

Columbia County School District

# Eastside Elementary School



## 2021-22 Schoolwide Improvement Plan

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## Eastside Elementary School

256 SE BEECH ST, Lake City, FL 32025

<http://ees.columbiak12.com/>

### Demographics

**Principal: Roger Little**

Start Date for this Principal: 11/21/2016

<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* Black/African American Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (72%) 2017-18: B (59%) 2016-17: A (70%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<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 Columbia County School Board.

## SIP Authority

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

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

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

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

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

256 SE BEECH ST, Lake City, FL 32025

<http://ees.columbiak12.com/>

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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

We believe that...

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

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

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

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

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

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

### School Leadership Team

#### **Membership**

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

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

Name	Position Title	Job Duties and Responsibilities
		teachers and the coaching cycle.

## Demographic Information

### Principal start date

Monday 11/21/2016, Roger Little

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

3

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

3

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

44

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

666

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

1

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

2

### 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	119	119	95	113	75	97	0	0	0	0	0	0	0	618
Attendance below 90 percent	17	17	16	16	12	8	0	0	0	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	6	6	4	1	0	0	0	0	0	0	0	24
Course failure in Math	0	2	3	5	2	4	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	7	8	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	6	0	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	17	11	4	11	0	0	0	0	0	0	0	0	0	43

#### 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	2	4	4	7	2	0	0	0	0	0	0	0	19

#### 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	10	9	5	1	0	1	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	1	1	6	2	0	0	0	0	0	0	0	10

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

Monday 10/11/2021

#### 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	125	104	108	80	98	108	0	0	0	0	0	0	0	623
Attendance below 90 percent	9	8	6	6	3	4	0	0	0	0	0	0	0	36
One or more suspensions	1	0	0	0	3	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	4	4	4	2	1	0	0	0	0	0	0	0	15
Course failure in Math	0	0	3	1	4	2	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	5	0	0	0	0	0	0	0	9

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	2	2	6	3	0	0	0	0	0	0	0	14

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	12	11	5	3	1	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	2	5	2	3	0	0	0	0	0	0	0	12

**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	125	104	108	80	98	108	0	0	0	0	0	0	0	623
Attendance below 90 percent	9	8	6	6	3	4	0	0	0	0	0	0	0	36
One or more suspensions	1	0	0	0	3	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	4	4	4	2	1	0	0	0	0	0	0	0	15
Course failure in Math	0	0	3	1	4	2	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	5	0	0	0	0	0	0	0	9

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	2	2	6	3	0	0	0	0	0	0	0	14

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	12	11	5	3	1	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	2	5	2	3	0	0	0	0	0	0	0	12

**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				71%	60%	57%	63%	53%	56%
ELA Learning Gains				67%	60%	58%	51%	51%	55%
ELA Lowest 25th Percentile				84%	67%	53%	31%	46%	48%
Math Achievement				80%	66%	63%	81%	67%	62%
Math Learning Gains				74%	61%	62%	61%	63%	59%
Math Lowest 25th Percentile				61%	50%	51%	53%	57%	47%
Science Achievement				64%	55%	53%	72%	57%	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	72%	68%	4%	58%	14%
Cohort Comparison						
04	2021					
	2019	73%	62%	11%	58%	15%
Cohort Comparison		-72%				
05	2021					
	2019	65%	59%	6%	56%	9%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	70%	5%	62%	13%
Cohort Comparison						
04	2021					
	2019	75%	64%	11%	64%	11%
Cohort Comparison		-75%				
05	2021					
	2019	82%	65%	17%	60%	22%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	60%	59%	1%	53%	7%
Cohort Comparison						

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

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

The progress monitoring tool that is used at Eastside Elementary by all grade levels is the i-Ready Diagnostic. I-Ready is given three times a year (fall, winter, and spring).

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26%	53%	75%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	25%	58%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11%	29%	76%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	8%	58%
	English Language Learners	0%	0%	0%
<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38%	63%	78%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	32%	47%	47%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	39	70
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	5	16	37
	English Language Learners	0%	0%	0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53%	70%	72%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	21%	47%	27%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8%	39%	66%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	14%	27%	40%
	English Language Learners	0%	0%	0%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34%	62%	61%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	13%	13%	13%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22%	52%	81%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	13%	19%	38%
	English Language Learners	0%	0%	0%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	41%	51%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	9%	30%	9%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18%	36%	56%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	36%	40%	64%
	English Language Learners	0%	0%	0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%	40%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	9%	30%	0%
	English Language Learners	0%	0%	0%

## 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	36	38		45	54		50				
BLK	54	29		58	29		35				
HSP	57			79							
MUL	53			53							
WHT	68	44	33	72	33	33	52				
FRL	56	37	25	57	25	33	39				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	57	63	79	64	78	69	31				
BLK	55	65	89	67	61	53	52				
HSP	62			85							
MUL	71	80		71	80						

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
WHT	76	66	80	83	78	63	68				
FRL	66	70	85	72	72	59	64				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	29	17	51	48	38	29				
BLK	45	42	25	64	55						
HSP	50			75							
MUL	67	67		78	50						
WHT	68	51	32	86	67	59	77				
FRL	61	47	30	79	60	54	69				

### 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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	312
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	



## 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?

Based on our 2020-2021 school data Eastside shows a deficit in all areas (ELA, Math, and Science).

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

All areas in ELA, Math, and Science show a need for improvement. The greatest need is the lowest 25th percentile students.

- The percentage of students in grades 3, 4, and 5 showing learning gains in ELA lowest 25th percentile decreased from 84% in 2018-2019 to 23% in 2020-2021. A drop of (-61).
- The percentage of students in grades 3, 4, and 5 showing learning gains in Math lowest 25th percentile decreased from 61% in 2018-2019 to 31% in 2020-2021. A drop of (-30).
- The percentage of students in grade 5 scoring a 3 or above in Science decreased from 64% in 2018-2019 to 49% in 2020-2021. A drop of (-15).

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

One major contributing factor was the lack of student attendance due to COVID. Standards-based teaching and differentiated small group instruction will be implemented in the classroom. Paraprofessionals and tutors will also be utilized in the classroom to help improve student achievement in the area of ELA, Math, and Science. The Instructional Coach will provide professional learning activities for all teachers in the areas of ELA, Math, and Science to help with academic achievement.

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

Fourth-grade Math proficiency showed the most improvement.

- The percentage of students in grade 4 scoring a 3 and above increased from 74% in 2018-2019 to 85% in 2020-2021. A gain of (+11).

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

Differentiated small group instruction and the use of supplemental materials. The teachers also use positive reinforcement to help drive instruction throughout the year.

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

- Eastside will implement core curriculum and supplemental resources to help support individualized instruction for each student in the area of Math, ELA, and Science.
- Eastside will provide paraprofessionals for each grade level to expand the number and frequency of differentiated small group instruction.
- Eastside's instructional coach will provide professional learning activities for all teachers in the areas of Math, ELA, and Science to help with academic achievement.
- Eastside will provide professional development for implementing a more rigorous skill level in Math, ELA, and Science.

**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.**

- Standards-Based Professional Development in all subjects.
- Curriculum Implementation and mapping for ELA curriculum.

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

- Continue Professional Development for the B.E.S.T Math and ELA Benchamarks.

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

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

<b>Area of Focus Description and Rationale:</b>	<p>-The percentage of students in grades 3, 4, and 5 scoring a 3 or above in ELA decreased from 71% in 2018-2019 to 64% in 2020-2021. A drop of (-7).</p> <p>-The percentage of students in grades 3, 4, and 5 showing learning gains in ELA decreased from 67% in 2018-2019 to 42% in 2020-2021. A drop of (-25).</p> <p>-The percentage of students in grades 3, 4, and 5 showing learning gains in ELA lowest 25th percentile decreased from 84% in 2018-2019 to 23% in 2020-2021. A drop of (-61).</p>
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<b>Measurable Outcome:</b>	Eastside Elementary will improve student achievement in the area of ELA by 3%.
<b>Monitoring:</b>	The Area of Focus will be monitored through i-Ready Diagnostic. The i-Ready diagnostic will be given three times a year fall, winter, and spring.
<b>Person responsible for monitoring outcome:</b>	Roger Little (littler@columbiak12.com)
<b>Evidence-based Strategy:</b>	Standards-based teaching and differentiated small group instruction will be the evidence-based strategy that is implemented in the classroom. Paraprofessionals and tutors will also be utilized in the classroom to help improve student achievement in the area of ELA.
<b>Rationale for Evidence-based Strategy:</b>	The rationale for selecting the above strategy is to help improve student achievement in the area of ELA. Eastside will use i-Ready, Teacher Toolbox, Core Curriculum, and Study Island to help improve student achievement in the area of ELA.

**Action Steps to Implement**

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

<b>Person Responsible</b>	Roger Little (littler@columbiak12.com)
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*No description entered*

<b>Person Responsible</b>	[no one identified]
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**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	<p>-The percentage of students in grades 3, 4, and 5 scoring a 3 or above in Math decreased from 80% in 2018-2019 to 69% in 2020-2021. A drop of (-11).</p> <p>-The percentage of students in grades 3, 4, and 5 showing learning gains in Math decreased from 74% in 2018-2019 to 34% in 2020-2021. A drop of (-40).</p> <p>-The percentage of students in grades 3, 4, and 5 showing learning gains in Math lowest 25th percentile decreased from 61% in 2018-2019 to 31% in 2020-2021. A drop of (-30).</p>
<b>Measurable Outcome:</b>	Eastside Elementary will improve student achievement in the area of Math by 3%.
<b>Monitoring:</b>	The Area of Focus will be monitored through i-Ready Diagnostic. The i-Ready diagnostic will be given three times a year fall, winter, and spring.
<b>Person responsible for monitoring outcome:</b>	Roger Little (littler@columbiak12.com)
<b>Evidence-based Strategy:</b>	Standards-based teaching and differentiated small group instruction will be the evidence-based strategy that is implemented in the classroom. Paraprofessionals and tutors will also be utilized in the classroom to help improve achievement in the area of Math.
<b>Rationale for Evidence-based Strategy:</b>	The rationale for selecting the above strategy is to help improve student achievement in the area of Math. Eastside will use i-Ready, Teacher Toolbox, Core Curriculum, Study Island, I Know It Math, and Reflex Math to help improve student achievement in the area of Math.

**Action Steps to Implement**

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

**Person Responsible** Roger Little (littler@columbiak12.com)

**#3. Instructional Practice specifically relating to Science****Area of****Focus****Description  
and****Rationale:**

-The percentage of students in grade 5 scoring a 3 or above in Science decreased from 64% in 2018-2019 to 49% in 2020-2021. A drop of (-15).

**Measurable  
Outcome:**

Eastside Elementary will improve student achievement in the area of Science by 3%.

**Monitoring:**

The Area of Focus will be monitored through Performance Matters. Performance Matters Science will be given twice a year. Pre and Post Test.

**Person  
responsible  
for  
monitoring  
outcome:**

Roger Little (littler@columbiak12.com)

**Evidence-  
based  
Strategy:**

Standards-based teaching and differentiated small group instruction will be the evidence-based strategy that is implemented in the classroom. Paraprofessionals and tutors will also be utilized in the classroom to help improve achievement in the area of Science.

**Rationale  
for  
Evidence-  
based  
Strategy:**

The rationale for selecting the above strategy is to help improve student achievement in the area of Science. Also the lack of knowledge and application of the NGSS Science Standards. Eastside will use Core Curriculum, Study Island, and Flocabulary to help improve student achievement in the area of Science.

**Action Steps to Implement**

1. Eastside will implement Core Curriculum, Study Island, and Flocabulary to help support individualized instruction for each student in the area of Science.
2. Eastside will provide paraprofessionals for each grade level to expand the number and frequency of small group instruction.
3. Eastside's instructional coach will provide professional learning activities for all teachers in the areas of Science to help with academic achievement.
4. Eastside will provide professional development for implementing a more rigorous skill level in Science.
5. Professional Development will also be implemented in the area of standards-based teaching.

**Person  
Responsible**

Roger Little (littler@columbiak12.com)

**#4. Other specifically relating to Parent and Family Engagement**

<b>Area of Focus Description and Rationale:</b>	-The Parent Survey results show the need to improve parent awareness of the Parent Family Engagement Plan and the opportunity to give input to the plan. -Continue to increase communication between school and home. -Continue to increase family engagement that links to student achievement.
<b>Measurable Outcome:</b>	By the end of the 2021-2022 school year, proficiency in ELA, Math, and Science will increase by 3% as compared to the 2020-2021 FSA results through the implementation of the Parent and Family Engagement Plan.
<b>Monitoring:</b>	This Area of Focus will be monitored by implementing parent and family engagement activities and the use of Parent Surveys.
<b>Person responsible for monitoring outcome:</b>	Shatoya Griffin (griffins@columbiak12.com)
<b>Evidence-based Strategy:</b>	-Parent/ Family Workshops -Parent/ Family Reading Night -Parent/ Family Math Night -Parent/ Family Science Night Grade level nights help inform parents about grade-level expectations.
<b>Rationale for Evidence-based Strategy:</b>	Frequent and positive communication with family members is critical to student achievement. It is also important to help bridge the gap between home and student learning.

**Action Steps to Implement**

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

**Person Responsible** Shatoya Griffin (griffins@columbiak12.com)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.floridacims.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.

**The discipline at Eastside Elementary is minor compared to some of the data across the state. A few areas of concern that our school will monitor this year is classroom management. We have a schoolwide discipline program that is being implemented at our school to help with classroom management. If we see a constant behavior with a child, the MTSS Team will meet to look at possible interventions for the child. In some cases, an MTSS behavior plan is started and data is collected on the child. Behavior specialists and counseling are also used in some cases. We also have positive behavior systems put in place such as Tiger of the Week and Tiger of the Month.**

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

The mission of Eastside Elementary School is to achieve academic excellence, build self-esteem, enhance creativity, and strengthen problem-solving skills in all students. In cooperation with our parents and community, we will establish high expectations while providing a safe, nurturing environment where students have the opportunity to become productive, knowledgeable, and responsible citizens. We believe that quality education, continuous improvements, and positive communications are the shared responsibility of the school, home, and community.

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

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

Members of the community will be encouraged to become engaged in Eastside's school initiatives through the use of the school-based Volunteer Coordinator and the Curriculum Resource Teacher. By building a positive relationship with the community, students will have the opportunity to see themselves, their school, and the community as a whole.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$197,918.86
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	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	100-Salaries	0081 - Eastside Elementary School	Title, I Part A		\$60,224.41
			<i>Notes: -Paraprofessionals and Tutors -Salaries and Benefits</i>			
	5100	369-Technology-Related Rentals	0081 - Eastside Elementary School	Title, I Part A		\$42,398.25
			<i>Notes: -Web-Based Software Licences (i-ready, IXL, Teacher Toolbox, Reflex Math, I KNow It Math, and Flocabulary)</i>			
	5100	510-Supplies	0081 - Eastside Elementary School	Title, I Part A		\$14,229.13
			<i>Notes: -Materials and Supplies</i>			
	6300	130-Other Certified Instructional Personnel	0081 - Eastside Elementary School	Title, I Part A		\$62,212.02
			<i>Notes: -Curriculum Resource Teacher Salary and Benefits</i>			
	6400	120-Classroom Teachers	0081 - Eastside Elementary School	Title II		\$3,616.00
			<i>Notes: -Data Days</i>			
	6400	100-Salaries	0081 - Eastside Elementary School	Title, I Part A		\$15,239.05
			<i>Notes: -Instructional Coach Salary and Benefits</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Parent and Family Engagement</b>				<b>\$5,119.84</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	510-Supplies	0081 - Eastside Elementary School	Title, I Part A		\$5,119.84
			<i>Notes: -Materials and Supplies</i>			
					<b>Total:</b>	<b>\$203,038.70</b>