Reading: 79
% Meeting High Standards in Math: 77
% Meeting High Standards in Writing: 78
% Meeting High Standards in Science: 60
% Making Learning Gains in Reading: 68
% Making Learning Gains in Math: 68
% Making Learning Gains in Reading Lowest 25%: 56
% Making Learning Gains in Math Lowest 25%: 63
Points Earned: 549
Percent Tested: 100
Free & Reduced Lunch: 66
Minority Rate: 30
%AYP: 100
2007-2008 Brooksville Elementary School
School Grade: A
% Meeting High Standards in Reading: 79
% Meeting High Standards in Math: 60
% Meeting High Standards in Writing: 36
% Meeting High Standards in Science: 52
% Making Learning Gains in Reading: 62
% Making Learning Gains in Math: 76
% Making Learning Gains in Reading Lowest 25%: 62
% Making Learning Gains in Math Lowest 25%: 75
Points Earned: 539
Percent Tested: 100
Free & Reduced Lunch: 66
Minority Rate: 30
%AYP: 100
2006-2007 Brooksville Elementary School
School Grade: A
% Meeting High Standards in Reading: 82
% Meeting High Standards in Math: 76
% Meeting High Standards in Writing: 62
% Meeting High Standards in Science: 50
% Making Learning Gains in Reading: 76
% Making Learning Gains in Math: 65
% Making Learning Gains in Reading Lowest 25%: 67
% Making Learning Gains in Math Lowest 25%: 64
Points Earned: 542
Percent Tested: 100
Free & Reduced Lunch: 63
Minority Rate: 29
%AYP: 92
2005-2006 Brooksville Elementary School
School Grade: A
% Meeting High Standards in Reading: 79
% Meeting High Standards in Math: 76
% Meeting High Standards in Writing: 79
% Meeting High Standards in Science: N/A
% Making Learning Gains in Reading: 57

% Making Learning Gains in Math: 68
% Making Learning Gains in Reading Lowest 25%: 58
% Making Learning Gains in Math Lowest 25%: N/A
Points Earned: 417
Percent Tested: 100
Free & Reduced Lunch: 65
Minority Rate: 29
%AYP: 92

Lisa Piesik		
Asst Principal	Years as Administrator: 2	Years at Current School: 0

Credentials	Business Education (6-12), K-6 Elementary, ESE K-12, Education Leadership.
Performance Record	2012-2013 Powell Middle School School Grade: C % Meeting High Standards in Reading: 59 % Meeting High Standards in Math: 60 % Meeting High Standards in Writing: 36 % Meting High Standards in Science: 52 % Making Learning Gains in Reading: 62 % Making Learning Gains in Math: 76 % Making Learning Gains in Reading Lowest 25%: 62 % Making Learning Gains in Math Lowest 25%: 75 Points Earned: 559 Percent Tested: 100 Free & Reduced Lunch: 60 Minority Rate: 27 2011-2012 Powell Middle School School Grade: B/C % Meeting High Standards in Reading: 60 % Meeting High Standards in Math: 49 % Meeting High Standards in Writing: 66 % Meting High Standards in Science: 42 % Making Learning Gains in Reading: 64 % Making Learning Gains in Math: 58 % Making Learning Gains in Reading Lowest 25%: 62 % Making Learning Gains in Math Lowest 25%: 54 Points Earned: 534/560 Percent Tested: 100 Free & Reduced Lunch: 58 Minority Rate: 29

Instructional Coaches

# of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Gwynne Carpenter

Full-time / School-based	Years as Coach: 6	Years at Current School: 0

Areas	Reading/Literacy
Credentials	Elementary K-6, Early Childhood Pre-K - 3, ESOL, Reading Endorsement
Performance Record	First year as an Eastside Reading Coach. Prior years experience as a District level Reading Coach.

Edward Finch

Full-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas	Mathematics
Credentials	Elementary K-6, Masters in Curriculum and Instruction
Performance Record	First year as a school-based Mathematics Coach.

John Pennington

Full-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas	Science
Credentials	Chemistry 6-12, Education Leadership
Performance Record	First year as a school-based Science Coach.

Michelle Barnes		
Full-time / School-based	Years as Coach: 7	Years at Current School: 0
Areas	Reading/Literacy, Other	
Credentials	Elementary Education K-6	
Performance Record	This coach had previous coaching experience at BES for 7 years as a Writing Coach. BES had been an "A" school from 2004-2010 and had made AYP during the 2007-2008 and 2008-2009 school years. In the 2009-2010 and 2010-2012 school years, BES dropped to a "B" in school grade status and failed to make AYP. However, BES has continued to perform well in the area of 4th grade writing. During the 2011-2012 school year, the school grade status was changed to an "A" and school-wide writing scores were high, with 83% of BES students scoring 3 and above. However, in the 2012-2013 school year, BES dropped to a B/C and the %Meeting High Standards in Writing dropped to 34%. The SBLT at BES believes that the writing data for the 2012-2013 school year was an anomaly.	

Classroom Teachers

# of classroom teachers
44

 # receiving effective rating or higher
41, 93%

 # Highly Qualified Teachers
100%

 # certified in-field
44, 100%

 # ESOL endorsed
19, 43%

 # reading endorsed
3, 7%

 # with advanced degrees
14, 32%

 # National Board Certified
2, 5%

 # first-year teachers
7, 16%

 # with 1-5 years of experience
7, 16%

 # with 6-14 years of experience
12, 27%

 # with 15 or more years of experience
18, 41%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Eastside Elementary School will promote and retain a positive school culture which fosters a sense of "Family", Belonging, and Academic Success through an intensive concentration on reading, math, science, writing, technology, and community involvement. Person/s Responsible: Principal, Assistant Principal, SBLT, CCST, PBS Team, Title I Parent Educator, all staff stakeholders.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentor support is provided to all new instructional staff members on campus, utilizing the Teacher Mentor Program created through the Hernando County School Board. Mentors are assigned up to 3 Mentees to work with throughout the year to provide support in all areas as it pertains to classroom instruction. Any Probationary Contract teachers or those teachers placed on a Professional Improvement Plan (PIP) for poor performance.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

At Eastside Elementary School, the SBLT meets each Thursday morning to review available data with grade level teams to determine student placement in MTSS. The school-based administration oversees and implements the resources and personnel needed to have on-going successful Tiers. Once students have begun to receive services through MTSS, teachers may refer students to the Problem Solving Team, which meets every Tuesday, for discussion in regards to progress, or lack thereof. Additional Tier services are provided as needed, as well as monitoring the appropriate application of Tier I and the implementation of Tiers with fidelity. Teachers are required to have data walls in their classrooms that administrators can view during walkthroughs. In addition, grade level data is posted in the Staff Training Room, which can be viewed by teams at any time during the day. These opportunities for data discussions should support and assist all teacher sin the successful implementation of MTSS.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administrators will be responsible for chairing all SBLT meetings and Data Chats, and will sit in on all IPS (Individual Problem Solving) Team Meetings. Administrators will oversee, in conjunction with the IP Coaches, the scheduling of appropriate Professional Development for teachers based on needs identified through data. All coaches will conduct walkthroughs, model lessons, and/or co-teach lessons in classrooms as needed. Coaches will submit a log weekly to administration, and PD needs and data concerns will be reviewed weekly at SBLT's with administration. The school administration and IP Coaches will ensure that goals specific to curriculum areas are implemented with fidelity through walkthroughs and weekly monitoring of data.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Administrative and IP Coach Walkthroughs (weekly), DIST Team Walkthroughs (once each semester), DA Walkthroughs, classroom and grade level data walls, Tier II and III student logs.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data will be monitored from:
FAIR AP1, AP2, and AP3
SAM (district Science and Math Assessment) AP1, AP2, and AP3
DWAP (District Writing Assessment Prompt) AP1, AP2, and AP3
Success Maker Data for Reading and Math -- grades 2-5
Waterford Data for Reading grades pre-k -1
RtI-B data for discipline data
TERMS for student attendance monitored through Guidance and the Child Study Team
Administrative Walkthrough data from Charlotte-Danielson Components in Domains 2 and 3

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

EES administration has a plan in place for Professional Development for teachers, especially in regards to PD for MTSS. Training will be provided to teachers on Thursdays by our school psychologist, Allison Gibson. Administration and IP Coaches will attend these training sessions.This training can be on-going this year as needs are identified, but will initially entail the RtI basics to enable teachers to implement the core with fidelity of 80% mastery. IPS Meetings (Individual Problem Solving) will occur on Tuesdays, and administration will attend those meetings as well. During walkthroughs, administration and IP Coaches will look for fidelity of implementation of Tier I and II as well as data displays in the classrooms. Placement in Tier III can only occur through administrative and/or IPS Meeting intervention, and appropriate staff to provide this Tier will be selected and monitored by administration.
Parents will be kept apprised of the Tiered services provided to their children through parent conferencing and phone contact. Parent nights may be arranged by the Title I Parent Educator to inform parents regarding the MTSS process and the resources available tot heir children at Eastside.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 14

Students in grades k-2 will come before school for thirty minutes up to four days a week to get additional help in reading or math using the Waterford Lab and small group instruction with a highly qualified teacher. Students in grades 3-5 will stay after school up to four days a week, for an hour and a half to receive additional help with reading or math. Each student will receive extra help in homework, Pearson Success Maker and reading or math with a highly qualified teacher. We will target the lowest 25% in each grade level, as well as all level 1 & 2's, and any repeaters.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Title I will complete a program analysis comparing FAIR 1 and FAIR 3, and FCAT 2.0.

Who is responsible for monitoring implementation of this strategy?

Wendy McCane, School Improvement Facilitator for Title I will facilitate and monitor the Extended Day Learning program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Mary Vaujin LeDoux	Principal
Lisa Piesik	Assistant Principal
Mary Dysart	Media Specialist
Emily Berry	Assessment Teacher
Gwynne Carpenter	Title I Reading Coach
Sue Howard	Title I Reading Resource Teacher
Ann Marie Cagnina	Kindergarten Team Leader
Laura O'Shaughnessy	1st grade representative
Tessa Benard	2nd grade representative
Gretchen Rotoli	3rd grade representative
Kristine Stalbaum	4th grade representative
Marilyn Hampton	5th grade representative
Nancy Snyder	District Reading Coach

How the school-based LLT functions

The LLT meets once per month and is chaired by the Media Specialist. Administration attends the meetings as do grade level representatives, the Reading Coach, and the school assessment teacher.

Data is reviewed in the area of reading, and this data can be a basis for additional Professional Development in the area of reading. Major initiatives come from the committee -- they are not administrative driven, and as the school administration attends the meetings, approval for initiatives may be gained at the meeting. It is hoped that in this manner the LLT becomes the driving force behind reading instruction at the school, setting expectations, looking at data, raising the bar, and establishing a love of reading in all children.

Major initiatives of the LLT

The biggest initiative that the LLT will be undertaking is the implementation of reading for 20 minutes each night for homework, logging the minutes read, and then taking Accelerated Reader tests to earn point. Each grade level will set point goals for each semester, which will be monitored by the school Media Specialist. Students will be rewarded at the end of each semester to encourage reading and taking AR tests. The Media Specialist will be monitoring the books students check out from the Media Center to ensure students are reading on their AR level. The Media Specialist will also monitor the books students are checking out to ensure a balance between fiction and non-fiction books, stressing a heavy predominance of non-fiction for students in grades 3-5.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Eastside Elementary School has a relationship with the Hernando County Head Start Program. Each year, EES kindergarten teachers meet with the Head Start teachers to review Common Core Standards, as well as kindergarten expectations in an articulation meeting at EES. In addition, Head Start teachers and personnel are invited to kindergarten professional development in regards to curriculum. They are also invited to Vertical Team Planning Meetings to ensure that our Hernando County students are ready to start school. Head Start students and Staff annually tour the school prior to the end of the year so as to facilitate student's transitions to kindergarten. EES also has an Exceptional Student Education Pre-K program on campus for 2-4 year olds to facilitate our ESE student's transition to kindergarten.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	41%	No	63%
American Indian				
Asian				
Black/African American	37%	13%	No	43%
Hispanic	57%	34%	No	61%
White	63%	46%	No	67%
English language learners	43%	13%	No	48%
Students with disabilities	36%	19%	No	42%
Economically disadvantaged	55%	37%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	42%	63%
Students scoring at or above Achievement Level 4	34	17%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	75	55%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	27	68%	71%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	17	68%	71%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	44%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	42%	48%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	64	31%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	36%	No	57%
American Indian				
Asian				
Black/African American	27%	13%	No	34%
Hispanic	51%	31%	No	56%
White	56%	40%	No	60%
English language learners	43%	19%	No	48%
Students with disabilities	33%	13%	No	40%
Economically disadvantaged	48%	32%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	21%	35%
Students scoring at or above Achievement Level 4	27	9%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7		100%	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	53	35%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	23	48%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	25%	37%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	488	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	155	27%	13%
Students retained, pursuant to s. 1008.25, F.S.	13	6%	3%
Students who are not proficient in reading by third grade	45	57%	28%
Students who receive two or more behavior referrals	28	44%	22%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	36	57%	28%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Eastside Elementary School will work to increase parental involvement at EES as research shows that a strong Home-School connection helps boost overall student performance in school. The goal of EES's Parental Involvement activities is to help create students with a love of reading, as well as students who are successful in all academic areas. Eastside parent shave shared that a lack of appropriate parental communication has existed here in the past. Therefore, Eastside will work to improve Parent Communication and Involvement through an up to date EdLine cover page showing helpful parent links, upcoming events at the school via the Edline Calendar, and posting a "Help Wanted" link for any individuals wishing to volunteer at their child's school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Annual Title I Meeting	129	33%	50%
Kindergarten Title I Back to School Night (new activity)		%	60%
An Evening of the Arts	44	11%	50%
Feliz Navidad	43	11%	75%
VPK Transition to Kindergarten	13	20%	50%
Kindergarten Coffee and Cry	33	27%	45%
Chorus Concert	173	28%	50%
Kindergarten Johnnny Appleseed Parent Day (Oct. 31st)	39	40%	60%

Goals Summary

G1.   Teachers will regularly engage students in activities that involve higher order thinking skills as part of participating in hands on, rigorous lessons across all core academics.

G2.   All students will meet high performance expectations as defined by stakeholders and their support for an improved school culture.

Goals Detail

G1. Teachers will regularly engage students in activities that involve higher order thinking skills as part of participating in hands on, rigorous lessons across all core academics.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Elementary School

Resources Available to Support the Goal
- Administration walk-through in classrooms
- IP Coach walk-through and model teaching
- Team planning weekly
- District pacing guide online

Targeted Barriers to Achieving the Goal
- No accountability for staying on pace
- Lack of understanding of the level of rigor in which the standards are written

Plan to Monitor Progress Toward the Goal

The SBLT will collect, aggregate and analyze data from lesson plan reviews, walkthrough observations, coaching cycle support artifacts, and common assessments to determine if teachers are following the district's pacing guide and developing/delivering rigorous lesson plans as part of monitoring progress toward school-wide support for implementing cognitively-complex, rigorous, hands-on lessons.

Person or Persons Responsible
Principals and Literacy, Math, and Science Instructional Practices Coaches

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Meetings Agenda/Minutes, Walkthrough Observation Data, and Common Assessment Data Displays

G2. All students will meet high performance expectations as defined by stakeholders and their support for an improved school culture.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Science - Elementary School

- EWS - Elementary School

Resources Available to Support the Goal

- School psychologist, school social worker, school behavior specialist

Targeted Barriers to Achieving the Goal

- Infrastructure was not in place for all stakeholders to follow the district Student Code of Conduct, PBS, and classroom and school-wide behavior expectations

Plan to Monitor Progress Toward the Goal

Ongoing progress monitoring of targeted student engagement indicators (including attendance, tardies, disciplines, and suspensions) to determine effectiveness of infrastructure improvements designed to support a culture of high expectations for all students.

Person or Persons Responsible

SBLT and SAC

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Aggregate student/parent/teacher climate survey data (and) targeted student engagement indicator data

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Teachers will regularly engage students in activities that involve higher order thinking skills as part of participating in hands on, rigorous lessons across all core academics.

G1.B1 No accountability for staying on pace

G1.B1.S1 Teachers will expose students to yearly core curriculum through rigorous instruction which follows the district pacing guides.

Action Step 1

Team meetings will be provided to facilitate use of online resources to support strand instruction.

Person or Persons Responsible

Administration, IP Coaches, and Team Leaders

Target Dates or Schedule

daily lesson plans weekly team planning

Evidence of Completion

lesson plans reviewed

Facilitator:

IP Coaches

Participants:

All teachers K-5

Action Step 2

Administration will attend grade level common planning meetings to support team leaders in planning for rigorous lessons using the curriculum guides, district pacing guides, and available research based resources.

Person or Persons Responsible

Administration, IP Coaches, Team Leaders, EES Teachers

Target Dates or Schedule

bi-monthly

Evidence of Completion

Team meeting minutes and sign in sheets

Action Step 3

Trainings will be provided to expose teachers to district pacing guides that will be broken down into specific calendar days.

Person or Persons Responsible

Administration, I.P. Coaches, and Team Leaders

Target Dates or Schedule

Daily lesson plans Weekly team planning

Evidence of Completion

Teacher lesson plans viewed on a weekly basis Calendar of pacing guide broken into individual days.

Facilitator:

Participants:

Action Step 4

Literacy, math, and science coaches will provide direct support for teachers through the coaching cycle (observing, modeling, co-planning, and co-teaching) in following district curriculum maps, pacing guides and instructional focus calendars.

Person or Persons Responsible

Literacy, Math, & Science Instructional Practices Coaches

Target Dates or Schedule

Jan. through June 2014

Evidence of Completion

Coaching Logs

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

Members of the SBLT will regularly review teachers lesson plans and collaborate with teachers who are off pace to develop and implement plans to realign instruction to district pacing guidelines.

Person or Persons Responsible

Principals and Literacy, Math, and Science Instructional Practices Coaches

Target Dates or Schedule

Weekly as part of grade level team meetings, lesson study meetings, and walkthrough observations

Evidence of Completion

Meeting Agenda/Minutes, Walkthrough Observation Data, and Re-alignment plans/artifacts

Plan to Monitor Effectiveness of G1.B1.S1

Comparative analysis of teachers' assigned student performance on common assessments, including FCIM mini-assessments and district reading, math, science and writing interim assessments.

Person or Persons Responsible

Literacy, Math, and Science Instructional Practices Coaches

Target Dates or Schedule

Quarterly

Evidence of Completion

Common Assessment Data Displays and District Progress Monitoring Assessment Data

G1.B4 Lack of understanding of the level of rigor in which the standards are written

G1.B4.S1 Teachers will plan and deliver core curriculum that meets the level of rigor at which the standards are written.

Action Step 1

teachers will participate in paid after school grade level planning opportunities to plan for rigorous instruction under the direction of the Instructional Practice Coaches and district reading coach. These planning opportunities will include lesson study and progression of standards.

Person or Persons Responsible

instructional staff, team leaders, IP coaches, district reading coach, DA team, administration

Target Dates or Schedule

monthly

Evidence of Completion

sign-in sheets, copies of lesson plans/unit plans

Facilitator:

Nancy Snyder, DA team

Participants:

All instructional staff

Action Step 2

teachers will utilize common planning time to review common assessment data, develop higher order thinking questions,and plan for re-teach and enrichment opportunities.

Person or Persons Responsible

team leaders, instructional staff

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, walk through's, master schedule, evidence of common grade level planning

Facilitator:

Lisa Piesik & Mary LeDoux

Participants:

All instructional staff

Action Step 3

Instructional Practice Coaches will provide support to teachers in implementing rigorous instruction through coaching cycles.

Person or Persons Responsible

Instructional Practice Coaches, Instructional Staff

Target Dates or Schedule

Daily

Evidence of Completion

Instructional Practice Coaching logs

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Members of the SBLT will regularly review teachers lesson plans and will collaborate with targeted teachers to develop and implement lesson activities that engage students at the appropriate levels of rigor as defined by the appropriate course standards.

Person or Persons Responsible

Principals and Literacy, Math, and Science Instructional Practices Coaches

Target Dates or Schedule

Weekly as part of grade-level team meetings, lesson study meetings, and meetings in support of coaching cycle components

Evidence of Completion

Meeting Agenda/Minutes/Attendance/Artifacts and Coaching Logs

Plan to Monitor Effectiveness of G1.B4.S1

Comparative analysis of teachers' assigned student performance on common assessments, including FCIM mini-assessments and district reading, math, science and writing interim assessments

Person or Persons Responsible

Literacy, Math and Science Instructional Practices Coaches

Target Dates or Schedule

Quarterly

Evidence of Completion

Common Assessment Data Displays and District Progress Monitoring Assessment Data

G2. All students will meet high performance expectations as defined by stakeholders and their support for an improved school culture.

G2.B3 Infrastructure was not in place for all stakeholders to follow the district Student Code of Conduct, PBS, and classroom and school-wide behavior expectations

G2.B3.S1 Develop and implement an infrastructure where all students will be able to meet classroom and school-wide expectations.

Action Step 1

Increase opportunities for parent communication in regards to academic and behavior progress

Person or Persons Responsible

All teachers Parent Educator Administration

Target Dates or Schedule

On going as needed

Evidence of Completion

Teacher Phone Log Progress Monitoring Conference forms

Action Step 2

Conduct quarterly behavior expectation meetings in grades K-5 to review the Student Code of Conduct and areas of concern

Person or Persons Responsible

Administration

Target Dates or Schedule

quarterly

Evidence of Completion

agenda for each quarterly meeting

Action Step 3

Provide additional training for PBS to all staff members

Person or Persons Responsible

Tom Brady, Stephanie Hembd

Target Dates or Schedule

on-going

Evidence of Completion

Agenda, Master Calendar

Facilitator:

Allison Gibson

Participants:

All EES staff

Action Step 4

Develop and administer quarterly climate/culture surveys to key stakeholders (including students, parents, teachers, and support staff) to assess perceptions of the effectiveness of clear expectations and an infrastructure that support a culture of high expectations for all students

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Aggregate Student, Parent, and Teacher Climate Survey Data

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Comparative analysis of targeted student engagement indicators (including attendance, tardies, disciplines, and suspensions) by teacher and by time of day and location(s) where incidents occurred

Person or Persons Responsible

Administrative Team and Guidance Dept.

Target Dates or Schedule

Monthly

Evidence of Completion

Comparative PBS program data and aggregate student attendance, discipline, tardy, and suspension data saved in the RtI-B database

Plan to Monitor Effectiveness of G2.B3.S1

Ongoing monitoring of targeted student engagement indicators (including attendance, tardies, disciplines, and suspensions) to determine the effectiveness of infrastructure improvements, to develop/implement corrective action plans (as needed), to identify ongoing needs/gaps, and to plan appropriate interventions to address identified needs/gaps.

Person or Persons Responsible

Administrative Team and Guidance Dept.

Target Dates or Schedule

Quarterly

Evidence of Completion

PBS program data and aggregate student attendance, discipline, tardy, and suspension data saved in the RtI-B database

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I -- As a school-wide program, EES is dedicated to providing, maintaining, and improving comparable, supplementary Title I education services for all students on a daily basis. Our Title I School Improvement Facilitator and Title I Parent Educator regularly collaborate with the District's Coordinator of Family Involvement to build home support networks that facilitate targeted student's success. Title I services at EES are regularly coordinated with other federally-funded programs. These include the use of Title II funds to support additional research-based professional development programs and teacher recruitment and retention activities. Curriculum and software have been purchased through Title I funds which are utilized on a daily basis in the classrooms, as well as Highly Qualified subject area personnel. In addition, Title I funds are used to fund curriculum for our Extended Day programs, which run October through April, as well as funding curriculum for any Summer School programs and/or before and after school programs. EES Title I staff coordinates staff development, training, and parent involvement with the PIRC at FND and PIRC at USF. EES also coordinates with H.E.A.R.T. literacy to provide other county outreach services which provide support to the families at our school. Our school also utilized North East Florida Educational Consortium (NEFEC) to provide staff development to our teachers on the program Students Understanding Math and Science(SUMS), which utilized Title I funds. IDEA funds are used in conjunction with Title II funds to train teachers. (NCLB ELEMENTS 1,2,4,6,7,9)

Title II -- The District receives supplemental funds for improving basic education programs through the purchase of staff development in areas of need, such as MTSS and Lindamood Bell. In addition, Florida Reading Initiative (FRI) training, data and assessment, highly qualified teacher training, reading, learning styles, SUMS, Kagan,and FCIM are just a few of the areas that Title II funds have enhanced professional development in Hernando County. Individual schools must apply for Title II money to the district office to utilize Title II money, thereby assuring that it (the professional development) meets the needs and criteria of Title II. Only those professional development opportunities which meet Title II requirements and the school needs are approved.
(NCLB ELEMENTS 1,2,3,7)

Title III -- EES defers to the county office in regards to support for the ELL/LEP students. The county office supplies an ESOL teacher to each school to support the students at each school in their pursuit of their appropriate education. These Lead Teachers report to the principal at each school to discuss each student and their curriculum/strategy needs. ELL meetings are held at the school level at least twice a year with the ESOL Lead Teacher, the general education teacher, and the parent to further discuss student needs.
Title III provides an extended day/year program for ELL students and educational materials to improve their education. This service is generally provided through a summer school model. (NCLB ELEMENTS 1,2,6,7,8,9)

Violence Prevention Programs -- District Student Services Department staff and the EES Guidance Counselor provide substance abuse prevention and intervention programs for students and families. These initiatives and activities consist of substance abuse evaluations and assessment, brief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act, and treatment referral services. Furthermore, prevention and intervention programs are in place to address bullying and harassment throughout the district. The EES Guidance Counselor regularly participates in district professional development programs on violence and substance abuse preventions. The District's Student Services Department initiated additional instructional programs for issues such as anger management, conflict resolution, and sexual harassment which were used in lieu of lengthy suspensions in order to minimize loss of instructional time at all Hernando County schools in 2012-2013.

Nutrition Services -- The Executive Director of Nutritional Services coordinates the nutrition programs for

EES and Hernando County. Through her assistance, as well as the assistance of the Cafeteria Manager and the EES Administrative Team, EES complies with the Federal Nutrition Requirements for Hernando County Schools. As part of the district's Food and Nutrition Department, EES's cafeteria staff provides balanced, well-prepared meals with good variety; give good, courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. EES cafeteria staff provides free and/or reduced priced lunches for EES students who qualify to participate in the USDA National School Lunch Program (83% at last FTE count). They also provide snacks for our students for After-school tutoring and breakfast and lunch for summer school.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Teachers will regularly engage students in activities that involve higher order thinking skills as part of participating in hands on, rigorous lessons across all core academics.

G1.B1 No accountability for staying on pace

G1.B1.S1 Teachers will expose students to yearly core curriculum through rigorous instruction which follows the district pacing guides.

PD Opportunity 1

Team meetings will be provided to facilitate use of online resources to support strand instruction.

Facilitator

IP Coaches

Participants

All teachers K-5

Target Dates or Schedule

daily lesson plans weekly team planning

Evidence of Completion

lesson plans reviewed

PD Opportunity 2

Trainings will be provided to expose teachers to district pacing guides that will be broken down into specific calendar days.

Facilitator

Participants

Target Dates or Schedule

Daily lesson plans Weekly team planning

Evidence of Completion

Teacher lesson plans viewed on a weekly basis Calendar of pacing guide broken into individual days.

G1.B4 Lack of understanding of the level of rigor in which the standards are written

G1.B4.S1 Teachers will plan and deliver core curriculum that meets the level of rigor at which the standards are written.

PD Opportunity 1

teachers will participate in paid after school grade level planning opportunities to plan for rigorous instruction under the direction of the Instructional Practice Coaches and district reading coach. These planning opportunities will include lesson study and progression of standards.

Facilitator

Nancy Snyder, DA team

Participants

All instructional staff

Target Dates or Schedule

monthly

Evidence of Completion

sign-in sheets, copies of lesson plans/unit plans

PD Opportunity 2

teachers will utilize common planning time to review common assessment data, develop higher order thinking questions,and plan for re-teach and enrichment opportunities.

Facilitator

Lisa Piesik & Mary LeDoux

Participants

All instructional staff

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, walk through's, master schedule, evidence of common grade level planning

G2. All students will meet high performance expectations as defined by stakeholders and their support for an improved school culture.

G2.B3 Infrastructure was not in place for all stakeholders to follow the district Student Code of Conduct, PBS, and classroom and school-wide behavior expectations

G2.B3.S1 Develop and implement an infrastructure where all students will be able to meet classroom and school-wide expectations.

PD Opportunity 1

Provide additional training for PBS to all staff members

Facilitator

Allison Gibson

Participants

All EES staff

Target Dates or Schedule

on-going

Evidence of Completion

Agenda, Master Calendar

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will regularly engage students in activities that involve higher order thinking skills as part of participating in hands on, rigorous lessons across all core academics.	$55,000
	Total	$55,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
District Coach		$55,000	$55,000
Total		$55,000	$55,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Teachers will regularly engage students in activities that involve higher order thinking skills as part of participating in hands on, rigorous lessons across all core academics.

G1.B1 No accountability for staying on pace

G1.B1.S1 Teachers will expose students to yearly core curriculum through rigorous instruction which follows the district pacing guides.

Action Step 3

Trainings will be provided to expose teachers to district pacing guides that will be broken down into specific calendar days.

Resource Type

Evidence-Based Program

Resource

Science lab equiptment for 10 units

Funding Source

District Coach

Amount Needed

$55,000