EASTBROOK ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission at Eastbrook Elementary is to encourage students to be safe, respectful, honest, and ready. This mission guides and supports all students to reach their highest potential and become lifelong learners who contribute to society. In order to accomplish this, our staff works collaboratively with students, parents and the community.

Provide the school's vision statement

Eastbrook Elementary will provide an enriched environment to all students so they can acquire the necessary skills and knowledge to achieve their personal best and become life-long learners. Our goal is to meet the district-wide goals and strive for achievement. Our school environment is one in which all learners grow and succeed. We value and celebrate diversity and support our learners because they are capable, and we believe in them.

B. School Leadership Team

School Leadership Team
For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Martina Herndon

Position Title
Principal

Job Duties and Responsibilities

Oversee total school operation

Leadership Team Member #2

Employee's Name
Tracey Williams

Position Title
Assistant Principal

Job Duties and Responsibilities

Assists the principal with implementing schoolwide goals. Works with the school principal as an instructional leader of the building staff to ensure student achievement, learning, and growth. Assists in the day-to-day operations of the school.

Leadership Team Member #3

Employee's Name
Inga Hill

Position Title
School Administration Manager

Job Duties and Responsibilities

Assist with administrative duties, student behaviors, and facilities operations

Leadership Team Member #4

Employee's Name
Kristy Calegan

Position Title
Reading Coach

Job Duties and Responsibilities

Coaching, MTSS, Curriculum Implementation, Monitoring Student Data, and Reading PLCs

Leadership Team Member #5

Employee's Name
Susan Hajek

Position Title
Instructional Coach

Job Duties and Responsibilities

Coaching, MTSS, Curriculum Implementation, Monitoring Student Data, and Math/Science PLCs

C. Stakeholder Involvement and Monitoring

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. *(ESEA 1114(b)(2))*

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

Eastbrook Elementary School has an active School Advisory Council and PTA, each of which gives input to the team that develops the SIP. The staff and community have worked together through school and district surveys (Snapshot, 5Essentials, School Messenger, PTA, SAC) to determine the academic goals, behavior support, and safety needs for our students. Priorities have been agreed upon by all parties. Any student who is not working on grade level is identified and an initial parent conference is held. Throughout the year, additional parent conferences are held to review student progress. Lastly, Eastbrook also sends home a monthly newsletter and uses social media: we have an active Facebook page to share school information and highlight events.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

The SIP will be regularly monitored for effective implementation at the beginning of the second semester. This will involve all stakeholders and will take place at SAC, PTA, and staff meetings. Upon input from the stakeholders and data monitoring, the plan will be revisited to ensure continuous improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	66.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	64.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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) ASIAN STUDENTS (ASN) 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.*	2023-24: C 2022-23: B* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	2	18	22	15	14	23				94
One or more suspensions	0	6	3	2	2	3				16
Course failure in English Language Arts (ELA)	2	13	2	0	0	1				18
Course failure in Math	2	10	8	0	0	2				22
Level 1 on statewide ELA assessment	0	0	0	0	17	19				36
Level 1 on statewide Math assessment	0	0	0	0	11	21				32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	13	9	27	23						72
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	15	6	14	13	9					57

Current Year 2024-25

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	1	15	5	3	18	25				67

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	6	1	3	0	0				10
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last 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 school days	7	24	23	16	20	22				112
One or more suspensions		3	2	1	3	6				15
Course failure in ELA	2	7	4			1				14
Course failure in Math	1	3	2			2				8
Level 1 on statewide ELA assessment				1	14	19				34
Level 1 on statewide Math assessment				1	19	29				49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	14	12	11						61

Prior Year (2023-24) As Last Reported (pre-populated)

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	2	11	7	3	17	23				63

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	3	4	1						11
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	58	66	57	56	61	53	54	65	56
ELA Grade 3 Achievement **	64	69	58	59	62	53			
ELA Learning Gains	57	62	60				54		
ELA Learning Gains Lowest 25%	51	55	57				50		
Math Achievement *	58	67	62	54	64	59	58	46	50
Math Learning Gains	55	64	62				71		
Math Learning Gains Lowest 25%	30	43	52				49		
Science Achievement *	54	68	57	66	65	54	54	65	59
Social Studies Achievement *								62	64
Middle School Acceleration								45	52
Graduation Rate								62	50
College and Career Readiness									80
ELP Progress	75	75	61	39	77	59	74		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	502
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	**2022-23**	**2021-22**	**2020-21**	**2019-20***	**2018-19**	**2017-18**
56%	59%	58%	52%		55%	56%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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%
Students With Disabilities	39%	Yes	5	
English Language Learners	50%	No		
Asian Students	73%	No		
Black/African American Students	37%	Yes	3	
Hispanic Students	51%	No		
Multiracial Students	46%	No		
White Students	63%	No	3	
Economically Disadvantaged Students	50%	No		

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%
Students With Disabilities	36%	Yes	4	
English Language Learners	39%	Yes	1	
Asian Students	66%	No		
Black/African American Students	32%	Yes	2	
Hispanic Students	58%	No		
Multiracial Students	44%	No		
White Students	69%	No		
Economically Disadvantaged Students	51%	No		

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%**
Students With Disabilities	36%	Yes	3	
English Language Learners	59%	No		
Native American Students				
Asian Students	66%	No		
Black/African American Students	39%	Yes	1	
Hispanic Students	56%	No		
Multiracial Students	41%	No		
Pacific Islander Students				
White Students	66%	No		
Economically Disadvantaged Students	55%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	58%	64%	57%	51%	58%	55%	30%	54%					75%
Students With Disabilities	29%	36%	45%	42%	33%	40%	30%	14%					80%
English Language Learners	49%	40%	68%	67%	47%	49%	30%	28%					75%
Asian Students	64%				82%								
Black/African American Students	39%		57%		29%	33%	27%						
Hispanic Students	59%	62%	57%	38%	56%	52%	16%	47%					72%
Multiracial Students	46%				46%	46%							
White Students	64%	67%	55%	69%	68%	66%	47%	71%					
Economically Disadvantaged Students	49%	57%	55%	49%	45%	47%	28%	42%					77%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	56%	59%			54%			66%					39%
Students With Disabilities	26%	36%			23%			29%					67%
English Language Learners	38%	23%			48%			25%					61%
Asian Students	62%				69%								
Black/African American Students	29%	45%			26%			27%					
Hispanic Students	57%	54%			57%			63%					58%
Multiracial Students	35%				53%								
White Students	64%	72%			57%			81%					
Economically Disadvantaged Students	46%	54%			43%			52%					60%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	54%		54%	50%	58%	71%	49%	54%					74%
English Language Learners	41%		56%	58%	47%	71%	67%	56%					74%
Students With Disabilities	13%		44%	48%	19%	45%	43%	13%					62%
Native American Students													
Asian Students	61%				71%								
Black/African American Students	34%		56%	60%	27%	44%	30%	20%					
Hispanic Students	55%		53%	42%	53%	69%	53%	50%					69%
Multiracial Students	33%		50%	40%	40%	40%							
Pacific Islander Students													
White Students	59%		56%	62%	71%	82%	60%	70%					
Economically Disadvantaged Students	46%		54%	53%	51%	69%	49%	49%					71%

E. 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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	62%	67%	-5%	55%	7%
Ela	4	55%	62%	-7%	53%	2%
Ela	5	51%	63%	-12%	55%	-4%
Math	3	66%	69%	-3%	60%	6%
Math	4	58%	64%	-6%	58%	0%
Math	5	15%	43%	-28%	56%	-41%
Math	6	90%	67%	23%	56%	34%
Science	5	52%	65%	-13%	53%	-1%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the most improvement is third grade ELA, which increased from 57% in 2023 to 62% in 2024. Small group targeted instruction based on data during the ELA block, use of strategic materials, and intervention assisted to meet the needs of our third grade. Our school team benefited from ongoing professional development, grade-level collaboration, PLC collaboration, and analyzing data for individual students.

Lowest Performance

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

The data component that showed the lowest performance is learning gains from our lowest quartile in Mathematics, which is 30%. The reoccurring problem is due to a more deliberate effort to be more purposeful and strategic to meet the needs of these students. Most of these students were more than one year behind grade level in Mathematics. Targeted intervention and scaffolding instruction will need to be a priority, as well as more time focused on building math fluency.

Greatest Decline

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

The data component which showed the greatest decline was the Science proficiency in fifth grade which declined from 66% proficient in 2023 to 53% proficient in 2024. Factors contributing to this decline was the need to implement tiered layers of instructional support and interventions aligned to the State Science standards.

Greatest Gap

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.

The data component that had the greatest gap when compared to the state average was 5th Grade Mathematics- Non RAMP students. The state average was 56% and we were 42%. Most of these students were more than 1 year behind grade level in Mathematics and were unable to close the gap

to show proficiency.

EWS Areas of Concern

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

1. Targeted math practices to best support lowest quartile, Non RAMP students, and students with disabilities.
2. Focus on math Interventions and small group instruction for foundational skills and scaffolding to support targeted lowest quartile fourth and fifth grades.
3. Monitoring data to determine teacher effectiveness and student learning outcomes based on grade level standards.

Highest Priorities

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

1. Continuing to support the teachers and staff in an effort to continue to improve morale
2. Focusing on targeted instruction and strategies in PLCs for planning and data analysis, including the ESE support facilitators and resource teachers.
3. Continue to focus on K-5 teachers' collaborative planning sessions, which focus on target task alignment, and targeted walkthroughs with specific feedback, which focus on tight target task alignment, to increase purposeful core instruction and differentiation for all students.
4. Targeted math small group instruction to support
5. Targeted science instruction to support

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We endeavor to increase academic achievement of students with disabilities and our lowest quartile. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

1. Our measurable outcome is to increase ELA achievement for SWD subgroup from 26% in 2024 to 50% in 2025.
2. Our measurable outcome is to increase Math achievement for SWD subgroup from 33% in 2024 to 50% in 2025.

3. Our measurable outcome is to increase Science achievement overall from 54% in 2024 to 62% in 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

-ESE and ESOL teachers will participate in grade level PLCs a minimum of one time each month.
-Teachers will implement daily small group instruction during Tier 1 Core instruction following the SCPS Instructional Frameworks which provide teachers guidance for Decoding, Fluency, and Comprehension small group lessons.
-PLCs will bring the B.E.S.T. Standards spirals and Achievement Level Descriptors when analyzing data and/or planning for instruction.

-The ALD's provide clear guidance on what is needed to move up a level within a given standard.

-Teachers will utilize the iReady Standards Mastery assessments as an instructional tool.

-The PLCs will plan for the use of Standards Mastery Assessments by identifying which to use within a given unit or time frame, what format(s) to use, and with which students.

Person responsible for monitoring outcome

Martina Herndon, Tracey Williams, ESE teachers, Regular Ed teachers, and Instructional Coaches

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Tier 1: iReady, UFLI (K-2), Write Score, Khan Academy, and TCM Tier 2: iReady Teacher-Led, Magnetic Reading, Khan Academy, TCM, Fast Track Phonics (K-2) and Ready B.E.S.T Mathematics Tier 3: Magnetic Reading (or SIPPS) and Seminole Numeracy Project

Rationale:

In the area of literacy, performance data from FAST and iReady in elementary schools and benchmark assessments in science are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Progress Monitoring

Person Monitoring:	**By When/Frequency:**
Martina Herndon	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

-Teachers will use formative assessments to determine the level of remediation needed for each student based on grade level content standards. - Teachers will focus on collaboration within grade

levels to include to ELL teachers and ESE support facilitators focusing on target task alignment and purposeful remediation.

Action Step #2
Targeted Math and Science Instruction

Person Monitoring:	**By When/Frequency:**
Martina Herndon	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Admin will conduct walkthroughs once a month to provide teacher feedback for growth and development. -PLCs will plan and implement formative assessments a minimum of 4 times in each math unit. -Implement FactTactics fluency program in grades 3-5. -Admin will support teachers in understanding and implementing new K-5 Science Curriculum. -PLCs will plan and implement Science Benchmark assessments a minimum of 3 times per year.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We endeavor to increase academic achievement of African American students and our lowest quartile. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

1. Our measurable outcome is to increase ELA achievement for our Black/African American subgroup from 39% in 2024 to 50% in 2025.

2. Our measurable outcome is to increase Math achievement for our Black/African American subgroup from 29% in 2024 to 50% in 2025.

3. Our measurable outcome is to increase Science achievement overall from 54% in 2024 to 62% in 2025.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- ESE and ESOL teachers will participate in grade level PLCs a minimum of one time each month.
- Teachers will implement daily small group instruction during Tier 1 Core instruction following the SCPS Instructional Frameworks which provide teachers guidance for Decoding, Fluency, and Comprehension small group lessons.
- PLCs will bring the B.E.S.T. Standards spirals and Achievement Level Descriptors when analyzing data and/or planning for instruction. The ALD's provide clear guidance on what is needed to move up a level within a given standard.
- Teachers will utilize the iReady Standards Mastery assessments as an instructional tool. The PLCs will plan for the use of Standards Mastery Assessments by identifying which to use within a given unit or time frame, what format(s) to use, and with which students.

Person responsible for monitoring outcome
Martina Herndon, Tracey Williams, ESE teachers, Regular Ed teachers, and Instructional Coaches

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The following evidence-based interventions are available to support students based upon the area of need of the individual student: Tier 1: iReady, UFLI (K-2), Write Score, Khan Academy, and TCM Tier 2: iReady Teacher-Led, Magnetic Reading, Khan Academy, TCM, Fast Track Phonics (K-2) and Ready B.E.S.T Mathematics Tier 3: Magnetic Reading (or SIPPS) and Seminole Numeracy Project

Rationale:
In the area of literacy, performance data from FAST and iReady in elementary schools and benchmark assessments in science are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Progress Monitoring

Person Monitoring:	**By When/Frequency:**
Martina Herndon	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Admin will conduct walkthroughs once a month to provide teacher feedback for growth and development. -PLCs will plan and implement formative assessments a minimum of 4 times in each math unit. -PLCs will plan and implement ELA assessments a minimum of 3 times in each ELA unit. -Implement FactTactics fluency program in grades 3-5. -Admin will support teachers in understanding and implementing new K-5 Science Curriculum. -PLCs will plan and implement Science Benchmark assessments a minimum of 3 times per year.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We endeavor to increase academic achievement of fifth grade students in ELA. RAISE indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Grades K-2: Instructional Practice specifically relating to Reading/ELA
No Answer Entered

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

1. Focus on targeted instruction and strategies in PLCs for planning and data analysis, including the ESE support facilitators and resource teachers.
2. Focus on 5th ELA teachers' collaborative planning sessions, which focus on target task alignment, and targeted walkthroughs with specific feedback, which focus on tight target task alignment, to increase purposeful core instruction and differentiation.
3. Focus on targeted ELA small group instruction to support the fifth grade students.

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

The measurable outcome is to increase from 50% to 56% on the FAST PM3 assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- ESE and ESOL teachers will participate in grade level PLCs a minimum of one time each month.
- Fifth Grade Teachers will implement daily small group instruction during Tier 1 Core instruction following the SCPS Instructional Frameworks which provide teachers guidance for Decoding, Fluency, and Comprehension small group lessons.
- PLCs will bring the B.E.S.T. Standards spirals and Achievement Level Descriptors when analyzing data and/or planning for instruction. The ALD's provide clear guidance on what is needed to move up a level within a given standard.
- Fifth Grade Teachers will utilize the iReady Standards Mastery assessments as an instructional tool. The PLCs will plan for the use of Standards Mastery Assessments by identifying which to use within a given unit or time frame, what format(s) to use, and with which students.

Person responsible for monitoring outcome

Martina Herndon, Tracey Williams, 5th grade teachers, and Instructional Coaches

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Tier 1: iReady, UFLI (K-2), Write Score, Khan Academy, and TCM Tier 2: iReady Teacher-Led, Magnetic Reading, Khan Academy, TCM, Fast Track Phonics (K-2) and Ready B.E.S.T Tier 3: Magnetic Reading (or SIPPS) and Seminole Numeracy Project

Rationale:

In the area of literacy, performance data from FAST and iReady in elementary schools and various assessments are used to progress monitor whether core instruction is meeting the needs of students. Hence, the rationale is focus all efforts on ensuring students receive the targeted instruction they need to impact student achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Progress Monitoring

Person Monitoring:	**By When/Frequency:**
Martina Herndon	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-ESE and ESOL teachers will participate in grade level PLCs a minimum of one time each month. -Teachers will implement daily small group instruction during Tier 1 Core instruction following the SCPS Instructional Frameworks which provide teachers guidance for Decoding, Fluency, and Comprehension small group lessons. -PLCs will bring the B.E.S.T. Standards spirals and Achievement Level Descriptors when analyzing data and/or planning for instruction. -The ALD's provide clear guidance on what is needed to move up a level within a given standard. -Teachers will utilize the iReady Standards Mastery assessments as an instructional tool. -The PLCs will plan for the use of Standards Mastery Assessments by identifying which to use within a given unit or time frame, what format(s) to use, and with which students.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

specifically relating to

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Student achievement occurs when conditions for learning are optimal and teachers feel confident and have a sense of belonging in their current school. Focusing on campus safety, developing a culture where teacher voice and belonging are valued, and sharing collective responsibility for the success of all students in the school increase student achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Eastbrook's School Climate reflected teacher responses on the 5 Essentials survey resulted in a rating of 87/Very Strong for the area of Quality Professional Development in the Collaborative Teachers essential. This was an increase from 65/Neutral last year! The goal for 2024-25 will be to raise each area on the survey by 2%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitored by:

-Professional Developments

-Bi-annual individual admin-staff meetings to review goals and needed support

-Sharing collective responsibility for the success of all students will increase student achievement.

Person responsible for monitoring outcome

Martina Herndon, Tracey Williams

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

n/a

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Building Connections

Person Monitoring:	By When/Frequency:
Martina Herndon and Tracey Williams	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We endeavor to make building connections a priority for teachers and students by identifying the specific causes of individual challenges in the classroom or other areas within the school and sincerely commit to addressing challenges proactively as a school community. We also meet with each teacher one-on-one to discuss their short term and long term goals in order to help them achieve them. Striving to be supportive is a way to retain teachers.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale
Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

It is important to ensure that students are present at school each day. Research shows a direct correlation to student achievement and student attendance. Focusing on student attendance can provide a a culture of accountability where teachers, parents and students share a collective responsibility to ensure the success of all students by increasing student achievement.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

School attendance results showed 94 students have missed more than 10% of school. The goal for 2024-2025 will be to decrease in each grade level with a total of 20 students:
K-2 to 1
1st-18 to 15
2nd-22 to 18
3rd-15 to 11
4th-14 to 10
5th-23 to 19

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teachers will continue to contact parents when the students are absent. Further, our truancy team, which consists of our school social worker, school counselor, coaches, and administration will meet frequently to monitor attendance. Our Multi-Tiered Support System (MTSS) process team will continue to monitor attendance and meet every 6 weeks to strategize and implement strategies for improvement.

Person responsible for monitoring outcome
MTSS team and teachers

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the

identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Monitor Student Attendance

Person Monitoring:	**By When/Frequency:**
MTSS team and teachers	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Teachers will continue to contact parents after 3 days absent. -Truancy team meet every 6 weeks to strategize and implement strategies for improvement. These steps will make an impact on student attendance as it is a shared responsibility.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Eastbrook Elementary School has an active School Advisory Council and PTA each of which gives input to the team that develops the SIP. The staff and community have worked together through school and district surveys (Snapshot, 5Essentials, School Messenger, Survey Monkey, PTA, SAC) to determine the academic goals, behavior support, and safety needs for our students. Priorities have been agreed upon by all parties. Any student who is not working on grade level is identified and an initial parent conference is held. Throughout the year, additional parent conferences are held to review student progress. Lastly, Eastbrook also sends home a monthly newsletter and uses social media: we have an active Facebook page to share school information and highlight events.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Eastbrook Elementary School recognizes the importance of building positive relationships on a daily basis, as well as realizing and appreciating cultural differences. This expectation is conveyed to teachers and monitored in accordance with the SCPS Instructional Model. Eastbrook Elementary School also welcomes parents to many events (academic and community building) in order to promote positive relationships in the community. All teachers are required to hold a parent/teacher conferences within the first semester of the school year. Teachers and administrators use multiple strategies to contact families, 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 and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school-related events, (7) using multiple platforms of social networking and newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff. Skyward e-mail blasts, School Messenger informational text alerts from the administration regarding curriculum updates, upcoming events, and involvement opportunities. Also, updated posts on school webpage.

Plans to Strengthen the Academic Program
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 II of the SIP. (ESEA Section 1114(b)(7)ii))

Eastbrook Elementary School has been identified as a title I school; therefore, many measures have been established and created to determine the needs of our students and families. Using the 5 Essentials data and our Title I Plan, we focused on providing high interest family engagement activities in order to empower and educate our parents and engage our students. Additionally, we have planned to use title I funds to hire additional staff to support our lowest quartile and tier 2 and tier 3 students. Finally, we have tailored our professional developments and PLCs to provide enrichment lessons, to plan an accelerated curriculum using the district-adopted curriculum and instructional plans, and to address strategies to increase learning time and student achievement.

How Plan is Developed
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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Department of Teaching and Learning (Title II, Part A), ESOL World Languages and Student Access (Title III, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Student Assignment and Program Access (magnet programs), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) are invited to participate in collaborative planning sessions. At these collaborative planning sessions, school leadership teams begin developing their Title I, Part A plans for the upcoming school year, with support and guidance from these various district-level grant and/or program managers. For instance,

the Director of ESOL/World Languages and Student Access would share with Title I school leadership teams relevant updates to those programs for the upcoming school year, which may lead them to leverage their Title I, Part A funds to supplement such initiatives.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

The school encourages positive relationships between students and staff. Behavioral expectations through PBIS for students are firmly established at the beginning of the school year with additional guidance provided as the year progresses. We strive to ensure that students have access to needed counseling or mental health supports. The MTSS team meets regularly to discuss students with barriers to academic and social success. Mentors and Dividend volunteers are assigned to students with academic and social needs through our "Eagle Buddies" program, which is monitored through our guidance department. The MTSS team will incorporate a Check-in/Check-out method to assist with students in need of positive adult interactions and positive feedback throughout the school day. Instruction and various campus activities that address social/emotional needs of students are provided. The MTSS team, which includes our school counselor, provides a differentiated delivery of services based on student/school need. This includes classroom guidance, workshops, assemblies, solution-focused small group counseling and intensive supports (individual counseling and referral to community resources) as needed. Finally, our school counselor, school psychologist, and District Mental Health Counselor also work together to lead small groups of students who are still coping and learning to comply with classroom and school-wide expectations. The counselor and social worker also coordinate referrals for outside counseling services with agencies whose social workers and/or therapists travel to Eastbrook Elementary to provide those services to students.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

At Eastbrook Elementary School, we follow the district pathway to create life-long learners and our future leaders of tomorrow. We encompass the ePathways philosophy, which is customized learning that results in our students being prepared for 21st century globally competitive work. Students will be introduced to the 12 important skills identified by local employers and SCPS to ensure graduates are future ready for an evolving economy. ePathways also aims to increase learning options for the students of SCPS. With more freedom to take courses and learn about what interests them, students

are more likely to find their passion and explore career options that fit their interests and talents. These programs also provide valuable training and soft skills that can help students become successful in any career they choose. Eastbrook Elementary also participates in the annual "Teach In" event through Seminole County Schools. Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. In addition, faith-based leaders are invited to form relationships with local schools. Our business partners participate in supporting our students through their volunteer work, and resources/materials supplied. Finally, the programs our students are involved in to exemplify College and Career Readiness are: Lego-Robotics, Rube Goldberg, blended learning, flexible seating, video production, cross country, CS 2025 lessons in coding, inquiry-based learning in STEM labs. RAMP, advanced math courses, are offered in grades 4 and 5.

Addressing Problem Behavior and Early Intervening Services
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 ESEA 1114(b)(7)(iii)(III)).

Eastbrook behavioral expectations for students are firmly established at the beginning of the school year with additional guidance provided as the year progresses. Through the diligent work of PBIS, the Eastbrook Expectations were developed. "Eastbrook Expectations include "Be Safe, Be Respectful, Be Honest, and Be Ready." Every infraction and consequence are tied to these four expectations. When students continuously exhibit behaviors, we encourage the teacher to initiate a parent conference and work with our behavior support teacher to establish a plan of action. The MTSS team meets regularly to discuss students who need additional behavioral support through our tiered system. Finally, our behavior support teacher, our school counselor, school psychologist, and District Mental Health Counselor also work together to lead small groups of students who are still coping and learning to comply with classroom and school-wide expectations. The counselor and social worker also coordinate referrals for outside counseling services with agencies whose social workers and/or therapists travel to Eastbrook Elementary to provide those services to students.

Professional Learning and Other Activities
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. (ESEA section 11149b)(7)(iii(V)).

To ensure professional learning for teachers, paraprofessionals and other school personnel to improve instruction and to recruit and retain effective teachers, we will continue to provide opportunities for tailored professional development, time to plan using the instructional frameworks, allotted time for team planning, active monitoring of learning, differentiated instruction, strategic well-

planned PLCs, invitations of district personnel curriculum support, frequent instructional rounds for teachers to observe other teachers, and monitor standards mastery. Additionally, efforts to recruit and retain teachers continue to be at the forefront. We have implemented a very robust NEST program for new teachers, provide engaging and fun activities on Wednesdays, Hospitality Committee provides social outings and plans gatherings, our district mental health counselor provides well-being and safe care professional developments for faculty and staff, and administration meets with teachers and staff individually to scaffold support and express care and concern.

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. Schools offer Meet the Teacher before school starts and kindergarten teachers are available for individual conferences. Students matriculating to middle school attend middle school presentations to determine which middle school of choice. Counselors from different middle schools showcase electives and other interests to the exiting students. The counselors coordinate with our elementary school counselor to ensure each student submits a preference.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

District and school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Analysis of student data, progress monitoring, and related early warning factors such as attendance and discipline referrals are integral for the accomplishment of this work. Stakeholders review data with the school leadership team, staff, and then create goals and strategies to align for student achievement. These goals and strategies are then implemented through action items within the annual School Improvement Plan, (SIP) as well as specific interventions.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

ELA - In the area of literacy, performance data from FAST and iReady in elementary schools or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data in conjunction with the data from district leadership, walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00