

Charlotte County Public Schools

Neil Armstrong Elementary School



2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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Neil Armstrong Elementary School

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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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.

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	Position 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
Latta, Brenda	Assistant Principal	<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
Morazes, Lisa	Attendance/ Social Work	<p>Lisa Morazes - 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
Sterbutzel, Julianne	School Counselor	<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
Lisson, Barbie	Dean	<p>Barbie Lisson ~ Dean/Restorative Justice Coach</p> <ul style="list-style-type: none"> ~Creates a proactive approach to discipline ~Mentors students through restorative practices ~Mentors Safety Patrols and Student Mentors

Name	Position Title	Job Duties and Responsibilities
Welchman, Candice	Other	Candice Welchman - ESE Liaison ~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
Welsh, Brianna	Instructional Coach	Brianna Welsh - Lead Teacher ~Assists teachers with the implementation of AR, STAR, iReady, 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

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.*

6

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

716

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

15

Demographic Data

Early Warning Systems

2021-22

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	117	116	109	134	110	103	0	0	0	0	0	0	0	689
Attendance below 90 percent	34	42	37	36	38	34	0	0	0	0	0	0	0	221
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	17	8	15	0	0	0	0	0	0	0	40
Course failure in Math	0	0	0	9	4	9	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	31	38	22	9	21	22	0	0	0	0	0	0	0	143
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	5	7	19	42	49	0	0	0	0	0	0	0	123

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	5	15	3	0	1	1	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Monday 9/6/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				67%	62%	57%	62%	59%	56%
ELA Learning Gains				59%	57%	58%	52%	52%	55%
ELA Lowest 25th Percentile				55%	50%	53%	18%	41%	48%
Math Achievement				66%	63%	63%	67%	65%	62%
Math Learning Gains				53%	54%	62%	56%	54%	59%
Math Lowest 25th Percentile				36%	42%	51%	36%	39%	47%
Science Achievement				61%	54%	53%	70%	66%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	74%	69%	5%	58%	16%
Cohort Comparison						
04	2021					
	2019	60%	57%	3%	58%	2%
Cohort Comparison		-74%				
05	2021					
	2019	57%	56%	1%	56%	1%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	70%	-1%	62%	7%
Cohort Comparison						
04	2021					
	2019	60%	60%	0%	64%	-4%
Cohort Comparison		-69%				
05	2021					
	2019	59%	56%	3%	60%	-1%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	59%	52%	7%	53%	6%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Students in grades 1-5 were given the Renaissance STAR test in the Fall, Winter, and Spring. Due to FSA testing, 5th grade did not take the STAR test in the spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31/29%	55/55%	61/56%
	Economically Disadvantaged	23/30%	42/56%	41/49%
	Students With Disabilities	4/19%	8/36%	4/16%
	English Language Learners	0/0%	1/11%	3/27%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38/36%	50/51%	57/53%
	Economically Disadvantaged	26/33%	36/49%	39/48%
	Students With Disabilities	3/14%	6/27%	9/38%
	English Language Learners	0/0%	1/11%	3/27%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42/40%	64/58%	75/65%
	Economically Disadvantaged	23/34%	39/59%	46/61%
	Students With Disabilities	5/24%	5/23%	7/32%
	English Language Learners	0/0%	1/9%	7/47%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23/22%	54/49%	72/63%
	Economically Disadvantaged	13/19%	36/51%	45/60%
	Students With Disabilities	3/14%	7/32%	8/36%
	English Language Learners	0/0%	1/9%	4/27%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23/26%	44/48%	57/60%
	Economically Disadvantaged	16/27%	31/50%	37/58%
	Students With Disabilities	4/21%	10/50%	12/60%
	English Language Learners	0/0%	3/50%	5/71%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24/27%	59/65%	59/61%
	Economically Disadvantaged	12/21%	40/65%	35/54%
	Students With Disabilities	5/24%	13/65%	5/71%
	English Language Learners	0/0%	3/50%	5/71%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38/46%	47/57%	30/48%
	Economically Disadvantaged	20/44%	24/52%	17/46%
	Students With Disabilities	5/26%	5/29%	3/19%
	English Language Learners	0/0%	1/50%	1/50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17/20%	39/49%	6/21%
	Economically Disadvantaged	8/17%	20/43%	3/18%
	Students With Disabilities	1/5%	4/25%	1/6%
	English Language Learners	1/50%	1/50%	0/0%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49/45%	72/61%	6/20%
	Economically Disadvantaged	20/34%	38/58%	4/17%
	Students With Disabilities	7/24%	8/26%	3/17%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61/58%	87/74%	-
	Economically Disadvantaged	27/44%	44/67%	-
	Students With Disabilities	9/31%	11/41%	-
	English Language Learners	0/0%	0/0%	-
	Number/% Proficiency	Fall	Winter	Spring
	All Students	61/58%	85/74%	-
Science	Economically Disadvantaged	27/44%	44/67%	-
	Students With Disabilities	9/31%	11/41%	-
	English Language Learners	2/33%	2/33%	-
	Number/% Proficiency	Fall	Winter	Spring
	All Students	61/58%	85/74%	-
	Economically Disadvantaged	27/44%	44/67%	-

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	37	43	18	47	43	17	23				
ELL	48			61							
BLK	51	53		67	73		65				
HSP	66	62		67	66	50	58				
MUL	62	70		54	60		64				
WHT	65	63		70	56		58				
FRL	56	59	36	62	60	47	51				
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				

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
HSP	55	60	69	55	50	44	50				
MUL	73	76		60	50		82				
WHT	72	57	41	70	52	28	64				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&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	59
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	56
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60
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	62
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	62
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 Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Neil Armstrong increased the percentage of proficient students (18-19/20-21) in ELA Gains (59% / 62%), Math Gains (53% / 62%), and Math Achievement (66% / 67%). Our greatest increase in student proficiency was in Math Lowest 25%, (36% / 48%) with an increase of 12 percentage points.

There were slight decreases in student proficiency (18-19/20-21) in ELA Achievement 67% (A) to 62% (A) and Science Achievement 61% (B) to 59% (B). Our largest decrease in student proficiency was in ELA Lowest 25% Gains from 55% (C) to 42% (C) with a decrease of 13 percentage points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Neil Armstrong students in the subgroup of ELA Lowest 25% showed the greatest need for improvement. In 18/19, Neil Armstrong had 55% (B) proficiency in this subgroup, and in 20/21, the student proficiency fell to 42% (C).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The lack of fidelity with the programs of LLI, Cracking the Code, SiPPS, etc. was exacerbated by the absenteeism of staff and students. With many absences from staff and students, the students did not receive the instruction needed to make gains in ELA Lowest 25%.

To help close the gap with students in the ELA Lowest 25%, the Master Schedule/Para schedule were created to include blocks of time for WIN/iii that would be supported by a reading-endorsed teacher/para/remedial teacher in grades K-5. Two additional remedial teachers were hired to bring the total of remedial teachers to four teachers to fill three remedial teaching positions. With the addition of two more remedial teachers, more students will be instructed in small groups to remediate their deficiencies in ELA.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our greatest increases in student proficiency was in Math Lowest 25%, (36% / 48%) with an increase of 12 percentage points and Math Gains (53% / 62%) with an increase of 9 percentage points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

During the spring semester of 2021, Neil Armstrong hosted an afterschool remedial Math and Reading group for Tier 2 and 3 5th graders. Students that participated in the afterschool club made gains in math. We had a highly-qualified math teacher in our 4th/5th TAG classes. She was able to increase the math gains of our highest achieving students. Students were also taught in small groups using the "Do the Math" kits to remediate their deficiencies in specific subgroups (fractions, division, multiplication) in math.

Neil Armstrong will continue having the Math/Reading Remediation afterschool club. Two additional remedial teachers were hired to bring the total of remedial teachers to four teachers to fill three remedial teaching positions. With the addition of two more remedial teachers, more students will be instructed in small groups to remediate their deficiencies in Math.

What strategies will need to be implemented in order to accelerate learning?

Neil Armstrong has a culture of high standards and accountability. Administration and teachers regularly talk with students about their data and what they need to accomplish to be successful when they leave Neil Armstrong. We will continue to teach students in small groups with highly qualified teachers/paras/remediation teachers using instructional materials that are proven to get strong achievement results. Neil Armstrong will provide professional development to teachers when required to support the academic needs of the students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be offered in Benchmark Advance, ELA/Math Critical Concepts and BEST Standards (K-2). This professional development will ensure that teachers are teaching with the rigor needed in the standards.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Neil Armstrong will continue having the Math/Reading Remediation afterschool club. Two additional remedial teachers were hired to bring the total of remedial teachers to four teachers to fill three remedial teaching positions. With the addition of two more remedial teachers, more students will be instructed in small groups to remediate their deficiencies in ELA/Math.

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. In the 18/19 school year, Neil Armstrong earned a 36% (D), and in the year 20/21, we earned a 48% (C).
Measurable Outcome:	Neil Armstrong Elementary will increase the percentage of students making learning gains in the Lowest 25% in Math from 48% (C) in 20-21 to 55% (B) in 21-22; a gain of 7 percentage points.
Monitoring:	Classes will maintain an average minimum pass rate of 70% on iReady Math each month. For students in Tiers 2 and 3, they will be given the STAR math assessment monthly to track progress. The APM Assessment will be given to students in grades 3-5 three times a year to monitor their progress on grade-level specific math standards. In grades K-2, progress will be monitored using Mastery Connect twice a year. Students' math fact fluency will be assessed monthly.
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 BEST K-2 and Florida Math Standards 3-5. Formative Loop will be used daily by all students in grades 2-3 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, 3, and 4.
2. Neil Armstrong will hire four remedial teachers that will push in to ESE and Intensive Literacy classrooms to support the lowest 25% in math.
3. 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.

The APM Assessment will be given to students in grades 3-5 three times per year to monitor their progress on grade-level specific math standards.

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

1. Neil Armstrong will have a before-school and after-school REMEDIATION Club to support students performing in the bottom 25%.
2. Paraprofessionals will provide support during small group math instruction and WIN/iii time in our Intensive Literacy and ESE classrooms.
3. 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)

Neil Armstrong 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)

1. Math Critical Concepts will be used to drive instruction in grades K-5.
2. iReady will be used for adaptive practice on the students' learning path.
3. iReady Discourse Cards will be used to help teachers model effective questioning techniques using academic vocabulary.
4. Professional development will be provided by the district's Elementary Math C & I on the effective use of the BEST Math Standards, MAFS, and the Math Critical Concepts.

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

#2. Instructional Practice specifically relating to ELA

Area of Focus	Neil Armstrong Elementary will increase the percentage of students making learning gains in the Lowest 25% in ELA. In the 18/19 school year, Neil Armstrong earned a 55% (B), and in the year 20/21, we earned a 42% (C).
Description and Rationale:	
Measurable Outcome:	Neil Armstrong will improve the Learning Gains in ELA Lowest 25% from 42% (C) in 20-21 to 52% (C) in 21-22; a gain of ten percent.
Monitoring:	Classes will maintain an average minimum pass rate of 70% (K-2) and 65% (3-5) on IReady Reading each month. For students in Tiers 2 and 3, they will be given the appropriate DIBELS assessment. (Tier 2 - biweekly, Tier 3 -Weekly) to track progress. The APM Assessment will be given to students in grades 3-5 three times per year, as outlined in the LEA CERP, to monitor their progress on grade-level specific reading standards. Students in grades K-5 will take the STAR Reading assessment 5 times a year. In grades K-2, progress will be monitored using DRA three times a year. Students K-5 will assessed using the Benchmark Advance Interim Assessments to determine standards mastery (K-2 4 times, 3-5/ 2 times).
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, 3, and 4. The core curriculum of Benchmark Advance will be used with fidelity daily. Neil Armstrong will hire four remedial teachers to push in to ESE and Intensive Literacy classrooms to support the lowest 25% in reading. Students in grades K-5 will take the STAR Reading assessment 5 times a year.
Rationale for Evidence-based Strategy:	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).

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, 3, and 4.
2. The Master Schedule is explicitly planned to include WIN with para/remedial teacher support and iii (during SPA) with reading-endorsed teacher/ para/remedial teacher support.
3. Neil Armstrong will hire four remedial teachers that will push into our ESE and Intensive Literacy classrooms to support the students in the lowest 25% using SIPPS, LLI, and Cracking the Code.
4. Neil Armstrong instituted an Action Step to increase students' "Words Read" in AR by ten percent each month.
5. In grades 3-5, ELA teachers will teach DBQ (Document-Based Questioning) units to increase students' performance in writing and critical thinking.
6. Students in grades K-5 will take the STAR Reading assessment 5 times a year.

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

1. Teachers will use the Core Curriculum of Benchmark Advance to instruct all students in reading.
2. Neil Armstrong will have a before-school and after-school ELA Remediation Clubs using SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and LLI (Leveled Literacy Intervention) to support students performing in the bottom 25%.
3. Paraprofessionals will provide support during small group ELA instruction and WIN/iii time in our Intensive Literacy and ESE classrooms.
4. Lunch schedule created to support iii during SPA time.

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

1. Assist teachers with implementation of Benchmark Advance, ELA Initiatives and Canvas.
2. Teachers in K-2 will use LLI, SIPPS, DRA, DIBELS, and Fry Word lists to improve foundational skills and reading comprehension.
3. Teachers in 3-5 will use LLI, SIPPS, DIBELS, Words Their Way, and Cracking the Code to improve foundational skills and reading comprehension.
3. ELA Critical Concepts will be used to drive instruction in grades K-5.
4. Professional development will be provided by the district's Elementary ELA C & I on the effective use of the BEST ELA Standards, LAFS, and the ELA Critical Concepts.

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

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)

#3. Instructional Practice specifically relating to Science

Area of Focus	Neil Armstrong Elementary will increase the student proficiency in Science In the 18/19 school year, Neil Armstrong earned a 61% (B), and in the year 20/21, we earned a 59% (B).
Description and Rationale:	
Measurable Outcome:	Neil Armstrong will increase the percentage of students scoring proficient on the NGSSS Science Test by 6%.
Monitoring:	Students in grades 3-5 will take USATestPrep Science test twice a year.
Person responsible for monitoring outcome:	Angie Taillon (angie.taillon@yourcharlotteschools.net)
Evidence-based Strategy:	<p>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.</p> <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>
Rationale for Evidence-based Strategy:	<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

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)

1. 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.
2. Our 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)

1. 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.
2. Fifth Grade students will use Science Weekly and Science Coach as supplementary materials.
3. 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)

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)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Neil Armstrong ranked 897 out of 1395 schools with 0.8 incidents per 100 students for the school year 19-20. When compared to all other elementary schools statewide, it falls under the "high" category. Neil Armstrong had 6 total incidents out of a school population of 741 students. The 6 incidents were in the categories of bullying and harassment.

As a school, Neil Armstrong reads the book, "The Juice Box Bully" schoolwide, and students sign a Anti-Bully Pledge that is displayed in the hallway. In this way, Neil Armstrong has a common language to speak with students about ways to prevent bullying/harassment. In the school 21-22, Neil Armstrong will have a Dean/Restorative Justice Coach. The Dean's main focus will be the reduction of out-of-school suspensions and discipline referrals. The Dean will focus on the positive behavior, authentic consequences, and restoration of peer/staff relationships. Neil Armstrong has instituted "PAT Training (Positive Astro Training) where students come before school and meet with the School Resource Officer to build relationships, discuss consequences of poor choices, and the positive choices that need to be made by the student. Our school counselor and our school social worker meet with students in groups to assist with social anxiety, peer relationships, ADHD, etc. The purpose of these groups is to give coping strategies in order to be successful with peers, teachers, and family. Neil Armstrong has implemented many strategies to help our students struggling with behavior become successful Positive Astros.

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.

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 and Family Engagement 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders of administration, teachers, staff, students, families, and community members play an important role in promoting a positive culture and environment within our school. Mrs. Taillon and Mrs. Latta lead with the 7 Habits and 13 Behaviors of High Trust. These programs are reviewed each year to ensure that there is a culture where all stakeholders are valued. Staff and students are recognized for positive contributions through our staff and students "Shout Outs". Staff and students are also recognized five times a year during our PBIS awards. Fourteen classes are recognized each month with a traveling trophy and banner for meeting our school's goals. Brianna Welsh and Julianne Sterbutzel are responsible for leading the Student Lighthouse Team. Barbie Lisson and Brenda Latta are responsible for promoting a culture of safety based on Restorative Justice. Barbie Lisson and Brianna Welsh are responsible for leading student

Safety Patrols which provide a safe, positive environment. Lisa Morazes ensures that families have the resources they need and counsels students in need to support. Teachers and staff are responsible for implementing, encouraging, and monitoring the use of 7 Habits of Happy Kids within the school. This monitoring of the 7 Habits of Happy Kids occurs through the use of Leadership Notebooks and facilitating student leadership activities. Teachers reach out to parents through the use of student planners and the Remind app to share positive news with parents. Student leadership activities include participating in the Student Lighthouse team, planning and meeting about leadership opportunities, Safety Patrols, and Mentors. Our students present a parent workshop on the 7 Habits for Families. Parents participate in SAC and PTO meetings monthly to give input on how to best spend school funds so that they may benefit all. Parents are invited into school for student activities and assemblies. Each August, Neil Armstrong hosts a family resource fair called Neils' Nuggets of Knowledge where we invite community partners to provide goods and services to our families. In addition to the stakeholders found within the school, Neil Armstrong has positive relationships with community members. Sonshine Baptist Church and Port Charlotte United Methodist Church have supported Neil Armstrong through monetary donations, food donations, and volunteers. Neil Armstrong also has positive affiliations with Big Brothers/Big Sisters, Backpack for Kids, and the Port Charlotte Kiwanis Club.