

Polk County Public Schools

Eastside Elementary School



2018-19 Schoolwide Improvement Plan

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Eastside Elementary School

1820 JOHNSON AVE E, Haines City, FL 33844

<http://schools.polk-fl.net/ee>

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	95%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	F*

School Board Approval

This plan was approved by the Polk County School Board on 1/15/2019.

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.

"Aimed on Success/ All Students WILL Learn"!

Provide the school's vision statement.

Continuing to develop a common language and understanding, of our school's plan, to align a supportive core value structure by:

- Building Student & Staff Supportive Relationships & Learning Environments.
- Administration, Leadership Team, & Peer Support with Feedback & Differentiated Professional Development.
- Open, Honesty, & Direct Communication.
- Effective Standards-Based Planning of the Gradual Release Architecture for Eastside's Balanced Literacy Instructional Framework, to include mini lessons and writing, as well as Guided Reading and Writing Small Group Instruction, (GRSG & GWSG), and Gradual Release Architecture for Eastside's Math Instructional Framework, including Guided Math Small Group Instruction (GMSG), while using formative assessment data, for instructional decisions, to track individual student progress.

School Leadership Team

Membership

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

Name	Title
Jeffords, Dawn	Principal
Marrero, Clotilde	Other
Smith, Lorine	School Counselor
Gray, Rodrick	Assistant Principal
Rogers, Kellie	
Ensley, Mary	

Duties

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

The team members meet weekly and as needed to solve school issues and collaborate to review progress monitoring data. They review grade level and classroom level data to identify students who are meeting/exceeding benchmarks, or who are at risk for not meeting benchmarks. They identify professional development and resources to facilitate instructional strategies to support learning.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 7/18/2018

Year 2016-17 - As Reported

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

[illegible]

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	1	1	3	12	6	18	0	0	0	0	0	0	0	41	

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	3	12	6	18	0	0	0	0	0	0	0	41

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?

-5th grade science

-Yes, this is a trend: '16-'17 and '17-'18 dropped 17% and from '15-'16 to '16-'17 the drop was 12%.

Which data component showed the greatest decline from prior year?

-5th grade science followed closely by 3rd grade math at 15% dropped

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

-3rd grade STAR ELA and Math (-22 and -27 respectively)

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

-5th grade ELA (up 9%) and this is not a trend

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

-5th grade teacher retention

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	31%	50%	56%	27%	48%	52%
ELA Learning Gains	48%	51%	55%	44%	49%	52%
ELA Lowest 25th Percentile	50%	45%	48%	46%	42%	46%
Math Achievement	41%	58%	62%	33%	54%	58%
Math Learning Gains	48%	56%	59%	45%	52%	58%
Math Lowest 25th Percentile	55%	44%	47%	46%	41%	46%
Science Achievement	15%	53%	55%	47%	46%	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	0 (31)	0 (19)	0 (23)	0 (31)	0 (15)	0 (29)	0 (148)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
One or more suspensions	0 (2)	0 (5)	0 (6)	0 (15)	0 (10)	0 (28)	0 (66)
Course failure in ELA or Math	0 (3)	0 (2)	0 (0)	0 (18)	0 (1)	0 (4)	0 (28)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (84)	0 (33)	0 (140)	0 (257)

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	24%	51%	-27%	57%	-33%
	2017	35%	53%	-18%	58%	-23%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2018	40%	48%	-8%	56%	-16%
	2017	37%	51%	-14%	56%	-19%
Same Grade Comparison		3%				
Cohort Comparison		5%				
05	2018	31%	50%	-19%	55%	-24%
	2017	22%	44%	-22%	53%	-31%
Same Grade Comparison		9%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	32%	56%	-24%	62%	-30%
	2017	57%	58%	-1%	62%	-5%
Same Grade Comparison		-25%				
Cohort Comparison						
04	2018	62%	57%	5%	62%	0%
	2017	62%	60%	2%	64%	-2%
Same Grade Comparison		0%				
Cohort Comparison		5%				
05	2018	26%	56%	-30%	61%	-35%
	2017	24%	47%	-23%	57%	-33%
Same Grade Comparison		2%				
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	17%	51%	-34%	55%	-38%
	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				9	58						
ELL	30	50	48	44	51	56	4				
BLK	19	48	53	27	49	57	6				
HSP	36	50	52	47	48	61	16				
WHT	20	31		35	46						
FRL	31	47	50	43	48	51	18				
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	12	46		6	50						
ELL	33	51	59	53	58	53	35				
BLK	21	54	55	30	50	45	32				
HSP	38	51	62	57	60	53	42				
WHT	23	50		38	55						
FRL	27	48	55	46	54	49	33				

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	3rd ELA and Math
Rationale	Over 20% drop in both subject areas for proficiency on FSA.
Intended Outcome	Increase proficiency in both subject areas.
Point Person	Dawn Jeffords (dawn.jeffords@polk-fl.net)
Action Step	
	Focused PLC on data (STAR and IStation)
Description	Increase proficiency in K-2 ELA and Math STAR data
	Use STAR and IStation
	Discuss data between admin and teachers and students
Person Responsible	Rodrick Gray (rodrick.gray@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Teachers use of data consistently, change in STAR and IStation data positively.
Person Responsible	Rodrick Gray (rodrick.gray@polk-fl.net)
Activity #2	
Title	5th grade science and math
Rationale	5th grade science decreased by 17% and 5th grade math decreased by 36% on FSA.
	Maintain teacher retention in 5th grade math and science
Intended Outcome	Collaborate more with district
	Focused collaborative planning with coaches
Point Person	Dawn Jeffords (dawn.jeffords@polk-fl.net)
Action Step	
	New teacher support group meeting with admin team
Description	PLC and collaborative planning with math and district coaches
Person Responsible	Rodrick Gray (rodrick.gray@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Ongoing meetings with district and school level coaches and admin team
Person Responsible	Dawn Jeffords (dawn.jeffords@polk-fl.net)

Activity #3	
Title	Discipline - Drop below 110
Rationale	School referrals were at 133
Intended Outcome	Decrease referrals to below 110
Point Person	Rodrick Gray (rodrick.gray@polk-fl.net)
Action Step	
	PD on CHAMPS/PBIS
Description	Teachers keep pink forms to track behavior and referrals
	PBIS/CHAMPS training for class
	Staff to collaborate with guidance counselor
Person Responsible	Rodrick Gray (rodrick.gray@polk-fl.net)
Plan to Monitor Effectiveness	
	Monthly tracking of referrals
Description	
	PLC discuss behaviors
Person Responsible	Rodrick Gray (rodrick.gray@polk-fl.net)
Activity #4	
Title	Improve Core instruction
Rationale	Overall FSA proficiency and STAR and iStation proficiency for math and reading levels
Intended Outcome	Increase overall FSA proficiency and STAR and iStation proficiency for math and reading levels
Point Person	Dawn Jeffords (dawn.jeffords@polk-fl.net)
Action Step	
	Effective PD, lesson plans, and PLC driven by data
Description	PLCs
	STAR and Istation data discussions
	Collaborative planning
Person Responsible	Rodrick Gray (rodrick.gray@polk-fl.net)
Plan to Monitor Effectiveness	
	PLCs
Description	STAR and Istation data discussions
	Collaborative planning
Person Responsible	Rodrick Gray (rodrick.gray@polk-fl.net)

Activity #5	
Title	Utilize technology
Rationale	There is no internal school 'one stop' shop for information such as a campus wide shared calendar or files for resources for staff and students.
Intended Outcome	To unify as a staff on technology needs for staff and students and collaborate via an internal portal.
Point Person	Dawn Jeffords (dawn.jeffords@polk-fl.net)
Action Step	
Description	Collaborate with the district to create a school internal shared portal Technology PD for staff
Person Responsible	Dawn Jeffords (dawn.jeffords@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Work with the district to create and present ongoing staff PD on technology via s staff needs based assessment Collaborate with the district to create a school shared calendar and internal files for staff to use and collaborate
Person Responsible	Dawn Jeffords (dawn.jeffords@polk-fl.net)

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.

Host 6 parent nights: Open House, Math Night, Reading Night, Science Night, Writing Night, Spring Night

PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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.

Teachers are always observing students throughout the day using the RtI/MTSS/CHAMPS recording sheet, as a formative assessment tool. If something is out of the ordinary or if a student brings something to the attention of the teacher, the teacher will refer the student to the guidance office. The guidance office will set up mentoring or counseling as needed. The Guidance Counselor will monitor, in the classrooms, daily, Monday - K & 1, Tuesday - 2 & 3, Wednesday 4 & 5. The Reading Interventionist,

ESE and ESOL Teacher, and Reading and Math Coaches will address this through academics by using Guided Reading Small Groups. Leadership Team will meet bi-weekly to analyze and plan next steps.

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

In the spring of each year, a “Kindergarten Visit” is held by the school. The students and teachers spend the morning with a Kindergarten class where they participate in several activities that our Kindergarten staff has prepared. The students also take a tour of the Eastside campus with a stop in the cafeteria for snacks.

Eastside Kindergarten Visit allows children to:

- Register for school
- Visit kindergarten classrooms
- Learn about the things that parents can do to prepare their children for kindergarten
- Receive necessary information

At the August orientation:

- Parents meet the teacher
- Tour the school
- Receive supply lists and other information

Camp Ready, was held for selected, area, Pre K and Kindergarten students, during the summer, from June - July 2017, provided by The Learning Resource Center.

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

The Leadership Team and the RtI/MTSS/CHAMPS Team will focus meetings on analyzing results of standards-based assessments using a specific protocol; look at overall achievement and achievement/progress of sub groups. Triangulate data and results with other school/classroom data to modify instruction or intervention as needed. Plan next steps. Check on instructional programs.

The Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Response to Intervention/Multi Tier Leveled Support System. The RtI/MTSS/CHAMPS Team and Leadership Team will meet once a week.

- o Review school-wide, grade level, and teacher formative data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at-risk.
- o Help referring teachers design feasible Guided Reading, Writing, and Math Small Group strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.

- o Focus on improving student achievement outcomes with evidence based interventions, in Guided Reading, Writing, and Math Small Groups with fidelity and progress monitoring.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through summer school for 2nd and 3rd grade students. The district coordinates with Title II and Title III in ensuring staff development

needs are provided.

Title I, Title I, Part C- Migrant

Title I, Title I, Part D

District receives funds to support the Educational Alternative Outreach program.

Title I, Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

Title II

Title III

Title X- Homeless

Title X

Supplemental Academic Instruction (SAI)

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

Cultivate various business partnerships to advance college and career readiness.

Part V: Budget

Total:

\$0.00