

Charlotte County Public Schools

East Elementary School



2022-23 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: 8/16/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (61%) 2018-19: B (58%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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East Elementary School

27050 FAIRWAY DR, Punta Gorda, FL 33982

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	23%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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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.

The mission of East Elementary is to create a leadership environment that allows and inspires success for all students and staff.

Provide the school's vision statement.

East Elementary a school of excellence.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
White, Melissa	Principal	Instructional Personnel Evaluations School Advisory Council Instructional Staff Concerns Parent Teacher Organization (PTO) Parents Concerns re: staff related Student Placement PPC co-Chair Scheduling Budgeting Intervention Schedules Threat Assessment Team member
Blondun, Kim	Assistant Principal	SSPPC-Co Chair Support Staff Evaluation Safety/Discipline Concerns Volunteers & Volunteer Breakfast Parent Involvement Plan Chair School Safety Plan/ Crisis Plan PBIS Chair Student Discipline Threat Assessment Team member
Wideikis, Karisa	School Counselor	Hospital Homebound Contact Person MTSS Case Manager ELL Screening IQ Achievement Screening Character Education lesson MTSS Coordinator 504 Coordinator Threat Assessment Team member Group/Individual Counseling
Probst, John	Instructional Coach	K-5 Curriculum Retention Committee iReady K-5 Professional Development CAST Program FLKRS/K Team Assessment Team 3rd grade portfolios Summer Reading Camp Interns– college & H.S. Modeling/Coaching Instructional Rounds MTSS Case Manager Leader In Me Lighthouse Team co-chair NET

Name	Position Title	Job Duties and Responsibilities
		Crisis Plan Team Member PBIS Committee MTSS Committee Member
Brooks, Cindy	Teacher, ESE	FL Alternative Assessment ESE Curriculum ESE Test Accomadations FTE Data ESE Teacher Support Staffings/Re-evals ESE Student Placement PEER/A3/IEP Support Assessment Team ESE Student Discipline ESE Related Services OT,PT,VI, HH,HI ESE Case Manager Crisis Plan Team Member
Baker, Trista	Attendance/Social Work	Threat Assessment Team member Attendance (school and county) Risk Assessment Team/Evaluator PBIS member

Demographic Information

Principal start date

Tuesday 8/16/2022, Melissa White

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

8

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

754

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	127	130	106	132	132	114	0	0	0	0	0	0	0	741
Attendance below 90 percent	1	51	24	33	30	27	0	0	0	0	0	0	0	166
One or more suspensions	0	3	1	1	1	4	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	0	12	17	0	0	0	0	0	0	0	29
Course failure in Math	0	0	0	4	13	11	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	4	22	18	0	0	0	0	0	0	44
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	3	18	20	0	0	0	0	0	0	41
Number of students with a substantial reading deficiency	0	13	13	2	10	8	0	0	0	0	0	0	0	46

Using the table above, complete the table below with the number of students by current grade level who have 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	1	0	2	7	15	0	0	0	0	0	0	0	25

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	3	5	4	2	0	0	0	0	0	0	0	0	16
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 8/16/2022

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	133	91	117	118	106	93	0	0	0	0	0	0	0	658
Attendance below 90 percent	4	22	21	32	23	21	0	0	0	0	0	0	0	123
One or more suspensions	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	3	15	18	0	0	0	0	0	0	0	36
Course failure in Math	0	0	0	2	13	8	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	13	9	12	12	7	10	0	0	0	0	0	0	0	63

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	1	11	8	0	0	0	0	0	0	0	20

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	3	1	4	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	133	91	117	118	106	93	0	0	0	0	0	0	0	658
Attendance below 90 percent	4	22	21	32	23	21	0	0	0	0	0	0	0	123
One or more suspensions	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	3	15	18	0	0	0	0	0	0	0	36
Course failure in Math	0	0	0	2	13	8	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	13	9	12	12	7	10	0	0	0	0	0	0	0	63

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	1	11	8	0	0	0	0	0	0	0	20

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	3	1	4	0	0	0	0	0	0	0	0	0	14
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	63%	59%	56%				69%	62%	57%
ELA Learning Gains	61%						57%	57%	58%
ELA Lowest 25th Percentile	51%						43%	50%	53%
Math Achievement	68%	48%	50%				70%	63%	63%
Math Learning Gains	65%						59%	54%	62%
Math Lowest 25th Percentile	61%						39%	42%	51%
Science Achievement	59%	65%	59%				68%	54%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	79%	69%	10%	58%	21%
Cohort Comparison		0%				
04	2022					
	2019	56%	57%	-1%	58%	-2%
Cohort Comparison		-79%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	66%	56%	10%	56%	10%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	81%	70%	11%	62%	19%
Cohort Comparison		0%				
04	2022					
	2019	55%	60%	-5%	64%	-9%
Cohort Comparison		-81%				
05	2022					
	2019	69%	56%	13%	60%	9%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	68%	52%	16%	53%	15%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	35	39	28	42	51	40	40				
HSP	54	57		65	71						
WHT	64	63	54	69	64	58	62				
FRL	57	58	52	62	59	61	46				
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	45	47	38	42	31	31	18				

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
ELL				50							
HSP	64			55							
WHT	71	64	39	75	61	47	58				
FRL	63	56	40	65	55	36	49				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	428
Total Components for the Federal Index	7
Percent Tested	99%
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	62
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	62
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	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The data from the 21-22 showed an overall achievement in ELA at 63% (SWD 36%). In the area of Math, the achievement was at 68% (SWD 43%). In Science our achievement was 59% (SWD 40%). This was a decrease for each area with achievement for ELA and Math since the 20-21 school year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The areas demonstrating the greatest need for improvement based off of 2022 FSA scores and 2022 FAST progress monitoring is our ELA and Math bottom 25% students. East Elementary's recent FAST data shows that an average of 34% of students in 3-5 are performing below proficiency in ELA. In the area of Math, the bottom 25% in 3-5 showed 41% below proficiency.

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 contributing factors that were identified was an increase in ESE enrollments that resulted in ESE schedule changes as well receiving of IEP from previous school. This along with the introduction of a new curriculum, transition to B.E.S.T standards, and maintaining pacing of instruction. The new action of increased professional development focusing on B.E.S.T standards and on grade level instruction, weekly monitoring of the pacing in collaborative planning meetings, and working with the Florida Inclusion Network pertaining to our master schedule will aide East in this area of need.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

East Elementary saw a 9% improvement in our ELA bottom 25%, 7% gain in Math, 18% gain in our Math bottom 25%, and 5% gain Science achievement. These are based off our FSA assessment for the 2022 school year. East Elementary saw a total point increase from 399 to 431.4.

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

For this school year we were are to create larger intervention groups to meet the needs of our bottom 25% in both Math and ELA. The students who receive these interventions will be assessed bi weekly and groups will be adjusted accordingly. For Math we incorporated Do the Math intervention program as a Tier 2 intervention.

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

This school year our core team, along with FIN have created our master schedule with ESE services as our focus. We then created intervention Tier 2 groups with all our paraprofessionals servicing over 180 students in daily small group instruction. They will using the research based program SIPPS, LLI, and Do the Math. We have scheduled weekly collaborative planning with all teams with the focus on pacing and planning with the adopted core curriculum. During weekly collaborative planning the instructional staff will be asked to identify the number of proficient student based off of weekly assessments and/or

progress monitoring. Teachers will also be expected to keep consistent data on Tier 2 and 3 students. Our overall goal will be to aspire to 100% proficiency in ELA and Math in grade K-5.

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.

Our teachers will receive monthly professional development by a member of our core team and/or county instructional staff. The professional development will be focused around ELA and Math core instruction, small groups, and tiered support for bottom 25%. We will also be having a small cohort of our primary teachers receive KEY Literacy Training. They will then provide PD within their team with a focus on guided reading instruction. Our kindergarten through 2nd grade will receive purposeful professional development that will be provided by our certified Reading Recovery teachers. This specific plan was put into place to proactively support the teachers in their ELA instruction both in whole group and differentiation. This professional development will focus on guided reading instruction, verbal path, word works, and writing foundational skills. Upon completion of our BPIE a need for ESE accommodations professional development was a weak area. PD will also be provided to our gen ed teachers by our ESE teachers during the school year.

Our leadership core team and aspiring leaders will have opportunity to have membership with FASA (Florida Association of School Administrators). This will provide additional professional development pertaining to current state statutes, curriculum and instructional practices, and creating a positive climate at East Elementary. Aspiring leaders at East Elementary will also be encouraged to participate in the Leads Plus program as they obtain their educational leadership degree. In addition, to having a core team member as a mentor.

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

This year we are providing our teachers an increase of MTSS support. We are providing a substitute teacher each week to provide coverage for teachers flexibility to meet with the MTSS team. We have also allocated one Tuesday a month in an "Open House" format for teachers to meet with our lead teacher and school counselor for MTSS intervention support as well as EDIS data tracking support. Grade level data in the area of ELA is being analyzed to show a need for 2 or more years below grade level. East will be purchasing an extreme phonics intervention kit from Benchmark. This tool will be used by our reading endorsed teachers. With the introduction of the Leader in Me character education program our students along with staff are tracking three school wide data points. The points being tracked are iReady instructional minutes, Reflex proficiency, AR, and overall proficiency in ELA and Math. All data will be discussed during required face to face conferences with parents during the first trimester and as needed throughout the school year. Structured Professional Learning Communities will take place on the 4th Tuesday of each month. The PLCs will focus on academic sustainability as well as parent involvement. Teachers will be expected to be an active member of one of the following PLCs: Math, Science. Thinking Maps, Character Education (PBIS and LIM), and Literacy Leadership Team.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The area of ELA achievement was identified as an area of focus based off of our FSA scores. This was also identified with our FAST assessment progress monitoring 1 for the 22-23 school year. Other data points that were used were iReady, DRA, and Benchmark weekly and unit assessments.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

East Elementary is going to increase our overall ELA proficiency with grades K-5 for the 2022-2023 school year with the use of evidence based programs and rigorous instruction from 63% to 64%, working towards the goal of 100% proficiency.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

This area will be monitored by the use of Benchmark Unit assessments, iReady, MTSS required Tier 2 and Tier 3 data tracking, and classroom observation. Instructional Core team will monitor data and pacing weekly.

Person responsible for monitoring outcome:

Melissa White (melissa.white@yourcharlotteschools.net)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

The following evidence-based programs will be used to strengthen our area of ELA proficiency: SIPPS, LLI, Benchmark Core Curriculum, Benchmark Extreme Phonics program, and iReady. Students will be purposefully selected to attend daily Tier 2 and 3 intervention programs. Our Tier 2 and Tier 3 students will receive on grade level instruction with the use of Benchmark Advance during reading block. Our students who are identified as Tier 3 will receive extreme intervention by a reading endorsed teacher in 30 minute increments 3-4 times a week.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for**

SIPPS: This program was chosen as both a Tier 2 and 3 program. It will be used daily for 30 minutes in small group for students who show deficiencies in phonics and phonemic awareness. Classroom teachers will also have use of this program as a more intensive Tier 3 program.

LLI: This program will be used with Tier 2 and Tier 3 students. It will be used daily for 30 minutes in small group for students who show deficiencies in comprehension. Benchmark programs: These programs will be used during core instruction and during small group to focus on all reading components.

Benchmark Extreme Phonic Program: K-2 progress monitoring and classroom observation saw a great need for intensive phonics instruction. This program will provide explicit, systematic phonics support for students performing below grade

selecting this strategy.

level. This program is designed for students 2 or more years below grade level. iReady: This online tool will be used for a minimum of 45 minutes each week by students. Each instructional path can be student specific and/or standard specific.

All program selected from ESSA prescribed list and rated "moderate" or "strong" and implemented across the district as outlined in the K-12 CERP.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Our support staff will receive training on all of our Tier 2 intervention programs. SIPPS and LLI will be taught by the para professionals and the monitoring will be done by MTSS Captain within the Edis data collection program. The Tier 2 students will be receiving their intervention daily in 30 minute small group. The students will be selected by the FAST PM assessment. Groups may be adjusted following each progress monitoring assessment. Biweekly assessments will be given by the classroom teacher to monitor growth of proficiency.

Person Responsible Karisa Wideikis (karisa.wideikis@yourcharlotteschools.net)

iReady program minutes and progress monitoring will be monitored and the data will be used to drive instructional conversation at weekly collaborative planning. Agendas will be kept that will document if pacing is maintained and identify any barriers.

Person Responsible John Probst (john.probst@yourcharlotteschools.net)

Monthly professional development will be provided for K-2 teachers by a Reading Recovery certified teacher. The lessons will focus on all components of reading instruction along with small group. Teachers from K-2 will also have the PD opportunity to complete KEY Literacy training. Bi weekly coaching will take place following the professional development.

Person Responsible Lori Lynch (lori.lynch@yourcharlotteschools.net)

Principal will create a master schedule to include uninterrupted blocks of time for on grade level core curriculum with the use of Benchmark. The principal will also complete informal walk throughs during the ELA block to ensure pacing and rigor are maintained. The principal will create intervention groups for Tier 2 ELA students following each FAST progress monitoring window.

Person Responsible Melissa White (melissa.white@yourcharlotteschools.net)

ESE liaison will be part of the Core Team by monitoring ESE requirements that are in student's Individualized Educational Plan. ESE liaison will conduct monthly ESE meetings with ESE teachers and administration to identify any changes what need to be made with ESE schedule to meet the needs of our ESE students.

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

#2. Instructional Practice specifically relating to Math**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In the area of Math East had an achievement level decline based off of FSA scores. 68% of students showed to be proficient in Math. This was a decrease of 2% from the previous school year. This decline provides the rationale for a plan focusing on K-5 increase in Math proficiency to 100%.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

East Elementary will strive to increase our overall math proficiency with grade K-5 for the 2022-2023 school year with the use of evidence based programs and rigorous instruction from 68% to a minimum of 69%, working toward the overall goal of 100% proficient.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This evidence will be monitored by the outcomes of formative assessments with Reveal, Do the Math lesson assessments, iReady Standards Mastery assessments and instruction. Reveal unit assessments. Reflex proficiency, FAST progress monitoring, and iReady standard based on line lessons will be monitored frequently. This data will also be included in weekly collaborative planning discussion that will be attended by a core team member.

Person responsible for monitoring outcome:

John Probst (john.probst@yourcharlotteschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

East Elementary will increase student achievement through intentional lesson planning for core Math instruction with the use of the district wide pacing guide that aligns to the B.E.S.T standards. Students will receive Tier 2 intervention in addition to the Tier 1 core math block. The evidence based program of Do the Math will be used with low performing math students based off of FAST progress monitoring with bi weekly assessments to track increased proficiency.

Do the Math: Evidence based math intervention program to be used a Tier 2 and Tier 3 program.

Reveal: County adopted program that will be used in daily core Math instruction that aligns to B.E.S.T standards.

Reflex/Fracs: Online program that will be used to increase Math proficiency with addition, subtraction, multiplication, division, and fractions.

iReady: Online instructional tool for students. Students will take the diagnostic a minimum of twice a year that will be then create a path for students to complete lessons based off academic need. Program also allows for teachers to use at Tier 2 differentiated instructional path.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Additional access to instructional time with a highly qualified educator, using evidence based program, will ensure growth and proficiency at East Elementary. Programs are selected from ESSA list and rated "moderate" or "strong".

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Intervention groups will be created for all Tier 2 Math students. The groups will be created from FAST progress monitoring assessments. The data will be analyzed and discussed at weekly collaborative planning. Classroom teachers will complete bi weekly assessments on the math skill being given and input them into Edis.

Person Responsible Melissa White (melissa.white@yourcharlotteschools.net)

Reflex math will be tracked by teacher to increase fluency in addition, subtraction, multiplication, division, and fractions. The data will be collected each month and students will be recognized for "getting green light" This means that the student has reach their fluency goal for that skill.

Person Responsible John Probst (john.probst@yourcharlotteschools.net)

#3. Positive Culture and Environment specifically relating to Character Education**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our school decided to adopt Leader In Me as a character education program. The rationale for using this program is to decrease discipline occurrences and create a more positive and data driven culture. Leader in Me is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

East Elementary will decrease discipline infractions by 20% for the 2022-2023 school year with the use of the evidence based program Leader In Me in combination with PBIS restorative justice practices.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored by monthly discipline data gathered from Focus and Edis. Data will be discussed at monthly Character Education PLC meeting led by our assistant principal and two staff co-chairs.

Person responsible for monitoring outcome:

Kim Blondun (kim.blondun@yourcharlotteschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The strategy to achieve this goal will be to create monthly lesson plans using the Leader in Me program that will introduce each habit. The lessons will be completed by the classroom teacher and created by the Leader In Me PLC.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Implementing this program into our school for the first year we are choosing to focus on instruction with the teaching the 7 habits which are the foundation of the program. CASEL determined that the Leader in Me training, support, and materials offer their highest level of support to schools across all five of their recognized settings, classroom, school, family, community, and general. As a result of their review and the research evidence, CASEL endorsed Leader in Me as a recommended evidence-based social-emotional learning (SEL) solution.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Social worker will be the designated liaison between high need students and their families. These students will be selected based on economic status and/or mental health need. Social worker will work with local organizations to provide support of basic needs to these families.

Person Responsible

Trista Baker (trista.baker@yourcharlotteschools.net)

Principal will receive additional professional development through the Leader in Me Executive Coaching program.

Person Responsible Melissa White (melissa.white@yourcharlotteschools.net)

The staff will also take part in three trainings by our LIM coach during the school year (time tbd).

Person Responsible Melissa White (melissa.white@yourcharlotteschools.net)

Teachers will be given monthly lesson plans designed by the LIM PLC.

Person Responsible Melissa White (melissa.white@yourcharlotteschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

East Elementary addresses and celebrates a positive culture and environment many times during the school year. Each month we will award a "Leader of the Month" in each class. This student will be nominated by their teacher and/or peers. Also each month our classrooms will focus on one of the 7 Habits outlined in the Leader In Me character education program. We will continue with our monthly PBIS school wide events. These events are for students to attend who have not received any referrals. As a new program we are doing this year is highlighting our staff in a positive way. We will recognize 5-10 staff each month. Throughout the year we will have family engagement events. These events will be open to all our families. This school year we are creating more clubs to spotlight students academic and behavior. Such as, National Elementary Honor Society, Leader in Me Student Lighthouse Team, Girls on the Run, K Kids, Garden Club, Fishing Club, Robotics Club, Chorus, and Rhythm Club.

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

This year East Elementary has adopted the statement of "East Elementary a school of excellence". We will strive to display a school of excellence in everything we do both in our school and in the community. East Elementary believes that with excellence in academics and character education our students will be highly successful.

Staff: Our staff will be the leaders of promoting our school culture and environment in a positive way. This will be done through their involvement in PLCs, clubs, lesson planning, data tracking. Classroom teachers will have the opportunity monthly to select a student to be their class's leader of the month and nominating a staff member as Eagle Leader Staff Member of the month. All staff will embrace our school wide behavior token economy of "Eagle Bucks" to be used to reinforce our SOAR expectations.

Students: Our students will be celebrated for positive actions in both academics and behaviors. They will also be invited to participate in many clubs outside the school day. Students will have the opportunity to participate in a monthly PBIS events to celebrate positive behavior inside and outside the classroom.

Community members: Our community stakeholders will be invited to all our events, to sponsor our events for staff and families, invited to participate in our SAC, and participate in the development of our PFEP. We also invite local churches to provide the after school program Good News Club and the Punta Gorda Kiwanis. The Kiwanis clubs hosts a Holiday Party for our families in need, funds our Makers Lab (special for 3-5 students), and participate with our K-Kids.

East families: In order to aide the school to 100% proficiency parents will be provided with educational support through out the school year. This will be provided by our AFA in our Title 1 Family Reading Center. Our parents will attend sessions that focus supporting a reading rich home environment, math fluency, and supportive educational home. For our families in need we will provide food, clothing, and school supplies through our Eagle Closet that is provided by our generous families and the Harry Chapin Food Bank.