

Charlotte County Public Schools

Neil Armstrong Elementary School



2020-21 Schoolwide Improvement Plan

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Neil Armstrong Elementary School

22100 BREEZESWEPT AVE, Port Charlotte, FL 33952

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

Demographics

Principal: Melody Hazeltine

Start Date for this Principal: 6/11/2008

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: C (52%) 2016-17: B (60%) 2015-16: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Charlotte County School Board on 10/13/2020.

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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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)	2019-20 Title I School	2019-20 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	50%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	B

School Board Approval

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SIP Authority

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<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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Taillon, Angie	Principal	<p>Angie Taillon - Principal</p> <ul style="list-style-type: none"> ~ Prepares the Title I Budget ensuring that purchases meet the academic needs of students ~ Monitors the academic progress of students by collecting data from formative and summative assessments. ~ Hires ESE teachers and remedial teachers to assist the students in bottom 25% of all students. ~Researches and purchases academic programs that support the goals of the SIP. ~Monitors the fidelity of implementation of programs ~Tracks data and provides feedback to teachers and students <p>Brenda Latta - Assistant Principal</p> <ul style="list-style-type: none"> ~Creates the format and schedule for the before and after school remedial program. ~Monitors the progress and participation of students in the before and after school remedial program. ~Hires paraprofessionals to assist in ESE and Intensive Literacy classrooms. ~Creates school planners to assist with family communication. ~Creates the PFEP plan in conjunction with the Family Reading Center AFA and families <p>Brianna Welsh - Lead Teacher</p> <ul style="list-style-type: none"> ~Assists teachers with the implementation of AR, STAR, Freckle, and all academic programs ~Provides coaching support to teachers to ensure student success ~Tracks data and conducts Data Days to assist teachers in implementing standards-based instruction. ~Leads professional development on CCPS initiatives <p>Candice Welchman - ESE Liaison</p> <ul style="list-style-type: none"> ~Provides guidance to ESE teachers to make certain the goals of the students' IEPs are met ~Supports teachers in writing academic goals for ESE students ~Ensures that teachers are aware of the students' ESE accommodations <p>Julianne Sterbutzel - School Counselor</p> <ul style="list-style-type: none"> ~Provides professional development to teachers on interventions for MTSS process ~Holds monthly Child Talk meetings with the Core Team to assist grade-level teams with struggling students ~Creates 504 Plans for students to assist with their academic success ~Supports our ELL students with resources and para support ~Assists teachers through the MTSS process for struggling students <p>Cassie Sotello - School Social Worker</p> <ul style="list-style-type: none"> ~Provides teachers with strategies and assistance for students that present with high needs such as attendance concerns, housing situations, lack of food, etc. ~Works with the School Counselor to provide counseling to students that encourages school success ~Participates in shared decision-making with Core Team to help resolve student concerns

Name	Title	Job Duties and Responsibilities
Sterbutzel, Julianne	School Counselor	
Latta, Brenda	Assistant Principal	
Welchman, Candice	Other	
Sotello, Cassie	Attendance/ Social Work	
Welsh, Brianna	Instructional Coach	

Demographic Information

Principal start date

Wednesday 6/11/2008, Melody Hazeltine

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

33

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 Black/African American Students Hispanic Students Multiracial Students

	White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: C (52%) 2016-17: B (60%) 2015-16: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	84	92	99	82	81	106	0	0	0	0	0	0	0	544	
Attendance below 90 percent	19	19	17	15	15	19	0	0	0	0	0	0	0	104	
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1	
Course failure in ELA	0	0	0	0	0	13	0	0	0	0	0	0	0	13	
Course failure in Math	0	0	0	0	4	8	0	0	0	0	0	0	0	12	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10	

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	1	6	9	9	5	28	0	0	0	0	0	0	0	58

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	4	12	5	3	0	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 9/20/2020

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	
Number of students enrolled	110	127	106	106	126	126	0	0	0	0	0	0	0	701
Attendance below 90 percent	21	15	11	19	12	10	0	0	0	0	0	0	0	88
One or more suspensions	0	0	3	0	1	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	4	17	13	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	1	15	28	0	0	0	0	0	0	0	44

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	2	2	4	5	29	45	0	0	0	0	0	0	0	87

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	6	15	5	0	0	1	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	110	127	106	106	126	126	0	0	0	0	0	0	0	701
Attendance below 90 percent	21	15	11	19	12	10	0	0	0	0	0	0	0	88
One or more suspensions	0	0	3	0	1	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	4	17	13	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	1	15	28	0	0	0	0	0	0	0	44

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	2	2	4	5	29	45	0	0	0	0	0	0	0	87

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	6	15	5	0	0	1	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	67%	62%	57%	63%	60%	55%
ELA Learning Gains	59%	57%	58%	58%	59%	57%
ELA Lowest 25th Percentile	55%	50%	53%	49%	49%	52%
Math Achievement	66%	63%	63%	70%	67%	61%
Math Learning Gains	53%	54%	62%	65%	62%	61%
Math Lowest 25th Percentile	36%	42%	51%	57%	48%	51%
Science Achievement	61%	54%	53%	59%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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	2019	74%	69%	5%	58%	16%
	2018	54%	63%	-9%	57%	-3%
Same Grade Comparison		20%				
Cohort Comparison						
04	2019	60%	57%	3%	58%	2%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	60%	54%	6%	56%	4%
Same Grade Comparison		0%				
Cohort Comparison		6%				
05	2019	57%	56%	1%	56%	1%
	2018	66%	56%	10%	55%	11%
Same Grade Comparison		-9%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	70%	-1%	62%	7%
	2018	59%	69%	-10%	62%	-3%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	60%	60%	0%	64%	-4%
	2018	70%	61%	9%	62%	8%
Same Grade Comparison		-10%				
Cohort Comparison		1%				
05	2019	59%	56%	3%	60%	-1%
	2018	67%	62%	5%	61%	6%
Same Grade Comparison		-8%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	59%	52%	7%	53%	6%
	2018	69%	63%	6%	55%	14%
Same Grade Comparison		-10%				
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	49	55	55	39	35	30	30				
ELL	44	57		44	43						
BLK	58	63		73	60		50				
HSP	55	60	69	55	50	44	50				
MUL	73	76		60	50		82				
WHT	72	57	41	70	52	28	64				

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
FRL	60	57	58	58	48	39	49				
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				

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)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	86
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0

White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

The lowest performance component was Math's Lowest 25% Gains. We were unable to hire highly-qualified teachers working with our ESE Co-Teach classroom, and in the fifth grade classroom. Therefore, long-term substitutes were placed in those classrooms. The administration could have provided more support to the long-term substitutes. The administration should have checked lesson plans more often to check the fidelity in teaching the standards.

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

The greatest decline from the 18-19 school year was in Science. Our Science percentile rank fell from 70% to 61% for a decrease of 9 percentage points. We had two highly-qualified Science teachers leave our school for professional advancement, and were replaced by teachers who had not been responsible for the teaching of Science. In hind sight, administration should have checked lesson plans more often to check the fidelity in teaching the standards. Also, we would have benefited from having monthly meetings to ensure all Science content was covered.

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.

The data component that had the greatest gap was Mathematics Learning Gains with Lowest 25%. Our school's score of 36% of the BL 25% making gains was 10% less compared to the state's score of 46%. Therefore, long-term substitutes were placed in those classes. The administration could have provided more support to the long-term substitutes. The administration should have checked lesson plans more often to check the fidelity in teaching the standards.

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

The data component that showed the most improvement was in our ELA Lowest 25% Gains. The percent of students in ELA Lowest 25% Gains in 17-18 was 18%, and in 18-19 the percent of students in ELA Lowest 25% Gains increased by 37 percentage points to 55%. Our school used

Words Their Way with fidelity, and teachers in grades 4 and 5 used the DBQ Method to improve writing and critical thinking. In addition, three of our 3rd grade teachers were trained in the DBQ Method.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Neil Armstrong did not fall below 41% in any ESSA subgroups, however, one area of concern is in the area of "Students with Disabilities". In the subgroup of "Students with Disabilities", Neil Armstrong scored a 42% which is one percentage point above the ESSA threshold. In response to our "Students with Disabilities" scoring a 42%, Neil Armstrong has made "Reduce the achievement gap in math between students without disabilities and students with disabilities" a Key Area of Focus for 20-21.

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

1. Increase the percentage of students making learning gains in the lowest 25% in Math.
2. Reduce the achievement gap in math between students without disabilities and students with disabilities.
3. Increase the proficiency on the NGSSS Science Test.
4. Increase the percentage of students making learning gains in the lowest 25% in ELA.

Part III: Planning for Improvement**Areas of Focus:**

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Neil Armstrong Elementary will increase the percentage of students making learning gains in the Lowest 25% in Math. For two consecutive years, 36% of Neil Armstrong students in 4th and 5th grades made learning gains in the Math Lowest 25% component compared to the district's average of 42%.
Measurable Outcome:	Neil Armstrong will improve the Learning Gains in Math Lowest 25% from 36% in 18-19 to 56% in 20-21; a gain of 20 percent.
Person responsible for monitoring outcome:	Angie Taillon (angie.taillon@yourcharlotteschools.net)
Evidence-based Strategy:	<p>Neil Armstrong's strategy to improve the Learning Gains is to raise the level of math fluency so that students can perform calculations and solve problems quickly and accurately. The standard of math fluency is found at every grade level in the Florida Math Standards. STAR Math and Freckle Math will be utilized by the students in grade K-2 for 15 minutes a day and in grade 3-5 for 2 minutes a day. Formative Loop will be used daily by all students in grades 2-5 as an adaptive fluency program.</p> <p>Students who successfully store basic math fact information in memory and retrieve it easily are more likely to develop the skills necessary for solving a wide variety of complex problems and interpreting abstract mathematical principles (Patton, Cronin, Bassett, & Koppel, 1997; Shapiro, 2010).</p>
Rationale for Evidence-based Strategy:	<p>Math practice with Freckle Math and STAR Math was associated with higher levels of fall-to-winter growth in general math ability. This positive outcome increased as students engaged in practice that met or exceeded Freckle Math guidelines and as students used the program for more weeks in the school year. (https://doc.renlearn.com/KMNet/R63038.pdf)</p> <p>The empirical data presented in this report demonstrate the positive impact of Formative Loop on student achievement in mathematics with representative student demographics endemic in urban Title 1 schools. The Formative Loop program provides a differentiated daily math skill exercise that affords classroom teachers to serve all their students efficiently and effectively. (https://formativeloop.com/wp-content/uploads/Formative-Loop-Case-Study.pdf)</p>

Action Steps to Implement

1. Neil Armstrong implemented an inclusive co-teach model with an ESE teacher and a Gen Ed teacher to support ESE students in the general education class in grades 1-5.

Person Responsible Angie Taillon (angie.taillon@yourcharlotteschools.net)

2. Students will use Freckle to practice Math Number Fact Fluency, Targeted Practice, Adaptive Practice, and project-based learning.

Person Responsible Brianna Welsh (brianna.welsh@yourcharlotteschools.net)

3. Neil Armstrong will have a before-school and after-school REMEDIATION Club to support students performing in the bottom 25%.

Person Responsible Brenda Latta (brenda.latta@yourcharlotteschools.net)

4. Neil Armstrong will hire two remedial teachers that will push in to ESE and Intensive Literacy classrooms to support the lowest 25% in math.

Person Responsible Angie Taillon (angie.taillon@yourcharlotteschools.net)

5. Math Critical Concepts with the ClearSight assessments will be used to drive instruction in grades 3-5.

Person Responsible Brianna Welsh (brianna.welsh@yourcharlotteschools.net)

6. We will share evidence-based and research-based Tier II and III interventions at our weekly Child Talk meetings to ensure our struggling students receive the timely interventions.

Person Responsible Julianne Sterbutzel (julianne.sterbutzel@yourcharlotteschools.net)

7. We instituted an Action Step to increase students' math fluency in every grade level that is assessed monthly to ascertain whether the grade level is striving to meet the goal of the Action Step.

Person Responsible Angie Taillon (angie.taillon@yourcharlotteschools.net)

8. Paraprofessionals will provide support during small group math instruction and WIN time in our Intensive Literacy and ESE classrooms.

Person Responsible Brenda Latta (brenda.latta@yourcharlotteschools.net)

9. In second through fifth grades, Formative Loop will be used to increase math fact fluency for approximately five minutes per student every day based on individual needs.

Person Responsible Brianna Welsh (brianna.welsh@yourcharlotteschools.net)

10. Teachers will give one STAR Growth Monitoring Assessment in Math monthly to monitor student performance in the lowest quartile.

Person Responsible Brenda Latta (brenda.latta@yourcharlotteschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Neil Armstrong will close the Achievement Gap in Math between students with disabilities compared to students without disabilities from 27% to 17%. The Achievement Gap in Math Achievement between students with disabilities and the students without disabilities was 27% in 18-19.
Measurable Outcome:	Neil Armstrong will close the achievement gap in Math between students with disabilities compared to students without disabilities from 27% to 17%; a decrease of 10 percent.
Person responsible for monitoring outcome:	Angie Taillon (angie.taillon@yourcharlotteschools.net)
Evidence-based Strategy:	Neil Armstrong implemented an inclusive co-teach model with an ESE teacher and a Gen Ed teacher to support ESE students in the general education class in grades 1-5. The researched-based Ready Math Curriculum will be used with fidelity daily in small groups with para support. Neil Armstrong will hire two remedial teachers to push in to ESE and Intensive Literacy classrooms to support the lowest 25% in math. Teachers will give one STAR Growth Monitoring Assessment in Math monthly to monitor student performance in the lowest quartile.
Rationale for Evidence-based Strategy:	Differential access to high-quality teachers, instructional opportunities to learn high-quality mathematics, opportunities to learn grade-level mathematics content, and high expectations for mathematics achievement are the main contributors to differential learning outcomes among individuals and groups of students. (https://www.nctm.org/Standards-and-Positions/Position-Statements/Closing-the-Opportunity-Gap-in-Mathematics-Education/) The Ready Math's instructional framework supports educators as they strengthen their teaching practices and facilitates meaningful discourse that encourages all learners. Recently rated the highest overall K–8 program by EdReports.org. (https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-essa-brochure-2018.pdf)

Action Steps to Implement

1. Neil Armstrong implemented an inclusive co-teach model with an ESE teacher and a Gen Ed teacher to support ESE students in the general education class in grades 1-5.

Person Responsible Angie Taillon (angie.taillon@yourcharlotteschools.net)

2. Students will use Freckle to practice Math Number Fact Fluency, Targeted Practice, Adaptive Practice, and project-based learning.

Person Responsible Brianna Welsh (brianna.welsh@yourcharlotteschools.net)

3. Neil Armstrong will have a before-school and after-school REMEDIATION Club to support students performing in the bottom 25%.

Person Responsible Brenda Latta (brenda.latta@yourcharlotteschools.net)

4. Neil Armstrong will hire two remedial teachers that will push in to ESE and Intensive Literacy classrooms to support the lowest 25% in math.

Person Responsible Angie Taillon (angie.taillon@yourcharlotteschools.net)

5. Math Critical Concepts with the ClearSight assessments will be used to drive instruction in grades 3-5.

Person Responsible Brianna Welsh (brianna.welsh@yourcharlotteschools.net)

6. The Core Team will share evidence-based and research-based Tier II and III interventions at our weekly Child Talk meetings to ensure that our struggling students receive the timely interventions.

Person Responsible Julianne Sterbutzel (julianne.sterbutzel@yourcharlotteschools.net)

7. Neil Armstrong instituted an Action Step to increase students' math fluency in every grade level that is assessed monthly to ascertain whether the grade level is striving to meet the goal of the Action Step.

Person Responsible Angie Taillon (angie.taillon@yourcharlotteschools.net)

8. Paraprofessionals will provide support during small group math instruction and WIN time in our Intensive Literacy and ESE classrooms.

Person Responsible Brenda Latta (brenda.latta@yourcharlotteschools.net)

9. In second through fifth grades, Formative Loop will be used to increase math fact fluency for approximately five minutes per student every day based on individual needs.

Person Responsible Brianna Welsh (brianna.welsh@yourcharlotteschools.net)

10. Teachers will give one STAR Growth Monitoring Assessment in Math monthly to monitor student performance in the lowest quartile.

Person Responsible Brenda Latta (brenda.latta@yourcharlotteschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Neil Armstrong will increase the proficiency on the NGSSS Science Test. Neil Armstrong fifth grade students fell in proficiency on the NGSSS Science by 4%.
Measurable Outcome:	Neil Armstrong will increase the percentage of students scoring proficient on the NGSSS Science Test by 4%.
Person responsible for monitoring outcome:	Brenda Latta (brenda.latta@yourcharlotteschools.net)
Evidence-based Strategy:	Neil Armstrong's strategy to improve NGSSS Science proficiency is to utilize the Claim, Evidence, and Reasoning Framework (CER) as a scaffolded way to teach the Scientific Inquiry Method. The rationale is to improve the quality of student learning by enabling them to acquire the abilities of inquiry, to develop knowledge of scientific ideas, and to understand the work of scientists.
Rationale for Evidence-based Strategy:	<p>The Pearson Elevate Science curriculum will be utilized K-5 with a minimum of 30 minutes of science instruction daily and is correlated to the NGSS Science Standards.</p> <p>One specific strategy found to be highly effective was based on the research of Drs. Joe Krajcik and Patricia McNeill about Scientific Explanations. Their research showed how investigations that required data collection and then scientific explanations of the evidence, using the format of "Claim, Evidence and Reasoning," (CER) changed students understanding of scientific phenomena and resulted in greater achievement. (https://www.seenmagazine.us/Articles/Article-Detail/ArticleId/7597/Claim-Evidence-Reasoning-for-Scientific-Explanations)</p> <p>Pearson Elevate includes evidence-based instruction (inquiry-based) and utilizes evidence-based assessments at the end of each topic. These assessment present a scenario-based, multi-component task. The task will not only simultaneously assess multiple practices, but also measure a student's conceptual understanding of science ideas. (https://assets.savvas.com/asset_mgr/202034/Elevate-Science-K5-Overview.pdf)</p>

Action Steps to Implement

1. As a School-wide Action Step, each classroom will complete a minimum of two science labs using the Claim, Evidence and Reasoning Framework (CER) monthly. These results are marked on individual classroom and grade-level WIG walls.

Person Responsible Angie Taillon (angie.taillon@yourcharlotteschools.net)

2. Fifth grade students will use the Pearson Elevate Florida Assessment Workbook weekly and discuss the students' results in weekly discussions.

Person Responsible Brianna Welsh (brianna.welsh@yourcharlotteschools.net)

3. Our S.T.E.M. teacher will share a science vocabulary word, a sentence with the science vocabulary word, and ask a science question daily. The answer will be provided the next day on the news.

Person Responsible Steve Eyrich (steve.eyrich@yourcharlotteschools.net)

4. STEM teacher will use the district's K-5 STEM Support Curriculum Map and Pacing Guide for science.

Person Responsible Steve Eyrich (steve.eyrich@yourcharlotteschools.net)

5. Grade-level Science experts will ensure each grade level teacher completes two science experiments and complete the Claim, Evidence and Reasoning Framework (CER) lab sheet.

Person Responsible Brenda Latta (brenda.latta@yourcharlotteschools.net)

6. Fifth Grade students will use Science Weekly, Freckle Science, and Science Coach as supplementary materials.

Person Responsible Brenda Latta (brenda.latta@yourcharlotteschools.net)

7. In preparation for the NGSSS Science Test, fifth grade students will participate in the 76 Science Questions for NGSSS Science Prep.

Person Responsible Brianna Welsh (brianna.welsh@yourcharlotteschools.net)

10. Each grade level will bring their Science journals to monthly Team Meetings to discuss student achievement and to ensure that ALL students are writing in their journals.

Person Responsible Brenda Latta (brenda.latta@yourcharlotteschools.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus	Neil Armstrong will increase the percentage of students making learning gains in the lowest 25% in ELA. Neil Armstrong made strong growth in ELA Lowest 25% in 18-19. We want to continue this trend by increasing the number of students making gains by 1% in 20-21.
Description and Rationale:	
Measurable Outcome:	Neil Armstrong will improve the Learning Gains in ELA Lowest 25% from 55% in 18-19 to 56% in 20-21; a gain of one percent.
Person responsible for monitoring outcome:	Angie Taillon (angie.taillon@yourcharlotteschools.net)
Evidence-based Strategy:	<p>Neil Armstrong implemented an inclusive co-teach model with an ESE teacher and a Gen Ed teacher to support ESE students in the general education class in grades 1-5. The core curriculum of LAFS and STAR Reading will be used with fidelity daily in small groups with para support. Neil Armstrong will hire two remedial teachers to push in to ESE and Intensive Literacy classrooms to support the lowest 25% in reading. Teachers will give one STAR Growth Monitoring Assessment in Reading monthly to monitor student performance in the lowest quartile.</p> <p>Students will use Freckle Reading for 15 minutes per day in grades K-2 and 20 minutes per day in grades 3-5 to practice Reading Freckle Decodable, Sight Words, Word Study, Targeted Skills Practice and ELA articles.</p> <p>Supported by research and evidence from classroom applications, small-group, explicit reading instruction has been proven effective for increasing opportunities for successful teaching and learning (Elbaum, Vaughn, Hughes, Moody, & Schumm, 2000; Gersten & Dimino, 2001; Gibson & Fisher, 2008; McLeod, Fisher, & Hoover, 2003; Vaughn, Hughes, Moody, & Elbaum, 2001).</p>
Rationale for Evidence-based Strategy:	<p>Curriculum Associates conducted comprehensive research into the impact of Ready Reading instruction on student academic proficiency as measured by state summative test scores. In this study, our researchers found that schools that had access to the Ready program experienced higher scores on the state assessment than schools that did not have access to Ready Reading. (https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-essa-brochure-2018.pdf)</p> <p>Freckle's differentiated learning platform combines leading, research-backed educational practices with Common Core- and state standards-aligned content. This results in a rigorous, evidence-based curriculum that supports the growth of all students when used as a primary or supplementary classroom resource. (https://s3.amazonaws.com/classroom-assets/marketing-assets/Freckle/Freckles+Research-Based+Methodology+v1.0.pdf)</p>

Action Steps to Implement

1. Neil Armstrong implemented an inclusive co-teach model with an ESE teacher and a Gen Ed teacher to support ESE students in the general education class in grades 1-5.

Person Responsible Angie Taillon (angie.taillon@yourcharlotteschools.net)

2. Teachers will use the Core Curriculum of LAFS and STAR to instruct all students.

Person Responsible Brenda Latta (brenda.latta@yourcharlotteschools.net)

3. Teachers in K-2 will use DRA, DIBEL Fluency, Fry Word lists, and Super Phonics to improve foundational skills and reading comprehension.

Person Responsible Brianna Welsh (brianna.welsh@yourcharlotteschools.net)

4. Neil Armstrong will hire two remedial teachers that will push into our ESE and Intensive Literacy classrooms to support the students in the lowest 25%.

Person Responsible Angie Taillon (angie.taillon@yourcharlotteschools.net)

5. Neil Armstrong will have a before-school and after-school ELA Remediation Clubs using SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) to support students performing in the bottom 25%.

Person Responsible Brenda Latta (brenda.latta@yourcharlotteschools.net)

6. Neil Armstrong instituted an Action Step to increase students' "Words Read" in AR by ten percent each month.

Person Responsible Angie Taillon (angie.taillon@yourcharlotteschools.net)

7. The Core Team will share evidence-based and research-based Tier II and III interventions at our weekly Child Talk meetings to ensure that our struggling students receive the timely interventions.

Person Responsible Julianne Sterbutzel (julianne.sterbutzel@yourcharlotteschools.net)

8. Paraprofessionals will provide support during small group ELA instruction and WIN time in our Intensive Literacy and ESE classrooms.

Person Responsible Brenda Latta (brenda.latta@yourcharlotteschools.net)

9. Students will use Freckle to practice Reading Freckle Decodable, Sight Words, Word Study, Targeted Skills Practice and ELA articles.

Person Responsible Brianna Welsh (brianna.welsh@yourcharlotteschools.net)

10. ELA Critical Concepts with the ClearSight assessments will be used to drive instruction in grades 3-5.

Person Responsible Brianna Welsh (brianna.welsh@yourcharlotteschools.net)

11. Teachers will give one STAR Growth Monitoring Assessment in ELA monthly to monitor student performance in the lowest quartile.

Person Responsible Brenda Latta (brenda.latta@yourcharlotteschools.net)

12. In grades 3-5, ELA teachers will teach DBQ (Document-Based Questioning) units to increase students' performance in writing and critical thinking.

Person Responsible Angie Taillon (angie.taillon@yourcharlotteschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership at Neil Armstrong has addressed the school-wide improvement priorities through our four Key Areas of Focus. School Leadership will monitor the fidelity of the implementation of the key Areas of Focus through weekly classroom walkthroughs, monitoring lesson planning, and achievement data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Neil Armstrong, our mission is we will lead by example to develop character and competence in every student. As a Leader in Me Lighthouse school, we communicate the importance of the "7 Habits of Happy Kids" to help our students become leaders and to take charge of their futures. It is through learning and living the "7 Habits" that our students feel empowered in their learning which leads to a positive school culture. Parents are encouraged to attend our annual Leadership Day in which our students display their leadership skills. In addition, our families are invited to become involved through our Title I Meeting and Open House, via a phone call, flyers, emails, social media, and our marquee. Parents are encouraged to sign-up for membership in our SAC and PTO to give input on how our funds are spent, to help form policies, and to discuss ways to improve our school. Parents also have the opportunity to offer suggestions via our website. NAES staff members, parents and community members are encouraged to participate in Parent Involvement Planning Team where the team reviews strategies for working with all of our students. We provide timely notice to parents 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 are invited to attend a minimum of one Student-led Conference in their child's classroom to review how their child is doing in each subject area. Data walls are hung in each grade level hallway to share with our stakeholders as to how our students are performing in ELA and Math. STAR reports will also be sent home with each students so that parents are informed of their child's ongoing progress a minimum of three times during the school year for reading and math. Parents are provided with their child's progression toward mastery of the standards through midterms, student progress monitoring plans and report cards.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$185,001.82
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0111 - Neil Armstrong Elementary School	Title, I Part A	2.0	\$125,194.40
	5100	150-Aides	0111 - Neil Armstrong Elementary School	Title, I Part A	2.0	\$59,807.42
			0111 - Neil Armstrong Elementary School			\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$79,759.12
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	0111 - Neil Armstrong Elementary School	Title, I Part A		\$12,272.40
	6400		0111 - Neil Armstrong Elementary School	Title, I Part A	1.0	\$67,486.72
3	III.A.	Areas of Focus: Instructional Practice: Science				\$6,437.92
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0111 - Neil Armstrong Elementary School	Title, I Part A		\$6,437.92
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$75,586.86
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0111 - Neil Armstrong Elementary School	Title, I Part A		\$34,100.80
	5100	392-Subagreements greater than \$25,000	0111 - Neil Armstrong Elementary School	Title, I Part A		\$6,689.00
	5100	730-Dues and Fees	0111 - Neil Armstrong Elementary School	Title, I Part A		\$6,450.00
	6400	120-Classroom Teachers	0111 - Neil Armstrong Elementary School	Title, I Part A		\$3,166.22
	6400	300-Purchased Services	0111 - Neil Armstrong Elementary School	Title, I Part A		\$900.00
	6400	330-Travel	0111 - Neil Armstrong Elementary School	Title, I Part A		\$1,000.00
	6400	390-Other Purchased Services	0111 - Neil Armstrong Elementary School	Title, I Part A		\$1,500.00
	6400	750-Other Personal Services	0111 - Neil Armstrong Elementary School	Title, I Part A		\$17,754.00
	6100	330-Travel	0111 - Neil Armstrong Elementary School	Title, I Part A		\$300.00

	6100	390-Other Purchased Services	0111 - Neil Armstrong Elementary School	Title, I Part A		\$400.00
	6100	510-Supplies	0111 - Neil Armstrong Elementary School	Title, I Part A		\$2,698.00
	6400	390-Other Purchased Services	0111 - Neil Armstrong Elementary School	Title, I Part A		\$628.84
Total:						\$346,785.72