

Polk County Public Schools

Eastside Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Eastside Elementary School

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<http://schools.polk-fl.net/ee>

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.

“To foster student ownership, creative thinking, and positive communication while learning from mistakes, so we can be successful in life.”

Provide the school's vision statement.

Eastside Elementary School is committed to providing high-quality education for all students. We are committed to instilling students with skills and experiences that will enable them to reach their fullest potential while building on their strengths to prepare students to be successful in life.

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
Munoz, Elizabeth	Principal	<ul style="list-style-type: none"> *Oversee and facilitate instructional staff and professional development of staff including paraprofessionals. *Demonstrate that student learning is the top priority through effective leadership actions that build and support a learning organization focused on student success. *Collaborate with School Based Leadership Team. *Collaborate with staff during collaborative planning sessions. *Ensure standards-based rigorous instruction is provided to students. *Employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data. *Generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Wilson, Amber	Assistant Principal	<ul style="list-style-type: none"> *Oversee and facilitate instructional staff and professional development of staff including paraprofessionals. *Demonstrate that student learning is the top priority through effective leadership actions that build and support a learning organization focused on student success. *Collaborate with School Based Leadership Team. *Collaborate with staff during collaborative planning sessions. *Ensure standards-based rigorous instruction is provided to students. *Employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data. *Generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Rogers, Kellie	Science Coach	<ul style="list-style-type: none"> *Assist teachers in analyzing school, class, and individual student data to determine needs in Science. * Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. * Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. * Provide classroom support by observing, modeling, co-teaching, and providing specific feedback. * Provide support for school-based professional development to build the school's training capacity. * Support and participate school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work.
Miranda, Zachira	Math Coach	<ul style="list-style-type: none"> *Assist teachers in analyzing school, class, and individual student data to determine needs in Math. * Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.

Name	Position Title	Job Duties and Responsibilities
Clabough, Alexah	Reading Coach	<ul style="list-style-type: none"> * Assist content area teachers in Math planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. * Provide classroom support by observing, modeling, co-teaching, and providing specific feedback. * Provide support for school-based professional development to build the school's training capacity. * Support and participate school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. <ul style="list-style-type: none"> * Assist teachers in analyzing school, class, and individual student data to determine needs in the content area. * Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. * Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. * Provide classroom support by observing, modeling, co-teaching, and providing specific feedback. * Provide support for school-based professional development to build the school's training capacity. * Support and participate school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work.

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.

Involving stakeholders is a key focus for Eastside as we collaborate with our community members, families, and businesses to gain valuable insight on our needs and create better solutions to support our students. First, we identified our stakeholders and what their roles are, needs, and preferences are to support the school. They assist us analyze and prioritize the interest and impact we can make in children's live. We worked with stakeholders through constant communication of school needs and plans for improvement including hosting stakeholders from the community and families at school events. In addition, we worked closely with partnering businesses and community leaders in order to develop the plan for improving school culture and setting a positive learning environment. We also use channels such as emails, social media, meetings, surveys, and workshops to communicated with our stakeholders and solicit their feedback.

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 leadership team will meet weekly to monitor the achievement of students in ELA, math, and science to include data chats. During leadership meetings we will analyze current data including the ESSA subgroups and hold constructive discussions on student needs and implementation of strategies to drive achievement. By monitoring the fidelity of instruction, gathering teacher input, and stakeholder collaboration, and use of current data to determine strengths and deficiencies, the leadership team will make revisions to the plan to address these areas.

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	94%
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: D 2018-19: D 2017-18: C
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	52	65	44	80	0	0	0	0	0	241
One or more suspensions	7	7	2	18	4	16	0	0	0	54
Course failure in English Language Arts (ELA)	10	19	25	55	6	19	0	0	0	134
Course failure in Math	12	15	14	34	7	22	0	0	0	104
Level 1 on statewide ELA assessment	10	76	62	80	23	45	0	0	0	296
Level 1 on statewide Math assessment	88	88	61	78	20	39	0	0	0	374
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	76	62	80	23	45	0	0	0	296

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	15	17	39	5	9	0	0	0	95

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	2	8	1	31	0	0	0	0	0	42
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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	16	12	15	15	21	18	0	0	0	97
One or more suspensions	3	4	10	2	13	11	0	0	0	43
Course failure in ELA	2	0	2	7	2	2	0	0	0	15
Course failure in Math	0	0	0	0	1	7	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	0	42	48	0	0	0	90
Level 1 on statewide Math assessment	0	0	0	0	39	44	0	0	0	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	52	37	72	57	45	49	0	0	0	312

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	11	7	22	17	24	26	0	0	0	107

The number of students identified retained:

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

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	16	12	15	15	21	18	0	0	0	97
One or more suspensions	3	4	10	2	13	11	0	0	0	43
Course failure in ELA	2	0	2	7	2	2	0	0	0	15
Course failure in Math	0	0	0	0	1	7	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	0	42	48	0	0	0	90
Level 1 on statewide Math assessment	0	0	0	0	39	44	0	0	0	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	52	37	72	57	45	49	0	0	0	312

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	11	7	22	17	24	26	0	0	0	107

The number of students identified retained:

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

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*	32	45	53	37	47	56	31		
ELA Learning Gains				50			41		
ELA Lowest 25th Percentile				28			59		
Math Achievement*	43	49	59	45	42	50	35		
Math Learning Gains				66			46		
Math Lowest 25th Percentile				58			46		
Science Achievement*	39	41	54	29	49	59	19		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	49	54	59	57			52		

** 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	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	185
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	370
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	10	Yes	4	2
ELL	39	Yes	1	
AMI				
ASN				
BLK	24	Yes	1	1
HSP	40	Yes	1	
MUL				
PAC				
WHT	52			
FRL	34	Yes	1	

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	31	Yes	3	1
ELL	45			
AMI				
ASN				
BLK	46			
HSP	47			
MUL				
PAC				
WHT	53			
FRL	48			

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	32			43			39					49
SWD	9			16			0				5	21
ELL	36			45			43				5	49
AMI												
ASN												
BLK	20			34			19				5	31
HSP	35			45			44				5	50
MUL												
PAC												
WHT	53			50							2	
FRL	28			40			37				5	45

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	37	50	28	45	66	58	29					57
SWD	7	35	36	17	60	62	0					33
ELL	36	49	30	47	66	56	17					57
AMI												
ASN												
BLK	27	41		30	56	80	42					47
HSP	38	52	31	49	69	54	25					58
MUL												
PAC												
WHT	56			50								
FRL	38	50	30	45	66	63	31					58

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	31	41	59	35	46	46	19					52
SWD	10	25		10	20		0					45
ELL	34	46	62	39	56	44	23					52
AMI												
ASN												
BLK	26	37		23	35		12					44
HSP	33	45	65	39	53	47	21					53
MUL												
PAC												
WHT	29			38								
FRL	29	38	63	33	40	45	18					55

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	35%	43%	-8%	54%	-19%
04	2023 - Spring	47%	53%	-6%	58%	-11%
03	2023 - Spring	20%	42%	-22%	50%	-30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	29%	51%	-22%	59%	-30%
04	2023 - Spring	61%	56%	5%	61%	0%
05	2023 - Spring	45%	44%	1%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	37%	39%	-2%	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.

- The lowest data component was ELA.
 Contributing factors:
- *New challenges with implementation of BEST standards and learning arc
 - *Continuous testing leading to student testing fatigue
 - *Identifying rigorous tasks or tasks that were fully aligned to the standard
 - *Full comprehension of vocabulary within the standard
 - *Putting all retained students into two classrooms
 - *Need for additional coaching cycles to support teachers and students
 - *Tiering of teachers to support individual instructional needs

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

- ELA
- *New challenges with implementation of BEST standards and learning arc
 - *Identifying rigorous tasks or tasks that were fully aligned to the standard
 - *Full comprehension of vocabulary within the standard

- *Putting all retained students into two classrooms
- *Need for additional coaching cycles to support teachers and students
- *Tiering of teachers to support individual instructional needs
- *Testing fatigue due to the number of tests students were taking

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.

ELA

- *New challenges with implementation of BEST standards and learning arc
- *Identifying rigorous tasks or tasks that were fully aligned to the standard
- *Full comprehension of vocabulary within the standard
- *Putting all retained students into two classrooms
- *Need for additional coaching cycles to support teachers and students
- *Tiering of teachers to support individual instructional needs
- *Testing fatigue due to the number of tests students were taking

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

Science

- *Implementation of science labs for hands on learning experiences with an emphasis on vocabulary
- *Gathering 3 years data, determined Nature of Science was our lowest component, so spiral reviews were created and used in class every week
- *Provided additional resources
- *Legends of Learning
- *YouTube resources

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

1. Attendance

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

1. ELA proficiency
2. Attendance
3. Increasing scale score of ESE students
4. Maintaining and moving forward of math and science

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System**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.

Data determined that there is a high number of students who were absent 10% or more during the school year. Our team will work in collaboration with students, families, and stakeholders to create initiatives to improve student attendance.

Measurable Outcome:

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

Student attendance will increase by a minimum of +1% in comparison with last year.

Monitoring:

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

The leadership team will work in collaboration with the attendance manager and guidance counselors in order to track student attendance, ensure attendance letters are sent to families, follow up on attendance initiatives and meetings, and proceed forward for students who need additional supports.

Person responsible for monitoring outcome:

Amber Wilson (amber.wilson@polk-fl.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.)

- *Daily monitoring of attendance for all students
- *Tracking of data to determine students with high attendance rates
- *Letters to inform families of attendance concerns
- *Meetings with school personnel and families to address barriers to students attending school and supports to assist with hardships

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- *These strategies align with the district protocols concerning student attendance
- *Focus on building collaborative relationship between the school and families
- *Ensures that communication is open and consistent and that all student situations are viewed and handled to suit their individual needs

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.

Daily attendance tracking through homeroom classrooms to be completed no later than 8:15am. Accurate records of tardies updated daily by attendance manager.

Person Responsible: Amber Wilson (amber.wilson@polk-fl.net)

By When: Wilson will follow up daily with Attendance Manager to ensure teachers have input attendance.

Attendance manager must send 5 day and 10 day letters sent to families concerning attendance.

Person Responsible: Amber Wilson (amber.wilson@polk-fl.net)

By When: Weekly as letters populate. Each week the attendance manager will need to run report and print letters to be sent home.

Monthly attendance meetings to be scheduled by the attendance manager and to be run by school guidance counselors. Any student with 10 day letter must have an attendance meeting.

Person Responsible: Amber Wilson (amber.wilson@polk-fl.net)

By When: Each month attendance meetings should occur.

Referral to SSW for continued absences following attendance meeting. If attendance has not improved, the attendance manager should notify administration/guidance and this should be referred to SSW and/or truancy team.

Person Responsible: Amber Wilson (amber.wilson@polk-fl.net)

By When: Continuous

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

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.

Data from FAST math shows 45% proficiency for students grades 3-5 showing a need for continuous improvement of standards-aligned instruction.

Data from district assessments shows students grades K-2 were 3% proficient in math showing a need for standards-aligned instruction.

Measurable Outcome:

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

District data will show a minimum of +1% proficiency increase for all grades as well as 10% of the students just below the proficiency line becoming proficient.

Monitoring:

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

Progress monitoring data offered by district level assessment platforms will be used to ensure students are mastering math benchmarks being taught after planning is properly implemented.

Person responsible for monitoring outcome:

Elizabeth Munoz (elizabeth.munoz@polk-fl.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.)

1. Monitoring students engaging in equivalent experiences aligned to state expectations using SWT.
2. Engage teachers in standards-based planning protocol using the Learning Arc Framework.
3. Implementation of Number Worlds to support student growth.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

*These strategies were chosen because they align with the district strategic plan and incorporate district initiatives to support student success.

*Facilitates equivalent learning to support success of all students.

*Incorporates collaboration within grade levels between teachers, administration, and coaches to ensure instructional practices are aligned to standards and that we are reaching the full depth of standards while providing students with rigorous learning opportunities and equivalent experiences.

*Ensures alignment and consistent instruction in all classrooms as determined by data collected by using SWT.

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.

Starting in August, teacher will meet weekly and collaborate to create standards-aligned lesson plans including specific strategies to ensure equivalent learning experiences.

Person Responsible: Zachira Miranda (zachira.miranda@polk-fl.net)

By When: Weekly and ongoing throughout the school year.

Coaching cycles with fidelity to support content area teachers in planning instruction and assessments to ensure alignment to benchmarks and that they reach the depth of the standards.

Person Responsible: Zachira Miranda (zachira.miranda@polk-fl.net)

By When: Starting August and ongoing weekly throughout the school year.

Leadership will consistently visit classrooms in order to monitor instruction and the alignment to the standards as well as the target-task alignment. In order to monitor this, administration will walk classrooms daily and utilize the SWT. Leadership team will complete calibration walks to ensure expectations and criteria being observed is consistent between administrators and does not vary from classroom to classroom.

Person Responsible: Elizabeth Munoz (elizabeth.munoz@polk-fl.net)

By When: August through May ongoing

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).

- Title I/UniSIG Comprehensive Needs Assessment (CNA)
- Data Com
- Summer Leadership Academy/Retreat
- School Improvement Plan Meetings/Trainings
- PURE Process
- Regional and Office of School Transformation review SIP plans

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

According to the STAR Reading/EL Assessments, only 30% of our student population in grades K-2 were proficient in literacy for the 2023 school year. We will provide PLC's on Marzano's 6 step Vocabulary and Marzano's summarization best practices to increase academic achievement. This will include creating a systematic weekly monitoring of data, weekly classroom walks with immediate feedback provided to teachers, and continuous meetings with the leadership team and staff to discuss our progress toward our academic goals. Students will increase the overall proficiency by 1% by the end of the school year.

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

According to the FAST ELA Assessment, only 33% of our student population in grades 3-5 were proficient in literacy for the 2023 school year. We will provide PLC's on Marzano's 6 step Vocabulary and Marzano's summarization best practices to increase academic achievement. This will include creating a systematic weekly monitoring of data, weekly classroom walks with immediate feedback provided to teachers, and continuous meetings with the leadership team and staff to discuss our progress toward our academic goals. Students will increase the overall proficiency by 1% by the end of the school year.

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

ELA progress monitoring data will show continuous improvement for all ESSA subgroups, with an overall proficiency of 1% by the end of the year.

Grades 3-5 Measurable Outcomes

ELA progress monitoring data will show continuous improvement for all ESSA subgroups, with an overall proficiency of 1% by the end of the year.

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.

Monitoring will occur during directed PLC dates. Data and conversations will help determine if "real time" adjustments are being made to move instruction toward partials or full mastery of the standards. This will include the use of the Corrective Reading program.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Munoz, Elizabeth, elizabeth.munoz@polk-fl.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?

In order to assist in improving our collaborative planning, we will be using several resources and methods to evaluate and continuously improve this strategy.

Professional Development to target instructional practices including:

- Corrective Reading
- Analyzing Student learning PD
- Write Score training
- Marzano's 6 Step Vocabulary
- Marzano's Summarization
- Marzano's 9 Effective Instructional Strategies
- Learning Arc Framework
- PD on an Effective Monitoring tool
- Data Chats students/staff

Classroom walkthroughs to provide immediate feedback to teachers on instructional practices and alignment to the standards.

Data analysis to address instructional needs and practices that may need to be adjusted based on student and school needs. Corrective reading will be used school-wide to support students.

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?

Corrective Reading is a program that is designed to address our areas of need and proven to support student reading improvement. It is in alignment with the district plan and will be used and monitored with fidelity.

Marzano's 9 Effective Instructional Strategies, Academic Vocabulary, and Summarization is research-based with clear strategies to improve student achievements. This assists our students who need support with academic vocabulary, key ideas/details, and enhances summarization.

Learning Arc Framework facilitates best practice when planning for instruction and allows planning for equivalent learning experiences.

Write Score assists with deficiencies in writing and supports reading/knowledge of craft and structure.

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
Training and implementation of Corrective Reading program.	Clabough, Alexah , alexah.clabough@polk-fl.net
PD in Learning Arc Framework *Teachers will receive training from school leadership on how to use the Learning Arc Framework and use this to improve instructional planning and collaborative discussions to drive instruction.	Clabough, Alexah , alexah.clabough@polk-fl.net
PD on Marzano's Vocabulary, Instructional Strategies, and Summarization continuing from the professional development we started in the 21-22 school year. Teachers will focus on adding summarization into the instructional process to enhance student learning.	Clabough, Alexah , alexah.clabough@polk-fl.net
Training on Write Score and how to use it to address student needs to drive student growth in ELA with a focus on key ideas and details to address school-wide deficiencies.	Clabough, Alexah , alexah.clabough@polk-fl.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.

The methods to disseminate the SIP and SWP in English/Spanish/Haitian Creole are as follows:
 Eastside/District Webpage: <https://eastside.polkschoolsfl.com>
 PEN Notebook
 Parent/Family/Community Input Meetings
 Title 1 Annual Meeting
 SAC Meetings held Quarterly

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))

Eastside Title I: https://eastside.polkschoolsfl.com/school_info/title_i

Eastside will build positive relationships with parents, families and other community stakeholders fulfilling our mission through the following means:
 Building Capacity Events (ESOL, Reading, Math, and Science Nights)
 Staff Capacity Building Professional Development (Teacher Engagement Program)

Conferencing (Quarterly)
family/school relationship (Communication through the agenda)
Family/Community Input
Data Chats/Conferences with students and their families.
Webpage
Title 1 Annual Meeting
Preventing Barriers that would restrict attendance.

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 plans to strengthen the academic program through the following:
Supplemental Staff (academic coaches, interventionists, paraprofessionals)
Supplemental Resources
Professional Development (Learning ARC)
Corrective Reading
Number Worlds
Collaborative Planning weekly
Non-Title I initiatives:
MTSS – Tier Support for 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))

- Data Com is used as a comprehensive analysis of school data and performance including analysis of ESSA subgroup performance, areas of focus, and action steps.
- School Improvement Planning Trainings coordinate with the district transformation department and initiatives in order to support students learning, focus on closing achievement gaps, and create equitable experiences.
- Regional (area) Meetings are critical to ensure the school is following all district initiatives and maintaining protocols in programs and initiatives including programs to support students learning in all ESSA subgroups, nutrition programs, Head Start, etc.
- Summer Leadership Academy-Strategies to improve school performance.
- Title I Technical Assistance – Use of Funds, PFE Input, Back to School Meeting in order to ensure Title I funding is used appropriately and in a way that will enhance student learning, supporting the specific needs of our school (e.g. reading interventionists to improve ELA data for all subgroups).
- Comprehensive Needs Assessment Technical Assistance
- ESE, Migrant, Early Childhood, Cambridge/IB, Work Force

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))

Eastside follows PCPS protocols involved mental health and support services. We offer a variety of methods to support student growth and skills:
-Individual Counseling for students in need of counseling for a variety of reasons and who have parental

consent

- Group Counseling and social skills to students who are in need of extra supports
 - School Consultations to support individual student needs and ensure all students are able to be successful
 - Drumbeats to cultivate positive coping strategies and cultivate leadership skills
 - Collaboration with community providers – Peace River Center, Watson Clinic Behavioral Health, Sweet Center – in order to offer resources to students/families who are in need of support
 - Winter Haven Hospital
 - Support Groups
 - Grief Support for students/families struggling with a recent loss that is impacting student's mental well-being and daily ability to function in a healthy way
- We will also be using the new BRAVE program in the NE region that will be rolling out in January after staff gets trained.
- Student patrol program to cultivate leadership skills and mentor student leaders on campus

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))

Building Capacity of Events – Transition event

5th grade transition night to showcase opportunities for our 5th grade students when choosing a middle school. Middle schools are invited to inform students about criteria for applying and offer information concerning electives that are offered. We also work with our zoned middle schools to have them visit the campus and assist students in choosing electives for their transition to 6th grade.

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).

- PBIS is used as a behavior supports system school-wide. Students can earn both class rewards and an individual reward (PBIS event attendance). Students who are not meeting behavior expectations complete behavior reflection activities and set goals on how to improve their behavior moving forward.
- MTSS is used in order to support students who are in need of extra interventions both academically and behaviorally. MTSS academic meetings are held regularly and data is collected by classroom teacher in order to determine next action steps to provide students will interventions in order to help them succeed whether that be using more interventions or considering student need for staffing.
- Mental Health Counselors and School Counselors are available to students who are in need of extra supports. There are monthly mental health meetings, threat assessments meetings, and administration ensures that all concerns are communicated between team members to best support student needs.

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))

- Professional Learning Communities to improve instruction and data focusing on the use of the learning arc to improve student learning results and enhance standards based instruction.
- Data Com to analyze school performance and determine next action steps for the school to improve students achievement.
- Collective Bargaining Stipends – Title I, Critical Shortage Area, Highly Effective to provide incentives to retain highly effective teachers and qualified staff members.
- Recruitment and Educator Quality Department - PCPS Culture Ambassador Program in order to

support educators and assist in anything teachers may be struggling with. Teachers success is highly valued and made a priority.

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))

- Early Childhood - <https://polkschoolsfl.com/earlychildhood/>
- Head Start is hosted on our campus and provides a foundational education to assist in the transition from PK to elementary. Head Start assist families who are in financial hardships and works with families to support students.
- VPK (Title I, ESE and non-Title I) supports PK ESE students in developing foundational skills to support success in their transition to elementary school. Students are also monitored and teachers work in collaboration with the ESE facilitator to assist in the transition.
- Kindergarten Round Up is scheduled annually to assist students and families with the registration process and how to make a successful transition into KG.
- Kindergarten Readiness Camps are in place to begin supporting incoming KG students as they prepare for their first year of elementary schooling.

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: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
Total:			\$0.00

Budget Approval

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

No