2013-2014 SCHOOL IMPROVEMENT PLAN

Eastside Elementary School

201 ARROYO AVE
Clewiston, FL 33440
863-983-1560
http://hendry-schools.org/education/school/
school.php?sectionid=11&sc_id=1171294169

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	86%

Alternative/ESE Center	Charter School	Minority Rate
No	No	85%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	B	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Eastside Elementary School

Principal
Lori Duckstein

School Advisory Council chair
Denise Gibson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lori Duckstein	Principal
Melissa Whitehead	Assistant Principal
Sandra Perry	Instructional Coach
Diana DeLaFuente	Reading Coach
Sarah Sanchez	Title I Coach
Sherry Irey	Kindergarten Teacher
Janet Way	Second Grade Teacher
Mary McMillan	Second Grade Teacher
Ronald Dierks	Third Grade Teacher
Danielle Dasher	Third Grade Teacher
Tammy Mitchell	Fourth Grade Teacher
Ansley Cockram	Fifth Grade Teacher

District-Level Information

District
Hendry

Superintendent
Mr. Paul K Puletti

Date of school board approval of SIP
11/12/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Our SAC committee is under the direction of the SAC President. This person is elected by the committee each year. At the beginning of each school year a letter is sent out to every parent in English and Spanish inviting them to be part of our School Advisory Council. Each person who responds is put on a

list and receives an invitation to all of our meetings. However, we have a core group of 10 members who act as our voting members. This group is comprised of parents, community members, and no more than 40% school personnel. This groups also mirrors the ethnic background of our school.

Involvement of the SAC in the development of the SIP

The academic areas, focus groups, and goals are pretty much already outlined by the requirements. Our SAC committee (also comprised of our School Leadership Committee) does a great deal of the problem solving and collaborating to help find solutions to our barriers. Our SAC also assists in updating such documents at the Parent Involvement and the School Compact.

Activities of the SAC for the upcoming school year

One of our barriers is student attendance. If the students are not here at school, we are unable to teach them. Our county is currently working on an updated attendance policy which the schools along with our Truancy Intervention Team will monitor. We believe that if we provide a more enriching environment for our students to learn, it will encourage higher student attendance. Therefore, we are collaborating and implementing more hands-on activities within all subject areas. Our future goal is to become a STEM School.
We are going to continue our Accelerated Reader program and rewarding students for their achievements in reading.
We are continuing our parent meetings for each grade level to help parents understand the expectations of each grade and how we can work together to help their child succeed.
We are planning to continue our outreach to the community through visitations to different areas to better connect with parents.
We are planning to continue our transition meetings with the elementary schools and the middle school to better meets the needs of our students with the transition from elementary to middle school.
We are planning to continue our Kindergarten transition with helping the community prepare and inform parents with students who will be coming into Kindergarten.
We are also changing the way we conduct our PTO meetings. In the past they have focused on fund raising and providing activities for the students. We are going to switch our focus a little more and provide workshops to help parents help their students. We have not yet set up activities because we want to ask the parents what types of workshops would be beneficial. Some of our ideas could include a Literacy Night or an Exercise Night.

Projected use of school improvement funds, including the amount allocated to each project

$2,000 Parent Planners
$4,061 Technology
$6,061 Total SAC Budget

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lori Duckstein		
Principal	Years as Administrator: 12	Years at Current School: 20

Credentials	Master's Degree in Educational Leadership from Florida Gulf Coast University Bachelor of Science in Elementary Education from Indiana University of Pennsylvania
Performance Record	2012-2013 B 2011-2012 B 2010-2011 B 2009-2010 B 2008-2009 A 2007-2008 B 2006-2007 A 2005-2006 A 2004-2005 B 2003-2004 A 2002-2003 B 2001-2002 B

Melissa Whitehead		
Asst Principal	Years as Administrator: 1	Years at Current School: 4

Credentials	Master's Degree in Educational Leadership from American College of Education Bachelor of Science in Social Science from Florida Atlantic University
Performance Record	2012-2013 B 2011-2012 B 2010-2011 B 2009-2010 B

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sandra Perry		
Full-time / School-based	Years as Coach: 14	Years at Current School: 32
Areas	Reading/Literacy, Mathematics	
Credentials	Bachelors in Elementary Education	
Performance Record	2012-2013 B 2011-2012 B 2010-2011 B 2009-2010 B 2008-2009 A 2007-2008 B 2006-2007 A 2005-2006 A 2004-2005 B 2003-2004 A 2002-2003 B 2001-2002 B	

Diana DeLaFuente		
Full-time / School-based	Years as Coach: 7	Years at Current School: 4
Areas	Reading/Literacy	
Credentials	Master in Educational Leadership Bachelors in Elementary Education Reading Endorsed	
Performance Record	2012-2013 B 2011-2012 B 2010-2011 B 2009-2010 B	

Sarah Sanchez		
Full-time / School-based	Years as Coach: 1	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	Bachelors in Elementary Education	
Performance Record	2012-2013 B 2011-2012 B 2010-2011 B 2009-2010 B 2008-2009 A	

Classroom Teachers

# of classroom teachers
35

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
25, 71%

 # ESOL endorsed
23, 66%

 # reading endorsed
4, 11%

 # with advanced degrees
5, 14%

 # National Board Certified
1, 3%

 # first-year teachers
4, 11%

 # with 1-5 years of experience
11, 31%

 # with 6-14 years of experience
9, 26%

 # with 15 or more years of experience
11, 31%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

We are a Title I School. Therefore, we are required to have all of our teachers highly qualified. We do have a few teachers who are out of field because they have not yet met all of the requirements for ESOL.

In order to recruit we use several different websites provided by the county. The county also provides us with opportunities to attend "teach-in" to recruit new teachers. Once we have a possible candidate we contact the county office for information to make sure that the candidate is highly qualified.

Our county provides a very structured and supportive beginning teacher program in order to retain the quality teachers that we hire.

Each new teacher at Eastside is assigned a mentor who is connected with that grade level and has met all of the requirements to be part of the Leadership Team. The administration, along with the coaches, meet with every grade level once a week to provide workshops in areas of need or to problem solve. It is also a requirement to have each grade level plan together once a week.

We feel these additional requirements help the new teachers to assimilate to our school better, make them feel more connected, and assist them with quality teaching.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All of our mentors at Eastside Elementary are also part of our Leadership Team. Therefore, they are teachers who have passed all of the requirements set forth by the county, are very involved in the schools, and have completed all of the requirements for Collegial Coaching. We try to connect each new teacher with someone from the Leadership Team who is part of his/her grade level.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

At Eastside MTSS (formerly known as RtI) is a classroom teacher initiative. We currently have a pacing guide for each grade level that contains all of the assessments and when they are given for each grade level. These assessments include the baseline testing and any progress monitoring. We then take this information and at the next PLC (Grade Group Meeting) we go over this information. Prior to teaching each skill, the grade groups work cooperatively to build quality units with expectations clearly defined. After reviewing the data, the teacher then reteaches within small groups to assist the students before they are reassessed. If the data determines that the majority of the students are not being successful, an intervention for the teacher occurs. The teacher is given extra assistance from a Coach. If the data shows that the majority of the students are successful but that a few are continually falling lower than expectations, these students are then put into a Tier II group which is conducted by the classroom teacher. Meetings are then held on each of these students during our MTSS/ RtI meetings which are held every Monday. The students are put on a rotating schedule and all of the data from that child compared to the classroom and the other MTSS/ RtI students in the small group are reviewed. Interventions are recommended. If a child still does not make progress, the team then moves that child into a Tier III Intervention Group. We have all of our Tier III Intervention Groups at the beginning of the day for the entire school. All of my resources from ESE Teachers, to Coaches, to Enrichment Teachers have a small group of MTSS/ RtI students based on the needs of the particular child. After all of these interventions are in place and the child still has not made progress, the file is then sent off to the ESE department for further review.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Leadership Team member is responsible for leading his/her grade group to provide quality instruction and assessment at Tier I. The Leadership Team member is also responsible for continually working with their grade group looking at data to determine who needs interventions and also working together as a grade group to provide quality interventions at Tier II.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS/ RtI Team meets once a week to review the data. The data has to be presented to the entire group to determine the fidelity of the assessments and the interventions. If there are possible questions they are addressed at these meetings and suggestions are made in order to rectify the situations.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

There are several resources analyzed based on the needs of the child and the reason why he/ she is being monitored. For the Tier I we use our baselines and progress monitoring data for reading, our chapter tests and progress monitoring for math, the school wide writing assessments for writing, the science unit tests for science, Genesis information for attendance, and teacher running logs for behavior.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS system is explained to parents at each of the Parent Level Meetings at the beginning of the year. It is also reviewed at the PTO meetings. Parents are invited to the school-based MTSS meetings where all of the data is reviewed by the members and the parents. When students are moved on to a Tier II Intervention the teacher contacts the parent individually and explains the program a bit more in depth and also goes over the interventions that will be used and the expectations of the interventions.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 2,160

We have a few different programs that we offer after school for our students for an additional hour two times a week for several months.

1. The first is for our students who are struggling academically in either reading or math. These students are given additional time in that particular subject area. We have required the teachers to have activities that are hands on and keep the students active. This is NOT a drill and kill time! Last year we had three different rotations and hope to have the same this year. Some students only came to one session and some came to all three depending on their needs.

2. The second program is a Science enriching group. These students take what is being taught and extend their learning into after school program taking the subject just a bit further. We are currently trying to incorporate more STEM projects into our regular school day so this program will be even more in depth than the past. We have created a partnership with our high school and their bio-tech teachers to implement more hands on experiments and environmental projects.

3. The third program is our Migrant Program. This program is for our Migrant students assisting them with homework and extending the skills to make sure that the student understands the concepts and that language does not become a barrier with the topic.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected for all of the afterschool program. We use Performance Matters for our data monitoring piece and we use the progress monitoring and assessments given during the day to see if our students are progressing. We did not want to add an additional assessment because we wanted to give our students more time with the activities rather than with an additional assessment.

Who is responsible for monitoring implementation of this strategy?

We have hired one of our teachers to be in charge of the academic after school program and the enriching science program at our school. The county hires one person to be in charge of the Migrant after schools.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Lori Duckstein	Principal
Melissa Whitehead	Assistant Principal
Diana DeLaFuente	Reading Coach
Sandra Perry	Instructional Coach
Sarah Sanchez	Title I Resource

How the school-based LLT functions

The LLT will meet on a weekly basis. During these meetings we will look at data and also share conversations so that we can support our teachers with what they need to be successful. Our focus is to conduct workshops, review data, model lessons, cover for teachers to visit other classrooms etc. in order for our teachers to continue to grow and work together. We will meet with each grade level every Wednesday during their shared planning time and each meeting will be focused on what that particular grade level needs. There will also be individual teachers with particular needs, especially our new teachers. The coaches will go in to their classrooms and assist them.

Major initiatives of the LLT

Our major initiative this year is to increase the amount of non-fiction for our students. We want to do this through more close reads and incorporating the literature and writing together. We are also working on implementing more STEM ideas into our school so that we transition from giving our students the readings to students having to figure out where they need to get the information to complete projects.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

We require each of our teachers to have at least 90 minutes of reading block each day. We have created a pacing guide for every grade and common assessments. On top of our once a week meeting with each grade group/ PLC, we also require our grade groups to lesson plan together once a week. Because they are planning together and they have common assessments, we then take this data and Wednesday after the testing we review all of the data. We then have the teachers let us know who will be in their progress monitoring group for that particular skill and then we will take the follow up assessment and see if there are gains from the first test.
Our school is also very active in the Accelerated Reader Program. The Instructional Coach takes all of the data of how many students from each classroom has met his/her goal and this information is put into a spreadsheet. When teachers all below expectations of students not making their goals, the administration either sends them an e-mail or meets with them directly.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

All three schools on our side of the district get together each year and hosts a visitation for all of the local preschools and parents prior to entering Kindergarten at the end of the regular school year. The preschoolers receive a tour of the school which includes activities in a Kindergarten classroom. We provide VPK to students with highly qualified teachers the summer prior to entering Kindergarten. At the end of the year we have a "Kindergarten Round Up" We create an entire evening and reach out the to the whole community. We have centers and we even do a little assessment so parents will know what they can work on with their child before they enter Kindergarten.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

We have already implemented Common Core K-2 and we are starting on 3-5 this year. We have sent several people to Common Core Training and now we are following through by presenting this information to our teachers. We do two rotations of Lesson Study, watch a lot of video examples of teachers implementing Common Core, create lessons together, and SHARE ideas. We are requiring all of our teachers to document one lesson per week in their plans as problem solving lessons with hands on activities. This year we are also implementing STEM strategies.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

We meet with each of our third, fourth, and fifth grade students individually and discuss their assessment data, their future goals, the different academic programs that our school offers and what they need to be successful. We also work on creating individual goals. We believe this one-on-one time helps students plan now for their future.

Strategies for improving student readiness for the public postsecondary level

We meet with each of our third, fourth, and fifth grade students individually and discuss their assessment data, their future goals, the different academic programs that our school offers and what they need to be successful. We also work on creating individual goals. We believe this one-on-one time helps students plan now for their future.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	51%	No	65%
American Indian		100%		
Asian		100%		
Black/African American	49%	38%	No	54%
Hispanic	61%	55%	No	65%
White	81%	59%	No	83%
English language learners	56%	46%	No	60%
Students with disabilities	47%	23%	No	52%
Economically disadvantaged	57%	47%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	29%	34%
Students scoring at or above Achievement Level 4	58	23%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		40%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	99	57%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	11	39%	42%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	96	63%	66%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	54	35%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	66	43%	46%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	39	49%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		67%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	64%	Yes	66%
American Indian		100%		
Asian		100%		
Black/African American	46%	52%	Yes	51%
Hispanic	67%	67%	Yes	70%
White	79%	75%	No	81%
English language learners	66%	62%	No	69%
Students with disabilities	63%	40%	No	66%
Economically disadvantaged	60%	60%	Yes	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	163	64%	69%
Students scoring at or above Achievement Level 4	75	29%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		65%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	121	47%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		25%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	27%	30%
Students scoring at or above Achievement Level 4	17	18%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		75%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		75%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		4
Participation in STEM-related experiences provided for students	0		

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	91	14%	10%
Students retained, pursuant to s. 1008.25, F.S.	25	4%	3%
Students who are not proficient in reading by third grade	55	63%	60%
Students who receive two or more behavior referrals	100	15%	14%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	86	13%	12%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We plan to have at least 4 events where parents are invited and involved in activities within the school. These workshops have not yet all been created because we plan to give parents the opportunity to provide us with topics or activities which will help them help their children.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Four parent involvement activities	3	75%	100%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Our goal is to have 66% of all of our student be proficient with a 3 or higher on the math portion of FCAT. (We are currently at 64%)

G2. Our goal is to have 73% of all of our students be proficient with a 3.5 or higher on the writing portion of the FCAT. (We are currently at 71%)

G3. Our goal is to have 30% of our students score at level 3 on the Science portion of FCAT (currently 27%) and 20% at level 4 or 5 (currently 18%).

G4. Our goal is to have 65% of all of our student be proficient with a 3 or higher on the reading portion of FCAT. (We are currently at 51%)

Goals Detail

G1. Our goal is to have 66% of all of our student be proficient with a 3 or higher on the math portion of FCAT. (We are currently at 64%)

Targets Supported

Resources Available to Support the Goal

- Instructional Coach

- Leadership Team Members

- Administrators

Targeted Barriers to Achieving the Goal

- Poor Attendance

- Poor Classroom Grades

- Lack of Adequate Progress

Plan to Monitor Progress Toward the Goal

Administration will follow through with action steps, people in charge of monitoring steps and follow through with any problems or situations that may arise.

Person or Persons Responsible
Administration

Target Dates or Schedule:
On-going throughout the year

Evidence of Completion:
Increased student scores

G2. Our goal is to have 73% of all of our students be proficient with a 3.5 or higher on the writing portion of the FCAT. (We are currently at 71%)

Targets Supported

- Writing

Resources Available to Support the Goal

- Resource Teachers

- Leadership Team Members

- Administration

Targeted Barriers to Achieving the Goal

- Poor Attendance

- Opportunities for Students to Write

Plan to Monitor Progress Toward the Goal

Administration will follow through with action steps, people in charge of monitoring steps, and follow through with any problems or situations that may arise.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing throughout the year

Evidence of Completion:

Increased student scores

G3. Our goal is to have 30% of our students score at level 3 on the Science portion of FCAT (currently 27%) and 20% at level 4 or 5 (currently 18%).

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Resource Teachers

- Leadership Team Members

- Administrators

Targeted Barriers to Achieving the Goal

- Poor Attendance

- Problem Based Learning

Plan to Monitor Progress Toward the Goal

Administration will follow through with action steps, people in charge of monitoring steps, and follow through with any problems or situations that may arise.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing throughout the year

Evidence of Completion:
Increased student scores

G4. Our goal is to have 65% of all of our student be proficient with a 3 or higher on the reading portion of FCAT. (We are currently at 51%)

Targets Supported

Resources Available to Support the Goal
- Reading Coach
- Instructional Coach
- Title I Resource
- Workshops (Including but not limited to Close Reads, Vocabulary, Common Core, etc.)
- Lesson Studies
- Additional morning planning time
- Weekly PLCs/ Grade Group Meetings
- Grade Group weekly planning
- Small Group Instruction

Targeted Barriers to Achieving the Goal
- Poor Attendance
- Poor Classroom Grades
- Lack of Background Knowledge
- Lack of Adequate Progress

Plan to Monitor Progress Toward the Goal

Administration will follow through with action steps, people in charge of monitoring steps and follow through with any problems or situations that arise.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing throughout the year

Evidence of Completion:
Increased student scores

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Our goal is to have 66% of all of our student be proficient with a 3 or higher on the math portion of FCAT. (We are currently at 64%)

G1.B1 Poor Attendance

G1.B1.S1 Incentives for Attendance

Action Step 1

Attendance incentives including ribbons and awards

Person or Persons Responsible

Office Personnel

Target Dates or Schedule

At the end of each 9 weeks

Evidence of Completion

Awards will be distributed

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Mr. Farley will follow through on awards for students

Person or Persons Responsible

Brandon Farley, Guidance Counselor

Target Dates or Schedule

End of each nine weeks

Evidence of Completion

Distribution of awards

Plan to Monitor Effectiveness of G1.B1.S1

Mr. Farley will follow through on awards for students

Person or Persons Responsible

Brandon Farley, Guidance Counselor

Target Dates or Schedule

End of each nine weeks

Evidence of Completion

Distribution of awards

G1.B1.S2 Communication between school and home to explain importance of attendance

Action Step 1

Ms. Whitehead will make contact with parents both written and verbally to communicate the importance of school attendance

Person or Persons Responsible

Melissa Whitehead, Assistant Principal

Target Dates or Schedule

Ongoing throughout the year when needed

Evidence of Completion

Documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Written and verbal communication with parents

Person or Persons Responsible

Melissa Whitehead, Assistant Principal

Target Dates or Schedule

Ongoing throughout the year when needed

Evidence of Completion

Documentation

Plan to Monitor Effectiveness of G1.B1.S2

Written and verbal communication with parents

Person or Persons Responsible

Melissa Whitehead, Assistant Principal

Target Dates or Schedule

Ongoing throughout the year when needed

Evidence of Completion

Documentation

G1.B1.S3 County TIPS Program

Action Step 1

Mr. McElroy will follow through with chronic cases of student attendance

Person or Persons Responsible

Patrick McElroy, TIPS Coordinator

Target Dates or Schedule

Ongoing throughout the year when needed

Evidence of Completion

Documentation/ Increased student attendance

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Mr. McElroy will follow through with chronic cases of student attendance

Person or Persons Responsible

Patrick McElroy, TIPS Coordinator

Target Dates or Schedule

Ongoing throughout the year when needed

Evidence of Completion

Documentation/ Increased student attendance

Plan to Monitor Effectiveness of G1.B1.S3

Mr. McElroy will follow through with chronic cases of student attendance

Person or Persons Responsible

Patrick McElroy, TIPS Coordinator

Target Dates or Schedule

Ongoing throughout the year when needed

Evidence of Completion

Documentation/ Increased student attendance

G1.B2 Poor Classroom Grades

G1.B2.S1 Progress Monitoring with Small Group Instruction

Action Step 1

Classroom teacher will create small groups based on data from progress monitoring to improve mastery on taught skills prior to summative evaluations

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Mid-point of skill being taught

Evidence of Completion

Review of data during weekly PLC meetings and Data Analysis Meetings

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Data will be reviewed at PLCs. This data will be documented and small groups will be created using this information. The Resource Teachers will monitor the small group instruction and assist and support the teacher with activities to support.

Person or Persons Responsible

Administration and Resource Teachers

Target Dates or Schedule

Review of data at weekly PLC meetings following progress monitoring and baseline testing

Evidence of Completion

Data and documentation of small groups in lesson plans

Plan to Monitor Effectiveness of G1.B2.S1

Data will be reviewed at PLCs. This data will be documented and small groups will be crated using this information. Resource Teachers will monitor the small group instruction and assist and support the teachers.

Person or Persons Responsible

Administration and Resource Teachers

Target Dates or Schedule

Review of data at weekly PLC meetings following progress monitoring and baseline testing

Evidence of Completion

Data and documentation of small group lesson plans

G1.B2.S2 Need for more hands-on activities

Action Step 1

Teachers will create hand-on projects at least once per week in math/ There will be more use of math manipulatives

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Documentation in lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Grade Level Leadership Team Members will make sure that lesson planning to include hands on activities is conducted on a weekly basis. Administrators will follow up with observations and checking lesson plans. Teachers are asked to put an asterisk (*) next to each hands-on activity in their lesson plans.

Person or Persons Responsible

Grade Level Leadership Team Member and Administrators

Target Dates or Schedule

Weekly Planning/ Ongoing Observations

Evidence of Completion

Lesson Plans/ Observations

Plan to Monitor Effectiveness of G1.B2.S2

Grade Level Leadership Team Members will make sure that lesson planning to include hands on activities is conducted on a weekly basis. Administrators will follow up with observations and checking lesson plans. Teachers are asked to put an asterisk (*) next to each hands-on activity in their lesson plans.

Person or Persons Responsible

Grade Level Leadership Team Member and Administrators

Target Dates or Schedule

Weekly Planning/ Ongoing Observations

Evidence of Completion

Lesson Plans/ Observations

G1.B3 Lack of Adequate Progress

G1.B3.S1 Lesson Studies

Action Step 1

Grade Groups will complete two rotations of Lesson Study throughout the year

Person or Persons Responsible

Grade Groups

Target Dates or Schedule

See Eastside Calendar for dates

Evidence of Completion

Documentation

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Lori Duckstein will assist in the planning and follow through for Lesson Studies

Person or Persons Responsible

Lori Duckstein, Principal

Target Dates or Schedule

See Eastside Calendar

Evidence of Completion

Documentation

Plan to Monitor Effectiveness of G1.B3.S1

Lori Duckstein will assist in the planning and follow through for the Lesson Study

Person or Persons Responsible

Lori Duckstein, Principal

Target Dates or Schedule

See Eastside Calendar

Evidence of Completion

Documentation

G1.B3.S2 Continual Progress Monitoring

Action Step 1

Teachers will continually monitor progress of students and provide interventions prior to summative evaluations. Data will be reviewed at weekly PLC meetings.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Documentation of Data

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Resource Teachers and Administration will review data with teachers, determine areas of strengths and weaknesses, and make plans for interventions prior to summative evaluations. This information will then be reviewed school wide at Data Analysis Meetings held bi-monthly to build school-wide weak areas.

Person or Persons Responsible

Resource Teachers and Administration

Target Dates or Schedule

Weekly/ Data Meetings bi-monthly

Evidence of Completion

Documentation of Data

Plan to Monitor Effectiveness of G1.B3.S2

Resource Teachers and Administration will review data with teachers, determine areas of strengths and weaknesses, and make plans for interventions prior to summative evaluations. This information will then be reviewed school wide at Data Analysis Meetings held bi-monthly to build school-wide weak areas.

Person or Persons Responsible

Resource Teachers and Administration

Target Dates or Schedule

Weekly/ Data Analysis bi-monthly

Evidence of Completion

Documentation of Data

G2. Our goal is to have 73% of all of our students be proficient with a 3.5 or higher on the writing portion of the FCAT. (We are currently at 71%)

G2.B1 Poor Attendance

G2.B1.S1 Incentives for Attendance

Action Step 1

Attendance incentives including ribbons and awards

Person or Persons Responsible

Office Personnel

Target Dates or Schedule

At the end of each 9 weeks

Evidence of Completion

Awards will be distributed

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Mr. Farley will follow through on awards for students

Person or Persons Responsible

Brandon Farley, Guidance Counselor

Target Dates or Schedule

End of each nine weeks

Evidence of Completion

Distribution of awards

Plan to Monitor Effectiveness of G2.B1.S1

Mr. Farley will follow through on awards for students

Person or Persons Responsible

Brandon Farley, Guidance Counselor

Target Dates or Schedule

End of each nine weeks

Evidence of Completion

Distribution of awards

G2.B1.S2 Communication between school and home to explain importance of attendance

Action Step 1

Ms. Whitehead will make contact with parents both written and verbally to communicate the importance of school attendance

Person or Persons Responsible

Melissa Whitehead, Assistant Principal

Target Dates or Schedule

On-going throughout the year when needed

Evidence of Completion

Documentation of communication

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Ms. Whitehead will make contact with parents both written and verbally to communicate the importance of school attendance

Person or Persons Responsible

Melissa Whitehead, Assistant Principal

Target Dates or Schedule

On-going throughout the year when needed

Evidence of Completion

Documentation of communication

Plan to Monitor Effectiveness of G2.B1.S2

Written and verbal communication with parents

Person or Persons Responsible

Melissa Whitehead, Assistant Principal

Target Dates or Schedule

On-going throughout the year when needed

Evidence of Completion

Documentation of communication

G2.B1.S3 County TIPS Program

Action Step 1

Mr. McElroy will follow through with chronic cases of student attendance

Person or Persons Responsible

Patrick McElroy, TIPS Coordinator

Target Dates or Schedule

On-going throughout the year when needed

Evidence of Completion

Documentation

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Mr. McElroy will follow through with chronic cases of student attendance

Person or Persons Responsible

Patrick McElroy, TIPS Coordinator

Target Dates or Schedule

On-going throughout the year when needed

Evidence of Completion

Documentation

Plan to Monitor Effectiveness of G2.B1.S3

Mr. McElroy will follow through with chronic cases of student attendance

Person or Persons Responsible

Patrick McElroy, TIPS Coordinator

Target Dates or Schedule

On-going throughout the year when needed

Evidence of Completion

Documentation

G2.B2 Opportunities for Students to Write

G2.B2.S1 Students will be given more opportunities in different subjects to write.

Action Step 1

Teachers will give students more opportunities in different subject areas to write. There will be more text based evidence used in writing.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Facilitator:

Resource Teachers will provide more inservice on writing across the curriculum

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Administrators will check lesson plans and do observations to make sure teachers are giving students more opportunities to write for a purpose.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Lesson Plans/ Observations

Plan to Monitor Effectiveness of G2.B2.S1

Administrators will check lesson plans and observe teachers

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Lesson Plans/ Observations

G3. Our goal is to have 30% of our students score at level 3 on the Science portion of FCAT (currently 27%) and 20% at level 4 or 5 (currently 18%).

G3.B1 Poor Attendance

G3.B1.S1 Incentives for Attendance

Action Step 1

Attendance incentives including ribbons and awards

Person or Persons Responsible

Office Personnel

Target Dates or Schedule

At the end of each 9 weeks

Evidence of Completion

Awards will be distributed

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Mr. Farley will follow through on awards for students

Person or Persons Responsible

Brandon Farley, Guidance Counselor

Target Dates or Schedule

End of each nine weeks

Evidence of Completion

Distribution of awards

Plan to Monitor Effectiveness of G3.B1.S1

Mr. Farley will follow through on awards for students

Person or Persons Responsible

Brandon Farley, Guidance Counselor

Target Dates or Schedule

End of each nine weeks

Evidence of Completion

Distribution of awards

G3.B1.S2 Communication between school and home to explain importance of attendance

Action Step 1

Ms. Whitehead will make contact with parents both written and verbally to communicate the importance of school attendance

Person or Persons Responsible

Melissa Whitehead, Assistant Principal

Target Dates or Schedule

On-going throughout the year when needed

Evidence of Completion

Documentation

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Written and verbal communication with parents

Person or Persons Responsible

Melissa Whitehead, Assistant Principal

Target Dates or Schedule

On-going throughout the year when needed

Evidence of Completion

Documentation

Plan to Monitor Effectiveness of G3.B1.S2

Communication with parents

Person or Persons Responsible

Melissa Whitehead

Target Dates or Schedule

On-going throughout the year when needed

Evidence of Completion

Documentation

G3.B1.S3 County TIPS Program

Action Step 1

Mr. McElroy will follow through with chronic student attendance situations

Person or Persons Responsible

Patrick McElroy, TIPS Coordinator

Target Dates or Schedule

On-going throughout the year when needed

Evidence of Completion

Documentation

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Mr. McElroy will follow through with chronic cases of student attendance

Person or Persons Responsible

Patrick McElroy, TIPS Coordinator

Target Dates or Schedule

On-going throughout the year when needed

Evidence of Completion

Documentation

Plan to Monitor Effectiveness of G3.B1.S3

Mr. McElroy will follow through with chronic cases of student attendance situation

Person or Persons Responsible

Patrick McElroy, TIPS Coordinator

Target Dates or Schedule

On-going throughout the year when needed

Evidence of Completion

Documentation

G3.B2 Problem Based Learning

G3.B2.S1 Hands-on Activities

Action Step 1

Teachers will create more problem based lessons connecting science, math, and reading.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Administrators will help grade groups create problem based lesson and then will follow through with checking lesson plans and observations.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Lesson Plans/ Observations

Plan to Monitor Effectiveness of G3.B2.S1

Administrators will assist grade groups to create more problem based lessons incorporating science, math, and reading. Administrators will follow through with checking lesson plans and doing observations

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Lesson Plans/ Observations

G4. Our goal is to have 65% of all of our student be proficient with a 3 or higher on the reading portion of FCAT. (We are currently at 51%)

G4.B1 Poor Attendance

G4.B1.S1 Incentives for Attendance

Action Step 1

Administrators will monitor all action steps, work with people in charge of each activity to make sure everyone is working towards goals, and follow through with any problems or situations that may arise.

Person or Persons Responsible

Administrators

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Increased academic scores

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Mr. Farley will follow through on awards for students

Person or Persons Responsible

Brandon Farley, Guidance Counselor

Target Dates or Schedule

End of each nine weeks

Evidence of Completion

Distribution of awards

Plan to Monitor Effectiveness of G4.B1.S1

Monitoring of attendance

Person or Persons Responsible

Brandon Farley, Guidance Counselor

Target Dates or Schedule

End of each nine weeks

Evidence of Completion

Improved attendance

G4.B1.S2 Communication between school and home to explain importance of attendance

Action Step 1

Ms. Whitehead will make contact with parents both written and orally to communicate the importance of school attendance.

Person or Persons Responsible

Melissa Whitehead, Assistant Principal

Target Dates or Schedule

On-going throughout the year when needed

Evidence of Completion

Documentation of both written and verbal communication.

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Written and verbal communication with parents

Person or Persons Responsible

Melissa Whitehead, Assistant Principal

Target Dates or Schedule

Ongoing throughout the year when needed

Evidence of Completion

Increased student attendance

Plan to Monitor Effectiveness of G4.B1.S2

Written and verbal communication with parents

Person or Persons Responsible

Melissa Whitehead, Assistant Principal

Target Dates or Schedule

Ongoing throughout the year when needed

Evidence of Completion

Increased student attendance

G4.B1.S3 County TIPS Program

Action Step 1

Mr. McElroy will follow through with chronic cases student attendance situations

Person or Persons Responsible

Patrick McElroy, TIPs Coordinator

Target Dates or Schedule

Ongoing throughout the year when needed

Evidence of Completion

Documentation

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Mr. McElroy will follow through with chronic cases of student attendance

Person or Persons Responsible

Patrick McElroy, TIPs Coordinator

Target Dates or Schedule

Ongoing throughout the year when needed

Evidence of Completion

Documenation

Plan to Monitor Effectiveness of G4.B1.S3

Mr. McElroy will follow through with chronic cases of student attendance

Person or Persons Responsible

Patrick McElroy, TIPs Coordinator

Target Dates or Schedule

Ongoing throughout the year when needed

Evidence of Completion

Increased student attendance

G4.B2 Poor Classroom Grades

G4.B2.S1 Progress Monitoring with Small Group Instruction

Action Step 1

Classroom teacher will create small groups based on data from progress monitoring to improve mastery on taught skills prior to summative evaluations.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Mid-point of skill being taught

Evidence of Completion

Review of data during weekly PLC meetings and Data Analysis Meetings

Facilitator:

Lori Duckstein on data analysis Diana DeLaFuente on creating small groups based on data

Participants:

Classroom Teacher

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Data will be reviewed at PLCs. This data will be documented and small groups will be created using this information. Ms. DeLaFuente, the Reading Coach, will monitor the small group instruction and assist and support the teacher with activities to suppor

Person or Persons Responsible

Administration and Resource Teachers

Target Dates or Schedule

Review of data at weekly PLC meetings following progress monitoring and baseline testing

Evidence of Completion

Documentation of small group lesson plans

Plan to Monitor Effectiveness of G4.B2.S1

Data will be reviewed at PLCs. A pacing guide for the entire school has been created and all testing at each grade level will be placed into pacing guide. Assessments will be reviewed at PLCs each week.

Person or Persons Responsible

Lori Duckstein

Target Dates or Schedule

Weekly

Evidence of Completion

Data Compiled

G4.B2.S2 Hands-on Activities

Action Step 1

Teachers will create hands-on projects at least once per week in each subject area.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Grade Level Leadership Team Members will make sure that lesson planning to include hands on activities is conducted on a weekly basis. Administrators will follow up with observations and checking lesson plans. Teachers are asked to put an asterisk (*) next to each hands-on activity in their lesson plans.

Person or Persons Responsible

Grade Level Leadership Team Member and Administrators

Target Dates or Schedule

Weekly Planning/ Ongoing Observations

Evidence of Completion

Lesson Plans/ Observations

Plan to Monitor Effectiveness of G4.B2.S2

Observations and checking lesson plans

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing observations and checking lesson plans

Evidence of Completion

Observations and lesson plans

G4.B3 Lack of Background Knowledge

G4.B3.S1 Close Reads

Action Step 1

Teacher will conduct Close Reads with both fiction and non-fiction passages

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Administration will monitor lesson plans to make sure that teachers are doing Close Reads

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G4.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B3.S2 Lesson Studies

Action Step 1

Grade Groups will complete two rotations of Lesson Study throughout the year

Person or Persons Responsible

Grade Groups

Target Dates or Schedule

See Eastside Calendar for dates

Evidence of Completion

Documentation on calendar

Facilitator:

Lori Duckstein

Participants:

Grade Groups

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Lori Duckstein will help assist in the planning and follow through for the Lesson Studies

Person or Persons Responsible

Lori Duckstein

Target Dates or Schedule

See Eastside Calendar

Evidence of Completion

Documentation on Calendar

Plan to Monitor Effectiveness of G4.B3.S2

There will be a discussion on the pre and post lessons.

Person or Persons Responsible

Lori Duckstein

Target Dates or Schedule

See Eastside Calendar

Evidence of Completion

Documentation on Calendar

G4.B4 Lack of Adequate Progress

G4.B4.S1 Continual progress monitoring with follow up through interventions prior to summative evaluations/ baselines

Action Step 1

Teachers will continually monitor progress of students and provide interventions prior to summative evaluations

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Continually throughout year

Evidence of Completion

All assessments will be placed on pacing guides and data will be reviewed during PLCs

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Resource Teachers and Administration will help review the data with the teachers and create small groups with quality interventions focused on the skill.

Person or Persons Responsible

Resource Teachers and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Assessments in pacing guide

Plan to Monitor Effectiveness of G4.B4.S1

Data will be reviewed and interventions monitored

Person or Persons Responsible

Resource Teachers and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I- Part A: Eastside Elementary School receives federal monies to supplement our existing educational programs. We use these funds to address needs of our students which are based on the results of our assessments which include but are not limited to; FCAT, FAIR, Pearson Computer Lab, Performance Matters Baselines, Chapter and Unit Tests, Focus Tests, Progress Monitoring, and Teacher Formative Assessments. We will continue to focus on student centered learning and transition over to Common Core. We will continue our focus on writing through the curriculum to prepare for higher standards through the Common Core. We will continue Lesson Studies, text complexity, and problem based learning activities. The professional development will be tailored to specific needs of each grade level during PLCs and Teacher Inservice Days.

Monies from the Federal Programs will continue to supplement our after-school programs targeting students in need of tutorial services. Services provided under Title I, Part are integrated and coordinated with our programs funded under NCLB including Title I, Part C, Title II, Part A, Title II and Title VI, Part B, Subpart 2. All of these programs will provide funds for before/ after school tutorials, resource personnel to meet the needs of teachers, and students in the areas of Math, Reading, ELL, and Technology. Funds from Title I, Part A will be coordinated with funds from Title I, Part C, Title III and Title VI to provide intervention materials that will be used in the before/ after school tutorials, and during the school day. We will also continue to fund our Title I Interventionist. She will be used to directly assist the students in K-2nd grade with interventions.

Title I, Part C- Migrant: We also receive Title I, Part C funds to supplement educational programs for migrant students. A Migrant Liaison provides services and support to students and parents. The Liaison coordinates with Title I and other programs to ensure students' needs are met. This money also supports our Migrant Afterschool Program.

Title II: Our Title II funds supplement professional development for teachers.

Title III: Our Title III funds supplement services provided for students who are ELL (Emerging Language Learners) Title III coordinates with Title I, Part A to provide Resource Teachers to work with the general education classroom teachers to provide services and professional development to teachers.

Title X, Homeless: Title X is integrated with Title I, Part C, and Title I, Part A to provide supplemental supplies and tutorials for students identified in the LEA homeless and in need of these services. Additionally, there are monies set aside in Title I, Part A to address these needs for identified homeless students in the LEA

Supplemental Academic Instruction (SAI): Provides funds and coordinates with Title I, Part A to provide supplemental instruction to 3rd grade students who have not scored a Level 1 on the FCAT Reading Test.

Violence Prevention Programs: Eastside uses internal motivation to make positive changes. Teachers work on changing the behavior and using positive reinforcement. Teachers are encouraged and required to notify parents through written and verbal communication prior to making office referrals (unless a serious offense). Mr. Farley, the Guidance Counselor, provides workshops during the enrichment times to communicate with the students about bullying and violence. Each year the 5th grade students spend a semester on the DARE Program. This is not just a drug intervention program but does an excellent job of helping the students to make good choices.

Nutrition Programs: The guidelines from the state are followed in our school concerning school snacks, special events, sale of nutritional foods, etc. Education is provided to the students using the state standards for health.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Our goal is to have 73% of all of our students be proficient with a 3.5 or higher on the writing portion of the FCAT. (We are currently at 71%)

G2.B2 Opportunities for Students to Write

G2.B2.S1 Students will be given more opportunities in different subjects to write.

PD Opportunity 1

Teachers will give students more opportunities in different subject areas to write. There will be more text based evidence used in writing.

Facilitator

Resource Teachers will provide more inservice on writing across the curriculum

Participants

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

G4. Our goal is to have 65% of all of our student be proficient with a 3 or higher on the reading portion of FCAT. (We are currently at 51%)

G4.B2 Poor Classroom Grades

G4.B2.S1 Progress Monitoring with Small Group Instruction

PD Opportunity 1

Classroom teacher will create small groups based on data from progress monitoring to improve mastery on taught skills prior to summative evaluations.

Facilitator

Lori Duckstein on data analysis Diana DeLaFuente on creating small groups based on data

Participants

Classroom Teacher

Target Dates or Schedule

Mid-point of skill being taught

Evidence of Completion

Review of data during weekly PLC meetings and Data Analysis Meetings

G4.B3 Lack of Background Knowledge

G4.B3.S2 Lesson Studies

PD Opportunity 1

Grade Groups will complete two rotations of Lesson Study throughout the year

Facilitator

Lori Duckstein

Participants

Grade Groups

Target Dates or Schedule

See Eastside Calendar for dates

Evidence of Completion

Documentation on calendar

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Our goal is to have 66% of all of our student be proficient with a 3 or higher on the math portion of FCAT. (We are currently at 64%)

G1.B1 Poor Attendance

G1.B1.S1 Incentives for Attendance

Action Step 1

Attendance incentives including ribbons and awards

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. Our goal is to have 65% of all of our student be proficient with a 3 or higher on the reading portion of FCAT. (We are currently at 51%)

G4.B1 Poor Attendance

G4.B1.S1 Incentives for Attendance

Action Step 1

Administrators will monitor all action steps, work with people in charge of each activity to make sure everyone is working towards goals, and follow through with any problems or situations that may arise.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4.B2 Poor Classroom Grades

G4.B2.S1 Progress Monitoring with Small Group Instruction

Action Step 1

Classroom teacher will create small groups based on data from progress monitoring to improve mastery on taught skills prior to summative evaluations.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4.B3 Lack of Background Knowledge

G4.B3.S2 Lesson Studies

Action Step 1

Grade Groups will complete two rotations of Lesson Study throughout the year

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed