

Polk County Public Schools

Eastside Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	24
Budget to Support Goals	27

Eastside Elementary School

1820 JOHNSON AVE E, Haines City, FL 33844

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

Demographics

Principal: Elizabeth Munoz

Start Date for this Principal: 7/10/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (36%) 2017-18: C (41%) 2016-17: C (48%) 2015-16: C (41%) 2014-15: F (24%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">95%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

“A classroom that fosters student ownership, creative thinking, and positive communication while learning from our mistakes, so we can be successful in life.”

Provide the school's vision statement.

Students First- Providing high-quality education for all students.

Continuing to develop a common language and understanding of our school’s plan while aligning 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/Math Small Group Instruction, (GRSG & GW/MSG), and Gradual Release Architecture for Eastside's Math Instructional Framework while using formative assessment data for instructional decisions and 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	Job Duties and Responsibilities
Jeffords, Dawn	Principal	
	School Counselor	
Marrero, Clotilde	Other	
Rogers, Kellie	Instructional Coach	Assist in the lesson planning for Science K-5, provide trouble shooting for teachers regarding Science, track science data, provide PD.
Miranda, Zachira	Instructional Coach	Assist in the lesson planning for Math K-5, provide trouble shooting for teachers regarding Science, track science data, provide PD.
Peters, Stephanie	Other	
Stephens, Emily	Instructional Coach	
Ensley, Mary	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	101	103	111	99	106	0	0	0	0	0	0	0	609
Attendance below 90 percent	12	15	22	18	14	6	0	0	0	0	0	0	0	87
One or more suspensions	2	0	0	2	1	6	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	0	17	32	37	0	0	0	0	0	0	0	86
Level 1 on statewide assessment	0	0	0	17	32	37	0	0	0	0	0	0	0	86

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	17	32	32	0	0	0	0	0	0	0	81

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	17	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	2	0	3	0	0	0	0	0	0	0	5

FTE units allocated to school (total number of teacher units)

31

Date this data was collected or last updated

Thursday 10/10/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	38	36	32	33	34	20	0	0	0	0	0	0	0	193
One or more suspensions	3	9	2	8	13	10	0	0	0	0	0	0	0	45
Course failure in ELA or Math	0	0	0	27	24	29	0	0	0	0	0	0	0	80
Level 1 on statewide assessment	0	0	0	27	24	29	0	0	0	0	0	0	0	80

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	27	32	38	0	0	0	0	0	0	0	97

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	27%	51%	57%	32%	51%	55%
ELA Learning Gains	45%	51%	58%	52%	53%	57%
ELA Lowest 25th Percentile	51%	49%	53%	59%	50%	52%
Math Achievement	38%	57%	63%	48%	58%	61%
Math Learning Gains	38%	56%	62%	57%	57%	61%
Math Lowest 25th Percentile	29%	47%	51%	48%	49%	51%
Science Achievement	25%	47%	53%	38%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	89 (0)	101 (0)	103 (0)	111 (0)	99 (0)	106 (0)	609 (0)
Attendance below 90 percent	12 (0)	15 (0)	22 (0)	18 (0)	14 (0)	6 (0)	87 (0)
One or more suspensions	2 (0)	0 (0)	0 (0)	2 (0)	1 (0)	6 (0)	11 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	17 (0)	32 (0)	37 (0)	86 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	17 (0)	32 (0)	37 (0)	86 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	22%	52%	-30%	58%	-36%
	2018	24%	51%	-27%	57%	-33%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	32%	48%	-16%	58%	-26%
	2018	40%	48%	-8%	56%	-16%
Same Grade Comparison		-8%				
Cohort Comparison		8%				
05	2019	21%	47%	-26%	56%	-35%
	2018	31%	50%	-19%	55%	-24%
Same Grade Comparison		-10%				
Cohort Comparison		-19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	33%	56%	-23%	62%	-29%
	2018	32%	56%	-24%	62%	-30%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	40%	56%	-16%	64%	-24%
	2018	62%	57%	5%	62%	0%
Same Grade Comparison		-22%				
Cohort Comparison		8%				
05	2019	25%	51%	-26%	60%	-35%
	2018	26%	56%	-30%	61%	-35%
Same Grade Comparison		-1%				
Cohort Comparison		-37%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	45%	-22%	53%	-30%
	2018	17%	51%	-34%	55%	-38%
Same Grade Comparison		6%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	18	47	55	29	38	33	33				
ELL	26	42	50	38	38	31	26				
BLK	19	37	35	26	28	22	16				
HSP	29	46	59	42	42	33	29				
WHT	33	55		31	33						
FRL	27	46	48	36	39	29	25				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	311
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

3rd grade ELA same grade comparison data showed the lowest performance with a -2% decline in the data. Previous year data (2018) was 24% proficient and this year (2019) is 22% proficient. The contributing factors to this decline were the following: double digit vacancies throughout the school, including third grade, many entering third grade student were not on grade level in reading, as well as, minimal ESL support at home. In addition, for many years prior, K-2 were not provided accountability for student growth and reading levels, thereby going into the upper grades still needing reading skills or the need to learn to read. Also, third grade staff needed PD on Grade 3 portfolios as well well the purpose and design of Power Hour.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

5th grade Math Cohort Data showed the lowest performance with a -37% decline in the Cohort data. Previous Cohort data was 62% proficient and this year is 26% proficient. The contributing factors to this decline were the following: double digit vacancies throughout the school (5th grade had 3 of those vacancies for more than half of the year despite interviewing), securing effective long term subs, providing PD for staff in those positions, and developing effective and consistent lesson plans. In addition, the way the 5th grade was departmentalized and lack of staffing in that grade level was difficult to share daily data based on student strengths and needs.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

3rd grade ELA had the greatest gap when compared to the state average. 3rd grade data is 22% and the state average is 58%. The contributing factors to this decline were the following: double digit vacancies throughout the school, including third grade, many entering third grade student were not on

grade level in reading, as well as, minimal ESL support at home. In addition, for many years prior, K-2 were not provided accountability for student growth and reading levels, thereby going into the upper grades still needing reading skills or the need to learn to read. Also, third grade staff needed PD on Grade 3 portfolios as well well the purpose and design of Power Hour.

Which data component showed the most improvement? What new actions did your school take in this area?

5th grade Science showed the most improvement with 2018 data reflecting 15% and 2019 data reflecting 25%. The actions our school took in this area were the following: data tracking and analyzing of assessments and quarterlies, hands on approach for science lab/projects, standard-based lesson plans, and reteaching standards as necessary. Science instruction through ELA was also a push as it was in ELP.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

An area of concern is the number of 3rd grade retained students. The academic year ending in 2018 had 33 retained third grade students. The academic year ending in 2019 had 15 retained third grade students.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. 3rd grade ELA
2. 5th grade Math
3. Overall ELA proficiency
4. 5th grade Science proficiency
5. Number of retained third grade students at the end of the 19-20 academic year

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	3rd ELA
Rationale	2% drop in ELA proficiency on FSA in same grade comparison with a 22% proficient at this same grade comparison. Cohort comparison increased by 8 percent: 24% to 32% proficiency.
State the measurable outcome the school plans to achieve	We plan to increase proficiency. Our goal is to reach 25% proficiency for 3rd grade ELA.
Person responsible for monitoring outcome	Dawn Jeffords (dawn.jeffords@polk-fl.net)
Evidence-based Strategy	Progress monitoring and data chats for all subgroups (white, black, ELL, Hispanics, ESE).
Rationale for Evidence-based Strategy	We did not make a year's growth of gains in the overall grade level for this content area nor for various subgroups. Our overall data shows the following proficiency percentages for the following subgroups: 38% Caucasian, 31% African American, 39% ELL and 37% SWD. Our proficiency data shows: We had a 22% proficiency rate for 3rd grade ELA.
Action Step	
Description	<p>We will identify all students in the lowest 30%. We will track and analyze data. Third grade student population shows 22% proficient.</p> <p>We will:</p> <ol style="list-style-type: none"> 1. Collaborative plan as a grade level and with coaches standards-based whole and small group instruction. 2. Reading interventionist to work with 3rd grade retainees and 4th grade lowest 25% and various subgroups 3. Misconceptions addressed in planning for all students. 4. ELP 5.. Professional Development on various ELA topics (i.e. running records, FL Ready) 6. FL Ready resource for supplemental material. 7. Data chats & progress monitoring every 9 weeks and after STAR Assessments to verify subgroups <p>(white, black, ESE, ELL, SWD) movement or action plans for next steps.</p> <ol style="list-style-type: none"> 8. Purposeful standards based planning and scheduling (Power Hr., Daily small group/ guided reading, ELP) 9. Implementation, usage, and tracking of AR, STAR, & IStation programs. 10. Implementation of SIPPS & writing resources (Be A Writer) 11. A-Z. 12. Reading Parent Nights. 13. LSI PD and conferences. 14. Media center updated book purchases for student check outs. <p>An area of concern is the number of 3rd grade retained students. The academic year ending in 2018 had 33 retained third grade students. The academic year ending in 2019 had 15 retained third grade students.</p>

SWD had 37% proficiency. They did not make a years growth of gain. We will:

- ESE teachers consistently plan, track data and make instructional decisions based off of common planning student work discussed weekly with academic coaches.
- Data chats & progress monitoring every 9 weeks and after STAR Assessments to verify SWD student growth or action plans for next steps.

Caucasian subgroup had 38 % proficiency. They did not make a years growth of gain.

We will:

- All teachers consistently plan, track data and make instructional decisions based off of common planning student work discussed weekly with academic coaches.
- Data chats & progress monitoring every 9 weeks and after STAR Assessments to verify Caucasian student growth or action plans for next steps.

African American subgroup had 31 % proficiency and ELL had 39% proficiency. They did not make a years growth of gain. We will:

- Teachers consistently plan, track data and make instructional decisions based off of common planning student work discussed weekly with academic coaches.
- Data chats & progress monitoring every 9 weeks and after STAR Assessments to verify African American student growth or action plans for next steps.
- Paras will have binders with student data and strengths and utilize this as they collaborate with teachers on objectives when they work with students.

**Person
Responsible**

Emily Stephens (emily.stephens@polk-fl.net)

#2	
Title	5th grade math
Rationale	1% drop in Math proficiency on FSA in same grade comparison with 25% proficient at this same grade comparison. Cohort comparison decreased by 37 percent: 62% to 26% proficiency.

State the measurable outcome the school plans to achieve	We plan increase proficiency. Our goal is to reach 30% proficiency for 5th grade Math.
Person responsible for monitoring outcome	Dawn Jeffords (dawn.jeffords@polk-fl.net)
Evidence-based Strategy	Progress monitoring and data chats for all subgroups (white, black, ELL, Hispanics, ESE).
Rationale for Evidence-based Strategy	We did not make a year's growth of gains in the overall grade level for this content area nor for various subgroups. Our overall data shows the following proficiency percentages for the following subgroups: 38% Caucasian, 31% African American, 39% ELL and 37% SWD. Our proficiency data shows: We had a 25% proficiency rate for 5th grade Math.

Action Step

We will identify all students in the lowest 30%. We will track and analyze data. Fifth grade student population shows 25% proficient in Math.

We will:

1. Collaborative plan as a grade level and with coaches standards-based whole and small group instruction.
2. Math coach to work with all grade levels and especially 5th grade.
3. Misconceptions addressed in planning for all students.
4. ELP
- 5.. Professional Development on various Math topics.
6. Data chats & progress monitoring every 9 weeks and after STAR Assessments to verify subgroups (white, black, ESE, ELL, SWD) movement or action plans for next steps.
7. Purposeful standard- based planning and scheduling (Power Hr., Daily small group/ guided reading, ELP)
8. Implementation, usage, and tracking of AR, STAR, & IStation programs.
9. Implementation of SIPPS & writing resources (Be A Writer) as this will help with reading comprehension across all content areas.
11. A-Z.
12. Math Parent Nights.
13. LSI PD and conferences.
14. Media center updated book purchases for student check outs.

Description

SWD had 37% proficiency. They did not make a years growth of gain. We will:
 -ESE teachers consistently plan, track data and make instructional decisions based off of common planning student work discussed weekly with academic coaches.
 -Data chats & progress monitoring every 9 weeks and after STAR Assessments to verify

SWD student growth or action plans for next steps.

Caucasian subgroup had 38 % proficiency. They did not make a years growth of gain.
We will:

- All teachers consistently plan, track data and make instructional decisions based off of common planning student work discussed weekly with academic coaches.
- Data chats & progress monitoring every 9 weeks and after STAR Assessments to verify Caucasian student growth or action plans for next steps.

African American subgroup had 31 % proficiency and ELL had 39% proficiency. They did not make a years growth of gain. We will:

- Teachers consistently plan, track data and make instructional decisions based off of common planning student work discussed weekly with academic coaches.
- Data chats & progress monitoring every 9 weeks and after STAR Assessments to verify African American student growth or action plans for next steps.
- Paras will have binders with student data and strengths and utilize this as they collaborate with teachers on objectives when they work with students.

Person Responsible Zachira Miranda (zachira.miranda@polk-fl.net)

#3	
Title	Overall ELA proficiency
Rationale	4% drop in ELA proficiency on FSA: 31% to 27%.
State the measurable outcome the school plans to achieve	We plan increase to proficiency. Our goal is to reach 31% proficiency for overall ELA proficiency.
Person responsible for monitoring outcome	Dawn Jeffords (dawn.jeffords@polk-fl.net)
Evidence-based Strategy	Progress monitoring and data chats for all subgroups (white, black, ELL, Hispanics, ESE).
Rationale for Evidence-based Strategy	We did not make a year's growth of gains in the overall grade level for this content area nor for various subgroups. Our overall data shows the following proficiency percentages for the following subgroups: 38% Caucasian, 31% African American, 39% ELL and 37% SWD. Our proficiency data shows: We had a 27% proficiency rate overall ELA.
Action Step	
Description	<p>AREA of FOCUS: Overall ELA Proficiency RATIONALE: 4% drop in ELA proficiency on FSA: 31% to 27%.</p> <p>State Measureable Outcome the school plans to achieve: We plan increase to proficiency. Our goal is to reach 31% proficiency for 5th overall ELA proficiency.</p> <p>Evidence based strategy: Progress monitoring and data chats for all subgroups (white, black, ELL, Hispanics, ESE).</p> <p>Rationale for evidence based strategy: We did not make a year's growth of gains in the overall grade level for this content area nor for various subgroups. Our overall data shows the following proficiency percentages for the following subgroups: 38% Caucasian, 31% African American, 39% ELL and 37% SWD. Our proficiency data shows: We had a 25% proficiency rate for 5th grade Math.</p> <p>ACTION STEPS: We will identify all students in the lowest 30%. We will track and analyze data. . We will: 1. Collaborative plan as a grade level and with coaches standards-based whole and small group instruction. 2. ELA coach to work with all grade levels and collaborate with the Reading Interventionist. 3. Misconceptions addressed in planning for all students. 4. ELP 5.. Professional Development on various ELA topics as well as teaching Science and S.S. through ELA. 6. Data chats & progress monitoring every 9 weeks and after STAR Assessments to</p>

verify subgroups

(white, black, ESE, ELL, SWD) movement or action plans for next steps.

7. Purposeful standard- based planning and scheduling (Power Hr., Daily small group/ guided reading, ELP)

8. Implementation, usage, and tracking of AR, STAR, & IStation programs.

9. Implementation of SIPPS & writing resources (Be A Writer) as this will help with reading comprehension across all content areas.

11. A-Z.

12. Reading Parent Nights.

13. LSI PD and conferences.

14. Media center updated book purchases for student check outs.

15. ELA "Kick Start" summer program.

16. Additional technology to support additional Apple Model classrooms.

SWD had 37% proficiency. They did not make a years growth of gain. We will:

-ESE teachers consistently plan, track data and make instructional decisions based off of common planning student work discussed weekly with academic coaches.

-Data chats & progress monitoring every 9 weeks and after STAR Assessments to verify SWD student growth or action plans for next steps.

Caucasian subgroup had 38 % proficiency. They did not make a years growth of gain.

We will:

-All teachers consistently plan, track data and make instructional decisions based off of common planning student work discussed weekly with academic coaches.

-Data chats & progress monitoring every 9 weeks and after STAR Assessments to verify Caucasian student growth or action plans for next steps.

African American subgroup had 31 % proficiency and ELL had 39% proficiency. They did not make a years growth of gain. We will:

- Teachers consistently plan, track data and make instructional decisions based off of common planning student work discussed weekly with academic coaches.

-Data chats & progress monitoring every 9 weeks and after STAR Assessments to verify African American student growth or action plans for next steps.

-Paras will have binders with student data and strengths and utilize this as they collaborate with teachers on objectives when they work with students.

The school will purchase classroom libraries for teachers, agendas for students, instructional supplies and ink for coaches and teachers as well as for Parent Engagement items, as well as texts for the school Professional library. In addition, the school will purchase additional 3 ipad pro and ipad cases

**Person
Responsible**

Emily Stephens (emily.stephens@polk-fl.net)

#4	
Title	5th grade Science Proficiency
Rationale	6% increase in Science proficiency on FSA: 17% to 23% proficiency. This is still well below the acceptable range of proficiency.
State the measurable outcome the school plans to achieve	We plan to continue to increase proficiency. Our goal is to reach 10% gain in proficiency for 5th grade science.
Person responsible for monitoring outcome	Dawn Jeffords (dawn.jeffords@polk-fl.net)
Evidence-based Strategy	Progress monitoring and data chats for all subgroups (white, black, ELL, Hispanics, ESE).
Rationale for Evidence-based Strategy	We did not make a year's growth of gains in the overall grade level for this content area nor for various subgroups. Our overall data shows the following proficiency percentages for the following subgroups: 38% Caucasian, 31% African American, 39% ELL and 37% SWD. Our proficiency data shows: We had a 25% proficiency rate for 5th grade Science.
Action Step	
Description	<p>We will identify all students in the lowest 30%. We will track and analyze data. Fifth grade student population shows 25% proficient in Science.</p> <p>We will:</p> <ol style="list-style-type: none"> 1. Collaborative plan as a grade level and with coaches (Science and ELA) standards-based whole and small group instruction. 2. Science coach to work with all grade levels and especially 5th grade. 3. Misconceptions addressed in planning for all students. 4. ELP 5.. Professional Development on various Science topics as well as best practice to weave Science with ELA. 6. Data chats & progress monitoring every 9 weeks and after Quarterly Assessments to verify subgroups (white, black, ESE, ELL, SWD) movement or action plans for next steps. 7. Purposeful standard- based planning and scheduling (Power Hr., Daily small group/ guided reading, ELP) 8. Implementation, usage, and tracking of AR, STAR, & IStation programs, as well as the hands on lab for science. 9. Implementation of SIPPS & writing resources (Be A Writer) as this will help with reading comprehension across all content areas. 11. A-Z. 12. Science Parent Nights. 13. LSI PD and conferences. 14. Media center updated book purchases for student check outs. <p>SWD had 37% proficiency. They did not make a years growth of gain. We will:</p> <ul style="list-style-type: none"> -ESE teachers consistently plan, track data and make instructional decisions based off of common planning student work discussed weekly with academic coaches. -Data chats & progress monitoring every 9 weeks and after Quarterly Assessments to

verify SWD student growth or action plans for next steps.

Caucasian subgroup had 38 % proficiency. They did not make a years growth of gain. We will:

- All teachers consistently plan, track data and make instructional decisions based off of common planning student work discussed weekly with academic coaches.
- Data chats & progress monitoring every 9 weeks and after Quarterly Assessments to verify Caucasian student growth or action plans for next steps.

African American subgroup had 31 % proficiency and ELL had 39% proficiency. They did not make a years growth of gain. We will:

- Teachers consistently plan, track data and make instructional decisions based off of common planning student work discussed weekly with academic coaches.
- Data chats & progress monitoring every 9 weeks and after Quarterly Assessments to verify African American student growth or action plans for next steps.
- Paras will have binders with student data and strengths and utilize this as they collaborate with teachers on objectives when they work with students.

**Person
Responsible**

Kellie Rogers (kellie.rogers@polk-fl.net)

#5	
Title	Number of retained third grade students at the end of the 19-20 academic year
Rationale	End of the 18-19 academic year there were 30 retained third grade students.
State the measurable outcome the school plans to achieve	We plan decrease the number of retained third grade students. Our goal is to decrease the current total from 15 to 10 at the end of the 19-20 academic year.
Person responsible for monitoring outcome	Dawn Jeffords (dawn.jeffords@polk-fl.net)
Evidence-based Strategy	Progress monitoring and data chats for all subgroups (white, black, ELL, Hispanics, ESE).
Rationale for Evidence-based Strategy	We did not make a year's growth of gains in the overall grade level for various content areas nor for various subgroups. Our overall data shows the following proficiency percentages for the following subgroups: 38% Caucasian, 31% African American, 39% ELL and 37% SWD. Our proficiency data shows: We had a 15 retained third grade students this year. That is a decrease from 30 the previous year to 15 this year.
Action Step	
Description	<p>We will identify all students that have been retained in third grade.</p> <p>We will:</p> <ol style="list-style-type: none"> 1. Collaborative plan as a grade level and with coaches standards-based whole and small group instruction for effective instruction based on the needs of these individual students. 2. ELA coach to work with all grade levels and collaborate with the Reading Interventionist. 3. Reading Interventionist will work with all retained third grade students. 4. ELP 5.. Reading Interventionist will track data ona tracking sheet and present to the admin team monthly. Columns will track: Beginning of the year/October/December/March/April/May running records as well as STAR levels for the same timeframes to correlate and ensure small group instruction is at the right level for students. 6. Data chats & progress monitoring every 9 weeks and after STAR Assessments to verify subgroups (white, black, ESE, ELL, SWD) and retained students' movement or action plans for next steps. 7. Purposeful standard- based planning and scheduling (Power Hr., Daily small group/ guided reading, ELP) 8. Implementation, usage, and tracking of AR, STAR, & IStation programs. 9. Implementation of SIPPS & writing resources (Be A Writer) as this will help with reading comprehension across all content areas. 11. A-Z. 12. Reading Parent Nights. 13. LSI PD and conferences. 14. Media center updated book purchases for student check outs. 15. ELA "Kick Start" summer program. <p>SWD had 37% proficiency. They did not make a years growth of gain. We will:</p>

- ESE teachers consistently plan, track data and make instructional decisions based off of common planning student work discussed weekly with academic coaches.
- Data chats & progress monitoring every 9 weeks and after STAR Assessments to verify SWD student growth or action plans for next steps.

Caucasian subgroup had 38 % proficiency. They did not make a years growth of gain. We will:

- All teachers consistently plan, track data and make instructional decisions based off of common planning student work discussed weekly with academic coaches.
- Data chats & progress monitoring every 9 weeks and after STAR Assessments to verify Caucasian student growth or action plans for next steps.

African American subgroup had 31 % proficiency and ELL had 39% proficiency. They did not make a years growth of gain. We will:

- Teachers consistently plan, track data and make instructional decisions based off of common planning student work discussed weekly with academic coaches.
- Data chats & progress monitoring every 9 weeks and after STAR Assessments to verify African American student growth or action plans for next steps.
- Paras will have binders with student data and strengths and utilize this as they collaborate with teachers on objectives when they work with students.

Person Responsible Zachira Miranda (zachira.miranda@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Teacher recruitment and development- We will continue our Onboarding Campus Induction program, staff will also continue to have a New staff to our campus group where they will meet as a group and an assigned mentor on campus, in addition to meeting with the administration. Our induction coordinator keeps track of the progress made and items completed by the staff such as: peer observations, admin meetings, classroom visits on and off campus, etc. We will continue to survey staff on their needs and review data to see PD opportunities and provide individual PD and staff PD. We will also continue to work with HR and other departments on recruitment efforts.

Discipline-We will continue to encourage staff to keep and open line of communication with families and to troubleshoot efforts before writing referrals. We also will continue to work with students and staff, and as needed families, to discuss consequences and action plans t o prevent disciplinary situations from happening in the future. This will assist the students in becoming productive citizens now and in the future in and outside the academic setting.

External stakeholder relationships- We built the stakeholders group from 1 to 10 and will continue to partner with each group in regards to donations, monetary and supplies, tutoring, as well as invite them to be a part of the SAC. We will also incorporate Class Dojo for parental communication in addition to having business partners/external stakeholder luncheons a few times a year.

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 Schoolwide Improvement Plan 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.

External stakeholder relationships- We built the stakeholders group from 1 to 10 and will continue to partner with each group in regards to donations, monetary and supplies, tutoring, as well as invite them to be a part of the SAC. We will also incorporate Class Dojo for parental communication in addition to having business partners/external stakeholder luncheons a few times a year. Please see attached Parent Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

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

There will be parent teacher conferences held every nine weeks.

The Harmony program will be continued in each classroom this year.

Staff will work with various departments such as ELL, Gifted, ESE, and various staff such as guidance,, school psychologist to meet the needs of the students as a whole child.

Students identified as having socio-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one on one basis. Severe cases may be handled with a contracted MH counselor. The IEP also identifies and address social emotional goals for all of our students. Our school also utilizes the following resources:

- 1-CHAMPS
- 2-PBIS
- 3-Mentoring Program

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

The Leadership Team will focus meetings on analyzing results of data; verify achievement and progress of sub groups. Triangulate data and results with other school data to modify instruction/intervention. Plan next steps. Check on instructional programs.

The Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using MTSS. The MTSS Team and Leadership Team will meet 1x 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, Part D

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

Our campus assists in the transitioning of incoming and outgoing cohort of students moving from one school level to the next via following methods:

- 1- Kindergarten Round Up where parents and new kindergartner students can tour the school, meet kindergarten teachers;
- 2-5th graders touring or visiting middle schools- work with feeder schools;
- 3-Welcome to EES for new incoming students to EES;
- 4-WE3 Expo;
- 5-VPK students will visit kindergartner classrooms toward the end of the year.

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.

Cultivate various business partnerships to advance college and career readiness.

- Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.

- Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.

- Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district. Also, may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.

- Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities, and ELP for ELLs.
- Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.
- o Head Start provides resources to assist students in the transition from pre-k to kindergarten.
- o Title I, UniSIG (schools with a school grade of D or F) provides additional funds to help support strategies and actions steps identified in the school’s SIP.

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

Continue with the established business partners as well as cultivate additional partnerships.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: 3rd ELA				\$291,756.16
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0361 - Eastside Elementary School	UniSIG		\$118,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5100	130-Other Certified Instructional Personnel	0361 - Eastside Elementary School	UniSIG		\$4,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5100	150-Aides	0361 - Eastside Elementary School	UniSIG		\$10,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5100	220-Social Security	0361 - Eastside Elementary School	UniSIG		\$10,098.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5100	240-Workers Compensation	0361 - Eastside Elementary School	UniSIG		\$250.80
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	120-Classroom Teachers	0361 - Eastside Elementary School	UniSIG		\$26,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	150-Aides	0361 - Eastside Elementary School	UniSIG		\$5,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	220-Social Security	0361 - Eastside Elementary School	UniSIG		\$2,371.50

			<i>Notes: Recruitment/Retention Stipends</i>			
5200	240-Workers Compensation	0361 - Eastside Elementary School	UniSIG		\$58.90	
			<i>Notes: Recruitment/Retention Stipends</i>			
6120	130-Other Certified Instructional Personnel	0361 - Eastside Elementary School	UniSIG		\$4,000.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
6120	220-Social Security	0361 - Eastside Elementary School	UniSIG		\$306.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
6120	240-Workers Compensation	0361 - Eastside Elementary School	UniSIG		\$7.60	
			<i>Notes: Recruitment/Retention Stipends</i>			
6400	130-Other Certified Instructional Personnel	0361 - Eastside Elementary School	UniSIG		\$12,000.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
6400	220-Social Security	0361 - Eastside Elementary School	UniSIG		\$918.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
6400	240-Workers Compensation	0361 - Eastside Elementary School	UniSIG		\$22.80	
			<i>Notes: Recruitment/Retention Stipends</i>			
7300	110-Administrators	0361 - Eastside Elementary School	UniSIG		\$8,000.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
7300	160-Other Support Personnel	0361 - Eastside Elementary School	UniSIG		\$5,000.00	
			<i>Notes: Recruitment/Retention Stipends</i>			
7300	220-Social Security	0361 - Eastside Elementary School	UniSIG		\$994.50	
			<i>Notes: Recruitment/Retention Stipends</i>			
7300	240-Workers Compensation	0361 - Eastside Elementary School	UniSIG		\$24.70	
			<i>Notes: Recruitment/Retention Stipends</i>			
6200	610-Library Books	0361 - Eastside Elementary School	UniSIG		\$31,589.36	
			<i>Notes: Library Books</i>			
5900	500-Materials and Supplies	0361 - Eastside Elementary School	UniSIG		\$3,600.00	
			<i>Notes: Ready Florida supplies for extended learning</i>			
5100	530-Periodicals	0361 - Eastside Elementary School	UniSIG		\$795.00	

			<i>Notes: Studies Weekly Periodical</i>			
	5100	510-Supplies	0361 - Eastside Elementary School	UniSIG		\$4,519.00
			<i>Notes: SIPPS Instructional Supplies</i>			
	5100	510-Supplies	0361 - Eastside Elementary School	UniSIG		\$7,200.00
			<i>Notes: Being A Writer - Instructional Supplies</i>			
	7730	330-Travel	0361 - Eastside Elementary School	UniSIG		\$2,000.00
			<i>Notes: LSI Conference - Travel/Training - 2 admin</i>			
	6400	330-Travel	0361 - Eastside Elementary School	UniSIG		\$15,000.00
			<i>Notes: LSI Conference - Travel/Training - 15 instructional staff</i>			
	5100	510-Supplies	0361 - Eastside Elementary School	UniSIG		\$20,000.00
			<i>Notes: Instructional Supplies - Classroom Libraries</i>			
2	III.A.	Areas of Focus: 5th grade math				\$0.00
3	III.A.	Areas of Focus: Overall ELA proficiency				\$31,434.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	644-Computer Hardware Non-Capitalized	0361 - Eastside Elementary School	UniSIG		\$23,640.00
			<i>Notes: 60 iPads - 2 Model Classrooms</i>			
	5100	519-Technology-Related Supplies	0361 - Eastside Elementary School	UniSIG		\$2,100.00
			<i>Notes: iPad Cases (60)</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0361 - Eastside Elementary School	UniSIG		\$3,236.00
			<i>Notes: iPad Carts (2)</i>			
	5100	644-Computer Hardware Non-Capitalized	0361 - Eastside Elementary School	UniSIG		\$1,858.00
			<i>Notes: iPad Pro (2)</i>			
	5100	519-Technology-Related Supplies	0361 - Eastside Elementary School	UniSIG		\$300.00
			<i>Notes: iPad Pro Case (2)</i>			
	5100	519-Technology-Related Supplies	0361 - Eastside Elementary School	UniSIG		\$300.00
			<i>Notes: Apple TV (2)</i>			
4	III.A.	Areas of Focus: 5th grade Science Proficiency				\$0.00
5	III.A.	Areas of Focus: Number of retained third grade students at the end of the 19-20 academic year				\$0.00

	Total: \$333,564.00
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