

East Elementary School



2016-17 Schoolwide Improvement Plan

East Elementary School

27050 FAIRWAY DR, Punta Gorda, FL 33982

<http://www.yourcharlotteschools.net/ees>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	C	

**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 was approved by the Charlotte County School Board on 11/15/2016.

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 a monitoring status of "Former F" (see page 4). 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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	11
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	46
Appendix 2: Professional Development and Technical Assistance Outlines	49
Professional Development Opportunities	49
Technical Assistance Items	50
Appendix 3: Budget to Support Goals	50

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for East Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Student Success!

2. School Environment

a. 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 use of several activities, students will share details about their home life, including the making of a "Me" bag, which allows them to share their interests, hobbies, traditions, etc.

In addition, some teachers may send home a 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.) 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.

During classroom story time, students are encouraged to compare and contrast their lives to characters in a story.

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.

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.

b. 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.

Another Leadership role in our school is our news team. Every morning these students arrive early to practice lines and prepare for the news of the day.

c. 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.

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 monthly student recognition encourage students to strive for success. Students who end their day on SOAR at least three times in a week may 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. Teachers implement individual behavior plans for students who need special behavior accommodations.

d. 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.

We also have community programs, such as Charlotte Behavioral Health Services, that provide counseling services to students in need.

3. Early Warning Systems

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

a. 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 2015-2016 school year.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	16	19	10	10	7	9	0	0	0	0	0	0	0	71	
One or more suspensions	5	1	2	2	3	10	0	0	0	0	0	0	0	23	
Course failure in ELA or Math	0	0	0	15	17	34	0	0	0	0	0	0	0	66	
Level 1 on statewide assessment	0	0	0	0	12	22	0	0	0	0	0	0	0	34	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	1	0	0	5	8	20	0	0	0	0	0	0	0	34	

c. 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 coded 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 month 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 monthly depending on the grade levels in the hallway.

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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

2. 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. In addition, Lowe's awarded the Green Team with a \$5,000 grant which will be used to build a community garden in partnership with the Garden Club.

Dollar General Inc. awarded \$50,000 to the school to be used to promote literacy. These funds will be used to purchase a guided reading library, additional Chrome Books, and non-fiction magazine type materials for grades 1-5.

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 donated 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 to 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.

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.

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.

The Rotary Club donates dictionaries to each third grade student.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Carr, Lori	Principal
Gosser, Rhonda	Assistant Principal
Wideikis, Karisa	School Counselor
Trullinger, Kelly	Instructional Coach

b. Duties

1. 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.

Kelly Trullinger, 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.

Mariela Croker, ESE Liaison: Facilitates IEP meetings; collaborates with ESE and classroom teachers to enhance the instructional program for ESE students

Kerri Masini, 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Cindy Halsey	Parent
Lori Carr	Principal
Kimberly Miller	Parent
Jamie Eastwood	Parent
Michelle Ezell	Parent
Jennifer Fowler	Parent
Crystal Ware	Principal
Cheryl Jones	Parent
Melissa Pope	Parent
Cindy Halsey	Parent
Christina Prachniak	Parent
Andrea Ford	Parent
Elizabeth Bertuzzi	Parent
Tonya Abel	Parent
Angela Sikorski	Parent
Natalie Francoletti	Parent
LeeAnn Kercher	Parent
Hannah Bair	Parent
Stephanie Rohling	Parent
Shirlou Fisher	Parent
Jason Peel	Parent
Lewis Ritch	Parent
Jessica Ritch	Parent
Ann Trexler	Parent
Nicole Robare	Parent
Shiela Justice	Parent
Jessica Morrison	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

A presentation was made to the School Advisory Committee in August, where test scores were reviewed. The 2015-2016 SIP was reviewed, with a discussion of which strategies are being revised, discontinued, and/or continued for the 2016-2017 school year.

b. Development of this school improvement plan

Parent feedback from the August SAC meeting was brought back to the School Improvement Plan writing team, and several of their suggestions were incorporated into this plan. There was 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.

c. Preparation of the school's annual budget and plan

The budget is a direct reflection of the strategies incorporated into the School Improvement Plan, both of which reflect recommendations made by the SAC.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Cothorn, Becky	Teacher, K-12
Carr, Lori	Principal
Gosser, Rhonda	Assistant Principal
Brady, Maureen	Teacher, K-12
Cason, Kelly	Teacher, K-12
Durning, Christina	Teacher, K-12
Harvard, Michelle	Teacher, K-12
McQueen, Robyn	Teacher, K-12
Savarese, Anne	Teacher, K-12
Ryan, Santa	Teacher, K-12
Meerman, Meridith	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school uses the District created Curriculum Guides for all grade levels. These guides 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 Curriculum Guide's 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.

b. Instructional Strategies

1. 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 3-5 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.

2. 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: After School Program

Minutes added to school year: 10,800

Students attending Camp Eagle's Nest will have a total of one hour of homework help and i-Ready time on the computers.

Strategy Rationale

Students struggling with homework will practice doing the work correctly.

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

i-Ready report of usage; student grades

Strategy: Extended School Year

Minutes added to school year: 3,600

Students will attend Camp during the 10 days of October and 5 days of April Intersession. Classes will be 4 hours in length and will emphasize Science and Math topics.

Strategy Rationale

Additional emphasis on Science and Math standards during a time when the students would normally be off from school, will keep students from regressing.

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

Work sampling; lesson plans

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

Mrs. Dionisio, Principal of Punta Gorda Middle School, attends a SAC meeting to answer questions that parents have regarding their child's transition to middle school. The area middle schools also 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). 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.

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.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. 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.**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** East Elementary School will increase the percentage of proficient students on the FSA by targeting identified students who scored in the lowest 25%, level, scored in levels 1 or 2, or did not make a learning gain the previous year.

Strategic Goals Detail

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

G1. East Elementary School will increase the percentage of proficient students on the FSA by targeting identified students who scored in the lowest 25%, level, scored in levels 1 or 2, or did not make a learning gain the previous year. 1a

G086250

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	62.0
ELA/Reading Gains District Assessment	66.0
ELA/Reading Lowest 25% Gains	58.0
FSA Mathematics Achievement	68.0
Math Gains	65.0
Math Lowest 25% Gains	54.0
Statewide Science Assessment Achievement	63.0

Targeted Barriers to Achieving the Goal 3

- Increased rigor requires more time to teach curriculum
- Several students have limited background experiences and vocabulary knowledge
- Some students have limited phonics knowledge and application
- Some students lack basic mathematical fact fluency
- Attendance concerns

Resources Available to Help Reduce or Eliminate the Barriers 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
- Scholastic Guided Reading Library
- Words Their Way Grades 3-5
- Scholastic Weekly Newspaper Grades 1-5
- Pinnell and Fountas Phonics Lessons

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 7/12/2016 to 5/25/2017

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. East Elementary School will increase the percentage of proficient students on the FSA by targeting identified students who scored in the lowest 25%, level, scored in levels 1 or 2, or did not make a learning gain the previous year. **1**

 **G086250**

G1.B1 Increased rigor requires more time to teach curriculum **2**

 **B229145**

G1.B1.S1 Students in grades 3, 4, 5 who fall within the bottom, 25% will receive intensive instruction in a pullout classroom. **4**

 **S241621**

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 student's dominate learning style.

Action Step 1 **5**

Students in grades 3-5 will receive remediation from the intervention team as needed.

Person Responsible

Lori Carr

Schedule

Daily, from 7/12/2016 to 5/24/2017

Evidence of Completion

Lesson plans; walk through data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monthly meetings with intervention team members; review of lesson plans

Person Responsible

Lori Carr

Schedule

Monthly, from 7/22/2014 to 5/29/2015

Evidence of Completion

Meetings noted on calendar

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom walkthroughs

Person Responsible

Rhonda Gosser


Schedule

Weekly, from 7/22/2014 to 5/29/2015

Evidence of Completion

Anecdotal taken during walkthroughs

G1.B1.S2 Struggling students in grades K-2 will receive intensive instruction in a small group setting from paraprofessionals in the classroom. 4

 S241622

Strategy Rationale

The small group activities taught by the paraprofessionals and planned by the classroom teachers are focused on the targeted standards and designed to be present using a variety of learning styles.

Action Step 1 5

Students in grades K-2 will receive remediation from the paraprofessionals as needed.

Person Responsible

Schedule

On 5/25/2017

Evidence of Completion

Lesson plans; observations

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monthly meetings with intervention team members; review of lesson plans

Person Responsible

Kelly Trullinger

Schedule

Daily, from 7/12/2016 to 5/24/2017

Evidence of Completion

Anecdotal taken during walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Classroom teachers will monitor paraprofessionals as they work with children to ensure the quality of the lesson.

Person Responsible

Kelly Trullinger

Schedule

On 5/24/2017

Evidence of Completion

Anecdotal taken during walkthroughs

G1.B3 Several students have limited background experiences and vocabulary knowledge 2

 B229147

G1.B3.S1 Each grade level, with the exception of Kindergarten, participates in a field trip. 4

 S241628

Strategy Rationale

Our students' opportunities to attend cultural events is extremely limited in their private lives.

Action Step 1 5

Field trips will be planned to support the grade level curriculum

Person Responsible

Kelly Trullinger

Schedule

On 5/24/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Program planners will complete the Field Trip Request Form

Person Responsible

Schedule

On 5/25/2017

Evidence of Completion

Completed Field Trip Request forms

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Person Responsible

Schedule

Evidence of Completion

G1.B3.S2 Kindergarten classes are visited by first responders and get to tour their vehicles. 4

 S241629

Strategy Rationale

Allows students to connect text to real life.

Action Step 1 5

The local first responders will visit school to match the community helpers curriculum.

Person Responsible

Kelly Trullinger

Schedule

On 5/25/2017

Evidence of Completion

Students will be able to identify the trucks and equipment along with what they do for the community.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Students will complete a thinking map to check for understanding the importance of first responders in our community.

Person Responsible

Kelly Trullinger

Schedule

On 8/17/2016

Evidence of Completion

Thinking maps will be placed in the kindergarten hallway.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Teacher will model appropriate thinking maps in a whole group setting.

Person Responsible

Kelly Trullinger

Schedule

On 8/17/2016

Evidence of Completion

Completed thinking maps

G1.B3.S3 Students in grades K-5 will read and discuss non-fiction articles in Scholastic Magazines. 4

 S241630

Strategy Rationale

The activities deepen a student's understanding of text because students have to be able to analyze the sections of the text that correlate to the question. They then need to understand and use vocabulary in order to answer questions of a high rigor.

Action Step 1 5

Students in grades K-5 will read and discuss articles in Scholastic Magazines.

Person Responsible

Kelly Trullinger

Schedule

Weekly, from 7/12/2016 to 5/24/2017

Evidence of Completion

observation of teacher/students reading Scholastic Magazines

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Teachers and students will participate in a question/answer session with teacher monitoring comprehension.

Person Responsible

Kelly Trullinger

Schedule

Weekly, from 7/12/2016 to 5/24/2017

Evidence of Completion

Teacher monitoring student answers

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Teacher observation of student responses

Person Responsible

Kelly Trullinger

Schedule

Weekly, from 7/12/2016 to 5/24/2017

Evidence of Completion

student responses will reflect comprehension of article

G1.B3.S4 Students in grades 4 & 5 will use Words their Way to locate alternate word choices to use when writing. 4

 S241631

Strategy Rationale

Students' vocabulary knowledge will be deepened as they find synonyms for known words.

Action Step 1 5

Students will complete the weekly Words Their Way lessons to increase their vocabularies.

Person Responsible

Kelly Trullinger

Schedule

Weekly, from 7/12/2016 to 5/24/2017

Evidence of Completion

Students will complete these lessons in the Words Their Way workbooks.

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

Students will be assessed on the words presented in the weekly lessons.

Person Responsible

Kelly Trullinger

Schedule

Weekly, from 7/12/2016 to 5/24/2017

Evidence of Completion

Focus grade book

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7

Iready triannual diagnostic vocabulary subtest

Person Responsible

Kelly Trullinger

Schedule

Triannually, from 7/12/2016 to 5/24/2017

Evidence of Completion

Students score increases on the Iready diagnostic tests

G1.B3.S5 Students in grades K-5 will be encouraged to participate in several reading programs, such as AR, Sunshine State, etc. 4

 S241632

Strategy Rationale

The more students read, the greater their vocabulary and background knowledge.

Action Step 1 5

Students will take AR tests to qualify for various incentive awards.

Person Responsible

Lori Carr

Schedule

On 5/24/2017

Evidence of Completion

AR reports; Spreadsheet of AR incentives earned

G1.B3.S6 Teachers will attend Professional Development workshops, conferences, or seminars to increase their knowledge in increasing students' vocabulary and background knowledge. 4

 S241633

Strategy Rationale

Teachers who attend will bring back what they learn to their teams, thereby training others in the strategies.

Action Step 1 5

Teachers will receive PD in increasing students' vocabulary and background knowledge.

Person Responsible

Lori Carr

Schedule

On 5/24/2017


Evidence of Completion

Teachers who attend the PD will bring back information to their teams.

G1.B4 Some students have limited phonics knowledge and application **2**

 B229148

G1.B4.S1 Teachers will provide direct instruction in phonics during small group instruction and whole group lessons. **4**

 S241634

Strategy Rationale

Many students have not learned phonics rules.

Action Step 1 **5**

Teachers will provide direct instruction in phonics during small group instruction.

Person Responsible

Kelly Trullinger

Schedule

Daily, from 7/12/2016 to 5/25/2017

Evidence of Completion

Lesson plans; i-ready data

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

I-Ready scores will be compared from one testing to the next to check for growth; low performing students will be discussed during Child Talk meetings

Person Responsible

Lori Carr

Schedule

Monthly, from 7/12/2016 to 5/25/2017

Evidence of Completion

i-Ready scores; completed child talk form

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Monthly Child Talk meetings with the teacher and principal

Person Responsible

Lori Carr


Schedule

Monthly, from 7/12/2016 to 5/25/2017

Evidence of Completion

Completed Child Talk forms

G1.B4.S2 Spalding phonics is done daily in Kindergarten classes. 4

 S241635

Strategy Rationale

Students benefit from the body movements that accompany the letter sounds.

Action Step 1 5

Kindergarten teachers will continue to implement the Spalding Phonics Program within their classroom curriculum

Person Responsible

Sue Theriault

Schedule

Daily, from 7/12/2016 to 7/25/2017

Evidence of Completion

Success in sounding out new words.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Observance of increased vocabulary and word skills in daily work and scheduled skills monitoring.

Person Responsible

Kelly Trullinger

Schedule

Daily, from 7/12/2016 to 6/25/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Use of Fry Word lists and spelling tests. Spelling activities along with writing assignments will also demonstrate improvement in an individual student's progress.

Person Responsible

Sue Theriault

Schedule


On 6/26/2017

Evidence of Completion

G1.B5 Some students lack basic mathematical fact fluency **2**

 B229149

G1.B5.S1 Teachers will use manipulatives during the initial introduction of a standard. **4**

 S241636

Strategy Rationale

By adding manipulatives, the lesson addresses all learning styles.

Action Step 1 **5**

Teachers will use a variety of manipulatives to introduce standards.

Person Responsible

Kelly Trullinger

Schedule

Triannually, from 7/12/2016 to 5/24/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

observations

Person Responsible

Kelly Trullinger

Schedule

Triannually, from 7/12/2016 to 5/24/2017

Evidence of Completion

Thinking map, Iready data

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Iready data, Reflex fluency test

Person Responsible

Kelly Trullinger

Schedule

Triannually, from 7/12/2016 to 5/24/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Monitoring the fluency percentages through Reflex

Person Responsible

Schedule

Evidence of Completion

G1.B5.S2 Students in grades 3-5 who are in the lowest 25% in the classroom will attend the intervention room. 4

 S241637

Strategy Rationale

The small group activities taught by an ESE certified teacher or paraprofessional are focused on the targeted standard and designed to be presented using the student's dominate learning style.

Action Step 1 5

Students will use hands on manipulatives to increase understanding of basic skills being taught.

Person Responsible

Kelly Trullinger

Schedule

On 5/25/2017

Evidence of Completion

Increased iReady and Reflex Math scores.

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

The use of iReady and Reflex Math programs.

Person Responsible

Kelly Trullinger

Schedule

On 5/25/2017

Evidence of Completion

The results of the iReady lessons and Reflex Math.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

The use of iReady and Reflex Math programs.

Person Responsible

Kelly Trullinger

Schedule

On 5/25/2017

Evidence of Completion

Increased iReady and Reflex Math scores.

G1.B5.S3 Teachers in grades K-5 will utilize Reflex Math to do quick drills of math facts to ensure fluency. 4

S241638

Strategy Rationale

Students need constant refreshers of facts in order to commit them to memory.

Action Step 1 5

Teachers in grades K-5 will utilize Reflex Math to do quick drills of math facts to ensure fluency.

Person Responsible

Kelly Trullinger

Schedule

Triannually, from 7/12/2016 to 5/24/2017

Evidence of Completion

Reflex reports

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Reflex fluency reports

Person Responsible

Kelly Trullinger

Schedule

Every 6 Weeks, from 7/12/2016 to 5/24/2017

Evidence of Completion

Reflex fluency graphs

Plan to Monitor Effectiveness of Implementation of G1.B5.S3 7

Reflex reports

Person Responsible

Kelly Trullinger

Schedule

Every 6 Weeks, from 7/12/2016 to 5/24/2017


Evidence of Completion

Reflex reports

G1.B6 Attendance concerns 2

 B229150

G1.B6.S1 Instructional time will be protected by scheduling assemblies, outside agencies, and other events during SPA and/or Specials whenever possible. 4

 S241639

Strategy Rationale

Students need to be in the classroom as much as possible during the instructional time.

Action Step 1 5

Assemblies, outside agencies, and other events will be scheduled during non-instructional times such as SPA or Specials.

Person Responsible

Lori Carr

Schedule

On 5/24/2017

Evidence of Completion

Lesson plans will indicate consistent instructional times and special events scheduled with as little impact to instructional time as possible.

Action Step 2 5

Assemblies, outside agencies, and other events will be scheduled during non-instructional times such as SPA or Specials.

Person Responsible

Lori Carr

Schedule

On 5/24/2017

Evidence of Completion

Lesson plans will indicate consistent instructional times and special events scheduled with as little impact to instructional time as possible.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Calendars will be monitored for program times

Person Responsible

Lori Carr

Schedule

On 5/24/2017

Evidence of Completion

Monthly calendar of school events

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

i-Ready gains will be compared to last year's gains

Person Responsible

Lori Carr

Schedule

On 5/24/2017

Evidence of Completion

I-Ready reports for grades K-5

G1.B6.S2 Classrooms with 100% attendance in a week will be recognized on WEES on Monday of the following week. Classrooms with the best attendance for their grade level will receive an Eagle to place outside their classroom. 4

S241640

Strategy Rationale

Children will want their classrooms to win the recognition; therefore, they will encourage their parents to bring them to school more regularly.

Action Step 1 5

Classrooms will receive Eagles if they have the highest rate of attendance for their grade level.

Person Responsible

Lori Carr

Schedule

On 5/19/2017

Evidence of Completion

Weekly classroom attendance reports.

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Eagles will be awarded to winning classrooms on Mondays by the school principal.

Person Responsible

Lori Carr

Schedule

On 5/24/2017

Evidence of Completion

Eagles will be displayed in the hallway outside each classroom.

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

School portal will be used to track attendance percentages by classroom

Person Responsible

Rhonda Gosser

Schedule

On 5/24/2017

Evidence of Completion

Classroom attendance reports




IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B3.S1.MA1 M322307	[no content entered]		No Start Date		No End Date one-time
G1.B5.S1.MA1 M322320	Monitoring the fluency percentages through Reflex		No Start Date		No End Date one-time
G1.B1.S1.MA1 M322293	Classroom walkthroughs	Gosser, Rhonda	7/22/2014	Anecdotal taken during walkthroughs	5/29/2015 weekly
G1.B1.S1.MA1 M322294	Monthly meetings with intervention team members; review of lesson plans	Carr, Lori	7/22/2014	Meetings noted on calendar	5/29/2015 monthly
G1.B3.S2.MA1 M322309	Teacher will model appropriate thinking maps in a whole group setting.	Trullinger, Kelly	8/17/2016	Completed thinking maps	8/17/2016 one-time
G1.B3.S2.MA1 M322310	Students will complete a thinking map to check for understanding the importance of first responders...	Trullinger, Kelly	7/12/2016	Thinking maps will be placed in the kindergarten hallway.	8/17/2016 one-time
G1.B6.S2.A1 A312733	Classrooms will receive Eagles if they have the highest rate of attendance for their grade level.	Carr, Lori	9/5/2016	Weekly classroom attendance reports.	5/19/2017 one-time
G1.B1.S1.A1 A312713	Students in grades 3-5 will receive remediation from the intervention team as needed.	Carr, Lori	7/12/2016	Lesson plans; walk through data	5/24/2017 daily
G1.B3.S1.A1 A312720	Field trips will be planned to support the grade level curriculum	Trullinger, Kelly	7/7/2016		5/24/2017 one-time
G1.B5.S1.MA1 M322319	Iready data, Reflex fluency test	Trullinger, Kelly	7/12/2016		5/24/2017 triannually
G1.B5.S1.MA1 M322321	observations	Trullinger, Kelly	7/12/2016	Thinking map, Iready data	5/24/2017 triannually
G1.B5.S1.A1 A312728	Teachers will use a variety of manipulatives to introduce standards.	Trullinger, Kelly	7/12/2016		5/24/2017 triannually
G1.B6.S1.MA1 M322326	i-Ready gains will be compared to last year's gains	Carr, Lori	7/12/2016	I-Ready reports for grades K-5	5/24/2017 one-time
G1.B6.S1.MA1 M322327	Calendars will be monitored for program times	Carr, Lori	7/12/2016	Monthly calendar of school events	5/24/2017 one-time
G1.B6.S1.A1 A312731	Assemblies, outside agencies, and other events will be scheduled during non-instructional times...	Carr, Lori	7/12/2016	Lesson plans will indicate consistent instructional times and special events scheduled with as little impact to instructional time as possible.	5/24/2017 one-time
G1.B6.S1.A2 A312732	Assemblies, outside agencies, and other events will be scheduled during non-instructional times...	Carr, Lori	7/12/2016	Lesson plans will indicate consistent instructional times and special events scheduled with as little impact to instructional time as possible.	5/24/2017 one-time
G1.B1.S2.MA1 M322295	Classroom teachers will monitor paraprofessionals as they work with children to ensure the quality...	Trullinger, Kelly	7/12/2016	Anecdotal taken during walkthroughs	5/24/2017 one-time
G1.B1.S2.MA1 M322296	Monthly meetings with intervention team members; review of lesson plans	Trullinger, Kelly	7/12/2016	Anecdotal taken during walkthroughs	5/24/2017 daily
G1.B6.S2.MA1 M322328	School portal will be used to track attendance percentages by classroom	Gosser, Rhonda	7/12/2016	Classroom attendance reports	5/24/2017 one-time
G1.B6.S2.MA1 M322329	Eagles will be awarded to winning classrooms on Mondays by the school principal.	Carr, Lori	9/5/2016	Eagles will be displayed in the hallway outside each classroom.	5/24/2017 one-time

Charlotte - 0081 - East Elementary School - 2016-17 SIP
East Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S3.MA1 M322311	Teacher observation of student responses	Trullinger, Kelly	7/12/2016	student responses will reflect comprehension of article	5/24/2017 weekly
G1.B3.S3.MA1 M322312	Teachers and students will participate in a question/answer session with teacher monitoring...	Trullinger, Kelly	7/12/2016	Teacher monitoring student answers	5/24/2017 weekly
G1.B3.S3.A1 A312722	Students in grades K-5 will read and discuss articles in Scholastic Magazines.	Trullinger, Kelly	7/12/2016	observation of teacher/students reading Scholastic Magazines	5/24/2017 weekly
G1.B5.S3.MA1 M322324	Reflex reports	Trullinger, Kelly	7/12/2016	Reflex reports	5/24/2017 every-6-weeks
G1.B5.S3.MA1 M322325	Reflex fluency reports	Trullinger, Kelly	7/12/2016	Reflex fluency graphs	5/24/2017 every-6-weeks
G1.B5.S3.A1 A312730	Teachers in grades K-5 will utilize Reflex Math to do quick drills of math facts to ensure fluency.	Trullinger, Kelly	7/12/2016	Reflex reports	5/24/2017 triannually
G1.B3.S4.MA1 M322313	Iready triannual diagnostic vocabulary subtest	Trullinger, Kelly	7/12/2016	Students score increases on the Iready diagnostic tests	5/24/2017 triannually
G1.B3.S4.MA1 M322314	Students will be assessed on the words presented in the weekly lessons.	Trullinger, Kelly	7/12/2016	Focus grade book	5/24/2017 weekly
G1.B3.S4.A1 A312723	Students will complete the weekly Words Their Way lessons to increase their vocabularies.	Trullinger, Kelly	7/12/2016	Students will complete these lessons in the Words Their Way workbooks.	5/24/2017 weekly
G1.B3.S5.A1 A312724	Students will take AR tests to qualify for various incentive awards.	Carr, Lori	7/12/2016	AR reports; Spreadsheet of AR incentives earned	5/24/2017 one-time
G1.B3.S6.A1 A312725	Teachers will receive PD in increasing students' vocabulary and background knowledge.	Carr, Lori	7/12/2016	Teachers who attend the PD will bring back information to their teams.	5/24/2017 one-time
G1.MA1 M322330	iReady diagnostic data will be reviewed by teachers and administration during data days.	Carr, Lori	7/12/2016	iReady data and iReady Excel spreadsheets	5/25/2017 triannually
G1.B3.S1.MA1 M322308	Program planners will complete the Field Trip Request Form		7/12/2016	Completed Field Trip Request forms	5/25/2017 one-time
G1.B4.S1.MA1 M322315	Monthly Child Talk meetings with the teacher and principal	Carr, Lori	7/12/2016	Completed Child Talk forms	5/25/2017 monthly
G1.B4.S1.MA1 M322316	I-Ready scores will be compared from one testing to the next to check for growth; low performing...	Carr, Lori	7/12/2016	i-Ready scores; completed child talk form	5/25/2017 monthly
G1.B4.S1.A1 A312726	Teachers will provide direct instruction in phonics during small group instruction.	Trullinger, Kelly	7/12/2016	Lesson plans; i-ready data	5/25/2017 daily
G1.B1.S2.A1 A312714	Students in grades K-2 will receive remediation from the paraprofessionals as needed.		7/12/2016	Lesson plans; observations	5/25/2017 one-time
G1.B3.S2.A1 A312721	The local first responders will visit school to match the community helpers curriculum.	Trullinger, Kelly	7/12/2016	Students will be able to identify the trucks and equipment along with what they do for the community.	5/25/2017 one-time
G1.B5.S2.MA1 M322322	The use of iReady and Reflex Math programs.	Trullinger, Kelly	7/12/2016	Increased iReady and Reflex Math scores.	5/25/2017 one-time
G1.B5.S2.MA1 M322323	The use of iReady and Reflex Math programs.	Trullinger, Kelly	7/12/2016	The results of the iReady lessons and Reflex Math.	5/25/2017 one-time
G1.B5.S2.A1 A312729	Students will use hands on manipulatives to increase understanding of basic skills being taught.	Trullinger, Kelly	7/12/2016	Increased iReady and Reflex Math scores.	5/25/2017 one-time

Charlotte - 0081 - East Elementary School - 2016-17 SIP
East Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S2.MA1  M322318	Observance of increased vocabulary and word skills in daily work and scheduled skills monitoring.	Trullinger, Kelly	7/12/2016		6/25/2017 daily
G1.B4.S2.MA1  M322317	Use of Fry Word lists and spelling tests. Spelling activities along with writing assignments will...	Therault, Sue	7/12/2016		6/26/2017 one-time
G1.B4.S2.A1  A312727	Kindergarten teachers will continue to implement the Spalding Phonics Program within their...	Therault, Sue	7/12/2016	Success in sounding out new words.	7/25/2017 daily

V. Professional Development Opportunities

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

G1. East Elementary School will increase the percentage of proficient students on the FSA by targeting identified students who scored in the lowest 25%, level, scored in levels 1 or 2, or did not make a learning gain the previous year.

G1.B3 Several students have limited background experiences and vocabulary knowledge

G1.B3.S6 Teachers will attend Professional Development workshops, conferences, or seminars to increase their knowledge in increasing students' vocabulary and background knowledge.

PD Opportunity 1

Teachers will receive PD in increasing students' vocabulary and background knowledge.

Facilitator

Participants

Schedule

On 5/24/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Students in grades 3-5 will receive remediation from the intervention team as needed.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	392-Subagreements greater than \$25,000	0081 - East Elementary School	Title I, Part A		\$1,500.00
			Notes: Printing of supplemental materials for remediation students.			
2	G1.B1.S2.A1	Students in grades K-2 will receive remediation from the paraprofessionals as needed.				\$0.00
3	G1.B3.S1.A1	Field trips will be planned to support the grade level curriculum				\$0.00
4	G1.B3.S2.A1	The local first responders will visit school to match the community helpers curriculum.				\$0.00
5	G1.B3.S3.A1	Students in grades K-5 will read and discuss articles in Scholastic Magazines.				\$0.00
6	G1.B3.S4.A1	Students will complete the weekly Words Their Way lessons to increase their vocabularies.				\$0.00
7	G1.B3.S5.A1	Students will take AR tests to qualify for various incentive awards.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	310-Professional and Technical Services	0081 - East Elementary School	Title I, Part A		\$300.00
			Notes: AR licenses			
8	G1.B3.S6.A1	Teachers will receive PD in increasing students' vocabulary and background knowledge.				\$3,887.68
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	310-Professional and Technical Services	0081 - East Elementary School	Title I, Part A		\$1,387.68
	6400	510-Supplies	0081 - East Elementary School	Title I, Part A		\$2,000.00
	6400	392-Subagreements greater than \$25,000	0081 - East Elementary School	Title I, Part A		\$500.00
9	G1.B4.S1.A1	Teachers will provide direct instruction in phonics during small group instruction.				\$0.00
10	G1.B4.S2.A1	Kindergarten teachers will continue to implement the Spalding Phonics Program within their classroom curriculum				\$0.00
11	G1.B5.S1.A1	Teachers will use a variety of manipulatives to introduce standards.				\$0.00

Charlotte - 0081 - East Elementary School - 2016-17 SIP
East Elementary School

12	G1.B5.S2.A1	Students will use hands on manipulatives to increase understanding of basic skills being taught.				\$0.00
13	G1.B5.S3.A1	Teachers in grades K-5 will utilize Reflex Math to do quick drills of math facts to ensure fluency.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	0081 - East Elementary School	Title I, Part A		\$3,000.00
14	G1.B6.S1.A1	Assemblies, outside agencies, and other events will be scheduled during non-instructional times such as SPA or Specials.				\$0.00
15	G1.B6.S1.A2	Assemblies, outside agencies, and other events will be scheduled during non-instructional times such as SPA or Specials.				\$0.00
16	G1.B6.S2.A1	Classrooms will receive Eagles if they have the highest rate of attendance for their grade level.				\$0.00
Total:						\$8,687.68