

Charlotte County Public Schools

Neil Armstrong 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	12
Budget to Support Goals	15

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)	2017-18 Title I School	2017-18 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	47%

School Grades History

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

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

Provide the school's vision statement.

Student Success in the 21st Century!

School Leadership Team

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	School Counselor
Latta, Brenda	Assistant Principal
Welchman, Candice	Other
Vullo, Lisa	Attendance/Social Work

Duties

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.

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	18	14	10	7	15	18	0	0	0	0	0	0	0	82	
One or more suspensions	7	2	3	5	0	4	0	0	0	0	0	0	0	21	
Course failure in ELA or Math	0	0	0	25	23	21	0	0	0	0	0	0	0	69	
Level 1 on statewide assessment	0	0	0	25	23	21	0	0	0	0	0	0	0	69	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	14	5	13	0	0	0	0	0	0	0	33	

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	1	14	5	1	1	0	0	0	0	0	0	0	0	22	
Retained Students: Previous Year(s)	3	10	2	1	0	0	0	0	0	0	0	0	0	16	

Date this data was collected

Friday 8/24/2018

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	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

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	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

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?

The 17-18 FSA data in the area of ELA Lowest 25% Gains showed that only 18% of our students in that category made gains. This is not a trend. In the past two years, the data in this category has remained at 49%.

Which data component showed the greatest decline from prior year?

The 17-18 FSA data in the area of ELA Lowest 25% Gains showed the greatest decline in that only 18% of our students in that category made gains. In the past two years, the data in this category has remained steady at 49%.

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

The 17-18 FSA data in the area of ELA Lowest 25% Gains showed that 18% of our students in that category made gains. The state average in the ELA Lowest 25% Gains was 48%.

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

The Science Achievement for Neil Armstrong Elementary showed the greatest gain of all components with 11 points of growth. Science Achievement went from 60% in 15-16 to 59% in 16-17 with a substantial jump in growth of 70% in 17-18.

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

In Science, the STEM teacher and the 5th grade teachers completed a Science Bootcamp. As a school, one of our action steps was for each classroom to complete two STEMScopes standard-based lessons.

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%	62%	56%	52%
ELA Learning Gains	52%	52%	55%	57%	56%	52%
ELA Lowest 25th Percentile	18%	41%	48%	49%	50%	46%
Math Achievement	67%	65%	62%	65%	64%	58%
Math Learning Gains	56%	54%	59%	62%	63%	58%
Math Lowest 25th Percentile	36%	39%	47%	54%	48%	46%
Science Achievement	70%	66%	55%	60%	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	18 (24)	14 (7)	10 (8)	7 (10)	15 (10)	18 (13)	82 (72)
One or more suspensions	7 (6)	2 (2)	3 (8)	5 (0)	0 (3)	4 (0)	21 (19)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	25 (9)	23 (11)	21 (15)	69 (35)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	25 (1)	23 (9)	21 (25)	69 (35)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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	54%	63%	-9%	57%	-3%
	2017	64%	66%	-2%	58%	6%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	60%	54%	6%	56%	4%
	2017	69%	59%	10%	56%	13%
Same Grade Comparison		-9%				
Cohort Comparison		-4%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	66%	56%	10%	55%	11%
	2017	55%	53%	2%	53%	2%
Same Grade Comparison		11%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	59%	69%	-10%	62%	-3%
	2017	74%	71%	3%	62%	12%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2018	70%	61%	9%	62%	8%
	2017	73%	69%	4%	64%	9%
Same Grade Comparison		-3%				
Cohort Comparison		-4%				
05	2018	67%	62%	5%	61%	6%
	2017	60%	56%	4%	57%	3%
Same Grade Comparison		7%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	69%	63%	6%	55%	14%
	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	18	22	13	23	27	27	30				
ELL	30	27		50	55						
BLK	63	48		70	48		64				
HSP	53	47	19	58	61	55	46				
MUL	50	50		59	50						
WHT	66	53	21	70	56	32	75				
FRL	56	46	18	61	52	36	67				

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	28	40	48	34	47	50	19				
ELL	32	42		47	46						
BLK	48	55	50	67	60						
HSP	58	64	56	60	66	57	45				
MUL	74	74		74	47		71				
WHT	65	55	47	72	66	59	62				
FRL	54	52	44	61	61	55	47				

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	Increase the percentage of proficiency for students in ELA Lowest 25%.
Rationale	In 17-18 school year, Neil Armstrong students in grades 3-5 fell in proficiency in FSA component of ELA Lowest 25% from 49% in 16-17 to 18% in 17-18.
Intended Outcome	Neil Armstrong will improve the ELA proficiency for the lowest 25% from 18% to 50%: a gain of 32 points.
Point Person	Angie Taillon (angie.taillon@yourcharlotteschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. The ELA C&I will train school-based captains to combine Florida CC standards into critical concepts to create rigorous instruction through explicit instruction. 2. Teachers in grades K-5 will complete Fluency Checks at the beginning, middle and end of the year. 3. The bottom 35% of student in ELA Achievement will complete fluency checks monthly. 4. Neil Armstrong implemented a Intensive Literacy teacher at each grade level to support the students in lowest 25% with paraprofessional push-in support. 5. Neil Armstrong also implemented an inclusive co-teach model with an ESE teacher and a Gen Ed teacher to support ESE students in a general education class. 6. Students' reading achievement in grades K-2 will be monitored throughout the year using the Developmental Reading Assessment (DRA). 7. Teachers in grades K-3 will use the Fountas and Pinnell Phonics program with fidelity. 8. Teachers in grades 4-5 will use "Words Their Way" phonics program with students showing a deficiency on the Elementary Spelling Inventory. 9. Students in grades 3-4 who fall in the ELA Lowest 25% will use the program, "Cracking the Code". 10. Teachers will use Ready LAFS in grades 2 - 5 in small groups. 11. Students will write on a daily basis to explain their thought processes. 12. Flexible scheduling in the Master Schedule to allow teachers the flexibility to departmentalize with other teachers. 13. The music teacher will teach Fry Sight Words to second graders through music.
Person Responsible	Angie Taillon (angie.taillon@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	Progress will be monitored through fluency checks, formative and summative assessments, and i-Ready diagnostic tests. The iReady Predicted Proficiency report will be used to track the students' progress toward mastery of the standards on the iReady program. The students' Lexile levels will be tracked as well using the Reading Renaissance STAR program.
Person Responsible	Angie Taillon (angie.taillon@yourcharlotteschools.net)

Activity #2	
Title	Increase the percentage of proficiency for students in Math Lowest 25%.
Rationale	In 17-18 school year, Neil Armstrong students in grades 3-5 fell in proficiency in FSA component of Math Lowest 25% from 65% in 16-17 to 36% in 17-18.
Intended Outcome	Neil Armstrong will improve the ELA proficiency for the lowest 25% from 36% to 58%: a gain of 22 points.
Point Person	Angie Taillon (angie.taillon@yourcharlotteschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Neil Armstrong also implemented an inclusive co-teach model with an ESE teacher and a Gen Ed teacher to support ESE students in a general education class. 2. Teachers will use Ready MAFS in grades K - 5 in small groups. 3. Students will write on a daily basis to explain their thought processes. 4. Flexible scheduling in the Master Schedule to allow teachers the flexibility to departmentalize with other teachers. 5. Use data days effectively to identify at-risk students and plan targeted interventions. 6. Paraprofessionals will provide support during small group math instruction and WIN time. 7. Teachers will utilize MFAS (Math Formative Assessment System) as a formative assessment toward math standards mastery. 8. Math and Movement will be taught during PE classes. 9. Math vocabulary will taught and explored in Art classes 10. The Five E model will be used in STEM and during math instruction. 11. The iReady Math Discourse strategies will be utilized during math instruction. 12. The Core Team will meet with the Intensive and Coteach classes to monitor the achievement of the lowest 25% toward mastery of standards.
Person Responsible	Angie Taillon (angie.taillon@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	Progress will be monitored through fluency checks, formative and summative assessments, and i-Ready diagnostic tests.
Person Responsible	Angie Taillon (angie.taillon@yourcharlotteschools.net)

Activity #3	
Title	Close the achievement gap in ELA between students with disabilities compared to students without disabilities.
Rationale	The achievement gap between student with disabilities and students without disabilities has widened from 37% in 2015 - 2016 to 51% in 2017 - 2018.
Intended Outcome	Neil Armstrong will close the achievement gap in ELA between students with disabilities compared to students without disabilities from 51% to 24%; a decrease of 27 points.
Point Person	Angie Taillon (angie.taillon@yourcharlotteschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Neil Armstrong implemented an inclusive co-teach model with an ESE teacher and a Gen Ed teacher to support ESE students in a general education class. 2. Teachers will use Ready MAFS/LAFS in grades K - 5 in small group. 4. Flexible scheduling in the Master Schedule to allow teachers the flexibility to departmentalize with other teachers. 5. Neil Armstrong will use Data Days effectively to identify at-risk students and plan targeted interventions. 6. Paraprofessionals will provide support during small group math instruction and WIN time. 8. Math and Movement will be taught during PE classes. 9. Math vocabulary will taught and explored in Art classes 10. The Five E model will be used in STEM and during math instruction. 11. The iReady Math Discourse strategies will be utilized during math instruction. 12. The bottom 35% of student in ELA Achievement will complete fluency checks monthly. 13. Neil Armstrong implemented a Intensive Literacy teacher at each grade level to support the students in lowest 25% with paraprofessional push-in support. 14. Students' reading achievement in grades K-2 will be monitored throughout the year using the Developmental Reading Assessment (DRA). 15. Teachers in grades K-3 will use the Fountas and Pinnell Phonics program with fidelity. 16. Teachers in grades 4-5 will use "Words Their Way" phonics program with students showing a deficiency on the Elementary Spelling Inventory. 17. Students in grades 3-4 who fall in the ELA Lowest 25% will use the program, "Cracking the Code".
Person Responsible	Angie Taillon (angie.taillon@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	The Core Team will meet monthly with the Intensive and Co-teach classes to monitor the achievement of the lowest 25% toward mastery of standards through discussions about student progress and curriculum. The iReady Predicted Proficiency report will be used to track the students' progress toward mastery of the standards on the iReady program. The students' Lexile levels will be tracked as well using the Reading Renaissance STAR program.
Person Responsible	Angie Taillon (angie.taillon@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.

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 give input on how our 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.

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.

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.

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.

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.

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. 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.

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

At NAES, we hold an annual Community Leadership Day where our student leaders partner with community members to visit various classrooms and showcase our student leadership skills. After the Leadership Day, our students receive feedback from the community members that will assist them in their future.

Our Neil Armstrong 4th graders participate in a two-day field trip hosted by the Charlotte Harbor Environmental Center (CHEC). The fourth grade students learn about our local estuary. CHEC gathers funding from local businesses to pay for transportation and learning materials for students to complete prior to their trip.

After the Neil Armstrong Elementary Annual Title I meeting and Open House, we have twenty-four different businesses, local agencies, several local not-for-profit organizations who set up displays at our

annual Neil's Nuggets of Knowledge to inform the school's parents of free or low cost activities available to their children and/or services available to assist struggling families.

Part V: Budget	
Total:	\$265,313.23