

Polk County Public Schools

Eastside Elementary School



2020-21 Schoolwide Improvement Plan

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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: 6/28/2018

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
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* White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (36%) 2017-18: C (41%) 2016-17: C (48%) 2015-16: C (41%)
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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Eastside Elementary School

1820 JOHNSON AVE E, Haines City, FL 33844

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 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;">93%</p>

School Grades History

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

School Board Approval

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SIP Authority

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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.

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

Provide the school's vision statement.

Eastside Elementary School is committed to providing high-quality education for all students. We are committed to instilling students with skills and experiences that will enable them to reach their fullest potential while building on their strengths to prepare students to be successful in life.

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
Jeffords, Dawn	Principal	<ul style="list-style-type: none"> *Oversee and facilitate instructional staff and professional development of staff including paraprofessionals *Demonstrate that student learning is the top priority through effective leadership actions that build and support a learning organization focused on student success; *Collaborate with School Based Leadership Team *Collaborate with staff during collaborative planning sessions *Ensure standards-based rigorous instruction is provided to students *Employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data *Generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
	School Counselor	<ul style="list-style-type: none"> *Support the academic achievement of all students, insuring equity and access to all. * Facilitates the successful transition and progression of students throughout the system *Develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. *Direct services address guidance curriculum, individual student planning, preventive and responsive services.
Marrero, Clotilde	Other	<ul style="list-style-type: none"> * Improve the English reading, writing and speaking skills of students in grades K-5. *Modify lessons for students whose native languages and English-speaking abilities are varied. *Conduct Parent conferences to discuss and monitor student's progress. *Ensure accurate documentation of ELL records.
Rogers, Kellie	Instructional Coach	<ul style="list-style-type: none"> *Assist teachers in analyzing school, class, and individual student data to determine needs in Science * Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. * Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. * Provide classroom support by observing, modeling, co-teaching and providing specific feedback. * Provide support for school-based professional development to build the school's training capacity. * Support and participate school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work.
Miranda, Zachira	Instructional Coach	<ul style="list-style-type: none"> *Assist teachers in analyzing school, class, and individual student data to determine needs in Math

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. * Assist content area teachers in Math planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. * Provide classroom support by observing, modeling, co-teaching and providing specific feedback. . * Provide support for school-based professional development to build the school's training capacity. * Support and participate school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work.
Stephens, Emily	Instructional Coach	<ul style="list-style-type: none"> *Assist teachers in analyzing school, class, and individual student data to determine needs in the content area. * Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. * Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. * Provide classroom support by observing, modeling, co-teaching and providing specific feedback. . * Provide support for school-based professional development to build the school's training capacity. * Support and participate school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work.
Ensley, Mary	Teacher, K-12	<ul style="list-style-type: none"> *Develop purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task. *Encourage student enthusiasm for the learning process and the development of good study habits. * Share responsibility during the school day for supervision of students in all areas of the school. * Maintain appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time. * Work cooperatively with parents to strengthen the educational program for their children. *Evaluate accomplishments of students on a regular basis using multiple assessment methods such as teacher-made test, sample of students work, mastery skills check lists, criterion-referenced tests and norm-referenced tests. *Develop appropriate adjustments in the instructional program based on assessed results.

Name	Title	Job Duties and Responsibilities
Wilson, Amber	Assistant Principal	<ul style="list-style-type: none"> *Oversee and facilitate instructional staff and professional development of staff including paraprofessionals *Demonstrate that student learning is the top priority through effective leadership actions that build and support a learning organization focused on student success; *Collaborate with School Based Leadership Team *Collaborate with staff during collaborative planning sessions *Ensure standards-based rigorous instruction is provided to students *Employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data *Generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives

Demographic Information

Principal start date

Thursday 6/28/2018, Elizabeth Munoz

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.*

1

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.*

6

Total number of teacher positions allocated to the school

43

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)	Students With Disabilities* English Language Learners* Black/African American Students*

(subgroups below the federal threshold are identified with an asterisk)	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%)
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 .	

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	98	101	100	114	103	103	0	0	0	0	0	0	0	619
Attendance below 90 percent	12	17	16	20	21	10	0	0	0	0	0	0	0	96
One or more suspensions	5	3	4	3	6	9	0	0	0	0	0	0	0	30
Course failure in ELA	5	5	8	18	12	7	0	0	0	0	0	0	0	55
Course failure in Math	11	8	6	10	12	9	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide ELA assessment	0	0	0	17	31	35	0	0	0	0	0	0	0	83
Level 1 on 2019 statewide Math assessment	0	0	0	15	35	36	0	0	0	0	0	0	0	86
Dec. 2019 STAR Reading Level 1	0	0	0	45	38	40	0	0	0	0	0	0	0	123
Dec. 2019 STAR Math Level 1	0	0	0	30	27	42	0	0	0	0	0	0	0	99

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	2	6	8	34	41	46	0	0	0	0	0	0	0	137

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	1	0	2	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Thursday 5/28/2020

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	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

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

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	
	(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	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%	0
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%	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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
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%	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	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	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 showed the lowest performance on the FSA 2019 with a 27% overall proficiency. Progress Monitoring Data of STAR Reading for 2019-2020 academic year shows beginning of year to mid year overall proficiency at the following: 24% to 27%. Contributing factors to last year's low performance were: teachers new to the profession and to the grade level vacancies that held Kelly Subs
Therefore, rigorousness and consistency of lesson plan delivery was affected.

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

Math FSA 2019 data component for the Bottom 25 % Learning Gains showed the greatest decline sitting at 29%, going from a 55% overall proficiency to a 29%. Progress Monitoring Data of STAR for Math for 2019-2020 academic year shows beginning of year to mid year learning gains for the Bottom 25% at the following: 13% to 39%. Factors that contributed to this decline were challenging 4th and 5th grade Highly-Qualified teachers to fill the positions as well as having Kelly Subs in vacant positions. Consequently, Permanent and Long Term Subs were in the classrooms and consistency of lesson plan delivery and rigor was affected.

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.

Based on FSA 2019 data, the component with the greatest gap when compared to the state average was ELA Achievement with 27% overall proficiency vs 57% overall State proficiency average. Progress Monitoring Data of STAR for Reading for 2019-2020 academic year shows beginning of year to mid year overall ELA proficiency at the following: 24% to 27%. Limited school technology and access points for internet connectivity for teachers and students beginning. In addition, from our 53% ELL population 23% are still in Tier A overall for Language Acquisition with limited English language assistance at home to assist with academics.

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

Science showed the most improvement with a 25% overall proficient from a 15% in 2018. District Quarterlies showed proficiency levels with growth at mid year to 78% proficient..Science Coach was added and Labs-hands on were implemented as part of the instruction. Rigorous tasks were aligned to the standards and Science was embedded during Power Hour and centers.

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

Level 1 on 2019 statewide ELA and Math assessment are two areas of concern.This also was reflected on the STAR December 2019 Data as follows: Proficiency overall for Grades 3,4 and 5 was 24% with the respective grades as follows: Grade 3= 31% , Grade 4=23%, and Grade 5=20%. The school has moved the writing proficiency from beginning of the year as follows per the district writing assessments: Rounds 1,2,3 are as follows for 60% and higher:
4th grade: R1= 6%; R2= 19%; R3= 45% AND 5th grade: R1: 21%; R2: 36%; R3: 53%

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

1. Highly Qualified and Certified Teachers
2. Overall ELA proficiency
3. Bottom 25% Learning Gains
4. Writing 4th/5th FSA
5. 5th FSA Science Assessment

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: All students will receive grade level rigorous standard-based instruction to improve student achievement in core content areas which will decrease and work towards closing the gap in proficiency. In 2018-2019, an average of 40% of the students in grades 3-5 earned a Level 1 on the State Reading or Math Assessment. Schoology will be utilized with our E-learning students daily and once a week with our campus based learning. Paras and other support staff will be scheduled to provide support for both campus and e learning students.

Measurable Outcome: ELA and Math STAR data will be expected to demonstrate continuous growth on each STAR administration (Fall, Winter, Spring) with an end of the year STAR proficiency of 47% per ELA and Math.
 Science Quarterly data will be expected to demonstrated continuous growth on each Quarterly assessment with an end of year proficiency of 45%.
 ELA/Math/Science weekly assessments are expected with a 70% of mastery or higher for all students which include all ESSA subgroup populations and Bottom 25.
 Learning Gains expected outcome of 50% for ELA/Math and Bottom 25% with 60% in ELA and 38% in Math.
 These outcomes are expected for both campus and e learning students. The principal and AP will oversee the progress of both campus and e learning students.

Person responsible for monitoring outcome: Dawn Jeffords (dawn.jeffords@polk-fl.net)

Evidence-based Strategy: Standard and task-aligned Rigorous Collaborative Planning is a chosen strategy as tasks aligned to the instruction and the standard creates purposeful and meaningful instruction for students allowing teachers to capture data and evidence of student achievement and growth towards mastery of the standards. The lessons will be purposeful and engaging as well as relevant to the students while teachers provide support for students to move towards mastery of the standards.
 Professional Learning Communities will be held for staff to review student data and make revisions to instruction and instructional groups.
 E learning and campus based students and teachers will be tracked and coded in the instructional area they are receiving or providing instruction (campus or e learning) to then allow for additional, specific and relevant professional development and small group instruction.

Rationale for Evidence-based Strategy: This strategy was chosen because it incorporates collaborative planning within grade levels with teachers, admin, coaches, reading interventionist and paras in addition to using the Analyzing Student Learning (ASL) form which will assist in revisions to instructional groups and instruction for both e learning and campus based students. This strategy will enhance the Teacher-Student Data Conferences, Admin-Teacher-Parent Data Conferences, Coaching Cycles, and Admin walk-throughs.

Action Steps to Implement

-Teachers will collaborate with reading, math and science coaches, as well as, the reading interventionist on standard-aligned lesson plans using district resources available in the HUB. Coaches and the reading interventionist will assist and support content area teachers in planning instruction and assessments to meet the needs of all students for mastering standard assessments. They will also use resources such as Reading A-Z , classroom libraries, Media Books, and Florida Ready student books. Coaches will also collaborate with paras in increasing their knowledge in content areas to further assist paras in working with students. Teachers, coaches, interventionist will use supplies such as pencils, pens, markers, folder, ink, toner, etc. for whole and small group instruction.

-E learning staff and students will follow the campus based schedule and also participate in collaborative planning with the campus based staff.

-Student data chats will be conducted for all students campus and e learning.

-Administration will hire Highly Qualified and/or Certified Teachers

-Administration and leadership will meet once a week to discuss walk-through and areas of focus in ELA/ Math and progress of students.

-Administration and coaches will participate in ELA/Math weekly Rigorous Collaborative Planning sessions

-Professional Development (PDs) will be offered periodically and based off of data.

-On campus Teacher Induction program will be continued to track staff needs and provide individualized support.

-Strategically scheduled paras.

-Progress Monitoring meetings.

Person Responsible Dawn Jeffords (dawn.jeffords@polk-fl.net)

-Student Learning will be analyzed to make immediate instructional decisions including Interventions that will be done by teachers, reading interventionist, and paraprofessionals in small groups for remediation to impact student growth via strategically placing paras in classrooms. Teachers, coaches, interventionist will use supplies such as pencils, pens, markers, folder, ink, toner, etc. for student work and data analyzing.

Person Responsible Dawn Jeffords (dawn.jeffords@polk-fl.net)

-Teacher-student weekly data conferences and monthly admin-teachers data conferences. Teachers, coaches, interventionist will use supplies such as pencils, pens, markers, folder, ink, toner, etc. for data collection and analysis.

Person Responsible Amber Wilson (amber.wilson@polk-fl.net)

-Coaching support (coaching cycles) will be provided by discussing, modeling, co-teaching and providing specific feedback. Coaches will use supplies such as pencils, pens, markers, folder, ink, toner, etc. for coaching cycles.

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

-Daily walk-through will be done by administration to reinforce attention to instructional practices, gather data about instructional practices and student learning.

Person Responsible Dawn Jeffords (dawn.jeffords@polk-fl.net)

-Use of Schoology platform

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

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Eastside Elementary will implement a Positive Behavior Intervention and Support System. PBIS is a system that applies researched-based evidence for effective change in student behavior and school- wide environment. PBIS impacts student learning by improving school climate and support academic achievement and academic engagement of students in the classroom. The program supports developing appropriate academic behaviors and creating positive school environments.

Area of Focus Description and Rationale:

PBIS will also help us to identify at-risk students and interventions we can use to instill academic behavior of students. PBIS will use data chats conferencing with students for meeting student academic goals, academic expectations, and academic behavior goals for participation in and out of the classroom for all students (ESSA subgroups and Bottom 25). Students will have clear and consistent academic expectations that are reinforced by all staff members, parents, and peers. The rewards will be give for positive academic achievement and academic engagement in the classroom.

PBIS will use data chats conferencing with students for meeting student academic goals, academic expectations, and academic behavior goals for participation in and out of the classroom for all students (ESSA subgroups and Bottom 25).

Measurable Outcome:

All students are expected to demonstrate a positive academic behavior, academic goal, and academic expectations both in e learning and campus learning. Teachers will track this via a Learner Engagement Rubric that captures student engagement in daily student work. Teachers will have 70% of student engagement in their classroom.

Person responsible for monitoring outcome:

Amber Wilson (amber.wilson@polk-fl.net)

Evidence-based Strategy:

Positive Behavior Intervention System (PBIS).The school will implement a PBIS committee of teachers, paraprofessionals,behavior interventionist, administration, ESE, and ELL representatives. The committee will meet weekly on different grade levels to analyze data of student engagement in the classroom. The grade level representative will bring this data to the meeting be tracked and shared. (The Learner Engagement Rubric will be brought to the meeting by the representative sorted y teacher name.) .

Rationale for Evidence-based Strategy:

This will be implemented to monitor the ESSA subgroups and the Bottom 25 to ensure they do not fall through the cracks and to monitor academic growth. The students will increase their progression of mastery standards. We will support academic achievement and academic behavior engagement. The academic expectations and academic behavior will be discussed with the students immediately and consistently.The committee will consist of teachers, paraprofessionals, behavior interventionist, administration, ESE/ ELL representatives.

Action Steps to Implement

-All staff will have and be expected to track student academic engagement on the Learner Engagement Rubric. This form will also list students in ESSA subgroups and Bottom 25.

Person Responsible

Amber Wilson (amber.wilson@polk-fl.net)

-Students that reach the quarterly expectations 70% daily average will participate in different celebrations.

Person Responsible Georgia Adityanugroho (georgia.adityanugroho@polk-fl.net)

- Administration will hire Highly Qualified and/or Certified Teachers
- Administration and leadership will meet once a week to discuss walk-through and areas of focus in ELA/Math and progress of students.
- Administration and coaches will participate in ELA/Math weekly Rigorous Collaborative Planning sessions
- Professional Development (PDs) will be offered periodically and based off of data.
- On campus Teacher Induction program will be continued to track staff needs and provide individualized support.
- Strategically scheduled paras.
- Progress Monitoring meetings.

Person Responsible Dawn Jeffords (dawn.jeffords@polk-fl.net)

#3. -- Select below -- specifically relating to

**Area of Focus
Description and
Rationale:**

Measurable Outcome:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

- Administration will hire Highly Qualified and/or Certified Teachers
- Administration and leadership will meet once a week to discuss walk-through and areas of focus in ELA/Math and progress of students.
- Administration and coaches will participate in ELA/Math weekly Rigorous Collaborative Planning sessions
- Professional Development (PDs) will be offered periodically and based off of data.
- On campus Teacher Induction program will be continued to track staff needs and provide individualized support.
- Strategically scheduled paras.
- Progress Monitoring meetings.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

-Administration will continue to hire, coach, plan with and support Highly Qualified and/or Certified Teachers while continuously monitoring progress of ESSA subgroups

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 will build a positive school culture by:

- Holding parent involvement educational workshops (A minimum of four per year to build parent engagement and capacity to support their involvement.)
- Celebrating students and staff achievements and good behaviors (PBIS roll out)
- Establish school norms that build values (PBIS norms enhancing current norms.)
- Set consistent school-wide discipline (PBIS foundation roll out this year.)
- Create rituals and traditions that are fun for students and teachers (PBIS roll out this coming year.)
- Monthly Staff meetings to build open communication among teachers and administration
- School Advisory Council (SAC) meetings (Continuous building of membership and constant transparency on school data and Title and School information such as ELP offerings.)
- Business Partners relationships (Increased from zero to five business partners who have assisted in providing support to the school in various capacities as well as participating in SAC and town hall meetings.)
- Parent Family and Engagement Nights (Based off of parent surveys and staff feedback from classroom surveys. Various topics involve training parents with strategies in math, ELA, and science as well as FSA and data chats with families.)
- Boys to Men Group (A mentoring program for 5th grade boys instilling positive character traits.)
- Girls Empowerment Mentoring Group (A mentoring program for 4th and 5th grade girls instilling positive character traits.)
- Campus Induction program for all staff (Administration assigns each teacher a mentor (new and veteran teachers) and tracks progress and individualized support provided to the teacher based on needs; in addition quarterly meetings are held for new staff.)

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$269,870.10
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	0361 - Eastside Elementary School	UniSIG	1.0	\$42,818.13
			<i>Notes: Other Certified Instructional - School based/District paid Interventionist who work with small groups of students in need of remediation - Behavior Interventionist</i>			

5100	210-Retirement	0361 - Eastside Elementary School	UniSIG		\$4,281.81
<i>Notes: Retirement - 8.47% - Instructional Personnel</i>					
5100	220-Social Security	0361 - Eastside Elementary School	UniSIG		\$3,275.59
<i>Notes: Social Security -7.65% -Instructional personnel</i>					
5100	231-Health and Hospitalization	0361 - Eastside Elementary School	UniSIG		\$9,288.00
<i>Notes: Health and Hospitalization - Instructional Personnel</i>					
5100	232-Life Insurance	0361 - Eastside Elementary School	UniSIG		\$21.60
<i>Notes: Life Insurance - Instructional personnel</i>					
5100	240-Workers Compensation	0361 - Eastside Elementary School	UniSIG		\$81.35
<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>					
5100	150-Aides	0361 - Eastside Elementary School	UniSIG	4.0	\$61,800.00
<i>Notes: Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation</i>					
5100	210-Retirement	0361 - Eastside Elementary School	UniSIG		\$6,180.00
<i>Notes: Retirement - 8.47% - Instructional Personnel</i>					
5100	220-Social Security	0361 - Eastside Elementary School	UniSIG		\$4,727.70
<i>Notes: Social Security -7.65% -Instructional personnel</i>					
5100	231-Health and Hospitalization	0361 - Eastside Elementary School	UniSIG		\$37,152.00
<i>Notes: Health and Hospitalization - Instructional Personnel</i>					
5100	232-Life Insurance	0361 - Eastside Elementary School	UniSIG		\$86.40
<i>Notes: Life Insurance - Instructional personnel</i>					
5100	240-Workers Compensation	0361 - Eastside Elementary School	UniSIG		\$117.42
<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>					
6300	120-Classroom Teachers	0361 - Eastside Elementary School	UniSIG		\$30,690.00
<i>Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours 31 Teachers/33 hours each</i>					
6300	210-Retirement	0361 - Eastside Elementary School	UniSIG		\$3,564.00
<i>Notes: Retirement - 8.47%- Curriculum Planning</i>					
6300	220-Social Security	0361 - Eastside Elementary School	UniSIG		\$2,726.48
<i>Notes: Social Security - 7.65% - Curriculum Planning</i>					

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	6300	240-Workers Compensation	0361 - Eastside Elementary School	UniSIG		\$67.74
			<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>			
	6300	130-Other Certified Instructional Personnel	0361 - Eastside Elementary School	UniSIG		\$4,950.00
			<i>Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists 5 coaches/ interventionists - 33 hours each</i>			
	5100	510-Supplies	0361 - Eastside Elementary School	UniSIG		\$10,361.26
			<i>Notes: Supplies - Instructional - Paper, pencils, markers, binders, folders, chart paper, post its, highlighters, etc..</i>			
	5100	369-Technology-Related Rentals	0361 - Eastside Elementary School	UniSIG		\$2,950.00
			<i>Notes: Technology-Related Rentals - of educational software and online subscriptions - Brain Pop</i>			
	5100	510-Supplies	0361 - Eastside Elementary School	UniSIG		\$7,750.00
			<i>Notes: Classroom Libraries and/or guided reading books - 31 classrooms</i>			
	6200	610-Library Books	0361 - Eastside Elementary School	UniSIG		\$7,750.00
			<i>Notes: Library Books - Supplemental media materials and books - Level books, science books</i>			
	5100	644-Computer Hardware Non-Capitalized	0361 - Eastside Elementary School	UniSIG		\$17,356.00
			<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 44 iPads</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0361 - Eastside Elementary School	UniSIG		\$3,236.00
			<i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- 2 iPad Carts</i>			
	5100	519-Technology-Related Supplies	0361 - Eastside Elementary School	UniSIG		\$5,058.00
			<i>Notes: Technology-Related Supplies - 44 iPad Cases, 2 iPad Pro Cases, 2 Apple TVs</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0361 - Eastside Elementary School	UniSIG		\$2,000.00
			<i>Notes: Capitalized Hardware and Technology-Related Infrastructure - 2 iPad Pros</i>			
	5100	519-Technology-Related Supplies	0361 - Eastside Elementary School	UniSIG		\$192.13
			<i>Notes: Technology-Related Supplies - Ink/Toner</i>			
	5900	120-Classroom Teachers	0361 - Eastside Elementary School	UniSIG		\$700.00
			<i>Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 3 teachers, 12 hours per teacher</i>			
	5900	130-Other Certified Instructional Personnel	0361 - Eastside Elementary School	UniSIG		\$478.28

			<i>Notes: Other Certified Instructional Personnel - Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring 2 IP, 12 hours per IP</i>			
	5900	210-Retirement	0361 - Eastside Elementary School	UniSIG		\$117.83
			<i>Notes: Retirement</i>			
	5900	220-Social Security	0361 - Eastside Elementary School	UniSIG		\$90.14
			<i>Notes: SS</i>			
	5900	240-Workers Compensation	0361 - Eastside Elementary School	UniSIG		\$2.24
			<i>Notes: WC</i>			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
3	III.A.	Areas of Focus: -- Select below --:				\$0.00
					Total:	\$278,421.25