Eastside Elementary School

2020-21 Schoolwide Improvement Plan

Table of Contents

Eastside Elementary School

256 SE BEECH ST, Lake City, FL 32025

http://ees.columbiak12.com/

Demographics

Principal: Roger Little

Start Date for this Principal: 11/1/2016

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* Black/African American Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: B (59%) 2016-17: A (70%) 2015-16: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Columbia 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.

Table of Contents

Eastside Elementary School

256 SE BEECH ST, Lake City, FL 32025

http://ees.columbiak12.com/

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	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

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

School Board Approval

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

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.

Eastside Elementary is committed to achieving academic excellence, building self-esteem, enhancing creativity, and strengthening problem-solving skills in all students. In cooperation with our parents and community, we will establish high expectations while providing a safe, nurturing environment where students have the opportunity to become productive, knowledgeable, and responsible citizens.

We believe that...

A quality education, continuous improvements, and positive communications are the shared responsibility of the school, home, and community.

A variety of teaching strategies, meaningful materials, and emerging technology should be used to maximize student potential and individual learning styles.

Every child learns best in a safe and caring environment where high academic expectations, self-esteem, good character, and an appreciation for the arts are promoted.

Every child should be given a variety of assessment opportunities to demonstrate achievement and application of learning.

Provide the school's vision statement.

Our vision at Eastside Elementary is to prepare and encourage every child to achieve the academic, social, physical, and emotional skills necessary to reach his/her greatest potential.

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
Little, Roger	Principal	Articulate a vision and collaboratively work with staff, students, parents, and all stakeholders to analyze academic achievement data and instructional programs to develop and to monitor progress of a School Improvement Plan that results in increased student learning; and improved overall school effectiveness.
Bedenbaugh, Brooke	Assistant Principal	Under the direction of the principal, Ms. Bedenbaugh serves as an educational leader and assists the principal in the planning, coordination, and directing of activities and programs of the school.
Douglas, Sherri	Instructional Media	The Library Media Specialist is responsible for ensuring students and staff are effective and ethical users of ideas and information. Empowering students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. Mrs. Douglas works to instill a love of learning in all students and ensure equitable access to information.
Maclaren, Rebecca	School Counselor	The guidance counselor coordinates with the leadership team and the district-based MTSS support personnel in order to schedule tier transition meetings and problem-solving meetings, as needed.
Griffin, Shatoya	Other	Ms. Griffin works as the Curriculum Resource Teacher at Eastside Elementary. As a part of her duties, Ms. Griffin maintains resources for Parents to check out to use at home in the Parent Resource Room. Ms. Griffin is also the school's Volunteer Coordinator and Title I Coordinator.
Hudson, Tabatha	Instructional Coach	The instructional coach is defined as working with individual teachers, small group of teachers or large groups of teachers. This includes preparation for coaching individual teachers or groups of teachers and the coaching cycle.

Demographic Information

Principal start date
Tuesday 11/1/2016, Roger Little

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.*
3

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.*
3

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) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: B (59%) 2016-17: A (70%) 2015-16: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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	125	104	108	80	98	108	0	0	0	0	0	0	0	623
Attendance below 90 percent	9	8	6	6	3	4	0	0	0	0	0	0	0	36
One or more suspensions	1	0	0	0	3	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	4	4	4	2	1	0	0	0	0	0	0	0	15
Course failure in Math	0	0	3	1	4	2	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	5	0	0	0	0	0	0	0	9

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	1	2	2	6	3	0	0	0	0	0	0	0	14

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	12	11	5	3	1	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	2	5	2	3	0	0	0	0	0	0	0	12

Date this data was collected or last updated

Monday 10/5/2020

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	107	121	78	92	105	101	0	0	0	0	0	0	0	604
Attendance below 90 percent	11	24	8	8	7	8	0	0	0	0	0	0	0	66
One or more suspensions	0	3	4	2	2	5	0	0	0	0	0	0	0	16
Course failure in ELA or Math	0	17	11	5	1	2	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	13	11	10	0	0	0	0	0	0	0	34

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	7	4	4	3	3	0	0	0	0	0	0	0	21

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	11	26	9	4	4	0	0	0	0	0	0	0	0	54
Students retained two or more times	0	2	3	2	3	2	0	0	0	0	0	0	0	12

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	107	121	78	92	105	101	0	0	0	0	0	0	0	604
Attendance below 90 percent	11	24	8	8	7	8	0	0	0	0	0	0	0	66
One or more suspensions	0	3	4	2	2	5	0	0	0	0	0	0	0	16
Course failure in ELA or Math	0	17	11	5	1	2	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	13	11	10	0	0	0	0	0	0	0	34

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	7	4	4	3	3	0	0	0	0	0	0	0	21

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	11	26	9	4	4	0	0	0	0	0	0	0	0	54
Students retained two or more times	0	2	3	2	3	2	0	0	0	0	0	0	0	12

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	71%	60%	57%	68%	56%	55%
ELA Learning Gains	67%	60%	58%	62%	58%	57%
ELA Lowest 25th Percentile	84%	67%	53%	68%	55%	52%
Math Achievement	80%	66%	63%	84%	68%	61%
Math Learning Gains	74%	61%	62%	74%	66%	61%
Math Lowest 25th Percentile	61%	50%	51%	70%	62%	51%
Science Achievement	64%	55%	53%	61%	58%	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	72%	68%	4%	58%	14%
	2018	61%	58%	3%	57%	4%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	73%	62%	11%	58%	15%
	2018	65%	56%	9%	56%	9%
Same Grade Comparison		8%				
Cohort Comparison		12%				
05	2019	65%	59%	6%	56%	9%
	2018	57%	53%	4%	55%	2%
Same Grade Comparison		8%				
Cohort Comparison		0%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	75%	70%	5%	62%	13%
	2018	80%	66%	14%	62%	18%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	75%	64%	11%	64%	11%
	2018	81%	67%	14%	62%	19%
Same Grade Comparison		-6%				
Cohort Comparison		-5%				
05	2019	82%	65%	17%	60%	22%
	2018	76%	68%	8%	61%	15%
Same Grade Comparison		6%				
Cohort Comparison		1%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	60%	59%	1%	53%	7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	68%	59%	9%	55%	13%
Same Grade Comparison	-8%					
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	57	63	79	64	78	69	31				
BLK	55	65	89	67	61	53	52				
HSP	62			85							
MUL	71	80		71	80						
WHT	76	66	80	83	78	63	68				
FRL	66	70	85	72	72	59	64				

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	29	29	17	51	48	38	29				
BLK	45	42	25	64	55						
HSP	50			75							
MUL	67	67		78	50						
WHT	68	51	32	86	67	59	77				
FRL	61	47	30	79	60	54	69				

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	38	52	45	63	48	40	40				
BLK	59	84	100	76	75						
HSP	83			92							
MUL	45			75							
WHT	71	60	56	86	75	75	68				
FRL	58	59	64	77	70	61	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)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	501
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	63
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	63
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	74
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	76
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	73
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	70
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.

-5th Grade Science 60%
-Lack of knowledge and application of NGSS Science Standards

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

-5th Grade Science: 2018-2019 60% proficient and 2017-2018 68% proficient (-8)
-Lack of knowledge and application of NGSS Science Standards

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.

-5th Grade Math Achievement: School 82% State 60% (+22)
-Small group instruction, whole group instruction, math centers, and i-ready all contributed to this gap.
-Yes, for the past 3 years, 5th-grade math has been higher than the state average.

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

-ELA Gains Lowest 25th Percentile: 2018-2019 84% and 2017-2018 31% (+53)
-Small group instruction was based around our bottom quartile students. These students received direct instruction from the teacher and additional instruction from paraprofessionals, tutors, and special area teachers.

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

Areas of concern:
1. Course failure in ELA or Math (25 students)
2. Attendance below 90 percent (88 students)
-Eastside currently has no migrant students, however, if we do get migrant students in the future this would be an area to look closely at to ensure migrant students are at school daily and that they are on time.

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

1. 5th Grade Science Achievement
2. ELA Gains
3. 5th Grade ELA
4. 3rd and 4th Grade Math Achievement
5. Math Gains Lowest 25th Percentile

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	1. Eastside Elementary will improve student achievement in the area of ELA by 3%. -The percentages of students in 5th-grade scoring a 3 or above in ELA increased from 57% in 2017-2018 to 65% in 2018-2019: a gain of (+8). This is still lower than 3rd grade and 4th grade, so we would like to continue to improve in this area.
Measurable Outcome:	Increase student achievement in ELA by 3%.
Person responsible for monitoring outcome:	Roger Little (littler@columbiak12.com)
Evidence-based Strategy:	-Small group instruction -I-ready -Study Island -Core Curriculum
Rationale for Evidence-based Strategy:	-Based on school data there is an overall weakness in the domain Integration of Knowledge therefore, this will be a focus for our school.

Action Steps to Implement

1. Eastside will implement I-Ready, Accelerated Reader, Core Curriculum, and Study Island to help support individualized instruction for each student.
2. Eastside will provide paraprofessionals for each grade level to expand the number and frequency of small group instruction.
3. Eastside's instructional coach will provide professional learning activities for all teachers in the areas of ELA to help with academic achievement.
4. Eastside will provide professional development for implementing a more rigorous skill level in ELA.

Person Responsible   Roger Little (littler@columbiak12.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	1. Eastside Elementary will improve student achievement in the area of Math by 3%. -The percentages of students in 3rd-grade scoring a 3 or above in Math decreased from 80% in 2017-2018 to 75% in 2018-2019: a drop of (-5). -The percentages of students in 4th-grade scoring a 3 or above in Math decreased from 81% in 2017-2018 to 75% in 2018-2019: a drop of (-6).
Measurable Outcome:	Increase student achievement by 3% in Math.
Person responsible for monitoring outcome:	Roger Little (littler@columbiak12.com)
Evidence-based Strategy:	-Small group instruction -I-ready -Study Island -Core Curriculum
Rationale for Evidence-based Strategy:	-Based on school data there was a decrease in the fluency knowledge of basic math facts.
Action Steps to Implement	

1. Eastside will provide I-Ready, Study Island, and Core Curriculum to help support individualized instruction for each student.
2. Eastside will provide paraprofessionals for each grade level to expand the number and frequency of small group instruction, especially in the area of Math Fluency.
3. Eastside's instructional coach will provide professional learning activities for all teachers in the area of Math to help with academic achievement.
4. Eastside will provide professional development for implementing a more rigorous skill level in ELA, Math, and Science.

Person Responsible	Roger Little (littler@columbiak12.com)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	1. Eastside Elementary will improve student achievement in the area of Science by 3%. -The percentage of 5th-grade students scoring a level 3 or high in Science decreased from 68% in 2017-2018 to 60% in 2018-2019: a drop of (-8).
Measurable Outcome:	Increase student achievement by 3% in Science.
Person responsible for monitoring outcome:	Roger Little (littler@columbiak12.com)
Evidence-based Strategy:	-Study Island -Core Curriculum -Discovery Education
Rationale for Evidence-based Strategy:	-The lack of knowledge and application of the NGSS Science Standards.

Action Steps to Implement

1. Eastside will provide Study Island, Discovery Education, and Science Core Curriculum to help support individualized instruction for each student.
2. Eastside will provide paraprofessionals for each grade level to expand the number and frequency of small group instruction.
3. Eastside's instructional coach will provide professional learning activities for all teachers in the area of Science to help with academic achievement.
4. Eastside will provide professional development for implementing a more rigorous skill level in Science.

Person Responsible	Roger Little (littler@columbiak12.com)

#4. Other specifically relating to Parent and Family Engagement	
Area of Focus Description and Rationale:	1. By the end of the 2020-2021 school year, proficiency in ELA, Math, and Science will increase by 3% as compared to the 2018-2019 FSA results through the implementation of the Parent and Family Engagement Plan. -The Parent Survey results show the need to improve parent awareness of the Parent Family Engagement Plan and the opportunity to give input to the plan. -Continue to increase communication between school and home. -Continue to increase family engagement that links to student achievement.
Measurable Outcome:	By the end of the 2020-2021 school year, proficiency in ELA, Math, and Science will increase by 3% as compared to the 2018-2019 FSA results through the implementation of the Parent and Family Engagement Plan.
Person responsible for monitoring outcome:	Shatoya Griffin (griffins@columbiak12.com)
Evidence-based Strategy:	-Virtual Reading NIght -Virtual Math Night -Virtual Science Night The purpose is to inform parents about grade-level expectations.
Rationale for Evidence-based Strategy:	Frequent and positive communication with family members is critical to student achievement. It is also important to help bridge the gap between home and student learning.

Action Steps to Implement

1. The CRT will assist with effective family engagement activities throughout the year as well as provide materials and support to parents in supporting their child's academic needs.
2. Eastside will use a variety of ways to reach out and communicate with parents/families, such as newsletters, automated calling systems, flyers, student planners, and the school marquee sign.
3. Eastside will implement meaningful activities that support building relationships with families.
4. Eastside will implement meaningful activities that are linked to student achievement.

Person Responsible	Shatoya Griffin (griffins@columbiak12.com)

Additional Schoolwide Improvement Priorities

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

Additional Improvement Priorities:
1. Focus on Writing as a School
2. "Child Safety Matters" course
3. Additional PD Training in Google/Technology

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 Elementary builds a positive relationship with parents, families, and other community stakeholders by establishing a two-way communication system through the use of Remind, newsletters, Google Classroom, school messenger, positive phone calls home, and virtual meetings (Due to COVID 19). Social Media is also used to reach out to our parents and community members to encourage their involvement in school-based activities. In addition, parent conferences are set up throughout the school year to discuss student data. Parents are given information on how to help their child succeed via homework folders and planners. Parents are also encouraged to check their child's grades on FOCUS (Parent Portal).

Eastside will offer opportunities for stakeholders to be included in the Title I school-wide planning process and seek input on activity and funding priorities for the school-wide plan and Parent and Family Engagement Plan by using the Eastside Advisory Council meetings as a forum for public input. Surveys and questionnaires will also be utilized to solicit input from parents and community stakeholders.

The mission of Eastside Elementary School is to achieve academic excellence, build self-esteem, enhance creativity, and strengthen problem-solving skills in all students. In cooperation with our parents and community, we will establish high expectations while providing a safe, nurturing environment where students have the opportunity to become productive, knowledgeable, and responsible citizens. We believe that quality education, continuous improvements, and positive communications are the shared responsibility of the school, home, and community. Members of the community will be encouraged to become engaged in Eastside's school initiatives through the use of the school-based Volunteer Coordinator and the Curriculum Resource Teacher. By building a positive relationship with the community, students will have the opportunity to see themselves, their school, and the community as a whole.

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: ELA				$181,462.93
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	100-Salaries	0081 - Eastside Elementary School	Title, I Part A		$49,139.00
			Notes: -Paraprofessionals and Tutors -Salaries and Benefits			

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0081 - Eastside Elementary School	Title, I Part A		$22,750.50
		Notes: -Web-Based Software Licenses (i-ready, Study Island ELA and Math)				
	5100	369-Technology-Related Rentals	0081 - Eastside Elementary School	Title, I Part A		$372.50
		Notes: -Web-Based Software Licenses (50 AR Licenses for KG)				
	5100	510-Supplies	0081 - Eastside Elementary School	Title, I Part A		$24,669.59
		Notes: -Materials and Supplies				
	6300	130-Other Certified Instructional Personnel	0081 - Eastside Elementary School	Title, I Part A		$60,846.36
		Notes: -Curriculum Resource Teacher Salary and Benefits				
	6400	100-Salaries	0081 - Eastside Elementary School	Title, I Part A		$14,912.31
		Notes: -Instructional Coach Salary and Benefits				
	6400	120-Classroom Teachers	0081 - Eastside Elementary School	Title II		$1,808.00
		Notes: -Data Days				
	6400	750-Other Personal Services	0081 - Eastside Elementary School	Title II		$1,356.00
		Notes: -Subs for Professional Development				
	5100	369-Technology-Related Rentals	0081 - Eastside Elementary School	Title V, Part B		$5,608.67
		Notes: -Web-Based Software Licenses (Accelerated Reader)				
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0081 - Eastside Elementary School			$0.00
		Notes: See ELA Budget				
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$1,777.05**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0081 - Eastside Elementary School	Title V, Part B		$1,777.05
		Notes: -Web-Based Software Licenses (Study Island Science)				
4	**III.A.**	**Areas of Focus: Other: Parent and Family Engagement**				**$2,801.92**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	510-Supplies	0081 - Eastside Elementary School	Title, I Part A		$2,801.92
		Notes: -Materials and Supplies				
					Total:	**$186,041.90**