Eastside Elementary School

2020-21 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: 7/1/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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Eastside Elementary School

27151 ROPER RD, Brooksville, FL 34602

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 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	41%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	A	B

School Board Approval

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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.

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.

Like a lunging leopard, we leap into learning. There's no slowing down when you walk through our halls. The energy is contagious. It spills into our community. It lights up the minds of our students and warms the hearts of our parents. We're in this together, turning our diverse population of students into productive citizens of tomorrow. We blend the traditions of the past with instructional strategies of the future. We take on all challenges with the speed and energy of a leopard chasing prey. Getting on board means moving fast, finding a way, and seeing success. That is our history, our method, and our future.

Provide the school's vision statement.

Every Child,
Every Chance,
Every Way.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Maine, Michael	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
Roy, Susan	School Counselor	Present lessons in academic success, career awareness and planning and social and personal growth and understanding ? Assist students to maximize their educational experience by discovering and developing their special abilities ? Assist students in understanding their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and work with students in developing education and occupation plans in terms of such evaluation ? Assist students in relating their interests, capabilities and aptitudes to life goals ? Provide individual planning sessions to students in the areas of academic planning and success, career awareness and social and personal development based on sequential, grade appropriate objectives ? Communicate with students and their parents regarding academic progress and graduation; work with students on an individual basis in the solution of personal and academic problems ? Conduct structured, goal-oriented counseling sessions in systematic response to identified needs of groups of children; themes include academic skill-building, social skill development, career awareness, conflict resolution, family issues and making health choices ? Assist in students' transition to elementary, middle school, high school and to post high school options

Name	Title	Job Duties and Responsibilities
		? Provide information and skills to parents, school staff, administration and the community to enhance student achievement ? Assist parents in addressing school-related problems and issues; refer students and their parents, as needed, to appropriate specialists, special programs and/or outside agencies ? Inform students and their parents as to pertinent test results and their implications for educational and career planning ? Advocate for equal access to programs and services for all students ? Review the school counseling program annually with other district counselors and administrators; establish a planning calendar for activities Certified School Counselor ? Plan, implement, maintain and evaluate the systems necessary for the support, maintenance, and improvement of the school counseling program; activities include but are not limited to preparation of budget and production of printed materials, guides, etc., that support the program ? Participate in school decision making and in activities which contribute to the effective operation of the school ? Cooperate and collaborate with other professionals in enhancing the education of students ? Effectively communicate with the administrators, teachers, staff, parents and students as to the role of the school counseling program in the overall educational process of the school ? Adhere to the ethical standards of state and national school counselor associations ? Provide for own professional growth through an on-going program of professional reading; adhere to preferred practices prescribed by state and national school counselor associations, workshops, seminars, conferences and/or advanced course work at institutions of higher learning ? Test proctoring, master scheduling, student scheduling, balancing class size duties, pre-referral activities, temporary staffings and Exceptional Student Education (ESE) paperwork, 504 meetings, GPA's and case management ? Perform other duties as assigned by the principal and/or designee
Drake, Tracey	School Counselor	Present lessons in academic success, career awareness and planning and social and personal growth and understanding ? Assist students to maximize their educational experience by discovering and

Name	Title	Job Duties and Responsibilities
		developing their special abilities ? Assist students in understanding their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and work with students in developing education and occupation plans in terms of such evaluation ? Assist students in relating their interests, capabilities and aptitudes to life goals ? Provide individual planning sessions to students in the areas of academic planning and success, career awareness and social and personal development based on sequential, grade appropriate objectives ? Communicate with students and their parents regarding academic progress and graduation; work with students on an individual basis in the solution of personal and academic problems ? Conduct structured, goal-oriented counseling sessions in systematic response to identified needs of groups of children; themes include academic skill building, social skill development, career awareness, conflict resolution, family issues and making health choices ? Assist in students' transition to elementary, middle school, high school and to post high school options ? Provide information and skills to parents, school staff, administration and the community to enhance student achievement ? Assist parents in addressing school related problems and issues; refer students and their parents, as needed, to appropriate specialists, special programs and/or outside agencies ? Inform students and their parents as to pertinent test results and their implications for educational and career planning ? Advocate for equal access to programs and services for all students ? Review the school counseling program annually with other district counselors and administrators; establish a planning calendar for activities Certified School Counselor ? Plan, implement, maintain and evaluate the systems necessary for the support, maintenance, and improvement of the school counseling program; activities include but are not limited to preparation of budget and production of printed materials, guides, etc., that support the program ? Participate in school decision making and in activities which contribute to the effective operation of the school

Name	Title	Job Duties and Responsibilities
		? Cooperate and collaborate with other professionals in enhancing the education of students ? Effectively communicate with the administrators, teachers, staff, parents and students as to the role of the school counseling program in the overall educational process of the school ? Adhere to the ethical standards of state and national school counselor associations ? Provide for own professional growth through an on-going program of professional reading; adhere to preferred practices prescribed by state and national school counselor associations, workshops, seminars, conferences and/or advanced course work at institutions of higher learning ? Test proctoring, master scheduling, student scheduling, balancing class size duties, pre-referral activities, temporary staffings and Exceptional Student Education (ESE) paperwork, 504 meetings, GPA's and case management ? Perform other duties as assigned by the principal and/or designee

Demographic Information

Principal start date
Wednesday 7/1/2020, Mike Lastra

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Total number of teacher positions allocated to the school
52

Demographic Data

2020-21 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

2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/18/2020

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	
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

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	
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

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**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%				
Cohort Comparison		-10%				

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	54%	55%	-1%	53%	1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

ESSA Federal Index	
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0

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.

ELA overall for grades 3-5 showed an overall 12% decrease for 2019. We contribute the following factors in analyzing this decline:
- High teacher turnover particularly in 3rd grade.
- Lack of quality Tier I instruction.
- Poor differentiated instruction within the classroom.
- Lack of consistency in the Problem Solving Process and overall MTSS "fluid-walls."
- Turnover among the core leadership team to include, Assistant Principal, MTSS Coordinator, Certified Guidance
Counselor and two Instructional Coaches.
- Brand new ESE department to include (3) new to Eastside staff.
- Inconsistency in data disaggregation, PLC's and facilitated lesson planning.
- Reactionary leadership vs. proactive problem solving leadership

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

5th grade math showed the largest decline with a 24% decrease in 2019. Overall math scores in grades 3-5 showed an overall decline of 12%. We contribute the following factors in analyzing this decline:
- Strongest 5th grade math teacher was moved into an Instructional Coach position.
- Lack of quality Tier I instruction.
- Lack of standards based lesson planning, curriculum alignment and instruction.
- Poor differentiated instruction within the classroom.
- Lack of consistency in the Problem Solving Process and overall MTSS "fluid-walls."
- Brand new ESE department to include (3) new to Eastside staff.
- Inconsistency in data disaggregation, PLC's and facilitated lesson planning.
- Reactionary leadership vs. proactive problem solving leadership

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 showed a 20% gap in comparison to state average at 58%. 3rd grade ELA showed a 20% gap in comparison to state average at 58%. We contribute the following factors in analyzing this decline:
- High teacher turnover particularly in 3rd grade.
- Lack of quality Tier I instruction.
- Lack of standards based lesson planning, curriculum alignment and instruction.
- Poor differentiated instruction within the classroom.
- Lack of consistency in the Problem Solving Process and overall MTSS "fluid-walls."
- Inconsistency in data disaggregation, PLC's and facilitated lesson planning.
- Brand new ESE department to include (3) new to Eastside staff.

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

4th grade math showed the most improvement with a 5% increase in 2019. The following factors contributed to the increase in performance:
- Master teacher was providing math instruction.
- Consistency and fidelity in delivery of Tier I instruction.
- Math Instructional Practices Coach led facilitated, standards based lesson planning to include a focus on
differentiated instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Based on the EWS data from Part I (D), we have identified attendance and behavior as areas of concern.

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

1. Standards based lesson planning monitored by formative assessment data and instructional walk-through's.
2. Differentiated instruction to include "WIN Time - What I Need" individualized based on student need.
3. Proactive MTSS problem solving that adequately addresses the unique needs of students around student
achievement data and behavioral/emotional goals.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	This area of focus was identified as a critical area of need based on a consistent trend of declining scores in most core academic subjects. Solid core instruction cannot occur if there is a lack of formalized instructional standards based planning. This in turn results in inconsistent standards alignment, which leads to declining student achievement. Overall declines in student achievement data in grades 3-5 resulted in lower student proficiency in core academic areas. ESSA data indicates that we did not reach the 41% target needed with our SWD and ELL subgroups.
Measurable Outcome:	Our goal is to meet the following proficiency targets for the 2020-2021 school year: Overall ELA – 52% Overall Math- 60% Overall Science – 65% Broken down by ESSA subgroups, our goal is to meet the following proficiency targets: ELL – 43% SWD – 41%
Person responsible for monitoring outcome:	Michael Maine (maine_m@hcsb.k12.fl.us)
Evidence-based Strategy:	The leadership team plans to implement data based decisions when planning standards aligned instruction to meet the individual needs of our diverse learners.
Rationale for Evidence-based Strategy:	Historically at Eastside student proficiency has been higher when teachers have provided consistent standards based aligned instruction. There has been an overall decline in core academic performance over the last two years, that has shown a systemic problem with standards driven instruction, high teacher turn-over, low morale and lack of leadership capacity within the building.

Action Steps to Implement

- Consistency in instructional hiring practices and decreased staff turn-over through instructional and staff engagement and problem solving practices that focus on morale and team building.
- Facilitated lesson planning driven by grade level team leaders and monitored by school leadership team.
- Targeted data driven differentiated instruction that meets the diverse needs of our students that are performing below grade level expectations, thereby closing the achievement gap among identified at-risk groups.
- Engage in proactive MTSS problem solving meetings weekly to discuss the individual needs of our students and to make recommendations to address their individual academic and behavioral/emotional needs.
- Conduct weekly Professional Learning Community, meetings with teachers to disaggregate student and grade level data and identify trends and areas of weakness in weekly formatives and progress monitoring data. Data will be used to drive instructional decisions and adjust as needed based on student outcomes

Person Responsible	Michael Maine (maine_m@hcsb.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Attendance and behavior will continue to be a schoolwide focus through PBiS initiatives.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Eastside addresses building a positive school culture and environment ensuring all stakeholders are included by, involving student, parent and staff collaboration through:
- Student Council
- Leading Ladies and Gentleman's Society
- PBS Committee
- PTO
- SAC/Title I Parent Meetings
- MTSS Problem Solving
- Equity Team
- Schoolwide Spirit Activities
- Monthly Pep-Rallies
- Red Ribbon Week
- Literacy Week
- Staff Scavenger Hunts
- Safety Patrol
- Light Up Eastside - Community Event
- Holiday Luncheon
- Peer and Community Based Mentorship Programs
- Club Joy - Faith Based Community Partnership
- People Helping People and Operation Heartfelt Backpack Program

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.