

Columbia County School District

Eastside Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

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

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: B (57%) 2018-19: A (72%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Columbia County School Board on 10/25/2022.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

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)	2021-22 Title I School	2021-22 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	35%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

School Board Approval

This plan was approved by the Columbia County School Board on 10/25/2022.

SIP Authority

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

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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Little, Roger	Principal	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.
Dopler, Lori	Assistant Principal	Under the direction of the principal, Mrs. Dopler serves as an educational leader and assists the principal in the planning, coordination, and directing of activities and programs of the school.
Douglas, Sherri	Instructional Media	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.
Maclaren, Rebecca	School Counselor	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.
Griffin, Shatoya	Curriculum Resource Teacher	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.
Hudson, Tabatha	Instructional Coach	The instructional coach is defined as working with individual teachers, small groups of teachers, or large groups of teachers. This includes preparation for coaching individual teachers or groups of teachers and the coaching cycle.

Demographic Information

Principal start date

Monday 11/21/2016, Roger Little

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

9

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

623

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	113	111	102	87	100	73	0	0	0	0	0	0	0	586
Attendance below 90 percent	11	16	17	10	15	10	0	0	0	0	0	0	0	79
One or more suspensions	0	1	2	3	3	1	0	0	0	0	0	0	0	10
Course failure in ELA	0	11	11	1	3	3	0	0	0	0	0	0	0	29
Course failure in Math	0	4	8	3	3	2	0	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	8	11	0	0	0	0	0	0	0	25
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	13	8	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	4	10	2	9	9	0	0	0	0	0	0	0	34

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	12	17	4	6	2	0	0	0	0	0	0	0	0	41
Students retained two or more times	0	0	1	3	2	4	0	0	0	0	0	0	0	10

Date this data was collected or last updated

Monday 9/26/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	58%	56%				71%	60%	57%
ELA Learning Gains	54%						67%	60%	58%
ELA Lowest 25th Percentile	39%						84%	67%	53%
Math Achievement	71%	55%	50%				80%	66%	63%
Math Learning Gains	63%						74%	61%	62%
Math Lowest 25th Percentile	44%						61%	50%	51%
Science Achievement	67%	67%	59%				64%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	72%	68%	4%	58%	14%
Cohort Comparison		0%				
04	2022					
	2019	73%	62%	11%	58%	15%
Cohort Comparison		-72%				
05	2022					
	2019	65%	59%	6%	56%	9%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	70%	5%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	75%	64%	11%	64%	11%
Cohort Comparison		-75%				
05	2022					
	2019	82%	65%	17%	60%	22%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	59%	1%	53%	7%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	20	33	27	31	35	18	21				
BLK	27	38	55	55	71		31				
HSP	73	70		82	70						
MUL	47			47							
WHT	68	57	33	75	61	35	74				
FRL	52	49	36	65	58	38	56				
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						
WHT	76	66	80	83	78	63	68				
FRL	66	70	85	72	72	59	64				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
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	398
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	74
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0

White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The greatest need is the lowest 25th percentile students (while this area did show improvement Eastside's data is still lower than pre covid data).

-The percentage of students in grades 3, 4, and 5 showing learning gains in ELA lowest 25th percentile increased from 23% in 2020-2021 to 39% in 2021-2022. A gain of (+16).

-The percentage of students in grades 3, 4, and 5 showing learning gains in Math lowest 25th percentile increases from 31% in 2020-2021 to 44% in 2021-2022. A gain of (+13).

-The percentage of students in grade 5 scoring a 3 or above in Science increased from 49% in 2020-2021 to 67% in 2021-2022. A drop of (+18).

-Data subgroups:

-According to 2022 data, only 20% of SWD in grade 3, 4, and 5 were proficient on the ELA FSA.

-According to 2022 data, only 31% of SWD in grade 3, 4, and 5 were proficient on the Math FSA.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

-According to 2022 data, only 39% of the lowest 25th percentile students in grade 3, 4, and 5 made gains on the ELA FSA Test.

-According to 2022 data, only 44% of the lowest 25th percentile students in grade 3, 4, and 5 made gains on the Math FSA Test.

-According to 2022 data, only 20% of SWD in grade 3, 4, and 5 were proficient on the ELA FSA.

-According to 2022 data, only 31% of SWD in grade 3, 4, and 5 were proficient on the Math FSA.

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 at the beginning of the school year. Students and teachers had a high rate of absenteeism at the beginning of the school year. We believe this played a major role in student achievement. 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 and Math. The Instructional Coach will provide professional learning activities for all teachers in the areas of ELA and

Math to help with academic achievement. This year, Eastside will have a schoolwide intervention time for grades 1 thru 5. This time is to be used specifically for ELA intervention and remediation based on data from FAST Progress Monitoring, informal assessments, and other assessments the teacher may use in her class. Administrators, ESE Staffing Specialist, and Guidance Counselor will meet with the ESE teachers and classroom teachers to ensure IEP goals, 504 Plans, and/or ELL Plans are monitored and accommodations are provided consistently and with fidelity when pertaining to specific subgroups.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

According to the FLDOE State Science Assessment Data, the percentage of students in grade 5 scoring a 3 or above increased from 49% in 2020-2021 to 67% in 2021-2022. A gain of (+18).

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

In each individual classroom, chapter and unit tests provided by the adopted science curriculum and grades will be used to monitor this Area of Focus. Eastside will use data collaboration days to meet with teachers to discuss student progress towards this goal. Teachers will also implement data chats with students to see that progress toward their individual goal is being made. Administrators, ESE Staffing Specialist, and Guidance Counselor will meet with the ESE teachers and classroom teachers to ensure IEP goals, 504 Plans, and/or ELL Plans are monitored and accommodations are provided consistently and with fidelity when pertaining to specific subgroups.

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.
- Eastside will have a schoolwide intervention time for grades 1 thru 5. This time is to be used specifically for ELA intervention and remediation based on data from FAST Progress Monitoring, informal assessments, and other assessments the teacher may use in her class.
- Administrators, ESE Staffing Specialist, and Guidance Counselor will meet with the ESE teachers and classroom teachers to ensure IEP goals, 504 Plans, and/or ELL Plans are monitored and accommodations are provided consistently and with fidelity when pertaining to specific subgroups

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.

- Peer teachers are in place for new teachers.
- Teachers participated in professional development for the new Math curriculum in order to implement it successfully.
- Grade levels also have weekly PLCs (Professional Learning Communities), in order to provide time to analyze data and evaluate instructional practices.
- Standards-Based Professional Development in all subjects.
- Curriculum Implementation and mapping for ELA and Math 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 Benchmarks.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the Federal Percent of Points Index, Students' with Disabilities in grades 3-5 scored below 41% in both ELA and Math on the 2022 FSA State Testing.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students with Disabilities will improve student achievement in the area of ELA and Math by 5% on the Florida Assessment for Student Thinking.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

- Weekly PLCs will provide time to analyze data and evaluate instructional practices.
- Data days will allow for more in depth monitoring of data and instruction.
- Administration will conduct weekly classroom walkthroughs in order to monitor instruction.
- Lesson plans will be evaluated by administration on a weekly basis.
- Progress monitoring assessments will be administered in order to monitor progress and drive instruction.
- Administration and ESE staffing specialists will meet with ESE teachers and classroom teachers to ensure IEP goals are monitored and accommodations are provided consistently and with fidelity.

Person responsible for monitoring outcome:

Roger Little (littler@columbiak12.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence based instruction being implemented for this Area of Focus will be small group instruction or one on one instruction using ESSA evidence based programs. Paraprofessionals and/or tutors will also be utilized in the classroom to help improve student achievement in the area of ELA and Math.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting the above strategy (small group instruction) is to help improve student achievement in the area of ELA and Math. The following ESSA evidence based resources will be used to help implement this strategy.

- *Study Island (moderate) for ELA and Math
- *i-Ready Toolbox (moderate) for ELA and Math
- *Leveled Literacy Intervention (strong) for ELA and Math
- *Read Naturally (moderate) for ELA
- *Reflex Math (moderate) for Math
- *Wonders Intervention (promising) for ELA
- *SAVVAS Reteach (promising) for Math

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Small group instruction will implemented through the use of the inclusion teacher and/or paraprofessional.
2. Administration and ESE staffing specialists will meet with ESE teachers and classroom teachers to ensure IEP goals are monitored and accommodations are provided consistently and with fidelity.

3. The instructional coach will provide professional learning activities or professional development for all teachers in the areas of ELA and Math to help with academic achievement.

Person Responsible Roger Little (littler@columbiak12.com)

#2. Instructional Practice specifically relating to ELA**Area of Focus
Description and**

Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the FLDOE State FSA Data, the percentage of students in grades 3, 4, and 5 scoring a 3 or above in ELA decreased from 64% in 2020-2021 to 60% in 2021-2022. A drop of (-4).

Eastside's ELA Subgroup Achievement Data:
-SWD 20%, BLK 27%, HSP 73%, MUL 47%, WHT 68%, FRL 52%

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Eastside will improve student achievement in the area of ELA by 3% on the Florida Assessment for Student Thinking.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored schoolwide through state progress monitoring. In each classroom, Independent Reading Comprehension Checks, unit and benchmark assessments provided by the Wonders ELA curriculum will also be used to monitor this Area of Focus. Eastside will use data collaboration days to meet with teachers to discuss student progress towards this goal. Teachers will also implement data chats with students to see that progress toward their individual goal is being made. Administrators, ESE Staffing Specialist, and Guidance Counselor will meet with the ESE teachers and classroom teachers to ensure IEP goals, 504 Plans, and/or ELL Plans are monitored and accommodations are provided consistently and with fidelity when pertaining to specific subgroups.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy: Describe the evidence-based strategy being

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. This year, Eastside will have a schoolwide intervention time for grades 1 thru 5. This time is to be used specifically for ELA intervention and remediation based on data from FAST Progress Monitoring, informal assessments, and other assessments the teacher may use in her class.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for
selecting
this specific
strategy.
Describe the
resources/
criteria used
for selecting
this
strategy.**

The rationale behind the above strategy is to help improve student achievement in ELA by implementing small group instruction, standards based teaching and a schoolwide intervention time. Our subgroups' needs will be met using the above strategies, as well as the use of IEPs, ELL Plans, 504s, or any legal documents that pertain to a particular subgroup. We will use the following resources to increase student achievement in ELA.

Resources used to implement strategy:

- Core Curriculum (Wonders)
- Study Island
- i-Ready (MTSS students)
- Read Naturally
- Heggerty
- Teacher Toolbox
- Curriculum Associates Phonics Book

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Eastside will implement State Progress Monitoring, i-Ready (MTSS Students), Accelerated Reader, Core Curriculum, Study Island, Heggerty, Read Naturally, 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.
5. Data days with grade levels and administration will take place throughout the year to monitor and analyze data.
6. Administrators, ESE Staffing Specialist, and Guidance Counselor will meet with the ESE teachers and classroom teachers to ensure IEP goals, 504 Plans, and/or ELL Plans are monitored and accommodations are provided consistently and with fidelity when pertaining to specific subgroups.

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

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>According to the FLDOE State FSA Data, the percentage of students in grades 3, 4, and 5 scoring a 3 or above in Math increased from 69% in 2020-2021 to 72% in 2021-2022. A gain of (+2). Our Math achievement is still lower than what it was pre covid, therefore Eastside would like to continue to increase the number of students scoring a level 3 or above on the Florida Assessment of Student Thinking.</p> <p>Eastside's Math Subgroup Achievement Data: -SWD 31%, BLK 55%, HSP 82%, MUL 47%, WHT 75%, FRL 65%</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Eastside will improve student achievement in the area of Math by 3% on the Florida Assessment for Student Thinking.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>This area of focus will be monitored schoolwide through state progress monitoring. In each classroom, Topic and benchmark assessments provided by the SAVVAS Math curriculum will also be used to monitor this Area of Focus. Eastside will use data collaboration days to meet with teachers to discuss student progress towards this goal. Teachers will also implement data chats with students to see that progress toward their individual goal is being made. Administrators, ESE Staffing Specialist, and Guidance Counselor will meet with the ESE teachers and classroom teachers to ensure IEP goals, 504 Plans, and/or ELL Plans are monitored and accommodations are provided consistently and with fidelity when pertaining to specific subgroups.</p>
Person responsible for monitoring outcome:	<p>Roger Little (littler@columbiak12.com)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>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 Math. Also, all students in grades 3-5 will visit the Tech Lab once a week to work on Math fluency. Students will use a research based program (Reflex Math) for Math fluency. This program will also be implemented daily in the classroom.</p>

**for this Area
of Focus.****Rationale for
Evidence-
based
Strategy:
Explain the
rationale for
selecting
this specific
strategy.
Describe the
resources/
criteria used
for selecting
this strategy.**

The rationale behind the above strategy is to help improve student achievement in Math by implementing small group instruction, standards based teaching and an intervention time for Math Fluency. Research has shown that being fluent in math facts leads to greater success in learning new math skills. Also, we know that math skills build upon one another, so if a child is missing needed foundational skills that were taught in previous grade levels, he/she will not be successful with the more difficult skills taught at their current grade level.

Our subgroups' needs will be met using the above strategies, as well as the use of IEPs, ELL Plans, 504s, or any legal documents that pertain to a particular subgroup. We will use the following resources to increase student achievement in Math.

Resources used to implement strategy:

- Core Curriculum (SAVVAS)
- Study Island
- i-Ready (MTSS students)
- Teacher Toolbox
- Reflex Math (Fluency)

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Eastside will implement State Progress Monitoring, i-Ready (MTSS Students), Core Curriculum, Study Island, Heggerty, Reflex Math, 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 Math to help with academic achievement.
4. Eastside will provide professional development for implementing a more rigorous skill level in Math.
5. Data days with grade levels and administration will take place throughout the year to monitor and analyze data.
6. Administrators, ESE Staffing Specialist, and Guidance Counselor will meet with the ESE teachers and classroom teachers to ensure IEP goals, 504 Plans, and/or ELL Plans are monitored and accommodations are provided consistently and with fidelity when pertaining to specific subgroups.

**Person
Responsible**

Roger Little (littler@columbiak12.com)

#4. Instructional Practice specifically relating to Science**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the FLDOE State Science Assessment Data, the percentage of students in grade 5 scoring a 3 or above increased from 49% in 2020-2021 to 67% in 2021-2022. A gain of (+18). Even though this area is not seen as a critical need, Eastside would like for science proficiency to increase once again this school year. According to the state subgroup data, there is a need for improvement with the following subgroups, SWD and BLK.

Eastside's Science Subgroup Achievement Data:
-SWD 21%, BLK 31%, HSP N/A, MUL N/A, WHT 74%, FRL 56%

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Eastside will improve student achievement (3 or above) in the area of Science by 1% on the Florida Science Assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored schoolwide through progress monitoring assessments (FOCUS Science Assessment). In each individual classroom, chapter and unit tests provided by the adopted science curriculum and grades will be used to monitor this Area of Focus. Eastside will use data collaboration days to meet with teachers to discuss student progress towards this goal. Teachers will also implement data chats with students to see that progress toward their individual goal is being made. Administrators, ESE Staffing Specialist, and Guidance Counselor will meet with the ESE teachers and classroom teachers to ensure IEP goals, 504 Plans, and/or ELL Plans are monitored and accommodations are provided consistently and with fidelity when pertaining to specific subgroups.

Person responsible for monitoring outcome:

Roger Little (littler@columbiak12.com)

Evidence-based Strategy: Describe the evidence-based strategy being

Standards-based teaching and differentiated small group instruction will be the evidence-based strategy that is implemented in the classroom with a focus on the above mentioned Subgroups (SWD and BLK students). Paraprofessionals and tutors will also be utilized in the classroom to help improve student achievement in the area of Science. Teachers will also implement STEM/STEAM activities into their instruction throughout the year.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for
selecting
this specific
strategy.**

The rationale behind the above strategy is to help improve student achievement in Science by implementing differentiated small group instruction, standards based teaching and monthly STEM/STEAM activities. Hattie's research has shown that problem based learning and discovery based teaching used in science experiments and hands on activities are potentially able to accelerate student achievement. Our subgroups' needs will be met using the above strategies, as well as the use of IEPs, ELL Plans, 504s, or any legal documents that pertain to a particular subgroup. We will use the following resources to increase student achievement in Science.

**Describe the
resources/
criteria used
for selecting
this
strategy.**

Resources used to implement strategy:
-Core Science Curriculum
-Study Island
-Science Coach Book
-Web based Science curriculum

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Eastside will implement Progress Monitoring Assessments, Study Island, Core Science Curriculum, Science Coach Practice Books, and Web-Based Science Curriculum 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 Science to help with academic achievement.
4. Eastside will provide professional development for implementing a more rigorous skill level in Science.
5. Data days with grade levels and administration will take place throughout the year to monitor and analyze data.
6. Administrators, ESE Staffing Specialist, and Guidance Counselor will meet with the ESE teachers and classroom teachers to ensure IEP goals, 504 Plans, and/or ELL Plans are monitored and accommodations are provided consistently and with fidelity when pertaining to specific subgroups.

Person

Responsible

Roger Little (littler@columbiak12.com)

#5. Positive Culture and Environment specifically relating to Parent and Family Engagement

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Eastside will continue to strive to increase Parent and Family Engagement to help achieve student growth and success. Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores families' confidence in their child's education. Students with families that are involved and engaged, earn higher grades, perform better on tests, have better social skills, and show improved behavior. Garcia and Thornton (Nov. 2014). "The Enduring Importance of Parental Involvement" NEAToday.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2022-2023 school year, proficiency in ELA and Math will increase by 3% and Science will increase by 1% through the implementation of activities and/or strategies addressed in our 2022-2023 Parent and Family Engagement Plan.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored by implementing parent and family engagement activities and the use of Parent/Family Surveys.

Person responsible for monitoring outcome:

Shatoya Griffin (griffins@columbiak12.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Frequent and positive communication with family members is critical to effective family engagement. Helping families feel welcome is an important first step on the road to building trusting relationships with families. We plan to help support families by offering events that focus on how the family can help educate their child at home in order to be more successful at school through the implementation of activities and/or strategies addressed in Eastside's Parent and Family Engagement.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for

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. Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores families' confidence in their child's education. Students with families that are involved and engaged, earn higher grades, perform better on tests, have better social skills, and show improved behavior. Garcia and Thornton (Nov. 2014). "The Enduring Importance of Parental Involvement" NEAToday.

selecting this strategy.**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.
5. Share and analyze data with all stakeholders, students and families through SAC meetings, family conferences, and data chats with students and parents.
6. Provide families the opportunity to give input, ideas, and suggestions on ways to improve our school.

Person**Responsible**

Shatoya Griffin (griffins@columbiak12.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

NA

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.