

Charlotte County Public Schools

East Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	11
Budget to Support Goals	14

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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	17%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	B	B*

School Board Approval

This plan was approved by the Charlotte County School Board on 10/9/2018.

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Student Success!

School Leadership Team

Membership

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

Name	Title
Carr, Lori	Principal
Wideikis, Karisa	School Counselor
McQueen, Robyn	Instructional Coach
Blondun, Kim	Assistant Principal
Palmer, Abby	Instructional Coach

Duties

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

Dr. Lori Carr, Principal: Co-Chair of PPC, SAC; Chair of Literacy Committee; Member of PTO. Responsible for scheduling Professional Development activities requested by the staff. Works with parents to support the school/home connection; Collaborates with members of the School Leadership Team to review grade level data and discuss key students; meets with teachers monthly to discuss student progress and design instructional interventions; observes/evaluates teachers and recommends changes to instructional practice

Kim Blondun, 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.

Abby Palmer, 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.

Robyn McQueen, Reading Coach: The reading coach will provide professional development, mentoring, and coaching opportunities to teachers of grades K-5. The reading coach will focus on grades K-5 for the implementation of CLF, particularly in the areas of Guided Reading and Literacy Workstations.

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.

Early Warning Systems

Year 2017-18

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	10	9	6	15	20	14	0	0	0	0	0	0	0	74
One or more suspensions	3	1	0	1	3	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	15	10	16	0	0	0	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	23	16	31	0	0	0	0	0	0	0	70

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	17	7	14	0	0	0	0	0	0	0	38

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	8	6	6	0	0	0	0	0	0	0	0	0	28
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Sunday 8/12/2018

Year 2016-17 - As Reported

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	9	7	12	7	16	0	0	0	0	0	0	0	67
One or more suspensions	0	1	2	1	0	9	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	0	36	26	40	0	0	0	0	0	0	0	102
Level 1 on statewide assessment	0	0	0	9	27	36	0	0	0	0	0	0	0	72

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	4	9	19	0	0	0	0	0	0	0	32

Year 2016-17 - Updated

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	9	7	12	7	16	0	0	0	0	0	0	0	67
One or more suspensions	0	1	2	1	0	9	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	0	36	26	40	0	0	0	0	0	0	0	102
Level 1 on statewide assessment	0	0	0	9	27	36	0	0	0	0	0	0	0	72

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	4	9	19	0	0	0	0	0	0	0	32

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Lowest 25% Gains performed the lowest. This was true for year 2017 as well, but not year 2016.

Which data component showed the greatest decline from prior year?

No areas showed a decline; all areas increased from the previous year. The area that increased the least is ELA Achievement.

Which data component had the biggest gap when compared to the state average?

We scored 4% below the state in ELA Lowest 25%

Which data component showed the most improvement? Is this a trend?

The data component with the most improvement was Science. This is not a trend, as the previous year, year 2016, showed a decrease in the Science score.

Describe the actions or changes that led to the improvement in this area.

Teachers were more focused on Science instruction; the STEM teacher made sure her instruction aligned with the units being taught in the classroom; Science Bootcamp, a review powerpoint, was

shown to students a couple of weeks prior to the Science test. Teachers utilized the district's Science pacing guide to guide instruction.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	62%	59%	56%	59%	56%	52%
ELA Learning Gains	55%	52%	55%	64%	56%	52%
ELA Lowest 25th Percentile	44%	41%	48%	56%	50%	46%
Math Achievement	72%	65%	62%	66%	64%	58%
Math Learning Gains	66%	54%	59%	63%	63%	58%
Math Lowest 25th Percentile	46%	39%	47%	50%	48%	46%
Science Achievement	61%	66%	55%	58%	58%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10 (16)	9 (9)	6 (7)	15 (12)	20 (7)	14 (16)	74 (67)
One or more suspensions	3 (0)	1 (1)	0 (2)	1 (1)	3 (0)	0 (9)	8 (13)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	15 (36)	10 (26)	16 (40)	41 (102)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	23 (9)	16 (27)	31 (36)	70 (72)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	62%	63%	-1%	57%	5%
	2017	71%	66%	5%	58%	13%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	61%	54%	7%	56%	5%
	2017	59%	59%	0%	56%	3%
Same Grade Comparison		2%				
Cohort Comparison		-10%				
05	2018	60%	56%	4%	55%	5%
	2017	45%	53%	-8%	53%	-8%
Same Grade Comparison		15%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	64%	69%	-5%	62%	2%
	2017	75%	71%	4%	62%	13%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2018	73%	61%	12%	62%	11%
	2017	69%	69%	0%	64%	5%
Same Grade Comparison		4%				
Cohort Comparison		-2%				
05	2018	74%	62%	12%	61%	13%
	2017	52%	56%	-4%	57%	-5%
Same Grade Comparison		22%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	60%	63%	-3%	55%	5%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	39	39	38	41	31	27				
ELL	20			60							
HSP	53	59		71	59		54				
WHT	63	56	46	72	68	52	63				
FRL	54	52	44	64	60	44	52				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	30	38	30	41	47	35	11				
ELL	40			50							
HSP	52	35		58	60						
MUL	82			75							
WHT	60	52	39	68	61	43	52				
FRL	55	44	33	60	59	44	42				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title ELA Lowest 25% Gains

Rationale This was our lowest scoring area at 44% proficient.

Intended Outcome On the 2019 ELA FSA, the percentage of our students making learning gains in the area of L25 will increase from 44% to 50% proficiency.

Point Person Lori Carr (lori.carr@yourcharlotteschools.net)

Action Step

Description

1. During WIN time, paraprofessionals will push in to each classroom to provide additional instructional support to L25 students.
2. During WIN time, the grade-level ESE teacher will pull out the lowest 7 students and provide instruction in their lowest-scoring area according to i-Ready BOY scores.
3. ESE teachers will push in during the teacher's reading block to provide additional instruction to students working below grade level.
4. Targeted, focused, individualized instructional strategies will be developed during TST meetings.
5. Teachers will meet with parents of L25 students at least once per trimester to share with parents their child's current level of functioning and give the parents activities they can do at home.
6. Students will work on i-Ready Reading a total of 45 minutes per week.
7. The Reading Coach and Lead Teacher will provide coaching and mentoring to teachers, tutor and/or assess students, and coordinate and/or provide PD in the area of ELA.
8. The Family Center will be open every Wednesday and Friday morning and afternoon. The AFA will assist parents in finding books at an appropriate reading level for their child.

Person Responsible Lori Carr (lori.carr@yourcharlotteschools.net)

Plan to Monitor Effectiveness

Description Classroom walkthroughs and formal observations; data chats with individual teachers and teams; I-Ready diagnostic scores; student scores on common formative assessments; minutes from TST meetings

Person Responsible Lori Carr (lori.carr@yourcharlotteschools.net)

Activity #2	
Title	Math Lowest 25% Gains
Rationale	This was our second lowest area of improvement. In addition, we only made 4% gain in this area.
Intended Outcome	On the 2019 Math FSA, the percentage of our students making learning gains in the area of L25 will increase from 42% to 46% proficiency.
Point Person	Lori Carr (lori.carr@yourcharlotteschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. During the Math block, teachers will provide additional instructional support to L25 students. 2. Targeted, focused, individualized instructional strategies will be developed during TST meetings. 3. Teachers will meet with parents of L25 students at least once per trimester to share their child's progress and provide parents activities they can do at home. 4. Additional math practice materials will be provided through the district Print Shop and/or purchased from publishers. 5. Math workstations and small group instruction will be implemented at least 3 days per week. 6. Students will work on i-Ready Math a total of 45 minutes per week. 7. Students will practice addition, subtraction, multiplication, or division facts daily using Reflex. 8. The Lead Teacher will provide coaching and mentoring to teachers, tutor and/or assess students, and coordinate and/or provide PD in the area of Math.
Person Responsible	Lori Carr (lori.carr@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	Classroom walkthroughs and formal observations; data chats with individual teachers and teams; I-Ready diagnostic scores; student scores on common formative assessments; minutes from TST meetings
Person Responsible	[no one identified]

Activity #3	
Title	ELA achievement for SWD
Rationale	In the area of ELA achievement, 63% of White students met proficiency, compared to only 29% of SWD.
Intended Outcome	On the 2019 ELA FSA, the percentage of students with disabilities (SWD) making learning gains will increase from 29% to 32% proficiency.
Point Person	Lori Carr (lori.carr@yourcharlotteschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. During WIN time, paraprofessionals will push in to each classroom to provide additional instructional support to SWD. 2. During WIN time, the grade-level ESE teacher will pull out SWD and provide instruction in their lowest-scoring area according to i-Ready BOY scores. 3. ESE teachers will push in during the teacher's reading block to provide additional instruction to SWD working below grade level. 4. Targeted, focused, individualized instructional strategies will be developed during IEP meetings. 5. Teachers will meet with parents of SWD at least once per trimester to share with parents activities they can do at home. 6. Students will work on i-Ready Reading a total of 45 minutes per week. 7. Due to the fact the school does not have an ESE Liaison, teachers will seek the expertise of the Programming Specialist in the area of instructional strategies most effective with SWD. 8. The Reading Coach and Lead Teacher will provide coaching and mentoring to teachers, tutor and/or assess students, and coordinate and/or provide PD in the area of ELA.
Person Responsible	Lori Carr (lori.carr@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	Classroom walkthroughs and formal observations; data chats with individual teachers and teams; I-Ready diagnostic scores; student scores on common formative assessments; IEP goal tracking
Person Responsible	Lori Carr (lori.carr@yourcharlotteschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Several Family Nights are held throughout the school year in an effort to bring in families for fun, informative events. Examples include book fair theme nights, midyear data nights by grade level, and the History Fair.

A Community Reading Day is held each year as the culmination of our week-long Dr. Seuss celebration. Members from the community are invited to read a Dr. Seuss book to an assigned class. Many classes write thank-you notes to their reader.

All parents are invited to join and/or attend SAC and PTO meetings. The SAC provides a platform for parents to have a voice in the operation of the school, whereas the PTO provides opportunities for parents to volunteer within the school or classrooms.

Communication is key to building positive relationships. East uses the following methods to keep parents informed of upcoming events: Remind app, written newsletter, school's website, PTO's Facebook page, phone messaging service, and the school's marquee.

PFEP Link

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

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 who 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.

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.

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.

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

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.

The Punta Gorda Garden Club has donated gardening supplies to help our school Garden Club create a vegetable garden. This reinforces the science standards students are expected to know by the end of their elementary schooling.

Our local Publix supports our PTO by donating food and supplies when needed for events. This helps our PTO hold events to celebrate and encourage student growth and success.

At The East Elementary annual Title I meeting and Open House, 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.

Several elected officials and local business owners volunteer at our annual Reading Day. These volunteers read and discuss stories with the students. 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.

Annual Arbor Day events for our 1st grade students are held in April. The City of Punta Gorda employees teach them how to plant and care for trees. The City of Punta Gorda pays for transportation of our students.

The historical society will spend a day teaching our students about Florida Native Americans through a variety of activities- engaging the students.

Charlotte Harbor Environmental Center provides a two-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.

Part V: Budget

Total:

\$186,927.35