Eastside Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Eastside Elementary School

256 SE BEECH ST, Lake City, FL 32025

http://ees.columbiak12.com/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Little, Roger	Principal	To provide the leadership and vision necessary to develop and administer elementary educational programs that optimize available human and material resources to provide successful high quality educational experiences for students in a safe and orderly environment.
Dopler, Lori	Assistant Principal	To assist the principal with all administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the elementary school and the district.
Douglas, Sherri	Instructional Media	To facilitate the teaching / learning process by providing an environment in which a variety of media is effectively utilized in an atmosphere which promotes inquiry, creativity, self-direction and communication of information and ideas.
Griffin, Shatoya	Curriculum Resource Teacher	To enhance school curriculum and parental involvement programs that are site specific, research based and data driven through coordination and effective communication with parents, teachers, administrators and community representatives.
Hudson, Tabatha	Instructional Coach	To provide a schoolwide focus on generating improvement instruction and achievement across the curriculum.
Maclaren, Rebecca	School Counselor	To provide comprehensive guidance and counseling services to students, parents and teachers.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Eastside Elementary will consult key stakeholders in school performance to employ school improvement strategies that impact the positive school culture eland are important in addressing equity. These stakeholders include but are not limited to the Columbia County School Board, Florida Diagnostic & Learning Resources System (FDLRS), The Early Learning Coalition, North East Florida Educational

Consortium (NEFEC), as well as Eastside Elementary School Advisory Council.

Teachers, school staff and parent and community stakeholders are given information and opportunities throughout the school year to become involved, as well as to offer input. Eastside Elementary will offer the following activities to all families: Meet the Teacher, Title 1 Annual Meetings, school-wide Parent-Student compact conferences, Volunteer Orientation, parent workshops and trainings, and School Advisory Council (SAC) meetings. These activities are offered to build rapport with families, collect input and feedback from families, and jointly develop school-wide plans, as well as increase student achievement.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Parent and community stakeholders will be encouraged to join our School Advisory Council (SAC) and have the opportunity to participate in preparing, reviewing, and approving the Parent and Family Engagement Plan, as well as the School Improvement Plan for Eastside Elementary. At each SAC meeting, families will be given the opportunity to provide input and offer feedback on the improvement of Title 1 programs and how Title 1 funds will be used. Stakeholders will also help jointly develop our mid-year SIP review.

Each week, teachers collaborate and analyze student performance. Teachers have a voice in determining the needs of their students and how to best achieve set goals. Professional development is also provided based on the identified needs. Weekly team collaboration, as well as quarterly data days, ensures our teachers are building a culture that values trust, respect, and high expectations. Our leadership team will meet weekly to review trends and adjust as needed.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	35%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	28	30	27	19	25	14	0	0	0	143
One or more suspensions	2	4	4	3	2	3	0	0	0	18
Course failure in English Language Arts (ELA)	0	17	19	8	5	2	0	0	0	51
Course failure in Math	0	9	8	3	9	5	0	0	0	34
Level 1 on statewide ELA assessment	0	0	0	6	8	11	0	0	0	25
Level 1 on statewide Math assessment	0	0	0	4	13	7	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	19	8	24	29	18	13	0	0	0	111

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	10	16	19	12	20	11	0	0	0	88

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	11	16	17	10	15	10	0	0	0	79
One or more suspensions	0	1	2	3	3	1	0	0	0	10
Course failure in ELA	0	11	11	1	3	3	0	0	0	29
Course failure in Math	0	4	8	3	3	2	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	6	8	11	0	0	0	25
Level 1 on statewide Math assessment	0	0	0	4	13	8	0	0	0	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	11	16	17	10	15	10	0	0	0	79
One or more suspensions	0	1	2	3	3	1	0	0	0	10
Course failure in ELA	0	11	11	1	3	3	0	0	0	29
Course failure in Math	0	4	8	3	3	2	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	6	8	11	0	0	0	25
Level 1 on statewide Math assessment	0	0	0	4	13	8	0	0	0	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	60	52	53	60	58	56	64		
ELA Learning Gains				54			42		
ELA Lowest 25th Percentile				39			23		
Math Achievement*	73	63	59	71	55	50	69		
Math Learning Gains				63			34		
Math Lowest 25th Percentile				44			31		
Science Achievement*	51	49	54	67	67	59	49		
Social Studies Achievement*					66	64			
Middle School Acceleration					55	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress		57	59						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	246
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	398
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	2	2
ELL				
AMI				
ASN				
BLK	43			
HSP				
MUL	60			
PAC				
WHT	67			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	58			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	1	1
ELL				
AMI				
ASN				
BLK	46			
HSP	74			
MUL	47			
PAC				
WHT	58			
FRL	51			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel. 2021-22	ELP Progress
All Students	60			73			51					
SWD	25			23			0				4	
ELL												
AMI												
ASN												
BLK	40			56			31				4	
HSP												
MUL	56			64							2	

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
PAC												
WHT	65			77			60				4	
FRL	56			67			49				4	

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	ELP Progress
2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	60	54	39	71	63	44	67					
SWD	20	33	27	31	35	18	21					
ELL												
AMI												
ASN												
BLK	27	38	55	55	71		31					
HSP	73	70		82	70							
MUL	47			47								
PAC												
WHT	68	57	33	75	61	35	74					
FRL	52	49	36	65	58	38	56					

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	ELP Progress
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	64	42	23	69	34	31	49					
SWD	36	38		45	54		50					
ELL												
AMI												
ASN												
BLK	54	29		58	29		35					
HSP	57			79								
MUL	53			53								
PAC												
WHT	68	44	33	72	33	33	52					
FRL	56	37	25	57	25	33	39					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide
assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or
all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	54%	57%	-3%	54%	0%
04	2023 - Spring	68%	58%	10%	58%	10%
03	2023 - Spring	57%	51%	6%	50%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	80%	72%	8%	59%	21%
04	2023 - Spring	71%	66%	5%	61%	10%
05	2023 - Spring	72%	60%	12%	55%	17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	50%	-1%	51%	-2%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

5th grade Science was the lowest performance data component of Eastside. Contributing factors include a 5th grade teacher leaving the 1st nine weeks and students were distributed to other 4 teachers causing larger class sizes. Another teacher was out on leave during the 3rd and 4th nine weeks and a sub was in the classroom.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science dropped 16% from 67% proficiency in 2021-2022 down to 51% proficiency in 2022-2023. Contributing factors include a 5th grade teacher leaving the 1st nine weeks and students were distributed to other 4 teachers causing larger class sizes. Another teacher was out on leave during the 3rd and 4th nine weeks and a sub was in the classroom.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All data components are higher than state average.

Which data component showed the most improvement? What new actions did your school take in this area?

Third grade math showed the greatest improvement moving from 63% to 80% proficient. New math curriculum

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Students With Disabilities (SWD) 31%.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

-Science Proficiency in 5th grade
-3rd and 5th grade ELA Proficiency.
-SWD

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2023 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 3% on the F.A.S.T Sate Assessment.

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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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
-Read Naturally (moderate) for ELA
-Reflex Math (moderate) for Math
-Wonders Intervention (promising) for ELA
-SAVVAS Reteach (promising) for Math

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

- Administrators and ESE Staffing Specialist will meet with the ESE teachers and classroom teachers to ensure IEP goals are monitored and accommodations are provided consistently.
-Small group instruction will be implemented through the use of the ESE inclusion teachers and paraprofessionals.
-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.
-ESE teachers will attend bi-weekly PLC's (Professional Learning Communities). This will provide time for ESE teachers to analyze data and evaluate instructional practices.

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

By When: The principal, as well as the Assistant Principal will meet with teachers quarterly to analyze and evaluate ELA and Math data, as well as instructional practices.

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the FLDOE State Science Assessment Data, the percentage of students in grade 5 scoring a 3 or above decreased from 67% in 2021-2022 to 51% in 2022-2023. A decrease of (-16).

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

Eastside Elementary will improve student achievement (3 or above) in the area of Science by 3% 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 (Performance Matters 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Science. Teachers will also implement STEM/STEAM activities into their instruction throughout the year.

Rationale for Evidence-based Intervention:
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.
Resources used to implement strategy:
-Core Science Curriculum (HMH Florida Science)
-Study Island
-Science Coach Book
-Web based Science curriculum

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

-Eastside will provide paraprofessionals for each grade level to expand the number and frequency of small group instruction.
-Data days will take place quarterly to monitor and analyze data.
-Administrators, ESE Staffing specialists, and Guidance Counselors 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.
-Eastside will implement Progress Monitoring to help support individualized instruction for all students.

Person Responsible: [no one identified]

By When: The principal, as well as the Assistant Principal will meet with teachers quarterly to analyze and evaluate ELA and Math data, as well as instructional practices.

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Eastside will continue to strive to increase Parent and Family Engagement to help achieve student growth and success, while focusing on Students With Disabilities (SWD). According to the Federal Percent of Points Index, Students With Disabilities scored below 41% achievement. 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.

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 2023-2024 school year, proficiency in ELA, Math, Science, and SWD will increase by 3% through the implementation of activities and strategies addressed in our 2023-2024 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, as well as the use of Parent/Family Surveys.

Person responsible for monitoring outcome:

Shatoya Griffin (griffins@columbiak12.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Plan.

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

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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: The Curriculum Resource Teacher (CRT), as well as the lead team members will make sure the above actions take place throughout the 2023-2024 school year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

All SIP spending must have the approval of the schools School Advisory Council (SAC). According to Florida State Statute 101.452, a School Advisory Council shall be assembled to assist in the preparation, implementation and evaluation of the school improvement plan. The School Advisory Council is made up of parents, employees, and other stakeholders within the community. During these meetings, the SAC will jointly develop the Title I Budget, School Improvement Plan, Parent Family Engagement Plan, and other items pertaining to Title I. Any funding source that is given to the schools is always based on student achievement and need. The SAC Committee allows for parent input when it comes to how any Federal/State grant funds are spent. All meeting minutes and documents pertaining to SAC are public record and can be viewed by anyone upon request.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Information about the SIP/SWP is disseminated in the following ways: 1) During the Annual Title I meeting held at the beginning of the school year, the SIP/SWP is incorporated. Copies of the plan are

available at these meetings and through other sources which include the school and district website. A notice is sent home to parents informing that the SIP/SWP is located on the websites and that they may request a copy of the plan and who to request if from; 2) The school will distribute information concerning the SIP/SWP at parent meetings (PTO, School Advisory Council meetings) and through newsletter and flyers sent home throughout the year; 3) Reports are translated into Spanish and/or other languages, as needed.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Family and parent information, academic progress reports, and opportunities to become involved, as well as to offer input are offered to all families throughout the year. Eastside Elementary will offer the following activities to all families: Meet the Teacher, Title 1 Annual Meetings, school-wide Parent-Student compact conferences, Volunteer Orientation, parent workshops and trainings, and School Advisory Council (SAC) meetings. These activities are offered to build rapport with families, collect input and feedback from families, as well as increase student achievement.

Information concerning time, dates, activities, and events will be disseminated through two-way communication systems such as: monthly newsletters, the school marquee, flyers, planners, school/ district websites, social media, Parent Square, and Parent/Teacher/Student Communication folders that are sent to and from school on a daily basis.

Parent and community stakeholders will be encouraged to join SAC and have the opportunity to participate in preparing, reviewing, and approving the Parent and Family Engagement Plan and the School Improvement Plan for Eastside Elementary. At each SAC meeting, families will be given the opportunity to provide input and offer feedback on the improvement of Title 1 programs and how Title 1 funds will be used. The SAC committee will review and report on parent attendance and evaluation for all activities at scheduled SAC meetings.

All Eastside Elementary families will be given a survey at least once per year seeking input on Title 1 programs and ways to improve parent and family involvement, including activities, training, and materials needed to help their child. The School Advisory Council reviews, discusses, and outlines the findings of the parent survey.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Eastside will provide paraprofessionals for each grade level to expand the number and frequency of small group instruction. We will also conduct data days quarterly to monitor and analyze data.

Our 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.

Progress Monitoring will be implemented to help support individualized instruction for all students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The development of this plan is coordinated with other programs funded under ESSA, as follows:

1. Title I, Part A, Title II, Part A and Title V funds collaborate to provide professional development opportunities to assist teachers in Title I schools in developing skills needed to work with students to improve academic achievement among all subgroups.

2. Title I, Part A, Title II, Part A, Title V, Part B and state funds collaborate to provide instructional coaches that provide embedded professional development, intensive coaching cycle, modeling of best practices and instructional resources to teachers.

3. Title I and Title IX collaborate to provide needed services and materials for homeless students;

4. Title I and ESE collaborate to avoid duplication of services provided by Title I and IDEA, as well as to maximize resources.

5. Title I, Part A and Title II, Part A collaborate with professional development.

6. Title V and Title I collaborate with technology/software purchases.

7. State and Local funds are used to support the instructional program in all core content areas.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The social-emotional needs of our students are being met in a variety of methods. Teachers and staff maintain a close and open relationship with the guidance counselor where they can refer students for counseling, share concerns, and schedule meetings. The behavior interventionist will deliver The Child Safety Matters Curriculum to all students in grades K-5. Eastside also provides a mentor program for our students. Students are mentored by faculty and staff throughout the year to help ward off any possible behavior problems. Lastly, teachers choose students throughout the year for Tiger of the Month and Tiger of the Week to reinforce positive behavior.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Eastside implements a school wide behavioral system. Each grade level uses a Tiger Paw sheet to keep track of students' behavior. If students do not lose a Tiger Paw during the day, they receive a Tiger Paw Stamp at the end of the day. Students can earn up to five paws a week for perfect behavior. At the end of the 9 weeks, students can use their Tiger Paws for reward parties, pizza with the principal, extra recess, etc... Teachers also communicate student behavior through student planners and / or parent square.

Eastside implements the use of the MTSS Tiered System for addressing more problematic behaviors. Data collection occurs through various modalities. Data collected using the Tiger Paw Sheet and ABC logs is then used to determine if T2 is necessary to help change the behavior. In the event that behavior becomes even more problematic during the Tier 2 process, then it may be necessary to write an FBA/BIP.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The school provides professional learning for instructional and administrative leaders to support adult learning. The use of Instructional Coaches to provide job-embedded professional learning to all paraprofessionals, other school personnel, and teachers regardless of where each teacher's skill level resides on the mastery spectrum. The Professional Learning activities provide consistency and understanding of instructional methodology, high-impact instructional strategies, data analysis of student performance assessment outcomes, and other professional learning activities that are focused on the learning needs of students that are unique to the school.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The school provides a Kindergarten Orientation Night/Kindergarten Roundup in June where parents have an opportunity to get to know the school, meet school-based administrators, and teachers as well as receive supply lists and receive information about Kindergarten, register for Kindergarten, Child Find is employed and in some situations, vision and hearing screenings occur. Parents receive materials and supplies to work with their children over the summer to help prepare them for the rigors of Kindergarten. Kindergarten students have a a modified schedule for students during the first week of school. The first two days of school, the students only attend for a half-day to help the child transition into a full day of formalized education. Prior to the first day of school, the teachers conduct one on one conferences with each parent and child in order for the teacher to discuss academic standards expectations and gather information about the student. During the meeting, the parent is provided ample opportunities to ask questions to help the child acclimate to the new learning environment. This type of meeting and student schedule significantly enhances the transition into school and lowers the student's anxiety level.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				$12,965.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0081 - Eastside Elementary School	Title, I Part A		$3,295.00

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			Notes: Reflex Math			
	5100	369	0081 - Eastside Elementary School	Title, I Part A		$2,200.00
			Notes: Renal Copy Machine			
	5100	510	0081 - Eastside Elementary School	Title, I Part A		$3,738.05
			Notes: Supplemental Instructional Materials			
	5100	519	0081 - Eastside Elementary School	Title, I Part A		$1,800.00
			Notes: Technology Related - Materials and Supplies			
	5100	510	0081 - Eastside Elementary School	Title, I Part A		$1,932.45
			Notes: Wordly Wise			
2	**III.B.**	**Area of Focus: Instructional Practice: Science**				**$4,550.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0081 - Eastside Elementary School	Title, I Part A		$3,800.00
			Notes: Flocabulary			
	5100	369	0081 - Eastside Elementary School	Title, I Part A		$750.00
			Notes: Generation Genius			
3	**III.B.**	**Area of Focus: Positive Culture and Environment: Other**				**$14,955.44**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	510	0081 - Eastside Elementary School	Title, I Part A		$14,855.44
			Notes: Materials and Supplies			
	6150	369	0081 - Eastside Elementary School	Title, I Part A		$100.00
			Notes: 1-year subscription software for All Pro Dads			
					Total:	**$32,470.94**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No