East Elementary School

2015-16 School Improvement Plan

East Elementary School

27050 FAIRWAY DR, Punta Gorda, FL 33982

[no web address on file]

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	71%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	15%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	A

Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Charlotte County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of East Elementary is to create a leadership environment that allows and inspires success for everyone.

Provide the school's vision statement

Student Success!

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Students' Cultures:
Parents complete a language survey when registering their child. If any of the three questions is answered affirmatively, the guidance counselor administers a language screening and shares the results with the classroom teacher.
Through the Leader in Me program activities, students share details about their home life, including the making of a "Me" bag, which allows them to share their interests, hobbies, traditions, etc.
Several teachers send a home survey to parents which includes questions regarding family members at home, learning styles, health issues, and any cultural aspects of the family the parent wishes to share (such as holidays celebrated, etc.)
During classroom story time, students are encouraged to compare and contrast their lives to the character in the story.
Students from other countries or who have family members from other countries are allowed/ encouraged to share things from their culture, including clothing, food, etc.
Building Relationships:
The "Me" bags and "All About Me" projects implemented in most classrooms allow the students to see what they have in common with the other students and their teacher.
Students' interests are incorporated into classroom lessons and their learning styles.
Behavior plans and the MTSS process are implemented in an effort to allow all students to experience success.
Teachers greet students at the door and welcome them to class each morning.
Staff members adopt families in need during the Holidays and other times throughout the year.
The nurse provides socks, underclothing, shoes, and outer clothes to students who come from economically disadvantaged homes.
The staff is reading the book "Engaging Students With Poverty in Mind" and discussing it during PLC meetings each Tuesday morning.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The students on campus feel safe with a full time school resource officer. The students also know that they can visit the guidance counselor at any time. The SRO and Guidance counselor go to each room and do a bully lesson. We also have an online bullying reporting system that parents and students can access via the school web site.
The students also know the safety procedures in regards to fire, code red and tornado drills. We have a fire drill once a month and have tornado and code red drills once a year.

The students also feel safe knowing that every person that walks thru the doors have to get a pass through the raptor system. This system verifies that the person is safe to enter.

The students at East feel respected because of the Leadership roles that they receive. All students on campus have some type of leadership role. This can be in the classroom or for the school itself. Many of the leadership roles involve the children staying after school to help with Parent-Pickup and Bus Dismissal. Some students arrive early to help with putting up our American Flag. Our safety patrol students also come to school early to hold a leadership role by watching the stairwell, halls, and cafeteria to maintain a safe environment.

One of the Leadership roles is our news team. Every morning these students arrive early to practice lines and prepare for the news of the day.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

There is a school wide behavior system in place that is established at the yearly opening faculty meeting, this helps to implement a school wide set of expectations and accountability. Teachers and Support Staff members are trained in the Leader In Me by the district. Each classroom is supplied with Leader In Me books and materials. Each year students revisit the Seven Habits at their new maturity level. The Leader in Me books, reinforce positive ways to demonstrate the Seven Habits within the school day. They discuss and review student expectations through the Leader In Me to support the school's culture. Students are given opportunities to have Leadership roles.

All classrooms utilize a behavior clip chart where students can "clip up" or "clip down." Teachers have school and classroom rules posted that they view and utilize throughout their school day. Students who demonstrate exceptional behavior "clip up". Eagle bucks, classroom parties, Amazing Eagle Leader awards, and school wide Seven Habit's monthly student recognition encourage students to strive for success. Students who end their day on SOAR at least three times in a week receive a special treat on Friday afternoons. Communication with parents for positive student behavior is provided through teacher phone calls and emails.

Students acknowledge a need for their behavior to improve by "clipping down." This builds responsibility and accountability on the student's part. Students who cannot manage their behavior and "clip down" to "red", the lowest level, either receive a short referral form that is sent home to be signed by a parent or are referred to school administration for consequences and/or counselling. Administration provides numerous consequences to misbehavior, such as conferencing with the student's parent to develop strategies for better behavior, after school detentions, and either in or out-of-school suspensions. We also have Student Mentors who work with younger children to provide them with a positive role model and encouragement. Teachers implement individual behavior plans for students who need special behavior accommodations.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school has a full time guidance counselor available to meet with students that need to talk with someone about emotional distress. The counselor provides students with techniques to help them effectively deal with bullying issues. Our school social worker and resource officer work together to ensure that our students are being cared for at home and in school. Our guidance counselor, social worker, and resource officer play a role in building self-confidence and self-worth within our students. Our district office also has resources available in case of tragic or high stress situations, such as a natural disaster, bus accident, death, etc.

Intermediate students are assigned to primary classrooms to mentor younger students. This provides older students with an opportunity to help younger students grow academically and socially. We also have community programs, such as Charlotte Behavioral Health Services, that provide counseling services to students in need.

Early Warning Systems

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school tracks the students' attendance by using FOCUS. Parents are able to track their child's attendance by logging onto FOCUS at home. In addition to attendance, teachers are able to track the number of suspensions students have had through the FOCUS system. Attendance information is on the students' end of year pink and blue cards. The teachers at the school track the students' retentions and FSA scores in a variety of ways. Teachers are able to access the students' records on FOCUS and conference forms. In addition, teachers are also notified at the beginning of the school year if a student has been retained by accessing the information from the students' pink and blue cards.

The early warning systems data noted in this SIP is from Second Semester of the 2014-2015 school year.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16	19	10	10	7	9	71
One or more suspensions	5	1	2	2	3	10	23
Course failure in ELA or Math	0	0	0	15	17	34	66
Level 1 on statewide assessment	0	0	0	0	12	22	34

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	1	5	8	20	34

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

In order to improve the academic performance of students who have early warning signs, we implement many strategies to help these students achieve success. First, as a school we promote attendance by giving out awards to the students with perfect attendance during our trimester and end of year awards. In addition the students who have perfect attendance throughout the year receive a t-shirt at the end-of-year awards ceremony, which they wear on the last day of school. The perfect attendance t-shirts are color colored to correspond to the number of years the student has received perfect attendance. We will implement a weekly attendance program. The class with the highest school wide attendance percentage will receive an attendance plaque and a blue eagle head. The class with the highest attendance percentage per grade level will receive a red eagle head.

If a student misses five unexcused days of school, the student will receive an attendance letter. These letters inform the parents of the students' absences and reinforce the importance of being at school every day. In addition there is a section on the report card where teachers can check if the students' attendance has impacted their academic performance.

If the students' attendance does not improve the school social worker and the school resource officer

will speak with the family. They will make a home visit to the parents and try to remedy the situation by finding the underlying issue of why the student is not attending school.

Students who have one or more suspensions, will be put on a behavior plan to ensure their time spent at school is successful. Whenever possible the teachers keep the students in the classroom and implement classroom management strategies. When necessary, teachers will implement an individual behavior plan for students. This plan can be overseen by our assistant principal, Mrs. Gosser. Mrs. Gosser is also able to meet with the student and encourage them to make better choices. Mrs. Gosser will also talk with the parents to discuss the importance of being in the classroom and a plan of action to ensure the student is successful in the classroom. When necessary if a student has made an infraction that warrants a suspension, the student will receive an in-school suspension.

In addition, many of our students do not have a form of transportation other than the buses. If a student is suspended off the bus often times they are not able to attend school. In order to encourage the students to have excellent bus behavior the school has implemented a bus rider of the week reward. K-2 students and 3-5 students will have one student each. These students are recognized on the news to promote positive choices on the bus. Parent pick-up hallways will be monitored to choose students exemplifying a high standard of behavior. They will be rewarded weekly depending on the grade levels in the hallway. Student Council distributes the prizes.

When a student has been retained or has scored a Level 1 or a 2 on statewide assessments, we have a variety of strategies that are implemented to ensure their success. These students participate in differentiated computer-based instruction such as the iReady program. We have also implemented intervention teams to pull out the students who are struggling with specific skills. These intervention teams provide students with additional hands on activities in a small group setting to enhance learning.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/52859.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our local Kiwanis Club has made monetary donations to support student achievement. In addition, they read to each Kindergarten class twice a year and distribute copies of the book they read to each kindergarten student. The Kiwanis sponsors a K-Kids after-school club at East.
World Vision, in conjunction with PGT, donated backpacks filled with school supplies for students in need.
Yah Yah Girls distributes snacks weekly to provide additional food for the weekends. These students are chosen by the teachers based on need.

Punta Gorda Walmart and the local Walmart Distribution Center have supported our school for the last few years. They have donated gift cards to teachers to use for their classroom needs. They have also donated school supplies for families who are unable to afford them.

The Punta Gorda Garden Club has donated gardening supplies to help our school Garden Club create a vegetable garden. Third-fifth grade students gain firsthand knowledge in what it takes to plant a garden and harvest the vegetables. This reinforces the science standards students are expected to know by the end of their elementary schooling.

Our local Publix supports our PTO by donating food and supplies when needed for events. This helps our PTO hold events to celebrate and encourage student growth and success. They also donate school supplies for students in need.

The Punta Gorda Winn Dixie also supports our PTO by donating food and supplies for our students and school wide events.

Several local stores donate food, bottled water, and gift cards for the East Elementary Extravaganza, which is the annual Title I meeting and Open House. The gift cards are given as door prizes in an effort in increase attendance. Several local not-for-profit organizations set up manned displays to inform the school's parents of free or low cost activities available to their children and/or services available to assist struggling families.

Employees from the Charlotte County Supervisor of Elections volunteer at our school during our annual Reading Day. They act as historical storytelling characters. They not only tell our students stories, but they also teach our students about individuals that made an impact in our country and local history.

Punta Gorda creates many opportunities for our students throughout the year. Annual Arbor Day events for our 1st grade students are held in April. They learn how to plant and care for trees. The students get to plant a tree in one of our Punta Gorda parks for the community to enjoy. The City of Punta Gorda pays for the transportation of our students.

The historical society will spend a day teaching our students about the first Christmas in Punta Gorda. Kindergarten and Pre-K students get to learn about the different parts of a Fire truck courtesy of our local fire station.

Charlotte Harbor Environmental Center provides a one-day field trip for fourth grade students to learn about our local estuary. They gather funding from local businesses to pay for transportation and learning materials for students to complete prior to their trip.

Ronald McDonald visits K-5 students to teach them that bullying is a poor choice. This program develops character education and encourages being kind to one another.

Girls on the Run empowers girls while building strength and agility in a physical sport. The girls are supported through community and family members while attending their 5K run.

P.T.O. sponsors breakfasts with dad and/or moms. They provide parenting strategies and discuss how to become involved supporting their child socially, emotionally, and academically.

The Rotary Club donates dictionaries to each third grade student.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Carr, Lori	Principal
Gosser, Rhonda	Assistant Principal
Bird, Paula	Other
Allen, Cindy	Psychologist
Whaley, Carolyn	Other
Wideikis, Karisa	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Dr. Lori Carr, Principal: Co-Chair of PPC, SAC; Chair of Literacy Committee; Member of PTO. Responsible for scheduling Professional Development activities requested by the staff. Works with parents to support the school/home connection; Collaborates with members of the School Leadership Team to review grade level data and discuss key students; meets with teachers monthly to discuss student progress and design instructional interventions; observes/evaluates teachers and recommends changes to instructional practice
Rhonda Gosser, Assistant Principal: Co-Chair of the SSPPC; member of the Literacy Committee, PTO; Responsible for student discipline interventions and resultant parent conferences; Collaborates with the Lead Teacher to review grade level data and provide support in the MTSS process; Textbook coordinator; Responsible for all aspects of state required assessments; observes/evaluates teachers.
Carolyn Whaley, Lead Teacher: Provides professional development sessions in curricular and instructional areas; provides coaching and mentoring assistance; facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing; works with Guidance Counselor and School Psychologist to assist teachers at MTSS meetings.
Paula Bird, ESE Liaison: Facilitates IEP meetings; collaborates with ESE and classroom teachers to enhance the instructional program for ESE students
Cindy Allen, Psychologist: Conducts testing and observations as part of the MTSS/ESE referral process; mentors selected students; assists teachers' during the behavioral MTSS process
Karisa Wideikis, Guidance Counselor: oversees MTSS process and chairs MTSS meetings; mentors students; conducts classroom lessons on bullying; conferences with parents on a variety of issues involving the mental well-being of students; administers all state required ELL testing to ELL students; coordinates services for ELL students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Academic and behavioral warning systems help to identify students in need of interventions through a Multi-Tiered System of Supports (MTSS). Early and timely interventions can only occur when we have a system that alerts us of the concerns. Currently, the district has three systems that provide information to help make timely adjustments necessary for Student Success.
Focus-provides a variety of district reports regarding retention, referrals, ESE and ELL status, and attendance. Focus automatically generates 5 day and 10 day attendance letters to communicate a concern to the parents (guardians). In addition to the existing Focus reports, the Information Communications System (ICS) team is available to support school-based criteria for a custom report.

School Portal and i-Ready provide a wide variety of academic reports that address both local and state assessment results. They use a color-coded system and School Portal utilizes filters which give the user opportunity to clearly see/identify students in need of intervention.

It is the responsibility of the Principal, Assistant Principal, Lead Teacher and District Personnel to determine the most efficient use of these programs. Principals, Assistant Principals, and Lead Teachers meet with District Personnel monthly to review the effectiveness of programs, personnel, and funding.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cindy Halsey	Parent
Shirlou Fisher	Parent
Melissa Pope	Parent
Cheryl Jones	Parent
Aileen Brandt	Parent
Lori Carr	Principal
Codi Tocchio	Parent
Mandy McLean	Parent
Lacey Solomon	Parent
Lora Whitehead	Parent
Samantha Skevington	Parent
Elizabeth Cafaro Bertuzzi	Parent
Penny Hotson	Parent
Julia Davidson	Parent
Nicole Robare	Parent
Teresa Martinez	Parent
Kelly Landaverde	Parent
Arnel Ambuan	Parent
Maryann Stephens	Parent
Sharadan Edmonds	Parent
Christina Fewell	Parent
Staci Perkins	Parent
Misty Rocco	Parent
Thomas D'Angelo	Parent
Sharon Brandt	Teacher
Paula Bird	Teacher
Mark Harris	Teacher
Erin Herndon	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

A presentation was made to the School Advisory Committee in September, where test scores were reviewed. The 2014-2015 SIP was reviewed, with a discussion of which strategies are being revised and/or continued for the 2015-2016 school year.

Development of this school improvement plan

Parent feedback from the September SAC meeting was brought back to the School Improvement Plan writing team, and several of their suggestions were incorporated into this plan. Parent representation during the writing of the SIP plan. The School Improvement Plan is reviewed at each SAC meeting, with an update on the strategies and progress toward meeting the goals.

Preparation of the school's annual budget and plan

The budget is a direct reflection of the strategies incorporated into the School Improvement Plan. The SAC recommended budgeting money for PD opportunities, which has been included in the plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

There were no school improvement funds allocated to East Elementary last year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Booher, Jodi	Teacher, K-12
Carr, Lori	Principal
Gosser, Rhonda	Assistant Principal
Whaley, Carolyn	Instructional Coach
Lynch, Lori	Teacher, K-12
Callahan, Shari	Instructional Media
Cason, Kelly	Teacher, K-12
Durning, Christina	Teacher, K-12
Harvard, Michelle	Teacher, K-12
Meerman, Meredith	Teacher, K-12
McQueen, Robyn	Teacher, K-12
Savarese, Anne	Teacher, K-12
Kircher, Timothy	Teacher, K-12
Ryan, Santa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The school's Literacy Leadership team promotes literacy in the school by implementing numerous reading challenges throughout the year. All of the reading challenges that occur throughout the year are themed to elicit student interest and excitement.

In order to keep the students reading throughout the summer the students encouraged to participate in the Summer Reading Challenge. This challenge consists of various levels with a prize associated to each of the levels. The students keep a log of the books they have read and complete developmentally appropriate activities to show comprehension of the books read.

In addition to the Summer Reading Challenge students in grades 3-5 are challenged to read all fifteen of the Sunshine State Young Readers books. The students show their comprehension by taking and passing an Accelerated Reader test. The students are rewarded with a motivational envelope of prizes for reading 3, 5 10, and 15 books. In addition, students are able to vote for their favorite Sunshine State Reader book after reading three books, they are rewarded with an ice cream party after reading ten books and if the students read fifteen books they receive a shirt.

We also encourage the lower grades by incorporating age appropriate challenges. The Literacy Leadership team encourages students to participate in the reading challenges by selecting genres that are of high interest to the students. For example in Kindergarten and first grade the students read Clifford books and for every five books read the students are eligible to win a prize. In second grade the students participate in the Super Sleuth Reading Challenge. The students read mystery books and if they meet a set number of Accelerated Reader points they are invited to the culminating activity which consists of receiving a mystery detective packet and solving a mystery.

In order to continue to motivate the students at the end of the year, the students in all grade levels participate in a word count challenge. Each grade level chooses a reward that is motivating to the students.

Our goal the Literacy Leadership Team is to motivate the students to develop a love of reading. We try to select interest based themes that will encourage the students to read new books that may interest them.

The literacy team provides many challenging reading programs Wheel Deal is a school-wide program that promotes literacy. This is a motivational award system to encourage students to gain points in the Accelerated Reader system. Turkey races in November is another way to use the AR program to encourage reading fluency and comprehension.

Family reading nights in the library bring the parents and students together to read and develop strategies. These nights allow the children to flourish in a relaxed environment to show how reading is an enjoyable activity for the whole family.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are given the opportunity to join committees to be a part of forming a successful school. They hold leadership roles within these committees as well. They build communication and collaboration skills as they plan, discuss, and implement new ideas and thoughts throughout the school. Every Tuesday a staff meeting is held for professional development to address best practices for implementing lessons with rigor and increasing student engagement. Teachers also have the opportunity to share successes and celebrations that involve themselves, students, or their teams. Each team has a program planner who meets in vertical team meetings and communicates the information to their team. Thursday team meetings allow teachers additional time to examine and discuss rigor and engagement within their classrooms. They formulate plans together to learn and grow off one another. Instruction presented in the classroom is strengthened by these days. Data days provide collaborative planning time to promote

students success. Opportunities for social collaboration are provided after school once a trimester by the Sharpen the Saw committee.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

All applicants submit resume, references, and application packet to the County Office.
Applicants are reviewed through the Charlotte County Public School web site. In order to be granted an interview at East Elementary, the applicant must have a 3.5 or better grade point average, have at least 3 quality professional references, and be ESOL endorsed. In addition, Reading endorsement is preferred. Prior experience at the applicable grade level is considered as well. The interview process typically includes administration and 1 or more team members from the applicable grade level.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The school participates in the District NET Program (New Educator Training). Each new educator is paired with a peer mentor at the school site. The peer mentor is selected from the grade level and must have completed the Clinical Educator Training. The NET teacher and peer mentor meet at least once a week and log their conversations on a log provided by the Professional Development Center (PDC). A list of "must discuss" topics are provided by the PDC. At the end of each trimester the log is submitted to the NET coordinator at PDC. The peer mentor assists the NET teacher in preparing for their observations, by explaining and offering guidance with the required paperwork. The NET teacher and peer mentor also work collaboratively throughout the year on the NET Portfolio. At the end of the year the portfolio is submitted to the building principal. If the portfolio is approved the building principal submits the program completion paperwork to PDC indicating that the NET teacher has either completed the program or will remain in the program for an additional year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school uses the District created CMAPS and CPALMS for all grade levels. These maps have designed a scope and sequence for teachers to follow which aligns current materials with the Florida Core Standards. The use of i-ready software is aligned with the Florida standards, as well. The district provided i-ready instructional workbook lessons have been added to the CMAPS scope and sequence, aligned under the appropriate standard.
Teachers and Administration utilize the Standards Based Instructional System to ensure that lessons at the building level are aligned. Teachers, along with Administration participate in Data Days. These days are spent sharing data obtained from grade level assessments and targeted school trends. Areas for enrichment and remediation are determined during these meetings.
Principals and District Leadership Team meetings provide school leaders with the tools to assist their faculties in areas of instructional leadership. During weekly team meetings standards are unpacked and formative assessments are discussed. These meetings help to ensure that teachers are using aligned materials.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

East Elementary uses the data from i-Ready to provide information for teachers to use in differentiated instruction. Each grade level team meets after the diagnostic test is given. In our meetings, we discuss where the most help is needed for the children to improve. Then we work per class to decide what skills are needed in the classroom. Intensive instruction is given for thirty minutes in each subject area. Intensive individualized instruction is given to students in grades 1-5 by using a pull out program based on the child's i-Ready diagnostic score and/or classroom formative assessments. All classrooms have iii for reading and math.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 300

The Literacy Initiative Committee meets before the end of the school year to determine a summer reading challenge to promote reading throughout the summer. Each year the students are encouraged to read a variety of books to earn points towards special prizes. The prizes range from an ice cream party to a spending spree at the school's book fair.

Strategy Rationale

To encourage and promote literacy over the summer the students are given the opportunity to participate in the summer reading challenge. The activities presented in the summer reading challenge are activities that are developmentally appropriate for the students. Each of the grade levels have a rubric designed to show the students the expectation. This also informs the parents about the grade level expectations.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Carr, Lori, lori.carr@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

In order to determine the effectiveness of this program the literacy initiatives committee will look at the beginning of the year diagnostic scores iReady.

| **Strategy:** Extended School Year |
| **Minutes added to school year:** 1,200 |

Students in grades K-5 will attend enrichment classes 4 hours per day, the first 5 days of October intersession. Classes will emphasize Science and Social Studies topics.

Strategy Rationale

Learning will be hands-on and will increase students' enthusiasm for learning. Adding more time to the school year will allow students more opportunity to master grade-level standards.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Carr, Lori, lori.carr@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance records will determine students' eagerness to attend. Work sampling will indicate students' mastery of the standards being taught.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Preschool children who visit the Family Center are provided the same services as their older siblings. Through a partnership between Title I and the Imagination Library, PreK parents are being invited to enroll in the Imagination Library. Once enrolled, they will be mailed a book each month, along with strategies for the parent to use with their child when enjoying the book together.
Representatives from both East and Baker meet annually to discuss each of the ESE students who attend PreK at Baker and are slated to attend East as a Kinder student for the purpose of developing a transition plan that will support the child as they transition from PreK to Kindergarten.
Each Spring, the East PreK class visits the East kinder classes to assist with transitioning to kindergarten.
In May, students will participate in a Riser Day, where they will visit classrooms of the next grade level. Students will be escorted to their visitation classroom by fifth graders.
In the spring the middle school administrators and special area teachers come to our school to meet the fifth graders. Students are given a snapshot of what middle school has to offer. They are then given an opportunity to give input on the elective classes they would like to take in sixth grade. Fifth grade teachers are also asked to refer students for special programs or activities. The area middle schools hold an Open House in May to allow fifth grade students and families to meet the teachers, administrators, and staff. Students are able to tour the school and become familiar with the building(s). Before the school year begins in August the middle schools have another open house for these incoming sixth graders. They are able to find out what their schedule is going to be, meet their teachers, and walk through the schedule so that they feel prepared for their first day of middle school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Increase teacher knowledge of best practices for implementing the Florida Standards through engaging and rigorous classroom activities.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase teacher knowledge of best practices for implementing the Florida Standards through engaging and rigorous classroom activities. 1a

G070993

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	74.0
Math Achievement District Assessment	85.0
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- i-Ready
- LAFS & MAFS Florida Ready Workbooks (Grades 1-5)
- C-Palms
- Pearson Reading and Math core curriculum
- Remediation Intervention team
- Unraavel reading and math strategy
- Tuesday Morning PLC
- Team Meetings
- Child Talk Meetings
- Data Days
- Common Core Math 4 Today
- Writing Professional Development by trained facilitators
- Substitutes for school visitations
- Substitutes for observations for NET/mentor teachers
- Thinking Maps PLC
- Curriculum Maps and Pacing Guides
- iReady Teacher Toolkit
- Paraprofessional support K-2
- Math Professional Development by trained facilitators
- Reflex Math Grades 3-5 (lowest 35 students)
- Explicit Phonics
- Haggerty: Phonological Awareness
- Accelerated Reader

Targeted Barriers to Achieving the Goal 3

- There is a need for increased engagement and excitement by all students

Plan to Monitor Progress Toward G1. 8

iReady diagnostic data will be reviewed by teachers and administration during data days.

Person Responsible
Lori Carr

Schedule
Triannually, from 7/14/2015 to 5/26/2016

Evidence of Completion
iReady data and iReady Excel spreadsheets

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase teacher knowledge of best practices for implementing the Florida Standards through engaging and rigorous classroom activities. `1`

🔑 G070993

G1.B2 There is a need for increased engagement and excitement by all students `2`

🔑 B185137

G1.B2.S1 The lowest 14% of students in grades 1-5 will be pulled out to receive four weeks of intensive instruction in the intervention room by an ESE teacher. `4`

🔑 S196560

Strategy Rationale

The small group activities, taught by an ESE certified teacher, are focused on the targeted standard and designed to be presented using the students' dominant learning style. Students' attitudes will improve as they begin to feel more confident in their academic ability.

Action Step 1 `5`

Examine iReady to determine which students should be pulled out.

Person Responsible

Susan Mappes

Schedule

On 5/26/2016

Evidence of Completion

Lists of students served

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Pre and Post tests will be given to determine the success of the intervention.

Person Responsible

Susan Mappes

Schedule

On 5/26/2016

Evidence of Completion

iReady excel spreadsheet

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Daily Attendance Records

Person Responsible

Schedule

On 5/26/2016

Evidence of Completion

Attendance records will show that students are attending the intervention class each day they are in school.

G1.B2.S2 A series of Tuesday Morning PLCs with teachers will be dedicated to teaching strategies that engage students and increase student motivation. 4

🔑 S196561

Strategy Rationale

Teachers need strategies in order to increase student motivation.

Action Step 1 5

Teachers will read, discuss, and implement classroom strategies contained literature and research about engaging students.

Person Responsible

Schedule

On 5/26/2016

Evidence of Completion

Weekly attendance Logs

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Meeting Agendas and Notes

Person Responsible

Carolyn Whaley

Schedule

Weekly, from 7/14/2015 to 5/26/2016

Evidence of Completion

Thinking Maps and chart paper notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Classroom Walk Throughs and Observations

Person Responsible

Lori Carr

Schedule

Monthly, from 7/14/2015 to 5/26/2016

Evidence of Completion

Walk through notes and observation records posted in Editure

G1.B2.S3 Teachers will meet weekly to discuss the implementation of Thinking Maps into their classrooms. Once teachers are familiar with the Thinking Maps, discussions will include ways to increase rigor using the Thinking maps and how to teach standards with high DOK levels using the maps. `4`

🔧 S196562

Strategy Rationale

Teachers need strategies in order to increase the rigor of their classroom instruction.

Action Step 1 `5`

Implementation of Thinking Maps in the classroom demonstrating rigorous activity.

Person Responsible

Lori Carr

Schedule

Weekly, from 7/14/2015 to 5/26/2016

Evidence of Completion

Sign in sheets and weekly meeting notes

Plan to Monitor Fidelity of Implementation of G1.B2.S3 `6`

Student Work Samples; Walk Through and Observations

Person Responsible

Schedule

On 5/26/2016

Evidence of Completion

Student work samples, teacher lesson plans, walk through/observation data, teacher observation scores on Marzano Element 12

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Work Samples

Person Responsible

Lori Carr

Schedule

Monthly, from 7/14/2015 to 5/26/2016

Evidence of Completion

Teachers will bring samples of Thinking Maps to prompt discussion regarding the level of rigor.

G1.B2.S4 Experts in ELA and Math will be invited to provide teachers with after school professional development opportunities at least once per trimester. `4`

🔑 S196563

Strategy Rationale

Classroom walk throughs indicate a need for greater rigor and continuity throughout grade levels.

Action Step 1 `5`

Once per trimester teachers will be provided professional development in ELA and/or Math after school.

Person Responsible

Lori Carr

Schedule

Triannually, from 7/14/2015 to 5/26/2016

Evidence of Completion

Carolyn Whaley will input information into AVATAR and collect attendance.

Plan to Monitor Fidelity of Implementation of G1.B2.S4 `6`

Classroom Observations and Walk Throughs

Person Responsible

Lori Carr

Schedule

Monthly, from 7/14/2015 to 5/26/2016

Evidence of Completion

Evaluation data and walk through anecdotal records

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 `7`

Administration will complete classroom observations and walk throughs

Person Responsible

Lori Carr

Schedule

On 5/26/2016

Evidence of Completion

Classroom walk through notes and observation data

G1.B2.S5 Teachers will attend outside workshops and conferences. `4`

🔑 S196564

Strategy Rationale

Teachers will gain insight into new instructional practices and strategies from persons knowledgeable in their field.

Action Step 1 `5`

Teachers will attend outside conferences and workshops.

Person Responsible

Lori Carr

Schedule

Annually, from 7/14/2015 to 5/26/2016

Evidence of Completion

Registration forms for the workshops/conferences.

Plan to Monitor Fidelity of Implementation of G1.B2.S5 `6`

Teacher observations

Person Responsible

Lori Carr

Schedule

Monthly, from 7/14/2015 to 5/26/2016

Evidence of Completion

Observation notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S5 `7`

iReady Scores

Person Responsible

Lori Carr

Schedule

Triannually, from 7/14/2015 to 5/26/2016

Evidence of Completion

Knowledge gained will reflect in students' iReady scores

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Examine iReady to determine which students should be pulled out.	Mappes, Susan	7/14/2015	Lists of students served	5/26/2016 one-time
G1.B2.S2.A1	Teachers will read, discuss, and implement classroom strategies contained literature and research about engaging students.		7/14/2015	Weekly attendance Logs	5/26/2016 one-time
G1.B2.S3.A1	Implementation of Thinking Maps in the classroom demonstrating rigorous activity.	Carr, Lori	7/14/2015	Sign in sheets and weekly meeting notes	5/26/2016 weekly
G1.B2.S4.A1	Once per trimester teachers will be provided professional development in ELA and/or Math after school.	Carr, Lori	7/14/2015	Carolyn Whaley will input information into AVATAR and collect attendance.	5/26/2016 triannually
G1.B2.S5.A1	Teachers will attend outside conferences and workshops.	Carr, Lori	7/14/2015	Registration forms for the workshops/ conferences.	5/26/2016 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	iReady diagnostic data will be reviewed by teachers and administration during data days.	Carr, Lori	7/14/2015	iReady data and iReady Excel spreadsheets	5/26/2016 triannually
G1.B2.S1.MA1	Daily Attendance Records		7/14/2015	Attendance records will show that students are attending the intervention class each day they are in school.	5/26/2016 one-time
G1.B2.S1.MA1	Pre and Post tests will be given to determine the success of the intervention.	Mappes, Susan	7/14/2015	iReady excel spreadsheet	5/26/2016 one-time
G1.B2.S2.MA1	Classroom Walk Throughs and Observations	Carr, Lori	7/14/2015	Walk through notes and observation records posted in Editure	5/26/2016 monthly
G1.B2.S2.MA1	Meeting Agendas and Notes	Whaley, Carolyn	7/14/2015	Thinking Maps and chart paper notes	5/26/2016 weekly
G1.B2.S3.MA1	Work Samples	Carr, Lori	7/14/2015	Teachers will bring samples of Thinking Maps to prompt discussion regarding the level of rigor.	5/26/2016 monthly
G1.B2.S3.MA1	Student Work Samples; Walk Through and Observations		7/14/2015	Student work samples, teacher lesson plans, walk through/observation data, teacher observation scores on Marzano Element 12	5/26/2016 one-time
G1.B2.S4.MA1	Administration will complete classroom observations and walk throughs	Carr, Lori	7/14/2015	Classroom walk through notes and observation data	5/26/2016 one-time
G1.B2.S4.MA1	Classroom Observations and Walk Throughs	Carr, Lori	7/14/2015	Evaluation data and walk through anecdotal records	5/26/2016 monthly
G1.B2.S5.MA1	iReady Scores	Carr, Lori	7/14/2015	Knowledge gained will reflect in students' iReady scores	5/26/2016 triannually
G1.B2.S5.MA1	Teacher observations	Carr, Lori	7/14/2015	Observation notes	5/26/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase teacher knowledge of best practices for implementing the Florida Standards through engaging and rigorous classroom activities.

G1.B2 There is a need for increased engagement and excitement by all students

G1.B2.S2 A series of Tuesday Morning PLCs with teachers will be dedicated to teaching strategies that engage students and increase student motivation.

PD Opportunity 1

Teachers will read, discuss, and implement classroom strategies contained literature and research about engaging students.

Facilitator

Carolyn Whaley

Participants

East Faculty

Schedule

On 5/26/2016

G1.B2.S3 Teachers will meet weekly to discuss the implementation of Thinking Maps into their classrooms. Once teachers are familiar with the Thinking Maps, discussions will include ways to increase rigor using the Thinking maps and how to teach standards with high DOK levels using the maps.

PD Opportunity 1

Implementation of Thinking Maps in the classroom demonstrating rigorous activity.

Facilitator

Carolyn Whaley

Participants

Classroom Teacher K-5

Schedule

Weekly, from 7/14/2015 to 5/26/2016

G1.B2.S4 Experts in ELA and Math will be invited to provide teachers with after school professional development opportunities at least once per trimester.

PD Opportunity 1

Once per trimester teachers will be provided professional development in ELA and/or Math after school.

Facilitator

Carolyn Whaley

Participants

Teachers

Schedule

Triannually, from 7/14/2015 to 5/26/2016

G1.B2.S5 Teachers will attend outside workshops and conferences.

PD Opportunity 1

Teachers will attend outside conferences and workshops.

Facilitator

Teachers

Participants

Teachers

Schedule

Annually, from 7/14/2015 to 5/26/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B2.S1.A1	Examine iReady to determine which students should be pulled out.				$0.00
2	G1.B2.S2.A1	Teachers will read, discuss, and implement classroom strategies contained literature and research about engaging students.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	510-Supplies	0081 - East Elementary School	Title I Part A	0.0	$1,000.00
			Notes: Books for PLC			
3	G1.B2.S3.A1	Implementation of Thinking Maps in the classroom demonstrating rigorous activity.				$0.00
4	G1.B2.S4.A1	Once per trimester teachers will be provided professional development in ELA and/or Math after school.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	100-Salaries	0081 - East Elementary School	Title I Part A	0.0	$1,500.00
			Notes: Hourly rate for presenters and participants			
	6400	510-Supplies	0081 - East Elementary School	Title I Part A	0.0	$500.00
			Notes: Supplies for professional development workshop			
5	G1.B2.S5.A1	Teachers will attend outside conferences and workshops.				$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	330-Travel	0081 - East Elementary School	Title I Part A	0.0	$1,500.00
			Notes: Teachers will attend out of town conferences and workshops.			
					Total:	$4,500.00