East Elementary School

2020-21 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: 9/7/2020

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 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%)
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 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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27050 FAIRWAY DR, Punta Gorda, FL 33982

http://www.yourcharletteschools.net/ees

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	82%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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

Name	Title	Job Duties and Responsibilities
Carr, Lori	Principal	Instructional Personnel Evaluations School Advisory Council (SAC) Instructional Staff Concerns Student Support Team Chair Parent-Teacher Org. (PTO) Parent Concerns re: Staff Literacy Committee Chair NET Program Coordinator SSP Committee Chair Student Placement PPC Co-Chair Scheduling Budgeting PTO
Wideikis, Karisa	School Counselor	Hospital/Homebound Contact Person MTSS Case Manager – Grades 2/4 Home-Schooling Contact Person ELL Screenings/CELLA Testing IQ Achievement Screenings Bully Prevention Coordinator Classroom Guidance Lessons Group/Individual Counseling Holiday Food Baskets/Gifts MTSS Coordinator 504 Coordinator
McQueen, Robyn	Instructional Coach	Comprehensive Literacy Framework STAR paraprofessionals & room MTSS Case Manager – Gr. K/1 Kindergarten Round-up Chair Reading Recovery Trainer DRA Testing Coordinator Coach/Mentor teachers Present model lessons FLKRS Coordinator
Blondun, Kim	Assistant Principal	SSPPC Co-Chair/Support Staff Concerns Parent Concerns re: Students or Buses Safety/Discipline Committee Chair Volunteers & Volunteer Breakfast Textbooks & Textbook Inventory Parent Involvement Plan Chair Buses & Bus Driver Breakfast Support Staff Evaluations Safety Issues/Crisis Plan FSA Testing Coordinator

Name	Title	Job Duties and Responsibilities
		Review Report Cards Student Discipline
Palmer, Abby	Instructional Coach	Professional Development Committee Chair Progress Monitoring Testing Coordinator Professional Development Coordinator MTSS Case Manager – Grades 3/5 Professional Development Binder Kindergarten Round-up - CoChair Comprehensive Math Framework Scholastic Guided Reading Room SAT10/Summer Reading Camp School Programs Coordinator Data Teams Chairperson Mentor/Coach/Model C & I Liaison
Brooks, Cindy	Other	ESE Paperwork/Staffings/Notifications Review records of ESE students Accommodations/Mainstream FTE Documentation ESE Audits

Demographic Information

Principal start date
Monday 9/7/2020, Melissa White

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.*
5

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.*
5

Total number of teacher positions allocated to the school
39

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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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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.	

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	80	81	86	87	74	88	0	0	0	0	0	0	0	496
Attendance below 90 percent	1	4	14	6	10	7	0	0	0	0	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	14	10	0	0	0	0	0	0	0	25
Course failure in Math	0	0	0	0	7	5	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5

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	0	2	8	0	0	0	0	0	0	0	10

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	7	1	1	0	0	0	0	0	0	0	0	0	10
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

Tuesday 9/8/2020

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	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	

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	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	

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**	
	(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	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%	

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

ESSA Federal Index	
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%	0
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%	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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0

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%	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	60
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	53
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.

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. The 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 piece-mealing 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 who was more proficient than the year's previous that helped with our ELA achievement. We implemented Comprehensive Literacy Framework with fidelity. There was restructuring of our support employees as well. In Science we hired a teacher in fifth grade who helped our teachers teach the standards to the appropriate rigor.

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

The number of students with less than 90% attendance is a concern. Coupled with the fact that all students learned virtually for the last 3 months of the 2019-2020 SY, and with expected preventative absences this year, many of these students will have a very difficult time catching up to where they should academically be.

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

1. Math L25 gains
2 ELA L25 gains
3. Math SWD gains
4. ELA SWD gains

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The area of focus is ELA Achievement for SWD. 33% of SWD met proficiency compared to 69% of students.
Measurable Outcome:	On the 2021 ELA FSA, the percentage of students with disabilities (SWD) making learning gains will increase from 33% to 41% proficiency.
Person responsible for monitoring outcome:	Cindy Brooks (cindy.brooks@yourcharlotteschools.net)
Evidence-based Strategy:	ESE Teacher WIN time, STAR 360 Progress Monitoring Assessments, Freckle, Comprehensive Literacy Framework (CLF)
Rationale for Evidence-based Strategy:	During WIN time, the ESE teachers will pull out low-performing ESE students from each grade level to provide specific instruction based on student needs. Students will take the STAR 360 Reading diagnostic assessment five times a year which will give teachers a standards-based report that outlines the student's strengths and weaknesses per subcategory. From this data, students will be provided with an individualized learning path. 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 Steps to Implement

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 either the Orton Guilingham diagnostic or the STAR 360 progress monitoring assessment.
3. Targeted, focused, individualized instructional strategies will be developed during IEP meetings.
4. Teachers will meet with parents of SWD at least once per quarter to share with parents activities they can do at home.
5. Teachers will seek the expertise of the ESE Liaison for instructional strategies that can be most effective with SWD.
6. The Reading Coach and Lead Teacher will provide coaching and mentoring to teachers, assess students, and coordinate and/or provide PD in the area of ELA.
7. Qualifying first grade ESE students will receive Reading Recovery instruction with the Reading Coach.
8. MyOn and MyOn News will be implemented school-wide to differentiate and target Instruction using non-fiction texts.

Person Responsible	Cindy Brooks (cindy.brooks@yourcharlotteschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The area of focus is ELA lowest 25% gains. This area dropped 1 point to 43% proficient on the 2019 FSA.
Measurable Outcome:	On the 2021 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:	Robyn McQueen (robyn.mcqueen@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 the 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-Gillingham will provide the foundation of explicit instruction in phonics. 4. Freckle- This program will create a differentiated learning path for students based on the STAR 360 progress monitoring assessment.

Action Steps to Implement

1. During WIN time, paraprofessionals will push in to each classroom and ESE teachers will pull out students to provide additional support.
2. ESE teachers will provide Orton-Gillingham instruction to students in grades 2-5.
3. Targeted, focused, individualized instructional strategies will be developed during TST meetings.
5. Teachers will meet with parents of L25 students at least once per quarter.
5. Students will work on Freckle and LAFs reading instructional materials as directed by the teacher.
6. 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.
7. The AFA will provide parents with books at an appropriate reading level for their child.
8. Reading Recovery- Grade 1
9. Classroom teachers will implement CLF with fidelity.
10. The teacher will explicitly model writing in each classroom per week using 5-star writing components as a guide.
11. Paras will provide LLI during WIN

Person Responsible	Robyn McQueen (robyn.mcqueen@yourcharlotteschools.net)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The area of focus is Math Lowest 25% Gains. This area dropped 7 points to 39% proficient. This is obviously a critical need, as just over a third of the students were proficient.
Measurable Outcome:	On the 2021 Math FSA, the percentage of L25 students making learning gains will increase from 39% to 48% proficient.
Person responsible for monitoring outcome:	Abby Palmer (abby.palmer@yourcharlotteschools.net)
Evidence-based Strategy:	We are implementing STAR 360, Comprehensive Math Framework, Freckle, Ready Math, and Coach Books, all of which are research based. Rationale for Evidence based Strategy We are using research based programs to help us achieve 48% proficiency in math lowest 25% gains.
Rationale for Evidence-based Strategy:	Rationale for Evidence based Strategy: We are using research based programs to help us achieve 48% proficiency in math lowest 25% gains. Research programs: 1) Comprehensive Math Framework- This framework outlines instructional components necessary for a well rounded math lesson. 2) STAR 360- The students will be taking a diagnostic assessment five times a year that will give teachers a standard based report that outlines student's strengths and weaknesses. From this data, Freckle will create an individualized learning path. 3) Coach Books- Students are being provided with COACH math books to prepare them for FSA. The books replicate FSA question format as well as standard based questions they will see.

Action Steps to Implement

1. During WIN time, teachers, paraprofessional, and ESE support will be providing additional instructional support to the lowest performing students. 2. Targeted, focused, individualized instructional strategies will be developed during TST meetings. 3. Teachers will meet with parents of L25 students at least once per quarter. 4. Additional math practice materials will be provided through the district Print Shop and/or purchased from publishers. 5. Small group instruction will be implemented at least four days per week. 6. Freckle math will be used as directed by the classroom teacher. 7. 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   Abby Palmer (abby.palmer@yourcharlotteschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The area of focus is Math achievement of SWD, 35% of SWD met proficiency compared to 70% of all students.
Measurable Outcome:	On the 2021 Math FSA, the percentage of students with disabilities (SWD) making learning gains will increase from 35% to 41% proficiency.
Person responsible for monitoring outcome:	Cindy Brooks (cindy.brooks@yourcharlotteschools.net)
Evidence-based Strategy:	STAR 360 Math Assessments, Freckle, Comprehensive Math Framework
Rationale for Evidence-based Strategy:	The students will be taking the diagnostic assessment five times a year which will give teachers a standards based report that outlines the student's strengths and weaknesses per subcategory. Based on the assessment, students will be provided with an individualized learning path. The CMF provides teachers with the most effective instructional strategies to differentiate instruction to meet student needs.

Action Steps to Implement

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 progress monitoring assessment.
3. Targeted, focused, individualized instructional strategies will be developed during IEP meetings.
4. Teachers will meet with parents of SWD at least once per quarter.
5. Students will work on Freckle as directed by the teacher.
6. Teachers will seek the expertise of the ESE Liaison for instructional strategies that can be most effective with SWD.
7. 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	Cindy Brooks (cindy.brooks@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 team will meet weekly to review current data, discuss areas of concerns, make plans of action, and debrief the results of said action plans.

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.

Family Nights will be held, as the pandemic allows. Examples include book fair theme nights and the History Fair. A Community Reading Day has been traditionally held each year as the culmination of our week-long Dr. Seuss celebration. If necessary, community members will be invited to virtually read a Dr. Seuss book to an assigned class rather than appearing in person.

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 raise funds for various school projects. Communication is key to building positive relationships. This year, SAC and PTO meetings will be held virtually.

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.

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: ESSA Subgroup: Students with Disabilities				$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				$202,271.41
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0081 - East Elementary School	Title, I Part A		$26,644.32
			Notes: STAR 360, Freckle, MyOn, MyOn News, AR			
	6400	130-Other Certified Instructional Personnel	0081 - East Elementary School	Title, I Part A		$145,858.52
			Notes: Lead Teacher & Reading Coach			
	5100	150-Aides	0081 - East Elementary School	Title, I Part A		$27,126.40
			Notes: AFA			
	6100	510-Supplies	0081 - East Elementary School	Title, I Part A		$2,642.17

			Notes: Family Engagement Materials			
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$4,293.55**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0081 - East Elementary School	Title, I Part A		$3,718.55
			Notes: Florida Coach Workbooks			
	5100	300-Purchased Services	0081 - East Elementary School	Title, I Part A		$575.00
4	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$0.00**
					Total:	**$206,564.96**