Eastside Elementary School

2019-20 Schoolwide Improvement Plan

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Eastside Elementary School

27151 ROPER RD, Brooksville, FL 34602

https://www.hernandoschools.org/ees

Demographics

Principal: Mike Lastra

Start Date for this Principal: 7/1/2019

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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: A (63%) 2016-17: B (57%) 2015-16: B (54%) 2014-15: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

ESSA Status	TS&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 Hernando 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

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	A	B	B

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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.

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Murrman, Mildred	Principal	Supervise all aspects of the school's educational program ? Assume responsibility for development, implementation and evaluation of curriculum designed to better meet needs of students ? Take action to increase student achievement scores on standardized tests ? Assume responsibility in the development, revision, implementation and evaluation of the School Improvement Plan ? Maintain high standard of student conduct and enforces discipline, according to due process rights to students ? Assume responsibility for the implementation and observance of all board policies and regulations by the school's staff and students ? Take action to build effective teams within the school ? Effectively communicate with staff, students, parents and community groups ? Establish and maintain a positive collaborative relationship with students' families to increase student achievement ? Work with stakeholders to establish goals that are congruent with the school's continuous improvement efforts ? Assume responsibility for the safety and administration of the school facilities ? Act as a liaison between the school and community and encourage community participation in school life ? Assume responsibility for assisting with hiring, training, supervising and evaluating school personnel ? Make decisions regarding the effectiveness of employee performance including recommending dismissal when necessary ? Conduct meetings of the staff for proper functioning of the school ? Establish and maintain individual professional development plans linked to student performance and clearly-defined training activities that result in better student performance ? Assume responsibility for the preparation and management of the school budget ? Delegate authority and responsibility to appropriate personnel to insure that school activities and programs are effectively supervised and implemented ? Use a systematic process to receive and provide feedback about the progress of work being done
Finch, Ed	Assistant Principal	Assist in the development and coordination of class schedules and school activities ? Collaborate with administration and staff in writing, implementing and monitoring the School Improvement Plan

Name	Title	Job Duties and Responsibilities
		? Assist with implementing and monitoring the curriculum ? Assist in monitoring and maintaining student discipline throughout the school ? Assist the principal in the overall administration of the school ? Assume responsibility of the principalship in the absence of the principal ? Assist with support, supervision and evaluation of staff as requested by the principal ? Use group process skills to enable staff members to work together effectively ? Work with teachers to increase student achievement scores on standardized tests ? Assist with maintaining the safety of students, staff and the school plant ? Use a systematic process to receive and provide feedback about the progress of work being done ? Establish open and effective communication with staff, PTA, School Advisory Committees and community groups to increase involvement, provide information and coordinate efforts to meet school goals ? Consider multiple perspectives and utilize available data when making decisions or recommendations for program changes and development ? Perform other duties as assigned by the principal and/or designee
Stalbaum, Kristine	Other	Instructional Support and Title 1 Resource Assist with the implementation of programs and follow up insuring consistency with the district's educational philosophy Work with staff for the purpose of planning and developing appropriate instruction Work with groups of students Communicate and coordinate educational efforts with classroom teachers Perform other duties as assigned by principal and/or designee
Sommer, Wilson	Other	Supports and assists classroom teachers in implementing teaching strategies. Supervises teachers in implementing teaching strategies. Maintain accurate data and reports required by the district and state. Assist in the coordination of all services and programs including screening and identification processes, further assessment, evaluation and assignment of children in appropriate strategies and/or programs ? Serve as chairperson of student services committees as needed ? Support and assist classroom teachers in implementing teaching strategies, identifying appropriate activities, organizing and managing the classroom, selecting materials and identifying specific needs of children; supervise teacher assistants in implementing strategies ? Provide leadership in curriculum development, implementation and evaluation ? Plan and conduct in-service for teachers and teacher assistants

Name	Title	Job Duties and Responsibilities
		? Maintain accurate data and prepare such reports as required by the district and state; assist with entry and withdrawal of students, attendance procedures and other record-keeping as needed ? Monitor and provide assistance in meeting the instructional staff competencies; assist with program evaluation ? Assist in providing parental involvement activities and parent education, and act as a parent liaison ? Assist in communication of information and research relative to elementary curriculum and programs ? Establish and facilitate articulation within and across grade levels including pre-kindergarten and middle schools ? Attend local, regional and state meetings as required ? Perform other duties as assigned by the principal and/or designee
RHOADS, BRITTANY	Other	Instructional support and Title One Resource Instructional Support and Title 1 Resource Assist with the implementation of programs and follow up insuring consistency with the district's educational philosophy Work with staff for the purpose of planning and developing appropriate instruction Work with groups of students Communicate and coordinate educational efforts with classroom teachers Perform other duties as assigned by principal and/or designee
Athanason, Traci	Other	Assessment Teacher Coordinate the overall federal, state, district and school-based student assessment, accountability and progress monitoring programs ? Maintain student assessment and progress monitoring records for state and district mandated testing ? Maintain and support strict confidentiality of student records and data ? Prepare and deliver in-service training for school staff on testing and the use of progress monitoring and reporting programs ? Coordinate the distribution and interpretation of test results within and between schools ? Report testing results and trends to faculty and other stakeholders ? Assist all stakeholders in the use of data to influence the School Improvement Plan and drive instruction ? Perform other duties as assigned by the principal and/or designee

Name	Title	Job Duties and Responsibilities
Murdza, Michelle	Other	Instructional Support and Title One Resource Instructional Support and Title 1 Resource Assist with the implementation of programs and follow up insuring consistency with the district's educational philosophy Work with staff for the purpose of planning and developing appropriate instruction Work with groups of students Communicate and coordinate educational efforts with classroom teachers Perform other duties as assigned by principal and/or designee

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	99	96	99	134	107	104	0	0	0	0	0	0	0	639
Attendance below 90 percent	7	12	16	13	14	10	0	0	0	0	0	0	0	72
One or more suspensions	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	18	15	6	5	4	4	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	62	36	44	0	0	0	0	0	0	0	142

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	7	11	16	13	14	10	0	0	0	0	0	0	0	71

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	10	10	11	13	0	0	0	0	0	0	0	44
Students retained two or more times	0	0	1	3	1	2	0	0	0	0	0	0	0	7

FTE units allocated to school (total number of teacher units)
49

Date this data was collected or last updated
Monday 8/19/2019

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	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 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	14	17	19	17	18	32	0	0	0	0	0	0	0	117

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	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 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	14	17	19	17	18	32	0	0	0	0	0	0	0	117

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	42%	54%	57%	53%	54%	55%
ELA Learning Gains	46%	53%	58%	55%	54%	57%
ELA Lowest 25th Percentile	50%	52%	53%	50%	54%	52%
Math Achievement	51%	58%	63%	69%	63%	61%
Math Learning Gains	52%	57%	62%	66%	58%	61%
Math Lowest 25th Percentile	50%	48%	51%	49%	50%	51%
Science Achievement	53%	54%	53%	55%	54%	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	99 (0)	96 (0)	99 (0)	134 (0)	107 (0)	104 (0)	639 (0)
Attendance below 90 percent	7 (17)	12 (46)	16 (38)	13 (38)	14 (34)	10 (34)	72 (207)
One or more suspensions	1 (1)	0 (1)	1 (3)	0 (2)	0 (1)	0 (5)	2 (13)
Course failure in ELA or Math	18 (14)	15 (14)	6 (7)	5 (11)	4 (15)	4 (8)	52 (69)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	62 (16)	36 (15)	44 (24)	142 (55)

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	38%	57%	-19%	58%	-20%
	2018	46%	62%	-16%	57%	-11%
Same Grade Comparison	-8%					
Cohort Comparison						
04	2019	44%	59%	-15%	58%	-14%
	2018	52%	53%	-1%	56%	-4%
Same Grade Comparison	-8%					
Cohort Comparison	-2%					
05	2019	44%	52%	-8%	56%	-12%
	2018	64%	53%	11%	55%	9%
Same Grade Comparison	-20%					
Cohort Comparison	-8%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	62%	-12%	62%	-12%
	2018	68%	67%	1%	62%	6%
Same Grade Comparison	-18%					
Cohort Comparison						
04	2019	58%	62%	-4%	64%	-6%
	2018	53%	60%	-7%	62%	-9%
Same Grade Comparison	5%					
Cohort Comparison	-10%					
05	2019	43%	54%	-11%	60%	-17%
	2018	67%	56%	11%	61%	6%
Same Grade Comparison	-24%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	54%	55%	-1%	53%	1%
	2018	70%	56%	14%	55%	15%
Same Grade Comparison		-16%				
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	39	44	25	47	63	17				
ELL	29	36		41	53						
BLK	14	38	64	39	54	70	40				
HSP	39	47		50	51		48				
WHT	48	48	47	52	50	45	56				
FRL	36	48	52	45	51	50	46				
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				

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)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	344
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	40
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	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	47
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 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	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

BQ ELA was lowest performance
-Multiple teachers in and out
-Multiple new teachers

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

-5th grade science
-Team did not departmentalize for science
- Teacher inexperience at teaching science

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
- The ELA team with the exception of one teacher lacked teaching experience
- One of the 3rd grade inclusion classes had multiple teacher turnover

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

4th grade math
Math resource teacher provided support though modeling, enrichment, and lesson planning.

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

- Level of proficiency on statewide assessments
- SWD dropped 8 percentage points in ELA and 11 percentage in math
- ELLs 11 percentage points in ELA and dropped 19 percentage points in math

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

1. Bottom quartile dropped in ELA
2. science scores declined
3. SWDs dropped in both ELA and MATH
4. ELLs dropped in both ELA and MATH
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	STANDARDS BASED INSTRUCTION
Rationale	This area of focus was identified as a critical need based on the fact that we went down in EVERY category with a loss of total of 95 percentage points. This area of focus will address the SWDs at 36% and ELLS at 40%.
State the measurable outcome the school plans to achieve	SWDs assessment scores will increase by at least 5 percentage points, ELLs assessment scores will increase by at least 5 percentage points, and overall school grade points will increase by at least 25 percentage points.
Person responsible for monitoring outcome	Mildred Murrman (murrman_m@hcsb.k12.fl.us)
Evidence-based Strategy	Teachers will deliver standards-based/standards-aligned lessons to all students in language arts, math, and science.
Rationale for Evidence-based Strategy	When teachers deliver standards based instruction and analyze formative data to inform their instruction to include differentiation for SWDs and ELLs and make decisions based on that data, student proficiency increases.
Action Step	
Description	1. Facilitated lesson planning to ensure teachers are planning standards based instruction 2. Administrator observations (walk-throughs) to monitor implementation of lessons planned 3. iReady performance for SWDs and ELLs as well as whole group data will be reviewed for usage and pass rates monthly 4. ESE teachers will monitor formative assessment data for SWDs 5. ESOL lead teachers will monitor iReady usage and pass rates and Rosetta Stone usage for ELLS
Person Responsible	Mildred Murrman (murrman_m@hcsb.k12.fl.us)

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).

n/a

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.

Please refer to the uploaded Parental Involvement Plan for a full explanation.

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.

At EES, SBLT meets twice a month to review all available Tier I data. The school-based administration, and the MTSS Coordinator, oversee and implement the resources and personnel needed. Specific curricular tools 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 providing tiered intervention. Once students receive services through MTSS, teachers may refer students to the Problem Solving Team, which meets every Tuesday, for discussion 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 Title I services for all students on a daily basis. Curriculum and software have been purchased and are utilized on a daily basis in the classrooms, as well as Highly Qualified subject area personnel. In addition, Title I funds are used 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.

One classroom serves students who have been identified as having more 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, which provides this program with a licensed VPK provider to assist the EES teacher in the classroom. Both teachers vertically plan with Kindergarten teachers and classes work on pre-K and Kindergarten readiness skills.

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

A 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.

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.

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

not applicable