

Hendry County Schools

Eastside Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Eastside Elementary School

201 ARROYO AVE, Clewiston, FL 33440

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

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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Gibson, Denise	Principal	
Mann, Kristin	Assistant Principal	
Mitchell, Tammy	Instructional Coach	
Reis, Trisha	Instructional Coach	
Irey, Sherry	Teacher, PreK	
Bravo Pardo, Ytxia	Teacher, K-12	
Balon, Nicole	Teacher, K-12	
Arrindell, Stephanie	Teacher, K-12	
Flores, Jose	Teacher, K-12	

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.

The Eastside Leadership team reviews data and creates goals for the next school year that address the needs of the school.

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))

The SIP will be monitored for effective implementation each quarter during Eastside Leadership Team meetings. The Leadership Team will disaggregate data from iReady Diagnostics, FAST Progress monitoring and curriculum assessments. Revisions will be made to address trends 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	85%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
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) English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 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	42	35	18	25	26	16	0	0	0	162	
One or more suspensions	2	1	1	2	10	3	0	0	0	19	
Course failure in English Language Arts (ELA)	2	11	5	14	3	4	0	0	0	39	
Course failure in Math	2	4	1	9	7	5	0	0	0	28	
Level 1 on statewide ELA assessment	0	0	0	21	28	11	0	0	0	60	
Level 1 on statewide Math assessment	0	0	0	3	27	15	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	1	5	19	14	0	0	0	54	

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	2	5	8	4	12	14	0	0	0	45

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	1	2	0	3	3	1	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0		
One or more suspensions	1	5	2	7	4	16	0	0	0	35	
Course failure in ELA	0	6	11	7	4	8	0	0	0	36	
Course failure in Math	0	4	1	5	4	12	0	0	0	26	
Level 1 on statewide ELA assessment	0	0	0	8	19	22	0	0	0	49	
Level 1 on statewide Math assessment	0	0	0	8	25	22	0	0	0	55	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	4	4	0	0	0	8	

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	5	1	5	6	21	0	0	0	38

The number of students identified retained:

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

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	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	5	2	7	4	16	0	0	0	35
Course failure in ELA	0	6	11	7	4	8	0	0	0	36
Course failure in Math	0	4	1	5	4	12	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	8	19	22	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	8	25	22	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	4	4	0	0	0	8

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	5	1	5	6	21	0	0	0	38

The number of students identified retained:

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

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*	50	42	53	41	46	56	42		
ELA Learning Gains				59			42		
ELA Lowest 25th Percentile				57			35		
Math Achievement*	63	50	59	48	49	50	48		
Math Learning Gains				63			63		
Math Lowest 25th Percentile				54			42		
Science Achievement*	65	43	54	38	53	59	40		
Social Studies Achievement*					61	64			
Middle School Acceleration					59	52			
Graduation Rate					40	50			
College and Career Acceleration						80			
ELP Progress	51	53	59	66			42		

* 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	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	278
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	426
Total Components for the Federal Index	8
Percent Tested	99
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	25	Yes	1	1
ELL	40	Yes	1	
AMI				
ASN				
BLK	52			
HSP	56			
MUL				
PAC				
WHT	47			
FRL	52			

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	46			
ELL	53			
AMI				
ASN				
BLK	39	Yes	1	
HSP	61			

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%
MUL				
PAC				
WHT	51			
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	50			63			65					51
SWD	20			46							3	
ELL	33			48			35				5	51
AMI												
ASN												
BLK	48			62			45				4	
HSP	51			64			67				5	52
MUL												
PAC												
WHT	41			53							2	
FRL	49			61			56				5	48

2021-22 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	41	59	57	48	63	54	38					66
SWD	31	71	70	31	65		10					
ELL	35	67		38	64		47					66
AMI												
ASN												

2021-22 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 2020-21	C & C Accel 2020-21	ELP Progress
BLK	30	47	45	38	46	53	11					
HSP	47	65	69	52	72	64	52					66
MUL												
PAC												
WHT	35	55		50	64							
FRL	40	59	56	42	59	54	32					63

2020-21 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	42	42	35	48	63	42	40					42
SWD	19			24								42
ELL	40	50		55	69		44					42
AMI												
ASN												
BLK	27	37		30	55		21					
HSP	46	43	42	57	69		51					40
MUL												
PAC												
WHT	58	55		60	64		50					
FRL	36	38	32	43	62	39	35					38

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	69%	41%	28%	54%	15%
04	2023 - Spring	43%	43%	0%	58%	-15%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	36%	6%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	54%	37%	17%	59%	-5%
04	2023 - Spring	70%	45%	25%	61%	9%
05	2023 - Spring	73%	35%	38%	55%	18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	65%	31%	34%	51%	14%

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.

Eastside lowest component was ELA with a proficiency of 51%. This is an increase of 10 percent from the 2021-2022 school year. While the data shows an overall increase in ELA proficiency for the school, 3rd grade proficiency was 42%(+7% from 2022), 4th grade proficiency was 42%(-2% from 2022).

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

All components showed an increase from the previous year, ELA +10%, Math +18% and Science +27%.

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.

Eastside 4th grade reading earned a 42 % proficient, 15% lower than the state average of 57%. Many students in this cohort were still suffering from gaps in foundational reading skills as a result of the COVID years.

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

Eastside experienced growth in all components, the greatest growth was seen in Science Achievement. Science proficiency grew from a 38% to a 65% in the 2023-2024 school year. Much of this growth can be

contributed to high expectations, relationship building and implementation of an after-school Science Program.

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

Potential areas for concern regarding EWS include:

The number of students with attendance below 90% is very concerning.

The number of students scoring a Level 1 in ELA FAST Assessments in grades 3 and 4.

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

1. Increase overall Reading Proficiency in grades 3,4, and 5.
2. Increase Foundational Reading Skills Mastery in grades K to 3.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**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 May 2023 FAST results, Eastside Elementary's overall ELA proficiency was 51%. This is 6% lower than the state average of 57%. Data analysis and classroom walkthrough's have identified schoolwide trends and areas in need of improvement. Increased effectiveness in foundational reading skills instruction will increase reading fluency and independent reading. Continuous improvement in instructional practice, lesson alignment to standards and comprehension strategies instruction will increase student mastery of the standards and overall reading proficiency.

Measurable Outcome:

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

By January of 2024, 60% of teachers will meet the 2 goal criteria during leadership team walkthroughs to achieve the outcomes listed below for students.

By April of 2024, 90% of teachers will meet the 2 goal criteria during leadership team walkthroughs to achieve the outcomes listed below for students.

By January 2024, 40% of students will score at or above proficiency level on common assessments.

By March 2024, 55% of students will score at or above proficiency level on common assessments.

Teachers of grades K, 1, 2,3,4 and 5 will participate in at least eight grade-level facilitated, collaborative planning sessions.

Monitoring:

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

Action steps will be monitored with teacher walkthrough effectiveness. During administration walkthroughs, teachers will meet the 2 goal criteria:

1. Standard/Target/Activity Alignment
 2. Implementation of Targeted PLC Strategy
- at least 80 % of the time.

Person responsible for monitoring outcome:

Denise Gibson (gibsond@hendry-schools.net)

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.)

Weekly Professional Learning Communities will be implemented to examine data, plan instruction and assess instructional response and student progress. Implementation of this strategy will increase alignment of resources and standards, ensure monitoring of student progress, provide teacher collaboration and increase student success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

An increase in teacher effectiveness will increase learning and mastery of standards. Professional Learning Communities and collaborative planning session insure that instruction is well-planned, aligned to the intended rigor of the standard and supports less experienced teachers to provide consistency among grade levels.

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. Monthly grade-level facilitated, collaborative planning sessions to align standards, daily targets, questioning, lesson activities and formative assessments using a planning protocol.
2. Teachers and admin meet monthly for progress/data checks for lower quartile students.
3. Implementation of explicit foundational reading skills program, UFLI Foundations in kindergarten through grade 2.
4. Weekly PLC's reviewing data, identifying trends and providing professional development to address trends and needs.
5. Weekly classroom walkthroughs providing feedback on targeted focus areas.
6. Instructional coaches plan and model with grade groups.
7. Instructional coaches provide monthly PLC's on highly effective teaching strategies.
8. Additional small group interventions provided to students outside of the ELA block, based on Progress monitoring.
9. Admin and Leads head up 1 grade level as the General Manager to direct and guide.
10. General Managers and admin meet weekly to discuss needs and problem solve.

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

By When: Continuous through May 2024

#2. 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's African American students scored below other sub groups in ELA proficiency. Only 30% of African American students were proficient in ELA.

Measurable Outcome:

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

At least 45% of African American students in grades 3,4, and 5 will score proficient in ELA as measured by the FAST Test.

Monitoring:

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

Data from iReady Diagnostic 1 and 2 and FAST PM1 and PM2 will be used to monitor progress of African American students.

Person responsible for monitoring outcome:

Denise Gibson (gibsond@hendry-schools.net)

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.)

African American students in the bottom quartile will be assigned a mentor(coach). Coaches will check in with these students daily, monitor weekly goal success and grades. Coaches will act as mentors to support positive school environment and motivate students to stay engaged.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Many of our academically challenged African American students do not have a positive environment that supports educational success. These students often become less engaged with learning and school success. By providing a system of checks and balances from a positive, affirming adult encourages students to put forth more effort and achieve greater outcomes.

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. Identify African American students in the lower quartile in 3rd, 4th and 5th grade.
2. Assign mentors to identified students.
3. Mentors check in with and monitor students daily and complete weekly check in cards regarding student achievement.
4. MTSS Coordinator and admin will monitor student progress and growth using iReady Diagnostic 1 and 2 and FAST PM 1 and PM2 Data.

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

By When: April 2024*No description entered***Person Responsible:** [no one identified]**By When:**

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Implementation of UFLI Foundations, an explicit foundational reading skills program for Kindergarten through second grade. Implementation of a reading block with a focus on foundational reading skills in the early grades ensure students are successfully reading independently when leaving second grade.

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

1. Identify students with gaps in foundational reading skills and providing interventions using an explicit foundational reading skills. Appropriate interventions will decrease foundational skill gaps and increase independent reading.
2. Monthly grade-level facilitated planning sessions to align standards, daily targets, questioning, lesson activities and formative assessments. 2023 FAST data indicated that 58% of third graders and 58% of fourth graders were not proficient in ELA.

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 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 Measurable Outcomes

60% of Eastside students in grades Kindergarten through second grade will be proficient on Progress Monitoring 3 in May 2024.

Grades 3-5 Measurable Outcomes

65% of Eastside students in grades three through five will be proficient on Progress Monitoring 3 in May 2024.

Monitoring

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 impact student achievement outcomes.

Students will be monitored using FAST PM1 and PM2, iReady Diagnostics and Dibels (K-2).

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Gibson, Denise, gibsond@hendry-schools.net

Evidence-based Practices/Programs

Description:

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. §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?

UFLI Foundations meets Florida's definition of a strong evidence-based program, it aligns with the district's K - 12 Comprehensive Reading Plan and to the BEST ELA Standards.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

UFLI Foundations will be used for explicit foundational reading instruction in grades kindergarten through second grade. As students continue to receive explicit instruction in foundational reading skills, they will develop into proficient readers. Students will be monitored and interventions will be provided, as needed. As students receive explicit instruction in foundational reading skills, they will develop into proficient readers.

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
Administration and instructional coaches together with classroom teachers, analyze data, identify student needs in each grade level and develop intervention groups for students	Gibson, Denise, gibsond@hendry-schools.net

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.

Eastside's SIP is presented to parents and other stakeholders at our Title I Parent Night and also at a School Advisory Meeting. The plan is also available on the CIMS website and links are provided to parents via our Website and Facebook page.

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))

The school provides multiple opportunities to engage with parents, families and all stakeholders. Eastside strives to create a welcoming and inclusive environment for all. It is our intention and goal to ensure that stakeholders, including parents are part of the decision making process. We constantly try to increase communication and ensure that information is readily available to all stakeholders.

We host multiple evening events and activities for students, parents and community stakeholders.

Our school Facebook page is constantly updated with important information, announcements and event reminders. All information sent home is given in English and Spanish. Translators are provided for evening events and meetings held on campus. Monthly calendars are sent home and shared on Facebook and Class Dojo.

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))

Continuous improvement in instructional practice, lesson alignment to standards and comprehension strategies instruction will increase student mastery of the standards and overall reading proficiency.

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))

N/A

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 school offers Mental Health services to any student that requests counseling or is identified as in need of Mental Health services or consult. Parents can sign permission for students to receive Mental Health Services provided by the school district.

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).

Students with Behavioral concerns are referred to the MTSS Team for review to determine if the student is in need of Tier 2 Behavioral services. If the student needs additional support a plan is created and data is collected regarding the student response to provided interventions.

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))

Weekly Professional Learning Communities will be implemented to examine data, plan instruction and assess instructional response and student progress. Implementation of this strategy will increase alignment of resources and standards, ensure monitoring of student progress, provide teacher collaboration and increase student success.

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 invites local early childhood programs to bring students to the school for Kindergarten Roundup and welcome day. This gives students the opportunity to visit the school and prepare for the transition.