

Polk County Public Schools

# Eastside Elementary School



2021-22 Schoolwide Improvement Plan

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# Eastside Elementary School

1820 JOHNSON AVE E, Haines City, FL 33844

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

## Demographics

**Principal: Elizabeth Munoz**

Start Date for this Principal: 10/8/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (36%) 2017-18: C (41%) 2016-17: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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# Eastside Elementary School

1820 JOHNSON AVE E, Haines City, FL 33844

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">94%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>		D	D	C

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## SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Munoz, Elizabeth	Principal	<ul style="list-style-type: none"> <li>*Oversee and facilitate instructional staff and professional development of staff including paraprofessionals.</li> <li>*Demonstrate that student learning is the top priority through effective leadership actions that build and support a learning organization focused on student success.</li> <li>*Collaborate with School Based Leadership Team.</li> <li>*Collaborate with staff during collaborative planning sessions.</li> <li>*Ensure standards-based rigorous instruction is provided to students.</li> <li>*Employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data.</li> <li>*Generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.</li> </ul>
Wilson, Amber	Assistant Principal	<ul style="list-style-type: none"> <li>*Oversee and facilitate instructional staff and professional development of staff including paraprofessionals.</li> <li>*Demonstrate that student learning is the top priority through effective leadership actions that build and support a learning organization focused on student success.</li> <li>*Collaborate with School Based Leadership Team.</li> <li>*Collaborate with staff during collaborative planning sessions.</li> <li>*Ensure standards-based rigorous instruction is provided to students.</li> <li>*Employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data.</li> <li>*Generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.</li> </ul>
Ali, Giatri	School Counselor	<ul style="list-style-type: none"> <li>*Support the academic achievement of all students, insuring equity and access to all.</li> <li>* Facilitates the successful transition and progression of students throughout the system.</li> <li>*Develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders.</li> <li>*Direct services address guidance curriculum, individual student planning, preventive, and responsive services.</li> </ul>
Miranda, Zachira	Math Coach	<ul style="list-style-type: none"> <li>*Assist teachers in analyzing school, class, and individual student data to determine needs in Math.</li> <li>* Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</li> <li>* Assist content area teachers in Math planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.</li> <li>* Provide classroom support by observing, modeling, co-teaching, and providing specific feedback.</li> <li>* Provide support for school-based professional development to build the school's training capacity.</li> </ul>



Name	Position Title	Job Duties and Responsibilities
Clabough, Alexah	Reading Coach	<ul style="list-style-type: none"> <li>* Support and participate school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work.</li> <li>* Assist teachers in analyzing school, class, and individual student data to determine needs in the content area.</li> <li>* Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</li> <li>* Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.</li> <li>* Provide classroom support by observing, modeling, co-teaching, and providing specific feedback.</li> <li>* Provide support for school-based professional development to build the school's training capacity.</li> <li>* Support and participate school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work.</li> </ul>
Rogers, Kellie	Science Coach	<ul style="list-style-type: none"> <li>* Assist teachers in analyzing school, class, and individual student data to determine needs in Science.</li> <li>* Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</li> <li>* Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.</li> <li>* Provide classroom support by observing, modeling, co-teaching, and providing specific feedback.</li> <li>* Provide support for school-based professional development to build the school's training capacity.</li> <li>* Support and participate school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work.</li> </ul>
Marrero, Clotilde		<ul style="list-style-type: none"> <li>* Improve the English reading, writing and speaking skills of students in grades K-5.</li> <li>* Modify lessons for students whose native languages and English-speaking abilities are varied.</li> <li>* Conduct Parent conferences to discuss and monitor student's progress.</li> <li>* Ensure accurate documentation of ELL records..</li> </ul>

Name	Position Title	Job Duties and Responsibilities
Santiago, Zerimar		<p>*Identify students who are at-risk in not meeting grade level proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades.</p> <p>*Collaborate with teachers to plan, implement, and evaluate interventions for identified students.</p> <p>*Work with administration to implement and document activities related to the Title I Plan; monitoring students' response and communicating with administration, teachers, and parents regarding students' progress in tutoring activities.</p> <p>*Small group instruction for retained students in grades 3-5 and some students in the B30%for ELA in grades 3-5.</p>

**Demographic Information**

**Principal start date**

Thursday 10/8/2020, Elizabeth Munoz

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

1

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

2

**Total number of teacher positions allocated to the school**

43

**Total number of students enrolled at the school**

524

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

6

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

6

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	90	89	92	104	99	0	0	0	0	0	0	0	474
Attendance below 90 percent	0	35	27	28	38	31	0	0	0	0	0	0	0	159
One or more suspensions	0	1	1	6	9	14	0	0	0	0	0	0	0	31
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	31	35	0	0	0	0	0	0	0	83
Level 1 on 2019 statewide FSA Math assessment	0	0	0	15	35	36	0	0	0	0	0	0	0	86
Number of students with a substantial reading deficiency	0	34	52	41	53	57	0	0	0	0	0	0	0	237
Level 1 on 2021 statewide FSA ELA assessment	0	0	0	43	50	50	0	0	0	0	0	0	0	143
Level 1 on 2021 statewide FSA Math assessment	0	0	0	45	45	42	0	0	0	0	0	0	0	132
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	21	26	18	39	68	0	0	0	0	0	0	0	172

**The number of students identified as retainees:**

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

**Date this data was collected or last updated**

Wednesday 6/23/2021

**2020-21 - 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	98	101	100	114	103	103	0	0	0	0	0	0	0	619
Attendance below 90 percent	12	17	16	20	21	10	0	0	0	0	0	0	0	96
One or more suspensions	5	3	4	3	6	9	0	0	0	0	0	0	0	30
Course failure in ELA	5	5	8	18	12	7	0	0	0	0	0	0	0	55
Course failure in Math	11	8	6	10	12	9	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide ELA assessment	0	0	0	17	31	35	0	0	0	0	0	0	0	83
Level 1 on 2019 statewide Math assessment	0	0	0	15	35	36	0	0	0	0	0	0	0	86
Dec. 2019 STAR Reading Level 1	0	0	0	45	38	40	0	0	0	0	0	0	0	123
Dec. 2019 STAR Math Level 1	0	0	0	30	27	42	0	0	0	0	0	0	0	99

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	6	8	34	41	46	0	0	0	0	0	0	0	137

**The number of students identified as retainees:**

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

**2020-21 - 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	98	101	100	114	103	103	0	0	0	0	0	0	0	619
Attendance below 90 percent	12	17	16	20	21	10	0	0	0	0	0	0	0	96
One or more suspensions	5	3	4	3	6	9	0	0	0	0	0	0	0	30
Course failure in ELA	5	5	8	18	12	7	0	0	0	0	0	0	0	55
Course failure in Math	11	8	6	10	12	9	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide ELA assessment	0	0	0	17	31	35	0	0	0	0	0	0	0	83
Level 1 on 2019 statewide Math assessment	0	0	0	15	35	36	0	0	0	0	0	0	0	86
Dec. 2019 STAR Reading Level 1	0	0	0	45	38	40	0	0	0	0	0	0	0	123
Dec. 2019 STAR Math Level 1	0	0	0	30	27	42	0	0	0	0	0	0	0	99

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	6	8	34	41	46	0	0	0	0	0	0	0	137

**The number of students identified as retainees:**

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

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				27%	51%	57%	31%	50%	56%
ELA Learning Gains				45%	51%	58%	48%	51%	55%
ELA Lowest 25th Percentile				51%	49%	53%	50%	45%	48%
Math Achievement				38%	57%	63%	41%	58%	62%
Math Learning Gains				38%	56%	62%	48%	56%	59%
Math Lowest 25th Percentile				29%	47%	51%	55%	44%	47%
Science Achievement				25%	47%	53%	15%	53%	55%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	22%	52%	-30%	58%	-36%
Cohort Comparison						
04	2021					
	2019	32%	48%	-16%	58%	-26%
Cohort Comparison		-22%				
05	2021					
	2019	21%	47%	-26%	56%	-35%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	33%	56%	-23%	62%	-29%
Cohort Comparison						
04	2021					
	2019	40%	56%	-16%	64%	-24%
Cohort Comparison		-33%				
05	2021					
	2019	25%	51%	-26%	60%	-35%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	23%	45%	-22%	53%	-30%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR data from 2020-2021 school year was used as a progress monitoring tool to compile the data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	46	38
	Economically Disadvantaged	48	45	38
	Students With Disabilities	29	14	0
	English Language Learners	33	51	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	63	55	42
	Economically Disadvantaged	63	55	41
	Students With Disabilities	29	17	25
	English Language Learners	62	49	41

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	90	57
	Economically Disadvantaged	50	89	63
	Students With Disabilities	100	0	0
	English Language Learners	50	92	57
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	43	36
	Economically Disadvantaged	45	43	37
	Students With Disabilities	0	20	0
	English Language Learners	48	43	40

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	36	33
	Economically Disadvantaged	38	34	29
	Students With Disabilities	0	0	11
	English Language Learners	38	36	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	48	33
	Economically Disadvantaged	40	41	32
	Students With Disabilities	0	0	25
	English Language Learners	41	50	34

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	32	18
	Economically Disadvantaged	29	30	20
	Students With Disabilities	0	9	0
	English Language Learners	21	25	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39	44	28
	Economically Disadvantaged	35	43	26
	Students With Disabilities	22	10	0
	English Language Learners	37	43	30
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22	26	23
	Economically Disadvantaged	24	26	25
	Students With Disabilities	6	0	0
	English Language Learners	21	31	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32	19	26
	Economically Disadvantaged	31	20	26
	Students With Disabilities	20	0	7
	English Language Learners	40	23	34
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	29	29	33
	Economically Disadvantaged	27	26	35
	Students With Disabilities	18	19	13
	English Language Learners	19	7	34



**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	10	25		10	20						
ELL	34	46	62	39	56	44	23				
BLK	26	37		23	35		12				
HSP	33	45	65	39	53	47	21				
WHT	29			38							
FRL	29	38	63	33	40	45	18				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	47	55	29	38	33	33				
ELL	26	42	50	38	38	31	26				
BLK	19	37	35	26	28	22	16				
HSP	29	46	59	42	42	33	29				
WHT	33	55		31	33						
FRL	27	46	48	36	39	29	25				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD				9	58						
ELL	30	50	48	44	51	56	4				
BLK	19	48	53	27	49	57	6				
HSP	36	50	52	47	48	61	16				
WHT	20	31		35	46						
FRL	31	47	50	43	48	51	18				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	329
Total Components for the Federal Index	8
Percent Tested	99%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	34
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Trends across grade levels are that the Hispanics are demonstrating growth in Math. All other subgroups are demonstrating growth but at a slower rate. The white subgroups is demonstrating higher levels of proficiency in ELA.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

ELA showed the lowest performance on the 2019 FSA with a 20% overall proficiency. Progress Monitoring data of STAR Reading for 2020-2021 shows overall proficiency of 27-33%. Making ELA our critical area of need. Although we showed growth in ELA, this is still our lowest proficiency area. Reading impacts all content areas and by focusing on ELA we will improve proficiency in all content areas.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Contributing factors were new hires to 5th grade. One classroom had a total of three teachers and then a Kelly Service Sub. Actions to be taken were to provide professional development that would provide instructional support, provide a mentor using instructional coaches, continuous classroom monitoring, data chats, and providing lesson planning focused on standards based instruction using achievement level descriptors. In addition, we will need to implement some of the strategies that were used to improve science scores including: kinesthetic learning, rigorous tasks, guts checks, applied learning, and more opportunities for learning to be released to the students. By taking these actions, more meaningful learning opportunities will be available to the students.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

2019 Science NGSS performance level was at 25% and the 2021 Science Quarterlies has us projected at a 10% gain from 2019.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

In Science, rigorous tasks were aligned to the standards and Science was embedded during Power Hour and centers. Also, we had continual progress monitoring, Gut checks through out each unit, created smart board games that increased interest and review each standard, labs were performed, and reviews of areas that were deficient after every quarterly.

**What strategies will need to be implemented in order to accelerate learning?**

First, I need to identify those students that have academic deficiencies, these students will need to be tiered according to area of need, provide the instructional staff with appropriate researched based materials, enhance the planning to address the core of the students since there are only 27% above the 50th percentile and provide extended learning.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

PD will be provided for the 2021-2022 school year as follows: BBY will address What's my place, What's my value...addressing number sense. Orlando Science Center to address standards and increase science proficiency. Kerri Murphy is providing PD on Vocabulary development for all grade levels. Further, we will include a PD given by our science coach Kellie Rogers in order to guide our teachers on how to implement some of our target strategies used in science to improve proficiency in all subject areas. We will provide a PD on Analyzing Student Learning (Murphy), and a PD on Achievement Level Descriptors for our teachers.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

At present time, I am working with community members to establish programs and financial support to address all the needs of my students and build a strong academic culture. We will continue to offer collaborative standards-based planning for all content areas. In addition, our content coaches will continue with assisting teachers in developing standards-aligned tasks, supporting the understanding of Achievement Level Descriptors, and will continue to build relationships with the teachers. We will also continue to use gut checks in order to measure student learning. This year we will have more specific criteria for those gut checks and we will be establishing a baseline.

## Part III: Planning for Improvement

### Areas of Focus:

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

**Area of Focus Description and Rationale:**

Plan and monitor students and ESSA subgroups through rigorous standards based instruction for grades 3-5 and implementation of the new BEST standards for Grades K-2. Enabling all of our students to achieve literacy proficiency with engaging and relevant lesson plans to elevate core instruction to obtain mastery of grade appropriate standards. In 2021, the FSA data demonstrated that 69% of our students in Grades 3-5 earned a level 1 or 2 on the FSA ELA assessment.

**Measurable Outcome:**

ELA STAR subgroup data will be expected to demonstrate continuous growth on each STAR administration (Fall, Winter, Spring) with an end of the year STAR proficiency of 45% per ELA STAR data at 50%. All ESSA subgroups will be expected to increase by 10%. Black 34-44, Hispanic 32-42, White 47-57, Economically Disadvantaged 33-43, SWD 5-15, and ELL 31-41. Analyzing Student Learning (ASL) will be assessed weekly in collaborative planning to address misconceptions, provide additional support, and instructional strategies to enhance the learning. ELA compiled monthly assessments are expected to be within a 80% mastery range. Learning Gains expected outcome of 53% for ELA and Bottom 25%.  
Analyzing Student Learning ASL- Coaches/teachers will meet weekly during collaborative planning to discuss and analyze data in real time.

Coaches and teachers will participate in weekly collaborative planning to discuss standards-aligned lesson plans and tasks to ensure rigorous learning opportunities.

Professional development for teachers incorporating ELL and ESE strategies throughout instructional practices and planning

**Monitoring:**

Coaches and teachers will analyze data (pre-assessments, gut checks, post-assessments, and weekly assessments) in collaborative planning disaggregating strengths and deficiencies per subgroups and determining next steps.  
Leadership team will analyze STAR data and identify strengths and deficiencies of students within subgroups and will create specific action plans to work toward proficiency  
Leadership team will conduct classroom walkthrough to ensure alignment of standards, lesson plans, and tasks focusing on student academic performance throughout the lesson

**Person responsible for monitoring outcome:**

Elizabeth Munoz (elizabeth.munoz@polk-fl.net)

The evidence-based strategy that will be implemented is coach-led weekly collaborative planning within all grade levels. In order to assist in improving our collaborative planning, we will be using several resources and methods to evaluate and continuously improve this strategy.

**Evidence-based Strategy:**

- Professional Development to target instructional practices including:
- Fraction Bait
- Analyzing Student learning PD
- Write Score training

Classroom walkthroughs to provide feedback to teachers on instructional practices and alignment to standards.

Data analysis to address instructional needs and practices that may need to be adjusted based on student and school needs

**Rationale  
for  
Evidence-  
based  
Strategy:**

This strategy was chosen because it incorporates collaboration within grade levels between teachers, administration, and coaches to ensure that instructional practices are aligned to standards and that we are reaching the full depth of the standards while providing students with rigorous learning opportunities. Administration met and gathered feedback from teachers, coaches, and district support personnel to determine our instruction's alignment to standards. In addition, administrative walkthroughs, classroom visits from the leadership team, and Instructional Reviews determined that we were on the right track, but there was additional work to be done in this area of focus.

**Action Steps to Implement**

Starting on 8/17/21, teachers will meet weekly and collaborate to create standard-aligned lesson plans using district resources available in Schoology and data from Performance Matters. Teachers were given their student data from the previous school year in order to guide lesson plans and address needs of interventions. In addition, teachers will collaborate to make sure that lesson plans reach the depth of the standards and to ensure target-task alignment in planned activities.

**Person Responsible** Alexah Clabough (alexah.clabough@polk-fl.net)

Starting on 8/17/21, coaches will assist and support content area teachers in planning instruction and assessments to ensure alignment to standards and that they reach the depth of the standards. Coaches attend the weekly collaborative planning sessions with all grade levels and will assist the teachers in using current data from weekly assessments to guide instruction and make adjustments to lesson plans as needed to optimize student achievement.

**Person Responsible** Alexah Clabough (alexah.clabough@polk-fl.net)

Leadership will consistently visit classrooms in order to monitor instruction and the alignment to the standards as well as the target-task alignment. In order to monitor this, coaches will walk with administrators and provide lesson plans to use as a monitoring piece. Administration has developed and implemented a daily monitoring schedule to maximize effective use of time and allow opportunities for all leadership members to visit all classrooms. In addition, coaches will maintain a t-chart to use during walkthroughs to record evidence. Coaches will monitor what the teachers asks/says and student responses and will bring this t-chart to Professional Learning Community meetings with each grade level to analyze Achievement Level Descriptors and rigor embedded within lessons.

**Person Responsible** Alexah Clabough (alexah.clabough@polk-fl.net)

Data analysis and conferences will be held in order to measure the success on the targeted standards and the instruction in order to determine any revisions or adjustments that are necessary. Teachers will have current data from weekly assessments that will be used to target the needs of each student in their class and to re-teach and enrich as necessary within their classrooms. Further, teachers will have updated STAR data to analyze deficiencies and strengths to guide instruction. Teachers will use data to create small groups and re-teach skills as needed and will utilize opportunities to conference with students about their progress toward mastery.

**Person Responsible** Alexah Clabough (alexah.clabough@polk-fl.net)

Administrative classroom walkthroughs will occur daily in order to monitor the alignment of instructional practices to the standards being taught and provide feedback and support to assist teachers in improving and continuously enhancing their strategies to best serve students. Administration will use a t-chart to

record evidence and snapshots of what is going on in the classroom in order to monitor and will provide input to teachers and coaches to address instructional needs and maximize student and teacher growth.

**Person Responsible** Elizabeth Munoz (elizabeth.munoz@polk-fl.net)



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

**Area of Focus Description and Rationale:** Eastside Elementary will implement a Positive Behavior Intervention and Support System. PBIS is a system that apply researched-based evidence for effective change in student behavior and school- wide environment. PBIS impacts student learning by improving school climate, reduce discipline issues, support academic achievement and welcome and engage students to attend every day. It also connects with at-risk students. Based on the EWS 2020 Report, 31 suspensions were made from which 94% of those referrals were from 3rd-5th graders. (19% 3rd grade incidents, 29% 4th grade incidents, and 52% 5th grade incidents). This showed us that it was critical to continue building our PBIS system in order to improve the culture and environment of the school.

**Measurable Outcome:** The EWS Report for the 2019-2020 data indicated that violent incidents and reported suspensions were high. The discipline data will be reviewed pulled and reviewed monthly in order to measure our progress toward our goals. By the end of the 2021-2022 school year we are aiming to reduce suspensions.

**Monitoring:** The PBIS committee will analyze the data and come up with interventions and tier students according to referrals to provide behavioral support. By monitoring the interventions used and tiering our students, we will be able to tailor our strategies to benefit our school.

In addition, the monthly discipline data will be presented to the school leadership team and will be used to address critical areas of concern and adjust our plans as needed.

**Person responsible for monitoring outcome:** Amber Wilson (amber.wilson@polk-fl.net)

Positive Behavior Intervention System (PBIS): School-wide initiative of PBIS including PBIS posters campus-wide, behavior expectation matrixes posted and consistently used to teach students behavior expectations, PBIS events monthly to reward students who are following behavior expectations, and working to form positive communication between students and teachers in the classroom.

**Evidence-based Strategy:** Social Skills Groups: Guidance Counselor and school psychologist will work to form social skills groups and complete lessons and activities that target students who need more support with social expectations, abiding by school expectations, and struggle to deal with difficult situations and frustrations. They will provide students with coping strategies, give them opportunities to collaborate to learn proper social skills, and provide them with opportunities to learn from school personnel who will be able to mentor them.

Drum Beat: We will be implementing this PBIS program through our music teacher.

**Rationale for Evidence-based Strategy:** These strategies were selected because they are focused on teaching behaviors rather than punishing for undesirable behaviors. Many times, especially at the elementary level, students are coming from homes that have a different expectation than the expectations set at school. In these situations, the student should not be punished for a lack of understanding, but taught the expectations and behaviors that are desired. When we have students struggling in core areas, we do not punish them, we teach them. In the same way, we must create meaningful learning opportunities when it comes to positive behaviors and building a positive school culture. With these strategies, the students will be rewarded monthly and consistently acknowledges for following expectations and rules. This will provide the resources and diverse approaches for all students to demonstrate positive behavior in the classroom and throughout campus.



## Action Steps to Implement

-Students will have various classroom behavior management forms that require 80% proficiency throughout the month in order to attend and participate in the school-wide activity reward. Teachers must implement a procedure for monitoring behavior daily and must track and document students that reach their behavior goals at least 80%. Students that meet this goal will qualify for monthly school PBIS events to encourage positive behavior and build a school culture focused on teaching students behavior skills that will support them in college and/or career readiness.

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

Monthly rewards will be given including not limited to certificates, treasure box, stickers, etc. Teachers monitor and provide rewards to students who contribute positively to building a classroom focused on learning and respect. Teachers determine rewards based on their individual class and preferences.

Further, class compliment cards will be distributed for all classrooms. Whole groups can earn compliments across campus for demonstrating that they are able to work together as a team to demonstrate the school-wide expectations. Students will be able to earn additional levels throughout the year, and once they complete all levels, they will be invited to the PBIS game room.

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

PBIS posters and matrixes will be posted throughout campus to clearly communicate our school expectations and teach our students skills and traits that will help them succeed in the classroom and in life. These posters will focus on promoting behaviors and mindsets that are positively contributing to their success in academic growth, personal growth, and respect toward others. The posters include encouragement toward reaching high expectations, anti-bullying, and focus on creating a growth mindset in achieving individual and school-wide goals.

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

Training and implementation of Drum Beats through music teacher. The school guidance counselor and the music teacher will both be attending training in Drum Beats to teach strategies for self-managing behaviors and coping skills with our tier 3 students (behavior). Students who show consistent struggles in the classroom and on campus will be presented with strategies and given time to participate in the Drum Beats program. The guidance counselor will also embed social skills lessons for targeted students in order to support the needs and growth of our students and enhance the culture of the school as a whole.

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

-Professional development on PBIS and resources for teachers provided in order for consistency in implementation across campus. Teachers will be provided resources in order to implement PBIS in their classrooms. Further, the school will adopt a PBIS community in which teachers, parents, students, and stakeholders feedback will be accepted and considered when evaluating and making decisions for future PBIS initiatives in the school. Teachers will provide critical insights on targeted behaviors and needs in order to enhance the program and ensure our students are prepared to be successful in the classroom and in life.

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

PD provided by Kerri Murphy on classroom management. All staff will attend a PD opportunity through planning in which they will be provided support on classroom management. Further, Kerri Murphy will collaborate with administration to provide extra support for T2/T3 teachers and cultivate their growth in effectively managing their classrooms. This will improve the culture by creating an environment aimed toward learning and respect between the teacher, students, and stakeholders.

**Person Responsible** Elizabeth Munoz (elizabeth.munoz@polk-fl.net)

Students will be provided mini-lessons on PBIS, targeted behaviors, and skills/strategies to help them demonstrate positive behavior in the classroom and around campus. These lessons will compliment the poster initiative and teach our students what it means to be an EAGLE: engaged, accountable, goal-oriented, a leader, and explorative. Students will also see behaviors that are expected campus-wide and opportunities to have meaningful discussions with their teacher and classmates about our school expectations.

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

Consistent communication between school leadership and analysis of data to tier students for social skills groups.

**Person Responsible** [no one identified]

**#3. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

According to the FSA ELA Assessment, only 36% of our student population in grades 3-5 were proficient in literacy for the 2021 school year. As a result, we must improve our planning by focusing on task aligned to the standard/benchmark at the appropriate DOK level, as well as focusing on high-yield instructional strategies. We will also provide PLC's on Marzano's 6 step Vocabulary and Marzano's best practices to increase academic achievement. We will distribute responsibilities in order to monitor the implementation of these practices and how they impact the academic performance of our ESSA sub-groups. This will include creating a systematic weekly monitoring of data, weekly classroom walks with immediate feedback provided to teachers, and continuous meetings with the leadership team and staff to discuss our progress toward our academic goals.

**Measurable Outcome:**

ELA Star progress monitoring data will show continuous improvement for all ESSA subgroups, with an overall proficiency of 45% by the end of the year. This will be accomplished by each ESSA subgroup increasing proficiency by 10 percentage points by the end of the year. This will also lead us to our goal of 50% learning gains for our bottom 25% and 53% overall learning gains.

**Monitoring:**

Monitoring will occur during directed PLC dates. Data and Conversations will help determine if "real time" adjustments are being made to move instruction toward partials or full mastery of the standards.

**Person responsible for monitoring outcome:**

Elizabeth Munoz (elizabeth.munoz@polk-fl.net)

In order to assist in improving our collaborative planning, we will be using several resources and methods to evaluate and continuously improve this strategy.

**Evidence-based Strategy:**

- Professional Development to target instructional practices including:
- Analyzing Student learning PD
  - Write Score training
  - Marzano's 6 Step Vocabulary
  - Marzano's 9 Effective Instructional Strategies
  - PD on an Effective Monitoring tool
  - Data Chats students/staff

Classroom walkthroughs to provide immediate feedback to teachers on instructional practices and alignment to the standards.

Data analysis to address instructional needs and practices that may need to be adjusted based on student and school needs.

**Rationale for Evidence-based Strategy:**

Marzano's 9 Effective Instructional Strategies is research based with clear strategies to improve student achievements.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Based on the data from SafeSchoolsforAlex.org, Eastside is ranked 477 out of 1395 elementary schools statewide which puts it into the low category for school incident rankings. Our incidents per 100 students average at .3165 and our total incidents were 2 with an enrollment of 632.**

**Further analysis showed that we had categories that were in middle and high range. For violent incidents, our school fell into mid-range. There were two incidents that fell into this category: battery and threat/intimidation. The other area of concern was the Total Reported Suspensions, which put us into the high category. In this category we were ranked 1089/1395 in the state and 32/126 in the district.**

**Areas of Focus:**

- 1. Reduce number of violent incidents on Campus**
- 2. Reduce Total Reported Suspensions**

**Area of focus 1 will be addressed by:**

**Last year we began the implementation of our school-wide Positive Behavior Intervention and Supports (PBIS). This year we will consistently use our PBIS from the start of the school year. This will include using PBIS behavior expectation matrixes and posting them throughout campus, having teachers do enrichment mini-lessons on targeted behavior areas, consistently enforcing behavior expectations, launching an anti-bullying campaign on campus to target threatening or harmful behaviors, and holding student social skills groups with our school guidance counselor that will teach students healthy ways to interact in social settings and deal with frustration.**

**Area of focus 2 will be addressed by:**

**This year we are focusing on building more relationships between our school and our families. By working in cooperation with parents and families, we will be able to remediate disruptive behaviors and situations before the students are in a situation that causes a suspension. In addition, we will be following a progressive discipline referral plan that will be implemented school-wide. This plan requires our teachers and staff members to communicate with families and reteach expectations and behaviors prior to the student receiving serious discipline consequences. By taking the time to work together and teach our students how we expect them to behave rather than punishing them for actions because we expect them to know how to behave from guidance outside of school, we will be able to provide students with the support they need to be successful.**

**Students with continuous behavioral issues will be targeted to participate in our social skills groups led by our guidance counselor and school psychologist. We will also be providing more opportunities for parents to be informed and active in the culture of the school and community by implementing new programs such as All Pro Dads. This program has several beneficial features and includes events for students and parents as well as providing a daily e-mail with information and resources to help guide students at home.**

**Other strategies that will be used to improve both areas of focus include:**

**-Hiring Highly Qualified and/or Certified Teachers with the training and skills to successfully implement effective classroom management strategies**

**-Administration and leadership being visible on campus and in classrooms daily**

**-Monthly review of discipline data with adjustments and goals set to address areas of concern/  
school needs**

### 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.

Eastside will build a positive school culture by:

- Celebrating students and staff achievements and positive behaviors.
- Establish school norms that build values.
- Set consistent school-wide discipline.
- Monthly Staff meetings to build open communication among teachers and administration.
- Parent Family and Engagement Nights-  
Various topics involve training parents with strategies in math, ELA, and science as well as FSA and data chats with families.
- Campus Induction program for all staff  
Administration assigns each new teacher a mentor and tracks progress and individualized support provided to the teacher based on needs; in addition quarterly meetings are held for new staff.
- All Pro Dads

#### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

- School Advisory Council (SAC) meetings-  
Continuous building of membership and constant transparency on school data and Title and School non-confidential information.
- Business Partners relationships who have assisted in providing support to the school in various capacities as well as participating in SAC meetings.  
Evolve American Resources and Sweet Water Golf & Tennis Club will be providing financial support for incentives for positive behaviors.

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$274,880.94
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Polk - 0361 - Eastside Elementary School - 2021-22 SIP

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0361 - Eastside Elementary School	UniSIG	2.0	\$106,000.00
			<i>Notes: Other Certified Instructional Personnel Other Certified Instructional - School based/ District paid Interventionist who work with small groups of students in need of remediation - 1 Math Interventionist - 1 Reading Interventionist</i>			
	5100	210-Retirement	0361 - Eastside Elementary School	UniSIG		\$11,469.21
			<i>Notes: Retirement - 10.82% - Instructional Personnel -</i>			
	5100	220-Social Security	0361 - Eastside Elementary School	UniSIG		\$8,109.00
			<i>Notes: Social Security y -7.65% -Instructional personnel</i>			
	5100	231-Health and Hospitalization	0361 - Eastside Elementary School	UniSIG		\$18,576.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232-Life Insurance	0361 - Eastside Elementary School	UniSIG		\$43.20
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240-Workers Compensation	0361 - Eastside Elementary School	UniSIG		\$201.40
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
	5100	150-Aides	0361 - Eastside Elementary School	UniSIG	2.0	\$31,236.08
			<i>Notes: Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation</i>			
	5100	210-Retirement	0361 - Eastside Elementary School	UniSIG		\$3,379.74
			<i>Notes: Retirement - 10.82% - Instructional Personnel -</i>			
	5100	220-Social Security	0361 - Eastside Elementary School	UniSIG		\$2,389.56
			<i>Notes: Social Security y -7.65% -Instructional personnel</i>			
	5100	231-Health and Hospitalization	0361 - Eastside Elementary School	UniSIG		\$18,576.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232-Life Insurance	0361 - Eastside Elementary School	UniSIG		\$43.20
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240-Workers Compensation	0361 - Eastside Elementary School	UniSIG		\$59.35
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
	5900	120-Classroom Teachers	0361 - Eastside Elementary School	UniSIG		\$8,739.00
			<i>Notes: Classroom Teachers - Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 15 Teachers, 30 hours each @ \$19.42 per hour</i>			

5900	130-Other Certified Instructional Personnel	0361 - Eastside Elementary School	UniSIG		\$3,495.60
		<i>Notes: Other Certified Instructional Personnel- Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring 6 Coaches/Interventionists, 30 hours each @ \$19.42 per hour</i>			
5900	140-Substitute Teachers	0361 - Eastside Elementary School	UniSIG		\$1,747.80
		<i>Notes: Substitute Teachers - Stipend - sub-teachers to provide supplemental after school, before school or Saturday tutoring 3 Provisionals, 30 hours each @ \$15 per hour</i>			
5900	210-Retirement	0361 - Eastside Elementary School	UniSIG		\$1,512.90
		<i>Notes: Retirement - 10.82% - Instructional personnel for extended learning</i>			
5900	220-Social Security	0361 - Eastside Elementary School	UniSIG		\$1,069.65
		<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>			
5900	240-Workers Compensation	0361 - Eastside Elementary School	UniSIG		\$26.57
		<i>Notes: Workers Compensation - .19% - Instructional personnel for extended learning</i>			
5100	510-Supplies	0361 - Eastside Elementary School	UniSIG		\$13,825.99
		<i>Notes: Office Supplies - Paper, pencils, notebooks, folders, post its, markers, etc...</i>			
5100	644-Computer Hardware Non-Capitalized	0361 - Eastside Elementary School	UniSIG		\$16,159.00
		<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 41 iPads</i>			
5100	519-Technology-Related Supplies	0361 - Eastside Elementary School	UniSIG		\$4,098.00
		<i>Notes: Technology-Related Supplies 41 iPad Cases</i>			
5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0361 - Eastside Elementary School	UniSIG		\$3,236.00
		<i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- 2 iPad Carts</i>			
5100	644-Computer Hardware Non-Capitalized	0361 - Eastside Elementary School	UniSIG		\$2,198.00
		<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 2 iPad Pros</i>			
5100	519-Technology-Related Supplies	0361 - Eastside Elementary School	UniSIG		\$358.00
		<i>Notes: Technology-Related Supplies 2 iPad Pro Cases</i>			
5100	519-Technology-Related Supplies	0361 - Eastside Elementary School	UniSIG		\$300.00
		<i>Notes: Technology-Related Supplies 2 Apple TVs (connectors)</i>			
5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0361 - Eastside Elementary School	UniSIG		\$1,980.00



			<i>Notes: Technology-Related Noncapitalized Furniture, Fixtures and Equipment -less than or equal to \$999.99 - 9 Lightspeed Microphones with batteries</i>			
	5100	510-Supplies	0361 - Eastside Elementary School	UniSIG		\$4,500.00
			<i>Notes: Classroom Libraries - 18 classrooms @ \$250 each</i>			
	6200	610-Library Books	0361 - Eastside Elementary School	UniSIG		\$4,500.00
			<i>Notes: Library Books - Supplemental media materials and books - Level books, science books, music books</i>			
	5100	510-Supplies	0361 - Eastside Elementary School	UniSIG		\$5,463.00
			<i>Notes: Supplies - Science Instructional Supplies</i>			
	5900	310-Professional and Technical Services	0361 - Eastside Elementary School	UniSIG		\$1,588.69
			<i>Notes: LRC Tutoring Contract</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Positive Behavior Intervention and Supports</b>				<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$284,738.75</b>