

Hernando County School District

# Eastside Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Eastside Elementary School

27151 ROPER RD, Brooksville, FL 34602

<https://www.hernandoschools.org/ees>

## Demographics

**Principal: Mike Lastra**

Start Date for this Principal: 7/1/2020

<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 Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (49%) 2017-18: A (63%) 2016-17: B (57%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Hernando 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

27151 ROPER RD, Brooksville, FL 34602

<https://www.hernandoschools.org/ees>

### 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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

### School Grades History

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

### School Board Approval

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### SIP Authority

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

Like a lunging leopard, we leap into learning. There's no slowing down when you walk through our halls. The energy is contagious. It spills into our community. It lights up the minds of our students and warms the hearts of our parents. We're in this together, turning our diverse population of students into productive citizens of tomorrow. We blend the traditions of the past with instructional strategies of the future. We take on all challenges with the speed and energy of a leopard chasing prey. Getting on board means moving fast, finding a way, and seeing success. That is our history, our method, and our future.

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

EES Values - Who We Are!

Students First  
Relationships Matter  
Be Open, Honest and Constructive  
Demand EXCELLENCE  
Take Intelligent Risks  
Have a Growth Mindset

### 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
Maine, Michael	Principal	<p>Performance Responsibilities:</p> <ul style="list-style-type: none"> <li>? Supervise all aspects of the school's educational program</li> <li>? Assume responsibility for development, implementation and evaluation of curriculum designed to better meet needs of students</li> <li>? Take action to increase student achievement scores on standardized tests</li> <li>? Assume responsibility in the development, revision, implementation and evaluation of the School Improvement Plan</li> <li>? Maintain high standard of student conduct and enforces discipline, according to due process rights to students</li> <li>? Assume responsibility for the implementation and observance of all board policies and regulations by the school's staff and students</li> <li>? Take action to build effective teams within the school</li> <li>? Effectively communicate with staff, students, parents and community groups</li> <li>? Establish and maintain a positive collaborative relationship with students' families to increase student achievement</li> <li>? Work with stakeholders to establish goals that are congruent with the school's continuous improvement efforts</li> <li>? Assume responsibility for the safety and administration of the school facilities</li> <li>? Act as a liaison between the school and community and encourage community participation in school life</li> <li>? Assume responsibility for assisting with hiring, training, supervising and evaluating school personnel</li> <li>? Make decisions regarding the effectiveness of employee performance including recommending dismissal when necessary</li> <li>? Conduct meetings of the staff for proper functioning of the school</li> <li>? Establish and maintain individual professional development plans linked to student performance and clearly-defined training activities that result in better student performance</li> <li>? Assume responsibility for the preparation and management of the school budget</li> <li>? Delegate authority and responsibility to appropriate personnel to insure that school activities and programs are effectively supervised and implemented</li> <li>? Use a systematic process to receive and provide feedback about the progress of work being done</li> <li>? Sustain focus and attention to detail</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<p>PRINCIPAL</p> <p>? Perform other duties as assigned by the Assistant Superintendent of Teaching and Learning and/or designee</p>
Cooper, Jayna	Assistant Principal	<p>Performance Responsibilities:</p> <p>? Assist in the development and coordination of class schedules and school activities</p> <p>? Collaborate with administration and staff in writing, implementing and monitoring the School Improvement Plan</p> <p>? Assist with implementing and monitoring the curriculum</p> <p>? Assist in monitoring and maintaining student discipline throughout the school</p> <p>? Assist the principal in the overall administration of the school</p> <p>? Assume responsibility of the principalship in the absence of the principal</p> <p>? Assist with support, supervision and evaluation of staff as requested by the principal</p> <p>? Use group process skills to enable staff members to work together effectively</p> <p>? Work with teachers to increase student achievement scores on standardized tests</p> <p>? Assist with maintaining the safety of students, staff and the school plant</p> <p>? Use a systematic process to receive and provide feedback about the progress of work being done</p> <p>? Establish open and effective communication with staff, PTA, School Advisory Committees and community groups to increase involvement, provide information and coordinate efforts to meet school goals</p> <p>? Consider multiple perspectives and utilize available data when making decisions or recommendations for program changes and development</p> <p>? Perform other duties as assigned by the principal and/or designee</p>
Stalbaum, Kristine	Other	<p>Coordinate all MTSS processes and procedures.</p> <p>Work with grade level teams to build fluid-walls groups.</p> <p>Oversee all MTSS problem solving meetings and facilitate professional development.</p> <p>Model differentiated instruction lessons for teacher.</p>
Molina, DeAnna	Instructional Coach	<p>Performance Responsibilities:</p> <p>? Support teachers through the instructional coaching cycle in observing, modeling, co-planning and co-teaching</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>? Design and deliver professional development activities for teachers</li> <li>? Respond to professional development and develop action plans to support implementation of best instructional practices</li> <li>? Provide on-site modeling of “best practice” for professional educators relative to the needs of the school as determined by data</li> <li>? Provide follow-up informal observations and monitoring of professional development previously modeled</li> <li>? Assist teachers in aligning their teaching with appropriate standards, curriculum and assessment</li> <li>? Assist professional educators in the development of appropriate lesson plans within the curriculum to meet student needs</li> <li>? Provide teachers with resources related to instruction and curriculum</li> <li>? Provide support for classroom motivation and management strategies</li> <li>? Model effective, differentiated instruction upon request</li> <li>? Provide support in analyzing student assessment data</li> <li>? Assist teachers with instructional decisions based on assessment data when requested</li> <li>? Assist teachers in the identification of students who need Tier II and Tier III interventions under the school’s Multi-Tiered System of Support (MTSS) model</li> <li>? Assist in the development of individualized MTSS for all low performing students</li> <li>? Assist school staff in the development of supplemental interventions to meet student needs</li> <li>? Develop and maintain a confidential, collegial relationship with teachers</li> <li>? Assist and promote the collegiality of sharing instructional practices among teachers</li> <li>? Promote appropriate teacher mentorships</li> <li>? Participate fully in professional development for coaches</li> </ul> <p>Instructional Practices Coach</p> <ul style="list-style-type: none"> <li>? Work collaboratively and collegially with other instructional coaches, Curriculum Specialists and district personnel</li> <li>? Report progress of all duties to administration team on a frequent basis</li> <li>? Serve on school leadership team</li> <li>? Perform other duties as assigned by the principal and/or designee</li> </ul>
Farrington, Julie	Instructional Coach	<p>Performance Responsibilities:</p> <ul style="list-style-type: none"> <li>? Support teachers through the instructional coaching cycle in observing, modeling, co-planning and co-teaching</li> <li>? Design and deliver professional development activities for teachers</li> <li>? Respond to professional development and develop action plans to</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>support implementation of best instructional practices</p> <ul style="list-style-type: none"> <li>? Provide on-site modeling of “best practice” for professional educators relative to the needs of the school as determined by data</li> <li>? Provide follow-up informal observations and monitoring of professional development previously modeled</li> <li>? Assist teachers in aligning their teaching with appropriate standards, curriculum and assessment</li> <li>? Assist professional educators in the development of appropriate lesson plans within the curriculum to meet student needs</li> <li>? Provide teachers with resources related to instruction and curriculum</li> <li>? Provide support for classroom motivation and management strategies</li> <li>? Model effective, differentiated instruction upon request</li> <li>? Provide support in analyzing student assessment data</li> <li>? Assist teachers with instructional decisions based on assessment data when requested</li> <li>? Assist teachers in the identification of students who need Tier II and Tier III interventions under the school’s Multi-Tiered System of Support (MTSS) model</li> <li>? Assist in the development of individualized MTSS for all low performing students</li> <li>? Assist school staff in the development of supplemental interventions to meet student needs</li> <li>? Develop and maintain a confidential, collegial relationship with teachers</li> <li>? Assist and promote the collegiality of sharing instructional practices among teachers</li> <li>? Promote appropriate teacher mentorships</li> <li>? Participate fully in professional development for coaches</li> </ul> <p>Instructional Practices Coach</p> <ul style="list-style-type: none"> <li>? Work collaboratively and collegially with other instructional coaches, Curriculum Specialists and district personnel</li> <li>? Report progress of all duties to administration team on a frequent basis</li> <li>? Serve on school leadership team</li> <li>? Perform other duties as assigned by the principal and/or designee</li> </ul>
Sommer, Wilson	Other	<p>Performance Responsibilities:</p> <ul style="list-style-type: none"> <li>? Coordinate the overall federal, state, district and school-based student assessment, accountability and progress monitoring programs</li> <li>? Maintain student assessment and progress monitoring records for state and district mandated testing</li> <li>? Maintain and support strict confidentiality of student records and data</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>? Prepare and deliver inservice training for school staff on testing and the use of progress monitoring and reporting programs</li> <li>? Coordinate the distribution and interpretation of test results within and between schools</li> <li>? Report testing results and trends to faculty and other stakeholders</li> <li>? Assist all stakeholders in the use of data to influence the School Improvement Plan and drive instruction</li> <li>? Perform other duties as assigned by the principal and/or designee</li> </ul>
VanRaalte, Recia	School Counselor	<p>Performance Responsibilities:</p> <ul style="list-style-type: none"> <li>? Present lessons in academic success, career awareness and planning and social and personal growth and understanding</li> <li>? Assist students to maximize their educational experience by discovering and developing their special abilities</li> <li>? Assist students in understanding their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and work with students in developing education and occupation plans in terms of such evaluation</li> <li>? Assist students in relating their interests, capabilities and aptitudes to life goals</li> <li>? Provide individual planning sessions to students in the areas of academic planning and success, career awareness and social and personal development based on sequential, grade appropriate objectives</li> <li>? Communicate with students and their parents regarding academic progress and graduation; work with students on an individual basis in the solution of personal and academic problems</li> <li>? Conduct structured, goal-oriented counseling sessions in systematic response to identified needs of groups of children; themes include academic skill building, social skill development, career awareness, conflict resolution, family issues and making health choices</li> <li>? Assist in students' transition to elementary, middle school, high school and to post high school options</li> <li>? Provide information and skills to parents, school staff, administration and the community to enhance student achievement</li> <li>? Assist parents in addressing school related problems and issues; refer students and their parents, as needed, to appropriate specialists, special programs and/or outside</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>agencies</p> <p>? Inform students and their parents as to pertinent test results and their implications for educational and career planning</p> <p>? Advocate for equal access to programs and services for all students</p> <p>? Review the school counseling program annually with other district counselors and administrators; establish a planning calendar for activities</p> <p>Certified School Counselor</p> <p>? Plan, implement, maintain and evaluate the systems necessary for the support, maintenance, and improvement of the school counseling program; activities include but are not limited to</p> <p>preparation of budget and production of printed materials, guides, etc., that support the program</p> <p>? Participate in school decision making and in activities which contribute to the effective operation of the school</p> <p>? Cooperate and collaborate with other professionals in enhancing the education of students</p> <p>? Effectively communicate with the administrators, teachers, staff, parents and students as to the role of the school counseling program in the overall educational process of the school</p> <p>? Adhere to the ethical standards of state and national school counselor associations</p> <p>? Provide for own professional growth through an on-going program of professional reading;</p> <p>adhere to preferred practices prescribed by state and national school counselor associations,</p> <p>workshops, seminars, conferences and/or advanced course work at institutions of higher learning</p> <p>? Test proctoring, master scheduling, student scheduling, balancing class size duties, pre-referral activities, temporary staffings and Exceptional Student Education (ESE) paperwork, 504 meetings, GPA's and case management</p> <p>? Perform other duties as assigned by the principal and/or designee</p>
Drake, Tracey	School Counselor	<p>Performance Responsibilities:</p> <p>? Present lessons in academic success, career awareness and planning and social and personal growth and understanding</p> <p>? Assist students to maximize their educational experience by discovering and developing their special abilities</p> <p>? Assist students in understanding their aptitudes and abilities through the interpretation of</p>

Name	Position Title	Job Duties and Responsibilities
		<p>individual standardized test scores and other pertinent data, and work with students in developing education and occupation plans in terms of such evaluation</p> <p>? Assist students in relating their interests, capabilities and aptitudes to life goals</p> <p>? Provide individual planning sessions to students in the areas of academic planning and success, career awareness and social and personal development based on sequential, grade appropriate objectives</p> <p>? Communicate with students and their parents regarding academic progress and graduation; work with students on an individual basis in the solution of personal and academic problems</p> <p>? Conduct structured, goal-oriented counseling sessions in systematic response to identified needs of groups of children; themes include academic skill building, social skill development, career awareness, conflict resolution, family issues and making health choices</p> <p>? Assist in students' transition to elementary, middle school, high school and to post high school options</p> <p>? Provide information and skills to parents, school staff, administration and the community to enhance student achievement</p> <p>? Assist parents in addressing school related problems and issues; refer students and their parents, as needed, to appropriate specialists, special programs and/or outside agencies</p> <p>? Inform students and their parents as to pertinent test results and their implications for educational and career planning</p> <p>? Advocate for equal access to programs and services for all students</p> <p>? Review the school counseling program annually with other district counselors and administrators; establish a planning calendar for activities</p> <p>Certified School Counselor</p> <p>? Plan, implement, maintain and evaluate the systems necessary for the support, maintenance, and improvement of the school counseling program; activities include but are not limited to preparation of budget and production of printed materials, guides, etc., that support the program</p> <p>? Participate in school decision making and in activities which contribute to the effective operation of the school</p> <p>? Cooperate and collaborate with other professionals in enhancing the education of students</p> <p>? Effectively communicate with the administrators, teachers, staff,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>parents and students as to the role of the school counseling program in the overall educational process of the school</p> <p>? Adhere to the ethical standards of state and national school counselor associations</p> <p>? Provide for own professional growth through an on-going program of professional reading;</p> <p>adhere to preferred practices prescribed by state and national school counselor associations, workshops, seminars, conferences and/or advanced course work at institutions of higher learning</p> <p>? Test proctoring, master scheduling, student scheduling, balancing class size duties, pre-referral activities, temporary staffings and Exceptional Student Education (ESE) paperwork, 504 meetings, GPA's and case management</p> <p>? Perform other duties as assigned by the principal and/or designee</p>

## Demographic Information

### Principal start date

Wednesday 7/1/2020, Mike Lastra

**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.*

**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.*

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

54

### Total number of students enrolled at the school

750

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

5

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

5

### 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	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	0	0	0	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	0	0	0	

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

Thursday 6/10/2021

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0	0		

**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				42%	54%	57%	55%	55%	56%
ELA Learning Gains				46%	53%	58%	61%	53%	55%
ELA Lowest 25th Percentile				50%	52%	53%	61%	51%	48%
Math Achievement				51%	58%	63%	65%	62%	62%
Math Learning Gains				52%	57%	62%	59%	53%	59%
Math Lowest 25th Percentile				50%	48%	51%	64%	43%	47%
Science Achievement				53%	54%	53%	74%	58%	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	38%	57%	-19%	58%	-20%
Cohort Comparison						
04	2021					
	2019	44%	59%	-15%	58%	-14%
Cohort Comparison		-38%				
05	2021					
	2019	44%	52%	-8%	56%	-12%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	62%	-12%	62%	-12%
Cohort Comparison						
04	2021					
	2019	58%	62%	-4%	64%	-6%
Cohort Comparison		-50%				
05	2021					
	2019	43%	54%	-11%	60%	-17%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	54%	55%	-1%	53%	1%
Cohort Comparison						

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

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

Eastside Elementary used progress monitoring data from AP1, AP2 and AP3 for the following data represented in the tools below.

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73/3	78/8	85/14
	Economically Disadvantaged	65/3	64/8	65/17
	Students With Disabilities	16/0	16/0	16/0
	English Language Learners	5/0	5/0	5/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72/3	78/6	85/20
	Economically Disadvantaged	65/3	64/3	65/18
	Students With Disabilities	16/6	16/0	16/31
	English Language Learners	5/0	5/0	5/0
<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	79/0	85/18	89/38
	Economically Disadvantaged	69/9	72/17	70/37
	Students With Disabilities	9/0	9/0	9/22
	English Language Learners	3/0	3/0	3/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	78/8	85/11	89/29
	Economically Disadvantaged	68/0	72/10	70/27
	Students With Disabilities	9/0	9/0	9/0
	English Language Learners	3/0	3/0	3/0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	84/18	92/18	97/29
	Economically Disadvantaged	70/20	73/19	73/30
	Students With Disabilities	12/8	12/17	12/8
	English Language Learners	6/0	6/0	6/17
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	84/4	92/9	97/18
	Economically Disadvantaged	70/3	73/10	73/16
	Students With Disabilities	12/8	12/17	12/8
	English Language Learners	6/0	6/0	6/0
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	120/8	121/13	124/16
	Economically Disadvantaged	106/8	106/13	105/15
	Students With Disabilities	17/6	17/6	17/6
	English Language Learners	6/0	6/17	6/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	120/3	120/10	124/27
	Economically Disadvantaged	106/2	105/10	105/26
	Students With Disabilities	17/0	17/6	16/13
	English Language Learners	6/0	6/17	6/17

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	90/7	95/11	101/11
	Economically Disadvantaged	81/7	83/12	83/10
	Students With Disabilities	20/0	20/0	20/5
	English Language Learners	1/0	1/0	1/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	89/6	94/17	102/30
	Economically Disadvantaged	81/6	82/18	83/30
	Students With Disabilities	20/0	20/0	20/5
	English Language Learners	1/0	1/0	1/0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	86/0	94/1	
	Economically Disadvantaged	62/0	67/0	
	Students With Disabilities	22/0	22/0	
	English Language Learners	2/0	3/0	

## 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	7	23		5	9		11				
ELL	31			31							
BLK	12	31		14	13		8				
HSP	32	57		42	57						
MUL	27			50							
WHT	37	38	60	40	47	46	50				
FRL	30	30	53	34	38	40	28				
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	39	44	25	47	63	17				
ELL	29	36		41	53						
BLK	14	38	64	39	54	70	40				

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
HSP	39	47		50	51		48				
WHT	48	48	47	52	50	45	56				
FRL	36	48	52	45	51	50	46				
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	26	44	47	36	65	74	44				
ELL	40	92		60	57						
BLK	31	68	70	45	47						
HSP	59	74	82	61	59	75	83				
WHT	57	56	50	69	61	63	75				
FRL	52	59	62	64	60	67	75				

### 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	44
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	64
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	11
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	16
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
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	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	45
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	36
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?**

As we look across grade levels, subgroups and core content areas, all data points indicate only slight gains in math and ELA. Subgroup data for SWD and ELL students showed slight improvements with ELL data showing no improvements at all. Math showed slightly more gains than ELA, but both content areas and subgroups both did not have adequate growth expected.

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

Both ELA and math show a strong need for improvement. ELL and SWD subgroups showed marginal gains if any gains at all. Both content areas as well as all subgroup data are in need of drastic improvement to include student achievement scores in science.

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

Historically low student achievement data in the area of ELA and science. Math has typically been an area of strength for Eastside, but over the last two years, math scores have also declined. Staff turnover and morale played a significant role in lower student achievement scores, as there were multiple classrooms without fully certified teachers. Long term substitute teachers were used in their place and Eastside Elementary also had a new first year Principal in 2019-2020 resulting in multiple leadership team members and other key staff changes. Lack of consistency and follow-through in key areas of academic performance and instruction also led to sharp declines in student achievement.

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

Based on progress monitoring assessments for 2019, there were two grade levels that showed the most improvement. Those two grade levels were Kindergarten, ELA and math and second grade, ELA and math.

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

In Kindergarten, the team made solid adjustments to their instruction and MTSS "fluid-walls" immediately following the release of AP1 progress monitoring data. Rigor in lesson planning was addressed and strong instructional strategies were used to address areas of deficiency. In second grade, the team had a solid culture of high expectations for their students. They never discussed or talked about lowering their expectations or that students were not capable of learning at high levels. They pushed their students to rise to the occasion and built excellent relationships with their students.

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

Eastside elementary teachers will hold all students to high academic standards. Lessons will be developed for rigor and true standards aligned instruction. We will provide instruction on grade level and scaffold for support. Teachers will be empowered to make instructional decisions for MTSS fluid walls groups based on their observations and review of classroom formative assessment data and progress monitoring. MTSS fluid-walls in grades 3 through 5 will be focused on reading



comprehension and front loading skills being taught. MTSS fluid-walls in grades K through 2 will focus on front loading materials students will see the week before the content is covered or introduced.

**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.**

Differentiated PD has been intentionally built into the 6 week PLC's rotation. Each grade level will receive just in time PD that supports their capacity level as a team and helps to drive academic discourse and instructional strategies that those teachers can utilize in the classroom.

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

Strategic partnership with Boys and Girls Club to help provide wrap-around services academically for students enrolled in before and after school care. Addition of Title I PreK services to help with early screening and exposure to pre emergent fundamental reading skills. Use of Title I and or ESSR funds to create after school extended day in grades K and 3 for retainees in ELA and we will focus on science for 5th grade students.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Leadership specifically relating to Walkthroughs**

<b>Area of Focus Description and Rationale:</b>	In 2020-2021, the school principal conducted a majority of the classroom walkthroughs within the school building. The assistant principal that was assigned to Eastside in 2020-2021 only conducted a small portion of walkthroughs in comparison to the principal. This created a disproportionate number of classroom teachers whose walkthrough data and feedback only included one perspective from the building principal. In the 2020, school year, only 142 instructional walk-throughs were conducted.
<b>Measurable Outcome:</b>	The Principal and Assistant Principal will conduct walkthroughs on instructional staff to include a minimal of 4 walkthroughs on all teachers each 9 weeks.
<b>Monitoring:</b>	Each administrator will be assigned specific grade levels and or departments to conduct official walkthroughs each 9 weeks. At the completion of the 9 weeks, the two administrators will rotate grade levels to the opposite of those evaluated the first 9 weeks. The same rotation will occur for the third and fourth 9 weeks. As a result, each administrator will have conducted 216 walkthroughs per 9 weeks for a total of 864 instructional walkthroughs by the end of the calendar year. This is an average of 16 walkthroughs per teacher.
<b>Person responsible for monitoring outcome:</b>	Michael Maine (maine_m@hcsb.k12.fl.us)
<b>Evidence-based Strategy:</b>	Utilization of Charlotte Danielson Classroom Observation and Evaluation Framework and Frontline tool. Research based best practice of conducting administrative classroom walkthroughs to provide frequent and timely feedback on instruction.
<b>Rationale for Evidence-based Strategy:</b>	Researched based data collection tool grounded in the Framework for Teaching (FFT), a common language for teachers and a vision of instructional excellence. The FFT provides a foundation for instructional practice, as well as a philosophical approach to understanding and promoting great teaching and learning. It outlines 22 components and 76 elements organized into Four Domains of Teaching Responsibility: Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

**Action Steps to Implement**

Administration will monitor the number of total instructional walkthroughs conducted every two weeks to determine if we are on target to meet our goal by the end of the 9 weeks. Administration will meet with Instructional Practice Coaches every two weeks to discuss teachers that are in need of additional support and or those teachers that should be highlighted as master teachers within the classroom.

**Person Responsible** Jayna Cooper (cooper\_j@hcsb.k12.fl.us)

**#2. Instructional Practice specifically relating to Student Engagement**

<b>Area of Focus Description and Rationale:</b>	During the 2020-2021 school year, classroom walkthroughs, informal and formal district walkthrough visits concluded that true authentic student engagement was not being observed with consistency in all classrooms throughout the academic year. As a result, measurable student progress monitoring data on Growth Monitoring assessments and iReady AP Diagnostics, reflected minimal to flat increases from the beginning of the year to the end of the 2021 school year.
<b>Measurable Outcome:</b>	With advanced professional development in student engagement strategies and Kagan structures; combined with strong standards aligned lessons and differentiated instruction, we will see an overall increase of 10% on Growth Monitoring assessments along with iReady AP Diagnostics in Reading and math.
<b>Monitoring:</b>	Regular and consistent classroom walkthrough's and fidelity checks, by administration. Informal and formal walkthrough's conducted by district and academic service teams. Close monitoring of grade level teams and teacher lesson plans by assigned Instructional Practices Coaches and building administration. Data collection and monitoring of weekly formative assessments and iReady progress monitoring data by school based leadership team.
<b>Person responsible for monitoring outcome:</b>	Michael Maine (maine_m@hcsb.k12.fl.us)
<b>Evidence-based Strategy:</b>	Kagan Structures engage every student. Kagan Structures require every student to participate frequently and approximately equally. Whether a student is above grade level, on-grade level or below, Kagan structures allow for all learners to be engaged, thereby helping to close the achievement gap with struggling students. When students are actively engaged on a daily basis, everything changes. Kagan Structures make active engagement and cooperative learning easy. Kagan Structures are used as part of existing lessons and are combined with other student engagement best practices to enhance and strengthen student achievement.
<b>Rationale for Evidence-based Strategy:</b>	Kagan's publications and workshops are based on a research program conducted by Dr. Spencer Kagan and have yielded great results in increasing student engagement thereby, having a positive impact on student achievement. The power of Kagan structures is that they distill the best of educational theory and research into very specific, easy-to-use teaching strategies which have a direct impact on increasing the capacity of tools utilized by any level teacher in the classroom to further increase and enhance student engagement.

**Action Steps to Implement**

Provide all teachers Kagan structures training during pre-school on August, 5th. This training will then be followed up with two full coaching cycle days on September 29th and 30th. All instructional staff will be required to select one Kagan structure to implement during a lesson that will be observed by the Kagan Support Coach. Follow-up and debriefing feedback will be provided to each teacher, based on the outcome of their lesson and structure used. Additional support and ongoing fidelity checks will be conducted by school based instructional coaches as well as building administration.

**Person Responsible** Jayna Cooper (cooper\_j@hcsb.k12.fl.us)

**#3. Culture & Environment specifically relating to Parent Involvement****Area of Focus  
Description  
and  
Rationale:**

Over the last two years Eastside has showed a steady decline in the number of parents and or guardian's participating in before, during and after school activities. It is our job to ensure strong parental commitment and engagement. The School Advisory Council struggles to make quorum for voting purposes and Eastside does not currently have an active PTO. We want our parents to value education and parents who will instill in their children the values that make for success in the classroom. These values are not firmly in place at home, so we must establish contracts with parents to support their child's efforts to learn.

**Measurable Outcome:**

Eastside Elementary will be hosting End of Quarter - Parent Teacher Conference Nights for the 2021-2022 school year. Our goal is for each teacher to have at least 75% attendance by a parent and or guardian for each night.

**Monitoring:**

Each teacher will keep attendance logs for those parents that participate and we will use Title I parental involvement surveys.

**Person responsible for monitoring outcome:**

Magen Schlechter (schlechter\_m@hcsb.k12.fl.us)

**Evidence-based Strategy:**

Open two-way lines of communication between parents and teachers and prioritize staff time to maintain them. Family engagement cannot be seen as something "done" to families. True engagement is mutual and relies on open and frequent communication about what's working and what's not, with students' needs at the center. Successful tactics can include arranging regular "office hours" when families can contact staff for any reason, scheduling regular virtual parent-teacher conferences, and stepped-up outreach efforts by school counselors to check in with families about their needs and expectations.

**Rationale for Evidence-based Strategy:**

Family engagement names a core responsibility of a school community: to build partnerships that involve families in a student's education, provide the information and resources that families need to support academic success, and listen to and act on families' needs and wants for their children.

**Action Steps to Implement**

Work to build or rebuild trust at the system level, including by soliciting families' goals for their children and including those goals in program planning. Regularly communicate to parents and caregivers expectations for attendance, behavior, and grade-level academic performance and why these are important factors in children's development and success as adults.

Re-establish school-wide PTO and work to increase School Advisory Council participation.

**Person Responsible**

Magen Schlechter (schlechter\_m@hcsb.k12.fl.us)

**#4. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus Description and Rationale:</b>	Our SWD subgroup in 2018-2019 scored at 36% Federal Index. This is below the 41% required for adequate yearly progress. Based on 2020-2021 progress monitoring data, we are below 41% proficient to meet this target for the current year as well.
<b>Measurable Outcome:</b>	In the 2021-2022 school year, SWD students will increase their overall learning gains in ELA by 10%. In the 2021-2022 school year, SWD students will increase their overall learning gains in math by 10%.
<b>Monitoring:</b>	The area of focus will be monitored through iReady progress monitoring data, weekly formative assessment data as well as weekly summative assessments.
<b>Person responsible for monitoring outcome:</b>	Wilson Sommer (sommer_w@hcsb.k12.fl.us)
<b>Evidence-based Strategy:</b>	In a co-teaching setting, the teachers are considered equally responsible and accountable for the classroom. Co-teaching is often implemented with general and special education teachers paired together as part of an initiative to create a more inclusive classroom. The movement towards inclusion has its roots in the Individuals with Disabilities Education Act (IDEA), a federal law providing rights and protections for students with disabilities and ensures that students with disabilities have access to a free and public education (FAPE) in the "least restrictive environment" (LRE) to "the maximum extent that is appropriate" (Lee, n.d.; Morin, n.d.) An inclusion classroom is often chosen as the least restrictive environment since it allows students with special education needs to receive the support they require as part of their Individualized Education Program (IEP), build a stronger social connection with their peers, and benefit from the curriculum of the general education class.
<b>Rationale for Evidence-based Strategy:</b>	having two teachers leading a classroom opens up many opportunities for students as well as the teachers. Some of the benefits of co-teaching in an inclusion classroom include; more opportunities for one on one interaction between students and teachers, leading to stronger relationships. Students with disabilities have access to the general education curriculum as required by law, which includes the classroom community and activities they otherwise wouldn't take part in. Students still have opportunities for specialized instruction when needed. All students can benefit from the additional supports, resources, and diversity in the classroom. Increased independence for students with disabilities. Stronger, more creative, lessons due to teachers sharing the planning process with each other. Teachers are able to support one another by complimenting each other's strengths and weaknesses, building camaraderie and dividing the work load in the classroom.

**Action Steps to Implement**

Inclusion co-teach classroom teachers will include professional development in the following areas: One Teach, One Observe, One Teach, One Drift, Station Teaching, Parallel Teaching, Alternate Teaching, Team Teaching

**Person Responsible** Kerri Littlefield (littlefield\_k@hcsb.k12.fl.us)

**#5. ESSA Subgroup specifically relating to English Language Learners**

<b>Area of Focus</b>	Our ELL subgroup in 2018-2019 scored at 40% proficient. This is below the 41% required for adequate yearly progress. Based on 2020-2021 progress monitoring data, we are below 41% proficient to meet this target for the current year as well.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	In the 2021-2022 school year, ELL students will increase their overall learning gains in ELA by 10%. In the 2021-2022 school year, ELL students will increase their overall learning gains in math by 10%.
<b>Monitoring:</b>	The area of focus will be monitored through iReady progress monitoring data, weekly formative assessment data as well as weekly summative assessments.
<b>Person responsible for monitoring outcome:</b>	DeAnna Molina (molina_d@hcsb.k12.fl.us)
<b>Evidence-based Strategy:</b>	Teachers who are assigned ELL students will teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. Integrate oral and written English language instruction into content-area teaching. Provide regular, structured opportunities to develop written language skills. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.
<b>Rationale for Evidence-based Strategy:</b>	Often, children do not receive exposure to English until they begin formal schooling. The connections between a student's first and second language can often make or break a student's success as an English language learner. For example, research shows that students with a higher proficiency in their first language, or the language learned at home, tend to have a better chance at achieving higher proficiency in their second language (which, in the Pacific region, is often English), and likewise, the lower the comprehension skills that a student possesses in their first language, the lower the comprehension and achievement rates are in their second language. Therefore, it is important for educators to understand the imperative classroom support that English learner students require surrounding not only English as their second language, but also regarding their first, home language.

**Action Steps to Implement**

ELL assigned teachers will receive strategic professional development in the area of language acquisition.

**Person Responsible** Julie Farrington (daggett\_j@hcsb.k12.fl.us)

**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.

### 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.

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

### Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
Total:			\$0.00