

Hernando County School District

Eastside Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	21
V. Reading Achievement Initiative for Scholastic Excellence	21
VI. Title I Requirements	25
VII. Budget to Support Areas of Focus	28

Eastside Elementary School

27151 ROPER RD, Brooksville, FL 34602

<https://www.hernandoschools.org/ees>

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.

Like a lunging leopard, we leap into learning. There's no slowing down when you walk through our halls. The energy is contagious. It spills into our community. It lights up the minds of our students and warms the hearts of our parents. We're in this together, turning our diverse population of students into productive citizens of tomorrow. We blend the traditions of the past with instructional strategies of the future. We take on all challenges with the speed and energy of a leopard chasing prey. Getting on board means moving fast, finding a way, and seeing success. That is our history, our method, and our future.

Provide the school's vision statement.

EES Values - Who We Are!

Students First
Relationships Matter
Be Open, Honest and Constructive
Demand EXCELLENCE
Take Intelligent Risks
Have a Growth Mindset

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
Seifried, Victoria	Attendance/ Social Work	Monitor attendance data. Create incentives for students based on attendance. Work with students (behavior groups, social groups, etc).
Benard, Daiquiri	Other	Assessment Coordinator: Organize school wide testing schedule, ensure all testing accommodations are met. Provide Administration with FSA and progress monitoring data as needed. Present data to staff and Leadership Team.
Gorham, Malinda	Instructional Coach	School Based IPC: Provide teachers with training and feedback on instructional practices. Provide teachers with coaching cycles as needed. Accelerated Reader Lead. Organize AR family nights. Participate in classroom walkthroughs with admin to discuss instructional practices. Assist grade level teams in SWAP of common formatives.
Lastra, Mike	Principal	Build master schedule. Walkthroughs, look-fors, and provide feedback. Monitor/analysis plans/data and create action steps/modifications. Facilitate PLC and staff meetings.
Schwartz, Eric	Assistant Principal	Build master schedule. Walkthroughs, look-fors, and provide feedback. Monitor/analysis plans/data and create action steps/modifications. Facilitate PLC and staff meetings.
Vivelo, J	Instructional Coach	School Based IPC: Provide teachers with training and feedback on instructional practices. Provide teachers with coaching cycles as needed. Accelerated Reader Lead. Organize AR family nights. Participate in classroom walkthroughs with admin to discuss instructional practices. Assist grade level teams in SWAP of common formatives.
Kynerd, Jennifer	Other	MTSS Coordinator: Coordinating MTSS duties for entire school. Lead school wide MTSS meetings. Assist teachers in making tiered groups. Present LQ growth data to Leadership team
Frampton, Brandon	Dean	Leading PBIS Behavioral support Work with students (behavior groups, social groups, etc).

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.

School based leadership team and team leaders were involved in creating instructional area of focus. School stakeholders were involved in the revamping of school wide PBIS systems.

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))

SIP will be monitored every quarter, as new data comes in. The school based Leadership Team and SAC will be responsible for monitoring.

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	41%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: A

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	72	51	47	39	47	77	0	0	0	333	
One or more suspensions	10	7	6	19	20	5	0	0	0	67	
Course failure in English Language Arts (ELA)	14	11	8	7	9	8	0	0	0	57	
Course failure in Math	15	11	9	5	8	10	0	0	0	58	
Level 1 on statewide ELA assessment	0	0	0	52	40	21	0	0	0	113	
Level 1 on statewide Math assessment	0	0	0	33	57	31	0	0	0	121	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	31	38	40	34	50	37	0	0	0	230

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	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) As Initially Reported (pre-populated)

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

Indicator	Grade Level	Total
Absent 10% or more days		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on statewide ELA assessment		
Level 1 on statewide Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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

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

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*	40	50	53	33	51	56	32		
ELA Learning Gains				48			39		
ELA Lowest 25th Percentile				40			57		
Math Achievement*	41	54	59	29	52	50	37		
Math Learning Gains				35			44		
Math Lowest 25th Percentile				37			39		
Science Achievement*	56	56	54	31	53	59	41		
Social Studies Achievement*					56	64			
Middle School Acceleration					48	52			
Graduation Rate					44	50			
College and Career Acceleration						80			
ELP Progress	100	71	59	67			64		

** 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)	CSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	271
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	320
Total Components for the Federal Index	8
Percent Tested	97
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	13	Yes	3	2
ELL	49			
AMI				
ASN				
BLK	19	Yes	2	2
HSP	53			
MUL	50			
PAC				
WHT	49			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	41			

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	14	Yes	2	1
ELL	45			
AMI				
ASN				
BLK	25	Yes	1	1
HSP	39	Yes	1	
MUL	34	Yes	1	
PAC				
WHT	41			
FRL	34	Yes	1	

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	40			41			56					100
SWD	16			18			9				4	
ELL	24			24							3	100
AMI												
ASN												
BLK	26			19			23				4	
HSP	32			46			56				5	100
MUL	50			50							2	

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
PAC												
WHT	46			44			65				4	
FRL	38			41			55				4	

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	33	48	40	29	35	37	31					67
SWD	10	20	26	9	15	17	0					
ELL	35	62		25	38							67
AMI												
ASN												
BLK	15	41		11	38	31	15					
HSP	30	48	36	30	26	36	22					80
MUL	31	40		31								
PAC												
WHT	39	50	50	32	38	43	37					
FRL	30	46	41	26	33	35	30					

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	32	39	57	37	44	39	41					64
SWD	7	23		5	9		11					
ELL	31			31								64
AMI												
ASN												
BLK	12	31		14	13		8					
HSP	32	57		42	57							
MUL	27			50								
PAC												
WHT	37	38	60	40	47	46	50					
FRL	30	30	53	34	38	40	28					

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	58%	56%	2%	54%	4%
04	2023 - Spring	37%	52%	-15%	58%	-21%
03	2023 - Spring	31%	50%	-19%	50%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	61%	-16%	59%	-14%
04	2023 - Spring	33%	55%	-22%	61%	-28%
05	2023 - Spring	48%	50%	-2%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	55%	-3%	51%	1%

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.

3rd grade ELA: 32% Proficient.

Two NI/U Teachers in third grade. Students entering third grade had significant gaps in learning from prior years.

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

4th Grade ELA: 36% (-3%) Math: 33% (-4%).

Brand new grade level team. Long term sub in one class for 3/4 of the school year. 3 Teachers in their first year teaching in the United States.

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.

3rd Grade ELA:

Two NI/U Teachers in third grade. Students entering third grade had significant gaps in learning from prior years.

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

5th Grade ELA and Math proficiency: ELA 59% (+26), Math 48% (+26).

Facilitated lesson planning. Hired two HE/E State Vam Teachers.

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

The % of level 1's is still higher than the district and state average.

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

1. Facilitated Planning
2. Administrative Feedback
3. Positive School Culture

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 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.

Our rationale is to focus on Tier 1 standards aligned instruction that will increase student proficiency and mastery of benchmark expectations.

Measurable Outcome:

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

Our goal is to increase overall ELA and Math proficiency by 8%, increasing both to 50%.

Monitoring:

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

Leadership team will perform monthly walk-throughs with template for look-fors that focus on standards-alignment. Administration will use Danielson walk-through tool to measure alignment. iReady diagnostic results will be reviewed by leadership team for on-level proficiency and projected proficiency. Bi Weekly Leadership Team Meetings. Weekly Coaches meetings with admin. Monthly SBLT meetings will be held to analyze upcoming grade level benchmarks.

Person responsible for monitoring outcome:

Mike Lastra (lastra_m@hcsb.k12.fl.us)

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.)

Site-based and district instructional coaches and administration will assist in facilitated planning with grade level teams for the 2023-2024 school year.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Last year's SIP goal contributed to gains in both ELA and Math. EES will continue implement interventions to lead to student proficiency. Consistent standards based planning facilitated by instructional coaches and administration will strengthen standards based teaching that will bring forth an increase in student achievement for both ELA and Math. Resources include district instructional support and planning tools provide from DOE BEST trainings.

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.

Coaches will be responsible for overseeing planning, PLCs, lesson delivery, modeling, etc. District instructional coaches will be providing support on delivery of instruction. Coaches (site based and district) will facilitate weekly PLCs.

Person Responsible: Mike Lastra (lastra_m@hcsb.k12.fl.us)

By When: August 12, 2023

Master schedule was created to ensure consistent planning periods so that staff can facilitate PL on new BEST standards. Master schedule will also include common MTSS block for grade levels.

District: Deliver PL to content teachers around new benchmarks to include benchmark studies with follow up support. Provide support to administration, school-based coaches and teachers.

Admin: Provide for “protected” time for PL to occur. Set expectations for professional learning. Collaborate and communicate.

Coach: Prepare for the PL session and create an agenda of what teachers will need to bring to the PL session. Set PL norms. Value the time of the teachers, using the time productively.

Teacher: Actively participate in PL. Work collaboratively with colleagues and coaches. Grade level planning sessions will happen during school every Tuesday. After school PLCs (after school, paid through UNISIG Grant) will take place.

Person Responsible: Eric Schwartz (schwartz_e@hcsb.k12.fl.us)

By When: July, 2023.

Facilitate benchmark-aligned planning.

District: Provide coaching support and benchmark alignment. Provide support to administrators, school based coaches, and teachers.

Admin: Define roles and responsibilities of team members. Develop planning protocols that clearly outline expectations. Clearly communicate expectations for planning with coaches and teachers. Hold teachers accountable for the planning. Collaborate with coaches before/after each planning.

Coach: Prepare for planning process and send teachers agenda, items, tasks, and other resources in advance for them to complete pre-work. (PLC-after school) During planning, focus on teacher clarity, instructional model,

strategies, questioning and assessments that align to benchmark(s) and will support intended learning. (Planning)

Teacher: Prior to planning, teachers will review benchmarks and curriculum resources to complete pre-work by:

Previewing texts, items, and tasks to identify their purpose, determining key vocabulary, scaffolds, and strategies. Completing benchmark-aligned items and tasks provided by coach. Prepare aligned lessons and student materials for instruction.

Person Responsible: Malinda Gorham (gorham_m@hcsb.k12.fl.us)

By When: August 21, 2023

Delivery of Instruction with benchmark-aligned lessons.

District: District coaches will work with identified teachers and their delivery of instruction when on campus.

Admin: Meet weekly with Core Team (site-based coaches) to discuss walkthrough look for data and teachers in need of support. Along with site-based coaches will identify teachers that need support from district coaches.

Coach: Site and district-based coaches will support the delivery of instruction by providing coaching cycles with teachers, ie: modeling, team teaching, observations, conferencing with teachers, and developing action steps.

Teacher: Instruction based on planning session utilizing appropriate strategies. Scaffolds are embedded when appropriate through differentiation/acceleration. Frequently monitoring student performance through formative checks and adjusting instruction as needed. Engagement strategies are in use. Students are collaborating. Students produced a product or outcome that aligns to rigor of benchmark.

Person Responsible: Malinda Gorham (gorham_m@hcsb.k12.fl.us)

By When: August 14, 2023

Evidence of increased student learning at biweekly Leadership Team meetings while analyzing diagnostics/benchmark assessments. The 1st PLC of each month will be focused on data.

Person Responsible: Eric Schwartz (schwartz_e@hcsb.k12.fl.us)

By When: Leadership Team: September 1, 2023. Data PLC: September 5, 2023.

Lesson plans will be uploaded to TEAMS weekly.

Person Responsible: Eric Schwartz (schwartz_e@hcsb.k12.fl.us)

By When: August 29, 2023

Non evaluative digital walkthrough "look for" form will be created to collect evidence of observed practices in highlighted focus areas.

Person Responsible: Eric Schwartz (schwartz_e@hcsb.k12.fl.us)

By When: September 1, 2023.

Administrative feedback on "look for" forms will be provided to teachers on instructional strategies to improve benchmark aligned instruction. Feedback will be provided digitally through Microsoft forms, in person through administrative conferences, and via monthly SBLT.

Person Responsible: Mike Lastra (lastra_m@hcsb.k12.fl.us)

By When: September 2023.

#2. 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.

For the 2022-23 school year 22% of EES students received one or more ODR. Discipline data shows the need for consistent PBIS Expectations meetings to improve tier 1 behavior. While attendance data has improved, 20% of our student population was below the targeted 90% daily attendance. Student survey data also shows that 31% of students do not feel a sense of belonging at school. This data shows the need to revamp our school-wide PBIS system.

We will be changing our schoolwide PBIS expectations and creating a new House System. A parent focus group was created in 2022-23 to look at the current expectations (PAWS) and it was determined that these expectations do not meet the aligned expectations of families and stakeholders. The new expectations this year will be LEAD (Loyalty, Empathy, Accountability, and Determination). These expectations and the PBIS matrix were voted on by family members and students. Each house in our house system will be named after one of our LEAD expectations. We will also be adding two extra houses; Excellence and Resiliency, spelling out LEADER.

Measurable Outcome:

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

Increasing student attendance: Our goal is to increase the number of students at 90% attendance from 80% to 85%.

Decreasing ODRs: Our goal is to decrease the number of students receiving one or more ODRs from 22% to 15%.

Monitoring:

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

Attendance and discipline data will be analyzed bi weekly at school leadership team meetings. This data will also be shared out at monthly SBLT meetings as well as during teacher/admin data chats.

Person responsible for monitoring outcome:

Victoria Seifried (seifried_v@hcsb.k12.fl.us)

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.)

PBIS

Elementary Assistant position was added through UniSIG funding to provide strong PBIS implementation and coaching to teachers on good classroom management strategies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

With a revamped PBIS program, students and individuals are more likely to succeed when they are taught appropriate behaviors and provided with a supportive environment that reinforces those behaviors.

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.

Rebranding PBIS Expectations from PAWS to LEAD. The rebranding better aligns with school wide behavior expectations and the PBIS Matrix.

Person Responsible: Brandon Frampton (frampton_b@hcsb.k12.fl.us)

By When: July 2023

Stakeholder voting on new PBIS Matrix during open house.

Person Responsible: Brandon Frampton (frampton_b@hcsb.k12.fl.us)

By When: August 10, 2023

Behavior expectations and PBIS expectations meetings with each class.

Person Responsible: Mike Lastra (lastra_m@hcsb.k12.fl.us)

By When: August 18, 2023

Schoolwide PBIS token system and PBIS store. Students that meet the LEAD expectations are able to use tokens to purchase items from PBIS store.

Person Responsible: Brandon Frampton (frampton_b@hcsb.k12.fl.us)

By When: September 1, 2023

Monthly PBIS expectation meetings/incentive events. Students that meet the expectations qualify for monthly incentives.

Person Responsible: Brandon Frampton (frampton_b@hcsb.k12.fl.us)

By When: September 28, 2023

Professional Learning: Using Title I funds, the PBIs Team will attend House System training at the Ron Clark Academy. This training will focus on how to properly implement a house system.

Person Responsible: Mike Lastra (lastra_m@hcsb.k12.fl.us)

By When: January 19, 2023

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).

EES principal participated in a comprehensive needs assessment meeting with Federal Programs and School Improvement staff to analyze data to determine areas of improvement. The team used the problem solving method to determine the root cause and possible solutions. Based on the areas of need, resources were allocated for personnel, programs, and professional learning in order to increase student achievement.

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

Spring 2023 STAR Reading data indicated that 50% of students in 1st grade scored below the 40th percentile, and 56% of students in 2nd grade scored below the 40th percentile.

Fall 2023 iReady data indicates that only 2% of first graders are on grade level and 18% of 2nd graders are on grade level.

The area of focus for Grades 1-2 will be increasing explicit instruction in classrooms. Explicit reading instruction involves systematically teaching foundational reading skills and strategies in a structured manner. Research has consistently shown that explicit instruction is effective in promoting early reading skills. Studies have demonstrated that direct teaching of phonics, vocabulary, and comprehension strategies leads to improved reading outcomes.

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

Spring 2023 FAST ELA indicates the following students scored below level 3;

3rd Grade 68%

4th Grade 63%

Fall 2023 iReady data indicates that the following students are on grade level;

3rd Grade: 26%

4th Grade: 16%

The area of focus for grades 3 and 4 is systematic instruction, following a scope and sequence, carefully thought out, built on prior learning, and moves from simple to complex.

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

1st grade 2023 PM3 STAR Reading: 50% on grade level. 2024 Goal is 51% on grade level.

2nd Grade 2023 PM3 STAR Reading: 44% on grade level. 2024 Goal is 51% on grade level.

Grades 3-5 Measurable Outcomes

3rd Grade 2023 PM3 FAST ELA: 32% on grade level. 2024 goal 44% on grade level.

4th Grade 2023 PM3 FAST ELA: 37% on grade level. 2024 goal 40% on grade level.

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.

Admin: Meet weekly with Core Team (site-based coaches) to discuss walkthrough look for data and teachers in need of support. Along with site-based coaches will identify teachers that need support from district coaches.

Coach: Site and district-based coaches will support the delivery of instruction by providing coaching cycles with teachers, ie: modeling, team teaching, observations, conferencing with teachers, and developing action steps. Coaches will also tier teachers based on look-for data.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Lastra, Mike, lastra_m@hcsb.k12.fl.us

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?

Explicit instruction involves clear and structured teaching methods that explicitly and systematically introduce new concepts or skills, provide step-by-step guidance, and provide ample opportunities for practice and feedback. The Institute of Education Sciences (IES) in the U.S. Department of Education found that explicit instruction consistently produced positive effects on student achievement. Both systematic instruction and explicit instruction are both part of the Hernando County k-12 reading plan.

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?

Explicit instruction contributes to the learner’s: 1) clear understanding of newly introduced or previously taught content, concepts and skills; 2) positive engagement in relating to the new learning; and 3) strong early literacy progress.

Systematic instruction contributes to the learner’s continuous acquisition of increasingly complex content, concepts and skills in order to become a confident reader. It decreases the prospect of a learner developing a reading difficulty over time.

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
Professional Learning: Two site-based coaches attended the train the trainer PD for literacy practice profiles for Just Read Florida. The coaches will train all teachers in how to use the practice profiles. Just Read Florida RLD will be on site quarterly to provided PL to teachers.	Lastra, Mike, lastra_m@hcsb.k12.fl.us
Literacy Leadership Team: Literacy Leadership Committee will analyze state and classroom assessment data as well and develop areas of focus for the school. This team will also coordinate to develop family engagement events. The school-based Media Specialist will lead this team.	Branduber, Crissi, brandhuber_c@hcsb.k12.fl.us
Literacy Coaching: Coaches will lead weekly facilitated planning sessions with grade level teams, meet weekly with administration, collect look-for data on instructional practices, complete coaching cycles with teachers, plan and facilitate weekly PLCs.	Lastra, Mike, lastra_m@hcsb.k12.fl.us

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.

All Title I schools share their SIP, UniSIG budget, and SWP with stakeholders during SAC and Title I Committee Meetings. Initial achievement data and findings are shared, and then goals, strategies, and metrics are discussed for input and feedback. In the Title I Annual Meeting packets, information on participating in SAC and Title I Committee Meetings is shared, and details on where to find copies of the SIP are included. For families unable to attend the Annual Meeting, packets get sent home. Administrators share updates on SIP progress in various forums throughout the school year. Parents are encouraged to seek support from site-based personnel and members from the Federal Programs Department as needed for clarification regarding any district SIPs, UniSIG budgets, and SWPs.
School Website - <https://www.hernandoschools.org/schools/eastside-elementary-school>

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))

Teachers and administrators use multiple strategies to contact families, and other community stakeholders including but not limited to, (1) contacting families prior to the start of school to welcome the

students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff, to engage with community agencies and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through Skyward Family Access Portal, (4) inviting families, and other community stakeholders to participate in SAC and PTA Boards, (5) inviting families, and other community stakeholders to attend PTA meetings and participate in school related events, (6) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (7) advertising events on school marquees, actively participating and inviting families, and other stakeholder to the Family and Community Engagement Teams quarterly meetings, (9) and numerous other out-reach strategies developed by school staff.

School Website - <https://www.hernandoschools.org/schools/eastside-elementary-school>

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)

We plan to strengthen the school's academic program through a systematic approach to improving facilitated planning, meaningful professional learning, strengthening students' assessments and provide specific feedback, and creating a culture of data driven instruction.

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))

Using a collaborative approach, each school-based leadership team builds its SIP with the district's Curriculum, Instruction, and Assessment team, comprised of representatives from the Assessment and Accountability, College and Career Programs, Curriculum, Exceptional Student Education, Federal Programs, Student Services, Instructional Technology, Technology, and Information Services, and Professional Development Departments. Work sessions include time for information share-outs, question and answer sessions, and plan building. This collaboration allows for cross-coordination between federal grants, departments, and access to support agencies and programs. This cross-coordination includes but is not limited to Title I, II, III, IV, IX, McKinney-Vento, IDEA, MTSS, Carl Perkins, the Early Learning Coalition, BayCare, the Dawn Center, and Wilton-Technical College to meet the needs of students. Once plans are built, school leaders share details with their stakeholders.

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))

School based mental health staff are identified as school psychologists, school counselors, school social workers and nurses. Hernando County follows the MTSS Tiered process - Tier 1- all Hernando County Schools are Positive Behavior Support Schools. In addition, Hernando County Schools has a fulltime masters level school social worker at each school site. Each school MTSS team monitors the early warning indicators (academic, behavior, attendance) Each school site has a referral process that is documented and sent to the social worker to assess the student to determine if they would benefit from additional services and support with parental consent. In addition, our MTSS process refers students for

additional support that may include mentoring, tier 2 behavioral/emotional intervention, referrals to community agencies and data is collected on these referrals.

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))

Hernando Schools recognizes the importance in preparation for, and awareness of postsecondary opportunities and the workforce as a crucial aspect of secondary education that aims to equip students with the skills, knowledge, and resources necessary to succeed in their chosen career paths after high school. All five of our high schools, four middle schools, three K-8 schools and four elementary schools offer courses that provide students with the opportunity to engage in career and technical education (CTE) program activities.

Our CTE programs combine academic instruction with hands-on training and experience. They can range from fields such as healthcare, manufacturing, technology, and trades to business, agriculture, and more. Students who participate in our CTE programs gain practical skills that can lead to direct entry into the

workforce or provide a strong foundation for further education. Through these programs, students are offered the opportunity to develop specific skills and knowledge relevant to a particular industry or profession.

Work-based learning experiences through our cooperative education programs (OJT), offer students the opportunity to gain practical work experience while still in high school. These experiences provide valuable insights into specific industries, help students apply classroom learning to real-world situations, and

allow them to develop essential workplace skills. Work-based learning can also help students build professional networks and enhance their resumes.

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).

All schools use a tiered system to support the various needs of students. Tier 1 includes the core instruction and system that is provided to all students. Tier 2, or supplemental instruction and intervention, is provided to some students not meeting expectations and is often delivered to small groups of students who will likely benefit from instruction focused on the same target skill(s). Tier 3, or intensive intervention, is intended for a few students experiencing significant barriers to learning or behavior. Tier 2 and 3 interventions are evidence-based, aligned with Tier 1, and include additional instructional time focused on critical skills. Schools utilize the PBIS framework.

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

The LEA will implement professional learning activities that are focused on areas that will lead to greater student achievement through Standards based professional development. These learning activities will include LEA-wide initiatives that will provide consistency and understanding in instructional methodology, high impact instructional strategies in ELA, math, science and writing, web-based learning tools, instruction that is driven by student performance outcomes from progress monitoring and state assessments. The LEA- initiatives will include addressing the learning needs of our diverse population, particularly ELL students, students with disabilities, and students that are not meeting performance expectations on state standards. In addition, learning activities that focus on the learning needs of

students that are unique to each school will be provided. These areas of focus are determined through an analysis of student performance data reported through a comprehensive needs assessment completed by each school, surveys conducted across the district with instructional staff to determine the needs of each school and specific learning needs and interests of personnel.

Induction and Mentoring Support - The LEA will implement the use of TOSAs to increase the effectiveness of beginning teachers as well as teachers that are new to the district. The TOSA will provide embedded professional learning to beginning teachers, as well as, those teachers that are new to the district and/or identified as struggling. The school-based administrators and TOSA will work closely together with the beginning teachers and new teachers through the new teacher induction program to identify the indicators in the performance appraisal instrument (Danielson) that need strengthening and then assign specific domains for the beginning teacher / new teacher to complete. This strategy gives the administrator, TOSA, and teacher the freedom to provide purposeful and meaningful professional learning that is individualized to the need of the teacher. The TOSA will additionally be actively involved in the mentoring program for new teachers: to include induction content trainings, mentor trainings, clinical education, site visits to support mentors/mentees, etc. In addition, the TOSA will assist with recruitment and retention efforts during the year. The TOSA will be actively engaged in these professional learning activities daily throughout the school year.

In an effort to recruit and support our new teachers, the LEA will provide a new teacher induction program for all new teachers to our district. The program will consist of four (4) face to face training days and ongoing mentoring and collegial work in like groups. This program is designed to meet the professional needs of new teachers through professional collaboration with trained mentors. We recognize that new teachers will need different levels of support, according to their experience and certification status. Mentors are required to have yearly training, meet with their mentees monthly and complete the observation cycle once per semester at an average of 30+ hours per year. To target high needs schools, we will be utilizing classroom supplements that will enable a mentor at a designated high needs site to mentor for one period daily for the year.

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 district's Early Learning Specialist collaborates with the Early Learning Coalition to welcome district kindergartners into district schools through various means; this includes a transition fair, information videos, social media posts on registration requirements, school open house schedules, and appropriate supplies. Schools also host separate Kindergarten open house events for students and families in support of gaining access to campus in a less crowded manner with more individualized attention.

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: Instructional Practice: Benchmark-aligned Instruction				\$281,366.55
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	5100	0171 - Eastside Elementary School	UniSIG		\$13,897.50

			<i>Notes: General Supplies - i-Ready Magnetic Reading Books (125 books for grades K-5)</i>			
	6400	312	0171 - Eastside Elementary School	UniSIG		\$50,000.00
			<i>Notes: Professional Services - i-Ready Principal Academy (Coaching) - The principal of EES will engage with coaching to improve practices related to walk-throughs, data chats, PLCs and executive functioning.</i>			
	6300	1300	0171 - Eastside Elementary School	UniSIG	2.0	\$117,300.00
			<i>Notes: Salary - Two (2) Elementary Assistants who will focus on classroom best practices and curriculum. (Malinda Gorham and Brandon Frampton)</i>			
	6300	2100	0171 - Eastside Elementary School	UniSIG		\$15,956.00
			<i>Notes: Retirement Fringe - Two (2) Elementary Assistants who will focus on classroom best practices and curriculum. (Malinda Gorham and Brandon Frampton)</i>			
	6300	2200	0171 - Eastside Elementary School	UniSIG		\$8,976.00
			<i>Notes: Social Security Fringe - Two (2) Elementary Assistants who will focus on classroom best practices and curriculum. (Malinda Gorham and Brandon Frampton)</i>			
	6300	2300	0171 - Eastside Elementary School	UniSIG		\$17,000.00
			<i>Notes: Health Insurance Fringe - Two (2) Elementary Assistants who will focus on classroom best practices and curriculum. (Malinda Gorham and Brandon Frampton)</i>			
	6300	2400	0171 - Eastside Elementary School	UniSIG		\$1,410.00
			<i>Notes: Worker's Compensation Fringe - Two (2) Elementary Assistants who will focus on classroom best practices and curriculum. (Malinda Gorham and Brandon Frampton)</i>			
	6300	1300	0171 - Eastside Elementary School	UniSIG		\$46,000.00
			<i>Notes: Additional Duty - EES Teachers will engage in facilitated lesson planning (twelve (12) teachers each day for 1.5 hours for approximately ninety (90) hours. During the regular school year teachers will be paid at the degree rate. If funding allows, teachers will be paid at their hourly rate over the summer.</i>			
	6300	2100	0171 - Eastside Elementary School	UniSIG		\$6,727.05
			<i>Notes: Retirement Fringe - EES Teachers will engage in facilitated lesson planning (twelve (12) teachers each day for 1.5 hours for approximately ninety (90) hours. During the regular school year teachers will be paid at the degree rate. If funding allows, teachers will be paid at their hourly rate over the summer.</i>			
	6300	2200	0171 - Eastside Elementary School	UniSIG		\$3,525.00
			<i>Notes: Social Security Fringe - EES Teachers will engage in facilitated lesson planning (twelve (12) teachers each day for 1.5 hours for approximately ninety (90) hours. During the regular school year teachers will be paid at the degree rate. If funding allows, teachers will be paid at their hourly rate over the summer.</i>			
	6300	2400	0171 - Eastside Elementary School	UniSIG		\$575.00
			<i>Notes: Worker's Compensation Fringe - EES Teachers will engage in facilitated lesson planning (twelve (12) teachers each day for 1.5 hours for approximately ninety (90) hours. During the regular school year teachers will be paid at the degree rate. If funding allows, teachers will be paid at their hourly rate over the summer.</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$35,992.00

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	1500	0171 - Eastside Elementary School	UniSIG	0.5	\$22,450.00
			<i>Notes: Salary - One (1) Paraprofessional to Support Instruction and Behaviors in the PE Department</i>			
	5100	2100	0171 - Eastside Elementary School	UniSIG		\$3,054.00
			<i>Notes: Retirement Fringe - Paraprofessional to Support Instruction and Behaviors in the PE Department</i>			
	5100	2200	0171 - Eastside Elementary School	UniSIG		\$1,718.00
			<i>Notes: Social Security Fringe - Paraprofessional to Support Instructional and Behaviors in the PE Department</i>			
	5100	2300	0171 - Eastside Elementary School	UniSIG		\$8,500.00
			<i>Notes: Health Insurance Fringe - Paraprofessional to Support Instruction and Behaviors in the PE Department</i>			
	5100	2400	0171 - Eastside Elementary School	UniSIG		\$270.00
			<i>Notes: Worker's Compensation Fringe - Paraprofessional to Support Instruction and Behaviors in the PE Department</i>			
					Total:	\$317,358.55

Budget Approval

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

No