

Hernando County School District

Eastside Elementary School



2018-19 Schoolwide Improvement Plan

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Eastside Elementary School

27151 ROPER RD, Brooksville, FL 34602

<https://www.hernandoschools.org/ees>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 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	38%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	B	B*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Every Child,
Every Chance,
Every Way.

School Leadership Team

Membership

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

Name	Title
LeDoux, Mary	Principal
Finch, Ed	Assistant Principal
Sanders, Sonsee	Other
Amico, Kari	Instructional Technology
Heater, Melinda	Teacher, ESE
Bailey, Wanda	Teacher, K-12
Murdza, Michelle	Instructional Coach
Sommer, Wilson	Administrative Support
Ferraro, Cathy	Instructional Technology

Duties

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

School Leadership Team members are active participants in grade level classrooms. Each SBLT team member is assigned a grade level and subject area to support based on their strengths and area of focus. These leaders assist with walk-throughs through Google Docs/Forms helping to identify required "look fors", assist with team and subject area planning, help roll out curriculum and resources for RtI and differentiated instruction, provide professional development, and work with teachers through the Coaching Cycle, as needed. Specifically, Mrs. Sanders supports 2nd grade classrooms in addition to all duties under the jurisdiction of MTSS. Mrs. Amico supports 3rd and 5th grade ELA and STEM, as well as Lead Mentor for the school. Mrs. Heater supports 4th and 5th grade with behavioral strategies. Mrs. Murdza supports all grade levels K-5 in mathematics instruction. Mrs. Ferraro supports 4th and 5th grade ELA. The SBLT meets every Friday with administration to review needs and recommend "Next Steps" instructionally.

Early Warning Systems

Year 2017-18

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	17	46	38	38	34	34	0	0	0	0	0	0	0	207
One or more suspensions	1	1	3	2	1	5	0	0	0	0	0	0	0	13
Course failure in ELA or Math	14	14	7	11	15	8	0	0	0	0	0	0	0	69
Level 1 on statewide assessment	0	0	0	16	15	24	0	0	0	0	0	0	0	55

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	14	17	19	17	18	32	0	0	0	0	0	0	0	117

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	16	4	8	10	2	2	0	0	0	0	0	0	0	42
Retained Students: Previous Year(s)	18	10	5	19	8	2	0	0	0	0	0	0	0	62

Date this data was collected

Thursday 9/6/2018

Year 2016-17 - As Reported

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

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

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	14	10	12	39	31	46	0	0	0	0	0	0	0	152

Year 2016-17 - Updated

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

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

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	14	10	12	39	31	46	0	0	0	0	0	0	0	152

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Eastside Elementary only has 55% of students proficient in ELA. Third grade decreased 6% points from the prior year. ELA has performed the lowest over the last 5 years school wide.

Which data component showed the greatest decline from prior year?

Math showed the greatest decline from the prior year. Third grade and fifth grade improved in math proficiency, however, fourth grade decreased by 11%.

Which data component had the biggest gap when compared to the state average?

Eastside's biggest gap is in ELA which is 1% below the state average in ELA.

Which data component showed the most improvement? Is this a trend?

The component that showed the most improvement was Science, which increased 19%. This increase has been a trend over the past 5 years with the exception of the 2016-2017 school year which showed a decrease.

Describe the actions or changes that led to the improvement in this area.

Fifth grade students received 60 minutes of science instruction every day by a single teacher with support from a science lab teacher and a former STEM coach. In addition, the students participated in a three week science book camp with targeted instruction based on the SAM (district progress monitoring assessment) AP2 and diagnostic results from a district science coach assessment. Low performing students participated in additional hands on instruction in a small group with the science lab teacher.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	55%	55%	56%	50%	51%	52%
ELA Learning Gains	61%	53%	55%	53%	48%	52%
ELA Lowest 25th Percentile	61%	51%	48%	40%	40%	46%
Math Achievement	65%	62%	62%	63%	63%	58%
Math Learning Gains	59%	53%	59%	62%	58%	58%
Math Lowest 25th Percentile	64%	43%	47%	49%	43%	46%
Science Achievement	74%	58%	55%	64%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17 (36)	46 (28)	38 (29)	38 (30)	34 (22)	34 (22)	207 (167)
One or more suspensions	1 (1)	1 (1)	3 (3)	2 (5)	1 (3)	5 (6)	13 (19)
Course failure in ELA or Math	14 (8)	14 (4)	7 (1)	11 (17)	15 (0)	8 (3)	69 (33)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	16 (27)	15 (21)	24 (27)	55 (75)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	46%	62%	-16%	57%	-11%
	2017	52%	61%	-9%	58%	-6%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	52%	53%	-1%	56%	-4%
	2017	48%	55%	-7%	56%	-8%
Same Grade Comparison		4%				
Cohort Comparison		0%				
05	2018	64%	53%	11%	55%	9%
	2017	50%	54%	-4%	53%	-3%
Same Grade Comparison		14%				
Cohort Comparison		16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	68%	67%	1%	62%	6%
	2017	67%	66%	1%	62%	5%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	53%	60%	-7%	62%	-9%
	2017	64%	66%	-2%	64%	0%
Same Grade Comparison		-11%				
Cohort Comparison		-14%				
05	2018	67%	56%	11%	61%	6%
	2017	64%	57%	7%	57%	7%
Same Grade Comparison		3%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	70%	56%	14%	55%	15%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	44	47	36	65	74	44				
ELL	40	92		60	57						
BLK	31	68	70	45	47						
HSP	59	74	82	61	59	75	83				
WHT	57	56	50	69	61	63	75				
FRL	52	59	62	64	60	67	75				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	38	29	28	34	26					
ELL	27			45							
BLK	29	42		52	50						
HSP	44	31		60	67		50				
MUL	56	62		69	69						
WHT	59	64	57	74	68	50	64				
FRL	52	55	50	67	65	47	53				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Student Achievement
Rationale	Looking at 2017-2018 school data Eastside students in ELA achievement were 1% less than the state average and only increased 2% from the previous year. In Math achievement Eastside out performed the state and district by 3% but decreased 4% from the previous year.
Intended Outcome	If teachers will regularly engage students in activities that involve higher order thinking skills as part of participating in hands on, rigorous lessons across all core academics, then all students will meet high performance expectations as defined by stakeholders and their support for an improved school culture.
Point Person	Mary LeDoux (ledoux_m@hcsb.k12.fl.us)
Action Step	
	In ELA, enrichment opportunities will be offered daily during RtI time. School licenses for Nearpod and BrainPop were purchased to offer engaging and rigorous multimedia instruction. A Makerspace and EdTech specials class has been created to support ELA instruction through the use of technology. A WIN (What I Need) schedule will be created to offer re-teach sessions for students in a fluid walls fashion utilizing all failed Standards Mastery assessments. These specialized schedules will be implemented during every Early Release Days. Finally, instead of departmentalizing classrooms more traditional classrooms were created.
Description	In Math, school licenses for iReady and Reflex Math have been purchased to offer multimedia, rigorous instruction for standards based lessons and fact fluency. In addition, a Math coach has been hired to support school initiatives and analyze school progress monitoring data to ensure targeted instruction. A new specials course, EdTech, has been created to give students hands on, rigorous STEM lessons. This teacher will also provide enrichment during RtI time. And finally, A WIN (What I Need) schedule will be created to offer re-teach sessions for students in a fluid walls fashion utilizing all failed Standards Mastery assessments. These specialized schedules will be implemented during every Early Release Days.
Person Responsible	Mary LeDoux (ledoux_m@hcsb.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Benchmark and formative assessment data for both ELA and Math will be reviewed at the monthly SBLT meeting. The data will be compiled and presented by the team leader. The data will be analyzed by the SBLT team and an action plan will be created. Teams will meet bimonthly with the ELA and Math coach to participate in the SWAP process. iReady diagnostic and standards mastery results will be analyzed by the leadership team and an action plan will be created.
Person Responsible	Mary LeDoux (ledoux_m@hcsb.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school plans on having monthly meetings for Title I, Student Advisory Council, Grade level nights, Science Fair nights, Grade level dances, Parent nights, Light Up the Eastside Christmas Carnival. The school will continue with the help of local churches and organizations weekly backpacks of food for our needy families.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

The Urban Gentlemen's Club and The Leading Ladies Club have been created to focus on improving student self-esteem and positive social skills. Students that are members of these clubs dress professionally once a week and meet to discuss proper social and leadership skills. We provide positive role models through guest speakers and club mentors.

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

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

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

In order to support our 5th graders who will transition to middle school, after the state test we begin to teach the standards of the next grade level for enrichment of on grade level students, and we remediate specific problem areas for students who have not mastered grade level material. Teachers, coaches, and sometimes administrators, collaborate weekly to plan for specific strategies and projects. In addition,

our feeder middle school provides a Transition to Middle School night to provide pertinent information for parents regarding the transition to middle school and student scheduling process. Fifth grade students also take a field trip in May to the middle school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

At Eastside Elementary School, the School Based Leadership Team (SBLT) meets the first and third Tuesday of the month to review all available Tier I data. The school-based administration, and Mrs. Sanders the MTSS Coordinator for EES, oversees and implements the resources and personnel needed to have on-going successful MTSS Tiers. Specific curricular tools utilized at EES include: iReady Reading full curriculum computer program, iReady Math full curriculum computer program, ST Math, Reflex Math, iReady Phonics books, Early Interventions in Reading, SRA Reading Mastery, SRA Phonemic Awareness, and Project Read. Both paraprofessionals and teachers, are responsible for assisting with providing tiered intervention during their open blocks of time. Once students have begun to receive services through MTSS, teachers may refer students to the Problem Solving Team, which meets every Tuesday, for discussion in regards to progress, or lack thereof. Additional Tier services are provided as needed, as well as monitoring the appropriate application of Tier I and the implementation of all Tiers with fidelity. Teachers are required to have data walls in their classrooms that administrators can view during walk-throughs.

EES is dedicated to providing, maintaining, and improving comparable, supplementary Title I education services for all students on a daily basis. Our Title I School Facilitator regularly collaborates with the District's Coordinator of Family Involvement to build home support networks that facilitate targeted student's success. Title I services at EES are regularly coordinated with other federally-funded programs. These include the use of Title II funds to support additional research-based professional development programs and teacher recruitment and retention activities. Curriculum and software have been purchased through Title I funds which are utilized on a daily basis in the classrooms, as well as Highly Qualified subject area personnel. In addition, Title I funds are used to fund curriculum for our Extended Day programs, which run October through April, as well as funding curriculum before and after school programs. IDEA funds are used in conjunction with Title II funds to train teachers. The Title I facilitator maintains a property inventory using Alexandria - our district-wide management software for tracking the cost, location and condition of items purchased using Title I funds.

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

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

Our fifth grade student transition to multiple classes during the day. We have several businesses and organizations come to the school talk about career opportunities in fields such as agriculture, mechanics,

and
other trades.

Part V: Budget

Total:

\$0.00