

Charlotte County Public Schools

Neil Armstrong Elementary School



2017-18 Schoolwide Improvement Plan

Neil Armstrong Elementary School

22100 BREEZESWEPT AVE, Port Charlotte, FL 33952

<https://www.yourcharlotteschools.net/nae>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	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 10/10/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Neil Armstrong Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Neil Armstrong Elementary will lead by example to develop character and competence in every student.

b. Provide the school's vision statement.

Student Success in the 21st Century!

2. School Environment

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

During the registration process, the school takes information on families' native language. Teachers utilize this information to incorporate lessons that are culturally sensitive. In accordance with Florida Social Studies standards, teachers provide a variety of opportunities to learn about, present information, and celebrate diversity. Neil Armstrong celebrates individuality and uniqueness through Stephen Covey's The Leader In Me. A collection of flags representing our families' nations of origin is displayed in our main hallway to instill a sense of pride in their national heritage. Students record special attributes about themselves and their families in their "All About Me" section of their Leadership Notebooks.

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

Neil Armstrong Elementary is a Stephen Covey Leader In Me Lighthouse school that promotes the 7 Habits of Happy Kids. These philosophies carry throughout the school, student homes, and community programs. We educate parents at Parent Teacher Organization (PTO) and School Advisory Committee (SAC) meetings about what it means to be a Positive ASTRO. We read "The Juice Box Bully" and have all of our students sign the "Bully Promise" that is posted in our hall. We also teach "The 12 Guiding Principles of the United States". We also teach our Positive ASTRO expectations. We have a mentoring program that we implement with our 4th and 5th grade students who mentor K-2 grade students. Neil Armstrong's safety patrols are trained to help keep our students safe throughout the school day. We read "Have you Filled a Bucket Today?" and encourage students to fill other students and staff member's emotional bank accounts. We educate students, staff, and families on other safety topics such as bullying, wellness, drug use/abuse, and emergency safety procedures such as Code Red.

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.

Neil Armstrong Elementary utilizes Positive Behavior Intervention Support to encourage and reward positive behaviors. NAES is a Leader In Me Lighthouse School that emphasizes the 7 Habits of Happy Kids. These expectations, along with safety procedures and routines, are taught to students and staff. Voice levels and expectations are posted throughout the building for reference and continuous reminder. NAES has a flowchart of progressive discipline that follows the district Student

Code of Conduct guidelines. Instructional time is protected, and students counsel with Leadership to discuss consequences during non-academic time. Behavioral referrals are documented and collected through the FOCUS electronic data storage system. Teachers utilize infraction reports and Office Discipline Reports to help with student behavior concerns. Teachers also use behavior management systems in the classroom. Our mentors are also used to help support those students who are struggling with expectations. This year, Neil Armstrong Elementary is implementing the Restorative Justice program to help students mediate conflict and reduce out of school suspensions. A professional learning community (PLC) is in place with a focus on Trauma Informed Schools.

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.

The School Counselor and School Social Worker provide individual counseling on an as needed basis. Teachers or parents can refer a child to see the counselor or social worker at any time. The school counselor uses a comprehensive school counseling program focused for all students on academic and career development, personal and social development, community involvement, and global citizenship development. Our student mentors are trained and provided with curriculum to help support our younger students with their social-emotional needs. All students sign the "Bully Promise" that is posted in the hallway. Staff members also mentor students who are in need of adult mentors. We also teach the words of the week to our Positive ASTROs, and students are able to earn awards for displaying characteristics of the words that are studied. We read "Have you Filled a Bucket Today?" and encourage students to fill other students and staff member's emotional bank accounts. We recognize prompt Positive ASTROs for being to school on time and ready to learn before the late bell rings. Some teachers use Class Dojo to manage behavior in the classroom.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

1. Attendance is recorded daily in FOCUS data storage. The Assistant Principal monitors attendance through monthly reports and graphs data for goal setting. Concerns are shared with the school social worker, and documentation is kept for referral to the attendance team for intervention. Students can earn awards for being Prompt Positive ASTROs which means they are in school on time ready to learn before the late bell rings. The Attendance Intervention Team meets to address concerns and gain documentation.
2. The Assistant Principal monitors referrals and suspensions and reports discipline data to grade level teams, school-wide, and at PTO/SAC meetings. Careful attention is given to over/under identification of students considering gender, disability, and race. The PBIS/Lighthouse Team review schoolwide data and its impact on culture.
3. Student achievement in ELA and Mathematics is collected through diagnostic and formative assessment. Students performing below grade level expectation are given opportunities for daily remediation in WIN (What I Need) time. Pre and post assessments are analyzed to determine next steps for targeted students.
4. Students scoring a level 1 on the statewide assessment are identified and provided additional instructional time and intervention (iii) and given priority to remediation. Special consideration for placement in co-teach or intensive literacy classrooms are given to these identified students. Childtalk is initiated for the MTSS process.

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	24	7	8	10	10	13	0	0	0	0	0	0	0	72
One or more suspensions	6	2	8	0	3	0	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	9	11	15	0	0	0	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	1	9	25	0	0	0	0	0	0	0	35

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	0	0	0	14	10	24	0	0	0	0	0	0	0	48	

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

A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction, intervention, and/or enrichment for ALL students. CCPS supports integrated instruction and intervention delivered to students in varying intensities:

Core Instruction...Tier 1

Supplemental Instruction...Tier 2

Intensive Intervention...Tier 3

Instruction/intervention is based on student need. "Need-driven" and "data-based" decision-making seeks to ensure that district resources reach the appropriate schools (students) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed grade level expectations.

The district will provide assistance to schools/teams based upon their structures and needs.

Personnel, supported by the district, are available to site-based Student Support (SST) Teams as partners and coaches. Personnel include:

Behavior Specialist

Staffing Specialist

Speech and Language Pathologist

School Nurse

School Psychologists

School Counselors

School Social Workers

ESE Liaisons

Elementary Lead Teachers

Elementary and Secondary Lead Rtl Coaches

PBIS/Rtl: Behavior Coaches and Team Leaders

Our Data-based problem-solving process begins by looking at the big picture and using our school's Accountability Report provided by the district to examine our overall performance and learning gains to determine our areas in need of improvement. Then we examine trends for each grade level in ELA and Math, determining areas of strength and areas of opportunity. Next, we follow the MTSS process and ensure that 80% of students in each classroom are performing on grade level, 15% are performing slightly below grade level, and 5% are intensive. Intensive literacy and ESE Co-Teach classes follow a growth model. Each grade level team meets in child talk meetings to discuss

strategies and interventions that are effective and ineffective. We also problem solve through collaboration to meet the needs of our students. School-wide Student Support Team (SST) team meets bi-weekly to monitor Tier 2 and Tier 3 students and discuss additional effective strategies to implement. Some of the strategies we include are additional small group instruction, one-on-one instruction, FCRR activities, iReady remedial lessons, iReady Toolkit, CPALMs, and LAFS and MAFs lessons.

The Principal, Assistant Principal, School Counselor, and Lead Teacher, all serve as Case Managers; one per grade level team. We prioritize the needs of the students in each grade level and review the data collected on each student and place the student on the calendar for a Student Support Team (SST) Meeting. We also ensure that the health evaluation and Speech/Language evaluations are completed in a timely manner when a student continues to struggle with Core Curriculum, even after strategies have been implemented and remediation lessons have been provided through "What I Need" (WIN) time.

We currently analyze iReady BOY, MOY and EOY scores on our assessments for ELA and Math. Teachers maintain a data wall as well. Standards-based bulletin boards provide exemplars. Training will be integrated throughout the school year for teachers to use EDIS Softwareology.

We use our MTSS forms to ensure that 80% of our students are responding effectively to Core Curriculum, or showing adequate growth in our Intensive Literacy Units and ESE Co-teach classrooms. Our teachers also have classroom behavior management systems in place, and when they are not adequate for a student, an individual behavior plan is created and maladaptive cards are filled out to track behaviors.

Discipline and Attendance data is collected monthly by our Assistant Principal and school social worker. That data is shared on a data wall in one of our hallways for our students and stakeholders to see and is also shared in our newsletters.

The MTSS Model is reviewed annually with our teachers. Peer Teachers support new teachers who need to refer students to MTSS. Each grade level team has an MTSS Coach who has been trained by our School Counselor to offer assistance on filling out paperwork and offering research-based strategies to remediate striving students. The process is reviewed with parents when their child is going through MTSS, to ensure that they understand the importance of following the steps/process of MTSS.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/448206>.

2. Description

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

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.

CCPS supports the school's Parental Involvement planning and implementation in a number of ways:

1. Near the end of each school year the Title I Resource Team conducts a training session for the Parental Involvement Planning Teams (PIPTs) for each school (Title I status is not a consideration in the invitation to attend). During the session, school teams (which include parent members) review their data from the current year, discuss needs and barriers, and draft plans for the coming year.
2. Schools' Family Resource Centers sponsor the Family Reading Experience, which encourages family literacy and provides books to build home libraries for students. The staff members who facilitate the Family Centers also offer various parent learning opportunities during the year.
3. Title I funds a K-12 online parenting resource with information in English and Spanish. The Parent Institute is accessed through the CCPS website.
4. The Leader in Me Program is an important component of the learning activities in CCPS schools, and provides opportunities for 'student-led conferences' with parents during the year.
5. The annual Title I Parent Survey and Title I Evaluation provide important information for the schools to use in their planning for parental involvement activities.
6. Parents are invited to access academic and affective information about their children through CCPS on-line programs: FOCUS and EDIS Parent Portal.
7. Local Boy Scout and Girl Scout groups met at the school and complete community projects including a recycling program which provide the school with recycled benches.
8. Art teacher works with the county tax collector to raise funds by creating tag art.
9. Neil's Nuggets of Knowledge event where community partners are represented for our families to learn about the services that are available to them locally.
10. Back pack program by the Yah Yah Girls provides over 100 students with food over the weekend.
11. Chorus is highlighted throughout the community at a variety of events.
12. Artwork is displayed around the county highlighting student Art Leaders.
13. K-Kids participate in several community service projects.
14. Girls on the Run participates in community service projects.

NAES will utilize various means and efforts to involve parents in our Title I programming decisions. Parents will be invited to the Annual Title I Meeting, via a phone call, flyer, email, social media and also on our marquee. Parents will be encouraged to sign-up for membership with our SAC and PTO Committees to have input on how our hour funds are spent, to help form policies and to discuss ways to improve our school. Parents will also have an opportunity to offer suggestions via our website. NAES staff members, parents and community members will be encouraged to participate in our Parent Involvement Planning Team where the team will review strategies for working with all of our students. In addition, we will provide a parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

Parents will also be invited to every family event and awards' assemblies held on campus and off and encouraged to participate in our Family Reading Experience weekly to help build their child's library at home. English classes will also be offered to our parents who speak another language, and interpreting will be offered in Haitian Creole and Spanish when necessary.

Finally, parents will be invited to attend a minimum of one Student-led Conference in their child's classroom this year to review how their child is doing in each subject area. Data walls will be hung in each grade level hallway to share with our stakeholders as to how our students are performing in ELA and Math. iReady reports will also be sent home with each student so that parents are informed of their child's ongoing progress a minimum of three times this school year for reading and math. Parents are provided with student progression plans, reporting academic standing.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Taillon, Angie	Principal
Hazeltine, Melody	Instructional Coach
Sterbutzel, Julianne	Other
Latta, Brenda	Assistant Principal
Welchman, Candice	Other
Lacrete, Sheila	Attendance/Social Work

b. Duties

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

Personal and systemic leadership is an expectation in Charlotte County Public Schools that has been part of our district culture since 2002. The 7 Habits of Highly Successful People, by Dr, Stephen R. Covey, is the foundational basis for leadership training and a way of life for the employees and students of Charlotte County Public Schools.

Instructional Leadership
Leadership Notebooks
Lighthouse Team
Mentoring Program
Student led conferences
Classroom leadership opportunities
Safety Patrols
Positive ASTRO word of the week awards
Character education added into specials
PBIS program (Act Responsibly, Stay Safe, Try Your Best, Respect Yourself and Others, Own your Choices)
Teacher and classroom mission statements
Performance Partnership Council
Leadership Days
Literacy Committee
Professional Development Days
Instructional Rounds
WNAES News Station
Parent/teacher communication
FOCUS portal
Progress reports

Data is analyzed consistently, comparing students who are performing proficiently and those who are not, and groups are planned accordingly to differentiate instruction to meet the gaps in learning.

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.

The district drives curricular decisions that are made with input of teacher committees. Then shared by the Principal, Assistant Principal, and the Lead Teacher. 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. MTSS meetings are scheduled per the needs of individual students. The School Advisory Committee (SAC) meets monthly with a focus on the school improvement plan. The Partnership Performance Council (PPC) is a collaborative decision making team comprised of a representative from K-2, 3-5, ESE, Special Areas, and administration that meets monthly, always focusing on the School Improvement Plan (SIP).

As a Leader in Me Lighthouse school, our Lighthouse/Positive Behavior Support team meets monthly to align student leadership with student achievement. The school leadership team meets monthly with the grade level program planners. Then the program planners facilitate weekly team meetings.

Focus data storage program 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.

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

NAES facilitates scheduled monthly professional development meetings, child talk sessions, and professional learning communities.

It is the responsibility of the Principal, Assistant Principal, Lead Teacher, School Counselor, ESE Liaison, and District Personnel to determine the most efficient use of these programs. Principals, Assistant Principals, School Counselor, ESE Liaison, and Lead Teachers meet with District Personnel 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
Phyllis Crews	Parent
Donna Barrett	Parent
Krysti Reid	Parent
Frannie Slagter	Parent
Angie Taillon	Principal
Theresa Cavaliere	Parent
Jennifer Nye	Teacher
Annie Sifrit	Parent
Tessa Grahamann	Parent
Karen Mullinax	Parent
Liza Dickson	Parent
Jessica Montoya	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

NAES SAC was involved in the preparation and evaluation of the SIP. SAC presented the final draft to the public for modification and analyzed data related to the SIP.

b. Development of this school improvement plan

A committee including a member of SAC will draft and submit the SIP. The committee will collect and analyze data and target areas in need of improvement. The committee will set short and long term goals to develop improvement strategies and will monitor their implementation. SAC will also gather public input on the plan and approve it.

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

Title I budgets are shared with SAC annually.

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

No school improvement funds were distributed.

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
Taillon, Angie	Principal
Welsh, Brianna	Teacher, K-12
Latta, Brenda	Assistant Principal
Hazeltine, Melody	Other
Deveau, Darlene	Teacher, K-12
Larrison, Rachel	Teacher, K-12
Williams, Christine	Teacher, ESE
Williams, Roxanne	Teacher, K-12

b. Duties

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

Our committee's goal is to increase literacy across all grade levels. Our committee meets monthly to discuss programs and contests our students and families can participate in.

What will be the major initiatives of the LLT this year?

- *Roles for each program are decided upon by volunteers choosing to work on a particular program and/or job category.
- *Holding our annual Dr. Seuss Read Across America Day
- *Readathon
- *Increasing the amount of books read by continuing with our AR Book Bash
- *Increasing Family Book Check-out number of visitors by having authors and special visitors attend our center
- *Buddy Reading
- *Continuing with Book Clubs
- *Encouraging students to read Sunshine State Readers
- *Provides creative ideas for rewarding progress in ELA/Literacy
- *Top 10 AR readers acknowledged every two weeks
- *Discussion with teachers, students, and parents regarding Lexile levels
- *Awards provided to classes with 100% participation in Accelerated Reader
- *Storybook Character Dress-Up Day
- *Accelerated Reader bookmarks provided to every student
- *Accelerated Reader data posted throughout the school
- *Lexile level charts shared with teachers and students

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

- *Tuesday meeting days throughout the month. 1st Tuesday is a Faculty Meeting, 2nd Tuesday is a Faculty Meeting with focus on Professional Development, 3rd Tuesday is a Faculty Meeting with Focus Child talk, and 4th Tuesday is a Faculty Meeting with focus on Professional Learning Communities.
- *Instructional Rounds – teachers visit other teachers' classrooms to garner ideas and generate discussions about classroom routines/instruction.
- *Data Days – Each grade level and Specials team will receive 3 full days and 3 partial days of collaborative data discussions, creating grade level action plans based on current data to increase

student success.

Teachers will focus on Florida Plan Standards, planning lessons together to meet the rigor of the new standards.

*Team Planning (WIN) – Each grade level team will have common planning times in which to work together.

*Teachers present professional development

*Teachers facilitate professional learning communities

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

Assign a peer teacher to mentor and support new teacher—Principal

Frequent communication—Principal, AP, Lead Teacher, Program Planner, Peer Teacher

Create positive morale—Principal, AP, PBIS team, and entire staff

Encourage cooperative team planning —Principal, AP, Lead Teacher, Program Planner

Model and foster positive leadership in all areas - Leadership Team

Collaborate—Leadership Team

Provide ongoing feedback—Leadership Team

Have a clear school vision and mission — Leadership Team

Lead by example at all times—Entire staff

Value all staff members and validate their work—Leadership Team

Encourage participation in district's ongoing professional development/training

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

Support NET teachers growth by providing peer support with ongoing monitoring.

Recommend Master Teachers assist fellow teachers.

Partner with Community Organizations, parent volunteers, and teachers to mentor students.

Offer in-house professional development through school-wide PLCs and Data Team Meetings.

Provide opportunities to observe other classes within our schools (instructional rounds)

Lead teacher, program planner, and district lead teacher are available to offer support.

The rationale for all of these pairings is to ensure that all new teachers have the support necessary to do their job effectively in a less stressful environment.

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.

Neil Armstrong Elementary utilizes adopted texts in alignment with the K-12 Reading Plan submitted and approved by the State. Core instructional programs and materials are designated, purchased, and

delivered for use by the District. Adoption of materials follows the rigorous guidelines as set forth by the State.

Neil Armstrong Elementary will follow the Standards-Based Instructional System with a focus on unpacking each standard and aligning effective formative assessments to the standards that will drive instruction

*Use CMAPS program to provide curriculum maps and timelines

- *Use CPALMS resource to find Common Core Aligned lessons
- *Use MFAS resource to provide curriculum in math lessons aligned to common core
- *Use Data Days to review student data and implement instructional interventions
- *Access iReady LAFs, MAFs, and MAFS Problem Solving to support Standards and plan WIN time
- *Access iReady Toolbox for lessons
- *Attend Principal, Assistant Principal and Lead Teacher meetings
- *Provide safety nets for struggling students following the MTSS
- *Accelerated Reader STAR standards resource

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.

The school makes use of data from both State and local assessments, diagnostic, formative, and summative in nature. Students are then assigned a profile, prescribing instruction, and provided with an individualized instructional path through iReady. Core instruction is given in whole group and then differentiated instruction is delivered in small group settings in both ELA and Math. Students requiring additional support to meet proficiency are provided with additional immediate intensive instruction (iii) daily within the WIN time and given priority access to remedial programs. As part of the Multi-Tiered System of Support (MTSS), students who are identified as needing additional strategies are referred to the Student Support Team where additional, individualized strategies are implemented and data is tracked. In addition, NAES employs the strategies of Thinking Maps and Kagan Cooperative Learning structures.

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: Before School Program

Minutes added to school year: 4,800

Following the diagnostic assessment, students are provided with an individualized path of instruction. Students engage in iReady lessons on the computer with regular progress monitoring assessments during ASTRO Academy.

Strategy Rationale

Research shows an increase in growth points correlated to time spent in the instructional program.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Taillon, Angie, angie.taillon@yourcharlotteschools.net

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

iReady minutes logged
Number of iReady lessons passed
Diagnostic assessment data
Progress monitoring data (monthly)

Strategy: After School Program

Minutes added to school year: 4,800

Following the diagnostic assessment, students are provided with an individualized path of instruction. Students engage in iReady lessons on the computer with regular progress monitoring assessments daily in ASTRO Academy.

Strategy Rationale

Research shows an increase in growth points correlated to time spent in the instructional program.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Taillon, Angie, angie.taillon@yourcharlotteschools.net

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

iReady minutes logged
Number of iReady lessons passed
Diagnostic assessment data
Progress monitoring data (monthly)

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

The school provides readiness assessments to incoming kindergarten students that may or may not have attended voluntary pre-kindergarten programs. NAES hosts "Meet Me for Muffins," during which time, the area Kindergarten students and their parents are invited for an exciting day at school. The Core Leadership Team divides parents into groups, and each Core Team member leads a group on a planned campus tour. Everyone gets a firsthand experience with NAES. All upcoming kindergarten students were assessed the week before school started and then students were placed accordingly. All students were assessed before they were placed into a class. The school provides an annual kindergarten expectations meeting for parents to educate them on current standards, curriculum, and procedures. Outgoing fifth grade students attend a meeting at their intended middle school. Files are reviewed, closed, and transitioned by the school guidance counselor. Assistant Principal communicates attendance and behavioral concerns with middle school assistant principal.

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.

N/A

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** Increase 2% (15 points) of the total points Neil Armstrong Elementary School earned in 2017-2018, to achieve a school grade of A in Florida's Accountability and Assessment System.

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. Increase 2% (15 points) of the total points Neil Armstrong Elementary School earned in 2017-2018, to achieve a school grade of A in Florida's Accountability and Assessment System. 1a

G097725

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	64.0
ELA/Reading Gains	59.0
ELA/Reading Lowest 25% Gains	54.0
FSA Mathematics Achievement	71.0
Math Gains	66.0
Math Lowest 25% Gains	58.0
FCAT 2.0 Science Proficiency	64.0

Targeted Barriers to Achieving the Goal 3

- Meeting the needs of the lowest performing students.
- Meeting the needs of the highest performing students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I
- District Professional Development
- Internal Funds
- Core Team

Plan to Monitor Progress Toward G1. 8

iReady progress monitoring data, STAR data, and Standards Mastery assessment data will be collected for review at Data Days.

Person Responsible

Melody Hazeltine

Schedule

Quarterly, from 8/1/2017 to 6/1/2018

Evidence of Completion

Action plans developed from the data will be collected after completion of the Data Days.

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 2% (15 points) of the total points Neil Armstrong Elementary School earned in 2017-2018, to achieve a school grade of A in Florida's Accountability and Assessment System. **1**

 G097725

G1.B1 Meeting the needs of the lowest performing students. **2**

 B262688

G1.B1.S1 Implement Co-Teach Model in grades 1-5. **4**

 S278167

Strategy Rationale

To give positive role models to ESE students. To provide ESE support all day long.

Action Step 1 **5**

Assign ESE teacher fulltime to an ESE Co-Teach classroom in grades 1-5

Person Responsible

Angie Taillon

Schedule

On 6/1/2018

Evidence of Completion

Master Schedule

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

Leadership will review lesson plans and check in with Program Planners.

Person Responsible

Angie Taillon

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Program Planner agenda and notes as well as lesson plan collection.

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

Review of student performance data.

Person Responsible

Angie Taillon

Schedule

Triannually, from 8/10/2017 to 6/1/2018

Evidence of Completion

Student performance data of ESE students such as iReady diagnostic and progress monitoring, STAR assessment data, and FSA results will be collected and analyzed.

G1.B1.S2 Provide instructional support in Intensive Literacy classrooms. 4

 S278168

Strategy Rationale

To improve teacher-student ratio to students striving in reading. Research shows small group differentiated instruction is best practice.

Action Step 1 5

Assign paraprofessional to support the ELA, Math, and iii/E blocks of instruction in Intensive Classrooms

Person Responsible

Angie Taillon

Schedule

On 6/1/2018

Evidence of Completion

Master and paraprofessional schedules.

Action Step 2 5

Provide Remedial Instructional Materials Targeted to the Standards

Person Responsible

Angie Taillon

Schedule

On 5/25/2018

Evidence of Completion

MOY and EOY iReady Diagnostic Assessment Data

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

Check for fidelity at Program Planner meetings

Person Responsible

Angie Taillon

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Paraprofessional schedules, Program Planner agendas, and attendance records.

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

Review student performance data

Person Responsible

Angie Taillon

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Formative assessments, teacher made tests, iReady data, STAR data, teacher observation

G1.B1.S3 Provide two remedial teachers to support the lowest the 25% in grades 2-5. 4

 S278169

Strategy Rationale

To provide additional remedial help based on the deficiencies found on the iReady Diagnostic Assessment.

Action Step 1 5

The two remedial teachers will provide small group instruction.

Person Responsible

Angie Taillon

Schedule

On 3/29/2018

Evidence of Completion

Improvement of student scores on the individual skills areas on the iReady Progress Monitoring Assessment.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

The student scores will analyzed by the classroom teachers, Lead teacher, and administration.

Person Responsible

Melody Hazeltine

Schedule

Quarterly, from 9/25/2017 to 3/29/2018

Evidence of Completion

Classroom Schedules, Teacher Observation

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Review student performance data

Person Responsible

Melody Hazeltine

Schedule

Quarterly, from 9/25/2017 to 3/26/2018

Evidence of Completion

Student performance data of students such as iReady diagnostic and progress monitoring, STAR assessment data, and FSA results will be collected and analyzed.

G1.B1.S4 Implement Before/After Computer Lab for our lowest performing students.C 4

 S278170

Strategy Rationale

To improve students' standards-based learning through the iReady Computer Program.

Action Step 1 5

The computer lab will be open before/after school for the lowest performing students to work on the iReady program.

Person Responsible

Melody Hazeltine

Schedule

Daily, from 9/25/2017 to 3/26/2018

Evidence of Completion

Computer Lab Schedule, Attendance

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

The student scores will analyzed by the classroom teachers, Lead teacher, and administration.

Person Responsible

Melody Hazeltine

Schedule

Monthly, from 9/25/2017 to 3/26/2018

Evidence of Completion

Progress Monitoring Assessment,iReady Lessons Completed

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

The percentage of iReady lessons passed at 70% or higher and student engagement time within the program will be monitored.

Person Responsible

Melody Hazeltine


Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

The Strive for 45 Report and the Student Completion Report will be monitored.

G1.B2 Meeting the needs of the highest performing students. 2

 B262689

G1.B2.S1 Provide instructional support in OMEGA classrooms. 4

 S278171

Strategy Rationale

Instructional support reducing teacher to student ratio provides better opportunity to differentiate for high performing students.

Action Step 1 5

Assign STEM Teacher, Leadership, and ELL paraprofessional to support ELA, Math, and iii/E blocks of instruction in the OMEGA classrooms.

Person Responsible

Angie Taillon

Schedule

On 6/1/2018

Evidence of Completion

Master Schedule

Action Step 2 5

Provide enrichment materials targeted toward the needs of the high-achieving students.

Person Responsible

Angie Taillon

Schedule

On 5/25/2018

Evidence of Completion

MOY and EOY iReady Diagnostic Assessment Data

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

Review lesson plans and scheduling.

Person Responsible

Angie Taillon

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Lesson plans, teacher and paraprofessional schedules.

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

Review of student performance data.

Person Responsible

Angie Taillon

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Formative assessments, teacher made tests, iReady data, STAR data, teacher observation

G1.B2.S2 Implement Accelerated Classes in K-2 4

 S278172

Strategy Rationale

The accelerated classes support the highest performing students by providing instruction at a higher level of rigor.

Action Step 1 5

High performing students in grades K-2 were placed in accelerated classes.

Person Responsible

Angie Taillon

Schedule

On 6/1/2018

Evidence of Completion

Master Schedule

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

Review lesson plans and scheduling.

Person Responsible

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson plans, teacher schedules.

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

Review of student performance data.

Person Responsible

Angie Taillon

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Formative assessments, teacher made tests, iReady data, STAR data, teacher observation

G1.B2.S3 Implement DBQ (Document-based Questioning) in grades 4 and 5. 4

 S278173

Strategy Rationale

The DBQ supports the highest performing students by providing instruction at a higher level of rigor.

Action Step 1 5

The structure of Document-Based Questioning (DBQ) will enhance students' higher level thinking and strategic writing.

Person Responsible

Angie Taillon

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student Writing, iReady, ELA FSA

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

Review lesson plans and administration observation

Person Responsible

Angie Taillon

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson plans

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

Review of student performance data.

Person Responsible

Angie Taillon

Schedule

Quarterly, from 8/10/2017 to 5/24/2018







Evidence of Completion

Formative assessments, teacher made tests, iReady data, STAR data, teacher observation

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S3.MA1 M404488	Review student performance data	Hazeltine, Melody	9/25/2017	Student performance data of students such as iReady diagnostic and progress monitoring, STAR assessment data, and FSA results will be collected and analyzed.	3/26/2018 quarterly
G1.B1.S4.MA1 M404491	The student scores will analyzed by the classroom teachers, Lead teacher, and administration.	Hazeltine, Melody	9/25/2017	Progress Monitoring Assessment, iReady Lessons Completed	3/26/2018 monthly
G1.B1.S4.A1 A374701	The computer lab will be open before/ after school for the lowest performing students to work on the...	Hazeltine, Melody	9/25/2017	Computer Lab Schedule, Attendance	3/26/2018 daily
G1.B1.S3.MA1 M404489	The student scores will analyzed by the classroom teachers, Lead teacher, and administration.	Hazeltine, Melody	9/25/2017	Classroom Schedules, Teacher Observation	3/29/2018 quarterly
G1.B1.S3.A1 A374700	The two remedial teachers will provide small group instruction.	Taillon, Angie	9/15/2017	Improvement of student scores on the individual skills areas on the iReady Progress Monitoring Assessment.	3/29/2018 one-time
G1.B2.S2.MA1 M404494	Review of student performance data.	Taillon, Angie	8/10/2017	Formative assessments, teacher made tests, iReady data, STAR data, teacher observation	5/24/2018 monthly
G1.B2.S2.MA1 M404495	Review lesson plans and scheduling.		8/10/2017	Lesson plans, teacher schedules.	5/24/2018 quarterly
G1.B2.S3.MA1 M404496	Review of student performance data.	Taillon, Angie	8/10/2017	Formative assessments, teacher made tests, iReady data, STAR data, teacher observation	5/24/2018 quarterly
G1.B2.S3.MA1 M404497	Review lesson plans and administration observation	Taillon, Angie	8/10/2017	Lesson plans	5/24/2018 quarterly
G1.B2.S3.A1 A374705	The structure of Document-Based Questioning (DBQ) will enhance students' higher level thinking and...	Taillon, Angie	8/10/2017	Student Writing, iReady, ELA FSA	5/24/2018 weekly
G1.B1.S4.MA1 M404490	The percentage of iReady lessons passed at 70% or higher and student engagement time within the...	Hazeltine, Melody	8/10/2017	The Strive for 45 Report and the Student Completion Report will be monitored.	5/24/2018 monthly
G1.B2.S1.A2 A374703	Provide enrichment materials targeted toward the needs of the high-achieving students.	Taillon, Angie	8/10/2017	MOY and EOY iReady Diagnostic Assessment Data	5/25/2018 one-time
G1.B1.S2.A2 A374699	Provide Remedial Instructional Materials Targeted to the Standards	Taillon, Angie	8/10/2017	MOY and EOY iReady Diagnostic Assessment Data	5/25/2018 one-time
G1.MA1 M404498	iReady progress monitoring data, STAR data, and Standards Mastery assessment data will be collected...	Hazeltine, Melody	8/1/2017	Action plans developed from the data will be collected after completion of the Data Days.	6/1/2018 quarterly
G1.B1.S1.MA1 M404484	Review of student performance data.	Taillon, Angie	8/10/2017	Student performance data of ESE students such as iReady diagnostic and progress monitoring, STAR assessment data, and FSA results will be collected and analyzed.	6/1/2018 triannually
G1.B1.S1.MA1 M404485	Leadership will review lesson plans and check in with Program Planners.	Taillon, Angie	8/10/2017	Program Planner agenda and notes as well as lesson plan collection.	6/1/2018 monthly
G1.B1.S1.A1 A374697	Assign ESE teacher fulltime to an ESE Co-Teach classroom in grades 1-5	Taillon, Angie	6/1/2017	Master Schedule	6/1/2018 one-time
G1.B2.S1.MA1 M404492	Review of student performance data.	Taillon, Angie	8/10/2017	Formative assessments, teacher made tests, iReady data, STAR data, teacher observation	6/1/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1  M404493	Review lesson plans and scheduling.	Taillon, Angie	8/10/2017	Lesson plans, teacher and paraprofessional schedules.	6/1/2018 quarterly
G1.B2.S1.A1  A374702	Assign STEM Teacher, Leadership, and ELL paraprofessional to support ELA, Math, and iii/E blocks of...	Taillon, Angie	8/10/2017	Master Schedule	6/1/2018 one-time
G1.B1.S2.MA1  M404486	Review student performance data	Taillon, Angie	8/10/2017	Formative assessments, teacher made tests, iReady data, STAR data, teacher observation	6/1/2018 monthly
G1.B1.S2.MA1  M404487	Check for fidelity at Program Planner meetings	Taillon, Angie	8/10/2017	Paraprofessional schedules, Program Planner agendas, and attendance records.	6/1/2018 monthly
G1.B1.S2.A1  A374698	Assign paraprofessional to support the ELA, Math, and iii/E blocks of instruction in Intensive...	Taillon, Angie	6/1/2017	Master and paraprofessional schedules.	6/1/2018 one-time
G1.B2.S2.A1  A374704	High performing students in grades K-2 were placed in accelerated classes.	Taillon, Angie	6/1/2017	Master Schedule	6/1/2018 one-time

V. Professional Development Opportunities

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

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	Assign ESE teacher fulltime to an ESE Co-Teach classroom in grades 1-5				\$85,557.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1140	100-Salaries	0111 - Neil Armstrong Elementary School	Title I, Part A		\$85,557.00
			Notes: Reserved two teaching allocations for Co-Teach			
2	G1.B1.S2.A1	Assign paraprofessional to support the ELA, Math, and iii/E blocks of instruction in Intensive Classrooms				\$41,561.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Neil Armstrong Elementary School	Title, I Part A		\$41,561.00
3	G1.B1.S2.A2	Provide Remedial Instructional Materials Targeted to the Standards				\$2,010.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Neil Armstrong Elementary School	School Improvement Funds		\$2,010.00
4	G1.B1.S3.A1	The two remedial teachers will provide small group instruction.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	750-Other Personal Services	0111 - Neil Armstrong Elementary School	Title, I Part A		\$10,000.00
5	G1.B1.S4.A1	The computer lab will be open before/after school for the lowest performing students to work on the iReady program.				\$2,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0111 - Neil Armstrong Elementary School	Title, I Part A		\$2,200.00
6	G1.B2.S1.A1	Assign STEM Teacher, Leadership, and ELL paraprofessional to support ELA, Math, and iii/E blocks of instruction in the OMEGA classrooms.				\$0.00
7	G1.B2.S1.A2	Provide enrichment materials targeted toward the needs of the high-achieving students.				\$2,010.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Neil Armstrong Elementary School	School Improvement Funds		\$2,010.00

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8	G1.B2.S2.A1	High performing students in grades K-2 were placed in accelerated classes.				\$0.00
9	G1.B2.S3.A1	The structure of Document-Based Questioning (DBQ) will enhance students' higher level thinking and strategic writing.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Neil Armstrong Elementary School	Title, I Part A		\$1,000.00
Total:						\$144,338.00