Eastside Elementary School

2021-22 Schoolwide Improvement Plan

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Eastside Elementary School

201 ARROYO AVE, Clewiston, FL 33440

http://hendry-schools.org/education/school/school.php?sectionid=11&sc_id=1171294169

Demographics

Principal: Denise Gibson

Start Date for this Principal: 9/27/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (55%) 2016-17: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Hendry County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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	86%

School Grades History

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

At Eastside Elementary School, The Wildcat Way is to be responsible, be respectful and be safe.

Provide the school's vision statement.

Eastside Elementary School is committed to excellence and success in all that we do.

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
Gibson, Denise	Principal	All members of the leadership team meet twice a month as a team and once a week with their individual teams. They serve as instructional leaders for their specific groups and come together as a leadership team to make and share decisions regarding systems, structures, and academics for Eastside Elementary.
Mann, Kristin	Assistant Principal	
Irey, Sherry		
Rindone, Dara		
Smith, Bernadette		
Balon, Nicole		
Johnson, Cathleen		
Pena, Dayami		
Ramos, Lillian		
Mitchell, Tammy		

Demographic Information

Principal start date
Monday 9/27/2021, Denise Gibson

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.*

5

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.*

4

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

497

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

4

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	76	71	59	98	61	86	0	0	0	0	0	0	0	451
Attendance below 90 percent	22	25	15	31	17	22	0	0	0	0	0	0	0	132
One or more suspensions	0	4	2	5	4	7	0	0	0	0	0	0	0	22
Course failure in ELA	0	6	12	6	4	8	0	0	0	0	0	0	0	36
Course failure in Math	0	5	2	5	5	13	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	16	25	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	23	24	0	0	0	0	0	0	0	54
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	6	8	9	14	23	0	0	0	0	0	0	0	60

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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

Monday 9/27/2021

2020-21 - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	70	92	73	88	91	104	0	0	0	0	0	0	0	518
Attendance below 90 percent	22	23	18	13	11	15	0	0	0	0	0	0	0	102
One or more suspensions	3	5	6	3	9	3	0	0	0	0	0	0	0	29
Course failure in ELA	4	10	4	3	7	14	0	0	0	0	0	0	0	42
Course failure in Math	7	3	3	2	7	18	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide ELA assessment	0	0	0	0	20	26	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide Math assessment	0	0	0	0	21	22	0	0	0	0	0	0	0	43

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	9	7	6	5	20	26	0	0	0	0	0	0	0	73

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	3	1	0	0	0	0	0	0	0	0	4
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	70	92	73	88	91	104	0	0	0	0	0	0	0	518
Attendance below 90 percent	22	23	18	13	11	15	0	0	0	0	0	0	0	102
One or more suspensions	3	5	6	3	9	3	0	0	0	0	0	0	0	29
Course failure in ELA	4	10	4	3	7	14	0	0	0	0	0	0	0	42
Course failure in Math	7	3	3	2	7	18	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide ELA assessment	0	0	0	0	20	26	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide Math assessment	0	0	0	0	21	22	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	9	7	6	5	20	26	0	0	0	0	0	0	0	73

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	3	1	0	0	0	0	0	0	0	0	4
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				45%	50%	57%	50%	46%	56%
ELA Learning Gains				49%	54%	58%	55%	52%	55%
ELA Lowest 25th Percentile				48%	50%	53%	49%	43%	48%
Math Achievement				62%	56%	63%	60%	53%	62%
Math Learning Gains				74%	62%	62%	66%	59%	59%
Math Lowest 25th Percentile				54%	45%	51%	55%	46%	47%
Science Achievement				43%	44%	53%	53%	44%	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	43%	47%	-4%	58%	-15%
Cohort Comparison						
04	2021					
	2019	46%	48%	-2%	58%	-12%
Cohort Comparison		-43%				
05	2021					
	2019	37%	47%	-10%	56%	-19%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	52%	-1%	62%	-11%
Cohort Comparison						
04	2021					
	2019	55%	57%	-2%	64%	-9%
Cohort Comparison		-51%				
05	2021					
	2019	70%	53%	17%	60%	10%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	41%	-1%	53%	-13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

ELA Progress monitoring data - Grades 1 through 5 iREADY Reading Diagnostic
Math Progress monitoring data - Grades 1 through 5 iReady Math Diagnostic
Science Progress monitoring data - Science District Baseline

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20	24	46
	Economically Disadvantaged	20	23	45
	Students With Disabilities	0	0	17
	English Language Learners	11	10	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	11	32
	Economically Disadvantaged	7	2	30
	Students With Disabilities	33	28	33
	English Language Learners	20	10	11

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	24	43
	Economically Disadvantaged	17	22	41
	Students With Disabilities	11	33	
	English Language Learners	0	8	11
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	11	32
	Economically Disadvantaged	8	10	30
	Students With Disabilities	33	22	33
	English Language Learners	20	10	11

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	56	54
	Economically Disadvantaged	29	54	55
	Students With Disabilities	22	22	38
	English Language Learners	0	27	38
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6	25	39
	Economically Disadvantaged	3	21	29
	Students With Disabilities	0	22	11
	English Language Learners	0	13	14

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	36	49
	Economically Disadvantaged	19	35	42
	Students With Disabilities	0	0	0
	English Language Learners	0	9	9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17	32	55
	Economically Disadvantaged	9	23	47
	Students With Disabilities	0	0	0
	English Language Learners	9	18	36

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	33	40
	Economically Disadvantaged	22	31	37
	Students With Disabilities	14	14	14
	English Language Learners	11	25	32
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19	38	56
	Economically Disadvantaged	16	32	52
	Students With Disabilities	14	14	29
	English Language Learners	14	36	43
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	8	4	17
	Economically Disadvantaged	5	3	13
	Students With Disabilities	14	17	0
	English Language Learners	16	0	8

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	19			24							
ELL	40	50		55	69		44				
BLK	27	37		30	55		21				
HSP	46	43	42	57	69		51				
WHT	58	55		60	64		50				
FRL	36	38	32	43	62	39	35				
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	26	18		32	41						
ELL	39	51	48	62	81	63	40				
BLK	39	50	53	54	63	53	41				
HSP	46	50	42	65	78	58	43				

	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	50	40		65	76		36				
FRL	44	48	51	63	75	57	44				
	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	38	50		35	43						
ELL	41	55	56	54	62	47	38				
BLK	37	50	43	43	52	45	36				
HSP	54	55	50	65	68	55	57				
WHT	57	63		68	81		56				
FRL	49	57	50	58	66	56	50				

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	3
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	354
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	50
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	34
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	50
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	57
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Across subgroups, core content areas and grade levels the trend that continues to emerge is lack of reading proficiency. From 2018 to 2019, reading proficiency decreased across grade levels and the disparity between state reading proficiency levels and school reading proficiency levels grew larger.

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

The greatest need for improvement can be seen in ELA. Across grade levels and within subgroups proficiency is significantly lower than the state average.

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

There are multiple contributing factors to the lack of ELA proficiency. The COVID-19 pandemic affected both staff and student attendance. Multiple days absences for both groups greatly affected instruction and learning. Additionally, the previous school year ended unexpectedly which impact student's foundational learning.

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

Based on 2019 state assessments, Math Learning gains showed the most improvement. In 2019 Eastside learning gains were 12% higher than the state average and proficiency was 62%.

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

Contributing factors or improvement in Learning Gains were Standards Based planning, small group instruction, and a focused after school math program.

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

To accelerate learning, targeted small group instruction and continuation of standards based planning across all grade levels.

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.

Teachers and leaders will be supported with facilitated standards based planning, BEST Standards professional development for ELA. Teachers will also receive introduction to the BEST Math Standards this year.

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

Sustainability will be ensured by: Small group instruction, Best Practices, Administrator walk-throughs, continuation of standards based collaborative planning, research based professional development as identified by data.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	The data shows a decrease in ELA proficiency across grade levels and subgroups. Eastside's ELA proficiency is 12% below the state average.
Measurable Outcome:	Eastside will increase overall ELA proficiency from 42% to 55%
Monitoring:	Progress monitoring data from iREADY
Person responsible for monitoring outcome:	Denise Gibson (gibsond@hendry-schools.net)
Evidence-based Strategy:	Implement standards-based planning for reading. Teachers will plan collaboratively for an additional two hours per month to ensure that ELA instruction and authentic student work align to the standards and meet the intended rigor of the focus standard.
Rationale for Evidence-based Strategy:	Instructional effectiveness will be increased by collaborative standards based planning, appropriate instructional rigor, standard/task alignment, formative assessments, and aligned authentic student work. With less experienced teachers and changes to instructional grade levels, professional development is needed to develop rigorous standards-based lessons.

Action Steps to Implement

1. Plan monthly dates for grade level planning sessions. Administrators will participate in planning sessions.
2. Create a planning blueprint that includes: acquiring an understanding of the focus standard, applying understanding of standard to instructional practices, create a learning progression scale, identify daily learning targets, and create target/task alignment.
3. Administrator weekly walk-throughs using district walk-through form and providing feedback.
4. Monthly PLC's reviewing data after unit assessments identifying trends. Using identified schoolwide trends to make data based decisions.
5. Reading Coach and Reading Resource Teacher will plan and model with grade groups, providing effective teaching strategies.
6. Administrators will monitor lesson plans.

Person Responsible	Denise Gibson (gibsond@hendry-schools.net)

2.

Person Responsible	[no one identified]

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Meeting the needs of individual students in a small group setting will help close the learning and achievement gaps.
Measurable Outcome:	Achieve learning gains of 60% on FSA ELA 2022.
Monitoring:	Progress monitoring data from iREADY
Person responsible for monitoring outcome:	Denise Gibson (gibsond@hendry-schools.net)
Evidence-based Strategy:	Small group instruction focused on the needs of individual/groups of students as identified by iReady Diagnostic data.
Rationale for Evidence-based Strategy:	Targeted instructional strategies are needed to close the learning gaps of individual students and increase their overall reading proficiency.

Action Steps to Implement

1. Provide ongoing professional development regarding the BEST standards.
2. Teachers will collaborate weekly with administration and/or reading coaches to plan effective standards based small group lessons for students.
3. All teachers will receive additional training in Benchmark small-group instruction, MaxScholar and Heggerty Phonics.
4. Paraprofessionals will support instruction in the classroom by working with individual students in small groups.
5. Additional small group interventions will be provided to students outside of the ELA block, based upon progress monitoring.

Person Responsible	Denise Gibson (gibsond@hendry-schools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

XX

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 strives to create a welcoming and inclusive school environment for all stakeholders. It is our intention and goal ensure that stakeholders, including parents are part of the decision making process. Eastside's goal is to increase communication and make information readily available to all stakeholders. All information sent home with students is given in English and Spanish. Translators are also provided for all meetings held on campus. Monthly calendars are shared via social media, and sent home with students updating parents about events and/or important dates to remember.
Throughout the year, we have multiple activities that include staff, students, parents, and community stakeholders. The following events are scheduled to be held this year:
-Open House
-Parent/Teacher conferences
-Hispanic Heritage Night
-SAC meetings (4 per year)
-Dad's Bring Your Child To Work Day
The school Facebook page is constantly updated with any important information that pertains to the school.

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

The stakeholders and their roles at EES are listed below:
Students- responsible for being respectful and learning every day.
Teachers and staff- responsible for creating an inclusive learning environment where all students can experience success.
Parents- responsible for communicate needs of students to the teacher and being a positive support to students.
Community members- responsible for being a positive support to the school.