East Elementary School

2019-20 Schoolwide Improvement Plan

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East Elementary School

27050 FAIRWAY DR, Punta Gorda, FL 33982

http://www.yourcharlotteschools.net/ees

Demographics

Principal: Melissa White

Start Date for this Principal: 7/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (58%) 2016-17: C (52%) 2015-16: B (59%) 2014-15: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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27050 FAIRWAY DR, Punta Gorda, FL 33982

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	B

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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. 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	Job Duties and Responsibilities
Carr, Lori	Principal	
Wideikis, Karisa	School Counselor	
McQueen, Robyn	Instructional Coach	
Blondun, Kim	Assistant Principal	
Palmer, Abby	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	114	110	91	123	109	121	0	0	0	0	0	0	0	668
Attendance below 90 percent	27	11	11	9	11	18	0	0	0	0	0	0	0	87
One or more suspensions	3	2	0	1	1	2	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	0	17	7	18	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	5	15	17	0	0	0	0	0	0	0	37

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	5	9	15	0	0	0	0	0	0	0	29

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	7	10	5	0	1	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

43

Date this data was collected or last updated

Monday 8/12/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	17	7	14	0	0	0	0	0	0	0	38

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	17	7	14	0	0	0	0	0	0	0	38

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	69%	62%	57%	60%	60%	55%
ELA Learning Gains	57%	57%	58%	50%	59%	57%
ELA Lowest 25th Percentile	43%	50%	53%	36%	49%	52%
Math Achievement	70%	63%	63%	67%	67%	61%
Math Learning Gains	59%	54%	62%	61%	62%	61%
Math Lowest 25th Percentile	39%	42%	51%	42%	48%	51%
Science Achievement	68%	54%	53%	49%	55%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	114 (0)	110 (0)	91 (0)	123 (0)	109 (0)	121 (0)	668 (0)
Attendance below 90 percent	27 (10)	11 (9)	11 (6)	9 (15)	11 (20)	18 (14)	87 (74)
One or more suspensions	3 (3)	2 (1)	0 (0)	1 (1)	1 (3)	2 (0)	9 (8)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	17 (15)	7 (10)	18 (16)	42 (41)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (23)	15 (16)	17 (31)	37 (70)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	79%	69%	10%	58%	21%
	2018	62%	63%	-1%	57%	5%
Same Grade Comparison		17%				
Cohort Comparison						
04	2019	56%	57%	-1%	58%	-2%
	2018	61%	54%	7%	56%	5%
Same Grade Comparison		-5%				
Cohort Comparison		-6%				
05	2019	66%	56%	10%	56%	10%
	2018	60%	56%	4%	55%	5%
Same Grade Comparison		6%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	81%	70%	11%	62%	19%
	2018	64%	69%	-5%	62%	2%
Same Grade Comparison		17%				
Cohort Comparison						
04	2019	55%	60%	-5%	64%	-9%
	2018	73%	61%	12%	62%	11%
Same Grade Comparison		-18%				
Cohort Comparison		-9%				
05	2019	69%	56%	13%	60%	9%
	2018	74%	62%	12%	61%	13%
Same Grade Comparison		-5%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	68%	52%	16%	53%	15%
	2018	60%	63%	-3%	55%	5%
Same Grade Comparison		8%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	33	43	43	35	45	37	40				
ELL	31			62							
HSP	58	43		57	43		62				
MUL	75			75							
WHT	70	59	48	70	61	43	68				
FRL	58	56	39	61	58	39	61				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math lowest 25% gains- we contribute this to the master schedule not allowing for Math Win time. Many of our L25 students are ESE and ESE teachers were not scheduled to push in or pull out during the Math Win time.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math gains and Math L25 gains decreased by seven points. Th math materials available for instruction did not adequately address the needs of our L25 students. Resulting, in many teachers piecing instructional materials together to meet the standard requirements.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Lowest 25% in math was our largest gap by seventeen points. Math materials available for instruction did not adequately address the needs of our L25 students. Resulting, in many teachers pieces mewling instructional materials and the master schedule did not allow for Math Win time.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA achievements and over all Science proficiency went up by seven percent. We hired a new ESE teacher that was more proficient than the years previous that helped with our ELA achievement. We implemented Comprehension Literacy Framework with fidelity. There was restructuring of our support employees as well. In Science we hired a new teacher in fifth grade that helped our teachers teach the standards to the rigor of the standards.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

We have an area of concern regarding attendance below 90%.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1) Math Lowest 25% Gains
2) ELA Lowest 25% Gains
3) Math gains SWD
4) ELA gains SWD
5) Main gains overall

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Lowest 25% Gains
Rationale	This area dropped 1 point, to just 43% proficient.

State the measurable outcome the school plans to achieve	On the 2020 ELA FSA, the percentage of our students making learning gains in the area of L25 will increase from 43% to 54% proficiency.
Person responsible for monitoring outcome	Lori Carr (lori.carr@yourcharlotteschools.net)
Evidence-based Strategy	We are implementing STAR 360, Comprehensive Literacy Framework, and Orton-Gillingham all of which are research based. These will allow for individualized needs and extra time on task.
Rationale for Evidence-based Strategy	We are using research based programs to help us achieve 54% proficiency in reading lowest 25 gains. The research programs will be the following: 1. STAR 360- An assessment that will show the specific domains and the weaknesses of each student. 2. Comprehensive Literacy Framework-Teachers will be able to take the STAR 360 reports and drive instruction and target the weaknesses. 3. Orton-Gilllingham will provide the foundation of explicit instruction in phonics.

Action Step	
Description	1. During WIN time, paraprofessionals will push in to each classroom to provide additional instructional support to L25 stduents. 2.During WIN time, the grade-level ESE teacher will pull out the lowest up to 7 students. 3.ESE teachers will serve grade 2-3 and 4-5 will provide Orton-Gillingham instruction during WIN. 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 and LAFs reading instructional materials as directed by teacher. 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 Tuesday, Thursday, and Friday morning and afternoon. The AFA will assist parents in finding books at an appropriate reading level for their child. 9. Reading recovery-grade 1 10. PLC-data days with data chat 11. STAR program 12. Classroom teachers will implement CLF with fidelity. 13. Teacher will explicitly model writing in each classroom per week using 5 star writing components as a guide. 14. Teachers will encourage student participation in reading contests. 15. Paras will provide Orton-Gillingham instruction 16. Paras will provide LLI during WIN
Person Responsible	Lori Carr (lori.carr@yourcharlotteschools.net)

#2	
Title	Math Lowest 25% Gains
Rationale	This area dropped 7 points, to 39% proficient.

State the measurable outcome the school plans to achieve	On the 2020 school year, 48% of tested students will be proficient.
Person responsible for monitoring outcome	Lori Carr (lori.carr@yourcharlotteschools.net)
Evidence-based Strategy	We are implementing STAR 360, Comprehension Math Framework, and Coach Books, all of which are research based. Additional time on task will be provided as well.
Rationale for Evidence-based Strategy	We are using research based programs to help us achieve 48% proficiency in math lowest 25% gains. The research programs we plan to use are the following: 1) Comprehensive Math Framework- This framework will set teachers and students up for success. It will do this by outlining different components a teacher should be hitting and highlighting the most crucial aspects to a student's success. 2) STAR 360- The students will be taking a diagnostic assessments five times a year that will give teachers a standard based report that outlines students strengths and weaknesses. From this data, teachers will be able to create a more individualized learning path for their students through iReady and classroom instruction. 3) Coach Books- Students are being provided with COACH math books to prepare them for the statewide assessment, FSA. The books replicate FSA question format as well as standard based questions they will see.

Action Step	
Description	1. During the Math block, teachers, with papa professional support will be providing additional instructional support. 2. Math WIN time is implemented for grades second through five to target our lowest 25% of students in math. 3. Our ESE teachers will be pulling out students to provide additional math support. 5. Targeted, focused, individualized instructional strategies will be developed during TST meetings. 6. Teachers will meet with parents of the L25 students at least once per trimester to share their child's progress and provide parents activities they can do at home. 7. Additional math practice materials will be provided through the district Print Shop and/ or purchased from publishers. 8. From the Comprehensive Math Framework, small group instruction will be implemented at least four days per week. 9. iReady math will be used as directed by the classroom teacher. 10. Students will practice addition, subtracting, multiplication or division facts by using Reflex Math. 11. 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. 12. There will be school wide math contests and math incentives for student participation.

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

#3	
Title	ELA Achievement for SWD
Rationale	In the area of ELA achievement, 33% of SWD met proficiency compared to 69% of students.

State the measurable outcome the school plans to achieve	On the 2020 FLA FSA, the percentage of students with disabilities (SWD) making learning gains will increase from 33% to 41% proficiency.
Person responsible for monitoring outcome	Lori Carr (lori.carr@yourcharlotteschools.net)
Evidence-based Strategy	STAR Room, ESE Teacher WIN time, STAR 360 Reading Assessments, Comprehensive Literacy Framework (CLF)
Rationale for Evidence-based Strategy	The STAR room will be led by paraprofessionals and overseen by the Reading Coach. It will provide explicit standards based instruction to the L25 in grades 2 – 5. During WIN time, the ESE teacher will pull out the L25 from each grade level to provide specific instruction based on student needs. Students will be taking the STAR 360 Reading diagnostic assessment 5x a year which will give teachers a standard based report that outlines the student's strengths and weaknesses per subcategory. From this data teachers will be able to create a more individualized learning path for their students. The CLF outlines different components that teachers should be hitting and highlights the most crucial aspects within ELA concepts in order to achieve student success.

Action Step	
Description	1. During WIN time, paraprofessionals will push in to classrooms 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 Orton Guilingham diagnostic. 3. ESE teachers will pull out 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 as directed by teacher. 7. Teachers will seek the expertise of the ESE Liaison for instructional strategies that can be 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. 9. Qualifying ESE students will receive Reading Recovery instruction with the Reading Coach. 10. MyOn News will be implemented school wide to differentiate and target instruction.
Person Responsible	Lori Carr (lori.carr@yourcharlotteschools.net)

#4	
Title	Math Achievement for SWD
Rationale	In the area of Math achievement, 35% of SWD met proficiency compared to 70% of students.

State the measurable outcome the school plans to achieve	On the 2020 FLA FSA, the percentage of students with disabilities (SWD) making learning gains will increase from 35% to 41% proficiency.
Person responsible for monitoring outcome	Lori Carr (lori.carr@yourcharlotteschools.net)
Evidence-based Strategy	STAR 360 Math Assessments, Comprehensive Math Framework
Rationale for Evidence-based Strategy	The students will be taking the diagnostic assessment 5x a year which will give teachers a standard based report that outlines the student's strengths and weaknesses per subcategory. From this data teachers will be able to create a more individualized learning path for their students. The CLF outlines different components that teachers should be hitting and highlights the most crucial aspects within ELA concepts in order to achieve student success.

Action Step	
Description	1. During WIN time, paraprofessionals will push in to classrooms 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 STAR and iReady diagnostic data. 3. Targeted, focused, individualized instructional strategies will be developed during IEP meetings. 4. 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 Math as directed by teacher. 7. Teachers will seek the expertise of the ESE Liaison for instructional strategies that can be most effective with SWD. 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)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

All of the above strategies will be used for the levels of children to improve their scores by addressing individual needs.

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 Schoolwide Improvement Plan 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 Science 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.

The school also has a full time ESE Liaison to support the social-emotional needs of our students.

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, STAR 360, 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Lowest 25% Gains				$226,417.06
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0081 - East Elementary School	Title, I Part A		$44,903.92
		Notes: AFA/PARA - used for small group instruction				
	5100	369-Technology-Related Rentals	0081 - East Elementary School	Title, I Part A		$29,400.00
		Notes: iReady & STAR - research based intervention programs				
	5100	510-Supplies	0081 - East Elementary School	Title, I Part A		$7,340.60
		Notes: Fountas & Pinnell intervention program				
	6400	130-Other Certified Instructional Personnel	0081 - East Elementary School	Title, I Part A		$138,660.52
		Notes: Lead teacher & Reading Coach				
	5100	510-Supplies	0081 - East Elementary School	Title, I Part A		$529.34
		Notes: Ortin Gillingham teacher's manual				
	6100	510-Supplies	0081 - East Elementary School	Title, I Part A		$3,582.68
		Notes: Family Center supplies and materials				
	5100	510-Supplies	0081 - East Elementary School	Title, I Part A		$2,000.00

			Notes: LAFs books for student instruction			
2	**III.A.**	**Areas of Focus: Math Lowest 25% Gains**				**$10,809.17**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0081 - East Elementary School	Title, I Part A		$6,000.00
			Notes: Florida Coach books			
	5100	392-Subagreements greater than $25,000	0081 - East Elementary School	Title, I Part A		$1,409.17
			Notes: Instructional materials printed at the Print Shop			
	5100	369-Technology-Related Rentals	0081 - East Elementary School	Title, I Part A		$3,400.00
			Notes: Reflex Math			
3	**III.A.**	**Areas of Focus: ELA Achievement for SWD**				**$6,600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0081 - East Elementary School	Title, I Part A		$6,600.00
			Notes: myOn and myOn News programs			
4	**III.A.**	**Areas of Focus: Math Achievement for SWD**				**$0.00**
					Total:	**$243,826.23**