Neil Armstrong Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 6/11/2011

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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (51%) 2018-19: B (57%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]().	

School Board Approval

This plan 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.](www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Neil Armstrong Elementary School

22100 BREEZESWEPT AVE, Port Charlotte, FL 33952

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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	48%

School Grades History

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

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Neil Armstrong Elementary will lead by example to develop character and competence in every student.

Provide the school's vision statement.

Student Success in the 21st Century!

School Leadership Team

Membership
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
Taillon, Angie	Principal	Angie Taillon - Principal ~ 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	Brenda Latta - Assistant Principal ~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
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
Sterbutzel, Julianne	School Counselor	Julianne Sterbutzel - School Counselor ~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
Morazes, Lisa	Attendance/ Social Work	Lisa Morazes - School Social Worker ~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

Name	Position Title	Job Duties and Responsibilities
		~Participates in shared decision-making with Core Team to help resolve student concerns
Lisson, Barbie	Dean	Barbie Lisson ~ Dean/Restorative Justice Coach ~Creates a proactive approach to discipline ~Mentors students through restorative practices ~Mentors Safety Patrols and Student Mentors
Welchman, Candice		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

Demographic Information

Principal start date

Saturday 6/11/2011, Melody Hazeltine

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

38

Total number of students enrolled at the school

773

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

11

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

14

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	111	156	120	111	135	109	0	0	0	0	0	0	0	742
Attendance below 90 percent	3	54	33	25	27	26	0	0	0	0	0	0	0	168
One or more suspensions	1	3	2	3	6	3	0	0	0	0	0	0	0	18
Course failure in ELA	0	0	0	13	25	13	0	0	0	0	0	0	0	51
Course failure in Math	0	0	0	12	16	22	0	0	0	0	0	0	0	50
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	15	23	0	0	0	0	0	0	0	40
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	13	13	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	2	33	34	13	3	17	0	0	0	0	0	0	0	102
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	1	0	2	10	19	0	0	0	0	0	0	0	33

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	3	16	6	2	3	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 8/18/2022

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	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

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	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

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	56%	59%	56%				67%	62%	57%
ELA Learning Gains	51%						59%	57%	58%
ELA Lowest 25th Percentile	48%						55%	50%	53%
Math Achievement	60%	48%	50%				66%	63%	63%
Math Learning Gains	52%						53%	54%	62%
Math Lowest 25th Percentile	46%						36%	42%	51%
Science Achievement	45%	65%	59%				61%	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	74%	69%	5%	58%	16%
Cohort Comparison		0%				
04	2022					
	2019	60%	57%	3%	58%	2%
Cohort Comparison		-74%				
05	2022					
	2019	57%	56%	1%	56%	1%
Cohort Comparison		-60%				

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	69%	70%	-1%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	60%	60%	0%	64%	-4%
Cohort Comparison		-69%				
05	2022					
	2019	59%	56%	3%	60%	-1%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	59%	52%	7%	53%	6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	36	40	40	46	58	42	35				
ELL	44	44		53	56						
BLK	47	39	60	52	56	50	39				
HSP	51	50	45	65	52	50	35				
MUL	58	31		58	38						
WHT	61	58	52	61	52	42	52				
FRL	53	52	54	57	49	48	36				

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				
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				

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)	N/A
OVERALL Federal Index – All Students	53

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	427
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53
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	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
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	46
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	54
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

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?

Neil Armstrong decreased the percentage of proficient students (20-21 to 21-22) in ELA Achievement (62% to 51%), ELA Gains (59% to 51%), Math Achievement (67% to 60%), Math Gains (62% / 52%), and Math Lowest 25% Gains (48% to 46%), and Science Achievement (59% to 45%).

The greatest increase in student proficiency was in ELA Lowest 25% Gains (42% to 48%) with an increase of 6 percentage points. Neil Armstrong's largest decrease in student proficiency was in Science from 59% (B) to 45% (C) with a decrease of 14 percentage points.

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

Neil Armstrong students in the subgroup of Science showed the greatest need for improvement. In 20-21, Neil Armstrong had 59% (B) proficiency in this subgroup, and in 22/22, the student proficiency fell to 45% (C). In addition, ELA Gains were 62% (A) in 20-21, and proficiency declined to 51% (C) in 21/22. In 20-21, Math Gains were 62% (A) and decreased to 52% (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 full implementation of Benchmark Advance and not keeping to the Math Pacing Guide were exacerbated by remediating skill deficits rather than accelerating instruction due to gaps in students' understanding of the standards. With many student absences, the students did not receive the instruction needed to make gains in ELA and Math. Due to the urgency of remediating student gaps in math and reading, instruction in Science was minimal.

The Master Schedule/Para schedule was created to include blocks of time for WIN/iii that would be supported by a reading-endorsed teacher/para/ELL para/remedial teacher in grades K-5. With three remedial teachers, students will be instructed in small groups to remediate their deficiencies in ELA and Math. Our fifth grade teachers are departmentalized where two teachers will teach ELA/SS, one teacher will teach Math, and one teacher will teach Science using the CER Framework of Science inquiry. The STEM teacher has been tasked with bringing more hands-on content into the STEM program. All teachers will conduct a minimum of two Pearson Science experiments using the Claim, Evidence, and Reasoning Framework in conjunction with teaching the topics found on the Science Pacing Guide.

The teachers are collaborative planning using the Backwards Lesson Design to ensure that the appropriate content is taught and the Pacing Guides are followed. Neil Armstrong will participate in a Professional Learning Coaching Plan with a Benchmark Advance Consultant. Teachers will be identified that need coaching support and the consultants will spend 6 coaching days with the teachers.

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

The greatest increase in student proficiency was in ELA Lowest 25% Gains (42% / 48%) with an increase of 6 percentage points.

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

The hiring of qualified remedial teachers working with students in small groups, five days a week, was a contributing factor for the gain in ELA Lowest 25% Gains. In addition, the students received intensive instruction during WIN/iii.

Neil Armstrong will continue having the Math/Reading Remediation afterschool club if personnel are available to hire.

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 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. Neil Armstrong will participate in a Professional Learning Coaching Plan with a Benchmark Advance Consultant. Teachers will be identified that need coaching support and the consultants will spend 6 coaching days with the teachers.

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, Reveal Math, Backwards Design Lesson Planning, ELA/Math Critical Concepts and BEST Standards (K-5). This professional development will ensure that teachers are teaching with the rigor needed in the standards. Neil Armstrong will participate in a Professional Learning Coaching Plan with a Benchmark Advance Consultant. Teachers will be identified that need coaching support and the consultants will spend 6 coaching days with the teachers.

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. Three additional remedial teachers were hired. With the remedial teachers, more students will be instructed in small groups to remediate their deficiencies in ELA/Math.

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 Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Neil Armstrong students in the subgroup of Science showed the greatest need for improvement. In 20-21, Neil Armstrong had 59% (B) proficiency in this subgroup, and in 22/22, the student proficiency fell to 45% (C). In addition, ELA Achievement were 62% (A) in 20-21, and declined to 56% (B) in 21/22. In 20-21, Math Achievement was 67% (A) and decreased to 60% (B). In addition, ELA Gains were 62% (A) in 20-21, and proficiency declined to 51% (C) in 21/22. In 20-21, Math Gains were 62% (A) and decreased to 52% (C). NAE will have a laser-like focus on increasing student achievement in ELA, Math, and Science through standards-based Core Curricula, collaborative planning, targeted Tier 2 and Tier 3 instruction, school-wide Action Steps, and data analysis. We are confident that by setting a school-wide WIG of being an "A" school, creating action steps that all teachers and students are accountable for making monthly, scheduling weekly collaborative planning and monthly professional development, and utilizing research-based supplemental curricula, we will increase our student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will increase 11% (25 pts.) of the total points NAES earned in 2021-2022, to achieve a school grade of "A" in Florida's Accountability and Assessment System. We will increase ELA Achievement from 56% (B) to 64% (A), Math Achievement from 60% (A) to 67% (A), and Science Achievement from 45% (C) to 55% (B).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	In accordance with the 22/23 CERP, the following Progress Monitoring assessments will be given to K-5 students. The FAST Assessment will be administered to K-5 students three times/year to monitor their progress on grade-level specific reading and math standards. DRA will be given 3 times/year with 1st-2nd students with Kindergarten students being assessed on DRA 2 times/year. The Mondo Oral Language Assessment will be administered 2 times p/year. Students in 3-5 will participate in the DBQ project which incorporates a high level of reading and writing. Students K-5 will be assessed using the Benchmark Advance Unit Assessments. Tiers 2/3 students will be given the DIBELS assessment to track progress. 3-5 students will take the Science Assessment 2 times/year with 5th grade taking an additional Science Assessment in May as well as Science Unit tests. Math progress will be assessed with district-adopted Reveal Math Unit Assessments to determine standards mastery.
Person responsible for monitoring outcome:	Angie Taillon (angie.taillon@yourcharlotteschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	NAE will implement collaborative planning to ensure that instruction is aligned to the BEST standards with small group differentiation to increase instruction effectiveness. We will ensure a 90 minute uninterrupted Reading Block teaching CORE Instruction, 30 minutes of Tier 2, and additional 30 minutes of Tier 3 supports for identified students as specified in the CERP. 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 and 2 as stated in our BPIE. The Core Curricula of Benchmark Advance and Reveal Math will be used with fidelity daily. Neil Armstrong will hire three remedial teachers to push into classrooms to support the lowest 25% performing students in reading.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Matlock, Linda, Fielder, Kay, & Walsh, Dawn, Building the Foundation for Standards-Based Instruction for All Students Reston, 2001; Gersten & Dimino, 2001; Vol. 33, Issue 5.

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.

~ Departmentalize in grades 1-5 to build on teachers' strengths in curriculum and instruction delivery.
~ Ensure that all teachers are following district pacing guides as evidenced by walkthroughs/lesson plans.
~ Participate in Benchmark Advance Coaching provided by the district.
~ Create and monitor targeted WIN and iii procedures and expectations for each grade level.
~ Implement and monitor a school-wide Science Plan which includes daily instruction on our news program, completing two CERs with hands-on science experiments from Pearson Elevate monthly with the STEM teacher teaching grade-level Science standards to each grade level.
~ Monitor progress of students using the Core Curriculum of Benchmark Advance and FL Reveal Math by analyzing data from CAI, STAR, Benchmark Advance, iReady and Florida Reveal on a weekly/monthly basis.

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

~ Monitor the implementation of the Core Curricula of Benchmark Advance and Reveal Math to instruct all students in reading and math.
~ Create and monitor the progress of students participating in our before-school and after-school ELA Remediation Clubs using SIPPS and LLI to support students performing in Tier 2 and 3 per CERP/BPIE.
~ Create a schedule where paraprofessionals provide support during small group ELA instruction and WIN/iii time in our Intensive Literacy and ESE classrooms.
~ Ensure that all teachers follow district pacing guides as evidenced by walkthroughs/lesson plans.
~ Participate in Benchmark Advance Coaching provided by the district.
~ Provide support for teachers in K-5 using the Elementary ELA Progress Monitoring Document and Striving Reader Decision Maps, LLI, SIPPS, DRA, DIBELS, Words Their Way, Cracking the Code, Heggerty, and Fry Word lists to improve foundational skills and reading comprehension per CERP/BPIE.

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

Provide teachers and paraprofessionals with targeted PD to increase their depth of knowledge of grade-level BEST standards.
Meet weekly with grade-level teams to collaborate on lesson plan development and share/compare exemplars of student work and formative district data.
Support teachers by scheduling Instructional Rounds and necessary PD to improve upon strategies and skills in teaching reading, math, and science.
Support and coach grade-level teams with PD for Guiding Reading including KEY Literacy and Reading Recovery.
Provide support and coaching to teachers with the Benchmark Advance and the Florida Reveal curricula for both experienced classroom and NET Teachers.
Provide teachers with technical support on Canvas and reports for Benchmark Advance and Florida Reveal curricula.
Coordinate with the District's Elementary ELA and Math C & I's to provide PD on the BEST Standards in Reading and Math.

| **Person Responsible** | Brianna Welsh (brianna.welsh@yourcharlottechools.net) |

~ Monitor a school-wide Science Plan which includes daily instruction on our news program and completing two CERs with hands-on science experiments from Pearson Elevate monthly with the STEM teacher teaching grade-level Science standards.
~Fifth Grade will be departmentalized in Science with an experienced teacher teaching science.
~ The NAES S.T.E.M. teacher will share a science vocabulary word, a sentence with the science vocabulary word, and ask a science question daily on our morning News Program. The answer will be provided the next day on the news.
~ The NAES STEM teacher will use the district's K-5 STEM Support Curriculum Map and Pacing Guide for science and review Science Standards each week in classrooms.
~ Grade-level Instructional Leaders will ensure each grade-level teacher completes two science experiments and complete the Claim, Evidence and Reasoning Framework (CER) lab sheet.
~ Fifth Grade students will use Science Coach as a supplementary resource.

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

NAES Literacy Action Team, the School Literacy Leadership Team, is responsible for supporting and monitoring the NAES literacy and math school-wide goals to ensure our school-wide actions are making a difference in student achievement. (CERP)

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NAE will have a laser-like focus on increasing student achievement through standards-based ELA Core Curricula, collaborative planning, targeted Tier 2 and Tier 3 instruction, school-wide Action Steps, and data analysis.

We are confident that by creating action steps that all teachers and students are accountable for making monthly, scheduling weekly collaborative planning and monthly professional development, and utilizing research-based supplemental curricula, we will increase our student achievement.

Teachers will:
1. Participate in targeted PD to increase their depth of knowledge of grade-level standards.
2. Participate in Instructional Rounds and necessary PD to improve upon strategies and skills in teaching reading.
3. Departmentalize when appropriate and teach subjects they are most highly-qualified (and proven) to teach.
4. Meet weekly to collaborate on lesson plan development.
5. Share and compare exemplars of student work.
6. Ensure that all teachers are following the ELA district pacing guide.
7. Participate in Benchmark Advance Coaching provided by the district.
8. Participate in PD for Guiding Reading including KEY Literacy and Reading Recovery.

School Leaders will:
1. Implement targeted WIN and iii procedures and expectations for each grade level.
2. Hire 3 remedial teachers to support our WIN and iii Blocks.
3. Assign an ELL Parapro and Regular Ed. Parapro to our WIN and iii Blocks.
4. Monitor weekly lesson plans to ensure teachers are following pacing guides.
5. Complete weekly walk-throughs of classrooms to ensure on grade-level content is being taught.
6. Co-facilitate our school's Literacy Committee and help create grade-level goals based on student achievement and mastery through formative and diagnostic assessments.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NAE will have a laser-like focus on increasing student achievement through standards-based ELA Core Curricula, collaborative planning, targeted Tier 2 and Tier 3 instruction, school-wide Action Steps, and data analysis.

We are confident that by creating action steps that all teachers and students are accountable for making monthly, scheduling weekly collaborative planning and monthly professional development, and utilizing research-based supplemental curricula, we will increase our student achievement.

Teachers will:
1. Participate in targeted PD to increase their depth of knowledge of grade-level standards.
2. Participate in Instructional Rounds and necessary PD to improve upon strategies and skills in teaching reading.
3. Departmentalize when appropriate and teach subjects they are most highly-qualified (and proven) to teach.
4. Meet weekly to collaborate on lesson plan development.
5. Share and compare exemplars of student work.
6. Ensure that all teachers are following the ELA district pacing guide.
7. Participate in Benchmark Advance Coaching provided by the district.
8. Participate in PD for Guiding Reading including KEY Literacy and Reading Recovery.

School Leaders will:
1. Implement targeted WIN and iii procedures and expectations for each grade level.
2. Hire 3 remedial teachers to support our WIN and iii Blocks.
3. Assign an ELL Parapro and Regular Ed. Parapro to our WIN and iii Blocks.
4. Monitor weekly lesson plans to ensure teachers are following pacing guides.
5. Complete weekly walk-throughs of classrooms to ensure on grade-level content is being taught.
6. Co-facilitate our school's Literacy Committee and help create grade-level goals based on student achievement and mastery through formative and diagnostic assessments.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

K: Increase the percentage of students scoring a Level 4 or above on DRA from 75% in 2021-2022 to 80% in 2022-2023.
1st: Increase the percentage of students scoring a Level 16 or above on DRA from 50% in 2021-2022 to 60% in 2022-2023.
2nd: Increase the percentage of students scoring a Level 28 or above on DRA from 66% in 2021-2022 to 71% in 2022-2023.

Grades 3-5: Measureable Outcome(s)

3rd: Increase the percentage of students scoring a Level 3 or above on FAST Reading from 59% (on FSA) in 2021-2022 to 64% in 2022-2023.
4th: Increase the percentage of students scoring a Level 3 or above on FAST Reading from 45% (on FSA) in 2021-2022 to 55% in 2022-2023.

5th: Increase the percentage of students scoring a Level 3 or above on FAST Reading from 60% (on FSA) in 2021-2022 to 65% in 2022-2023.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

School Leaders will:
1. Review weekly lesson plans to ensure district pacing guides are followed.
2. Ensure students are making adequate growth on their weekly formative assessments and that all teachers are seeing similar results.
3. Review weekly formative assessment data to ensure students are meeting their standards.
4. Attend at least one grade-level Collaborative Meeting p/month to ensure each team is on-track with meeting individual student's needs.
5. Complete weekly walk-throughs to ensure on grade-level content is being taught.
6. Meet and talk with individual students about their learning and growth they are making.
7. Monitor Student Leadership Notebooks to ensure students are actively setting and reaching their individual goals.
8. Track grade-level and classroom data walls to ensure students are making their school-wide Action Steps and goals.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Taillon, Angie, angie.taillon@yourcharlotteschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

All supplemental curricula that we use have been approved by the district and was backed by research, including:

Leveled Literacy Intervention
SIPPS
Cracking the Code
Superphonics
DBQs
Quickreads
i-Ready
Accelerated Reading

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

All supplemental curricula that we use have been approved by the district and are being used by our teachers due to their track record of helping improve student achievement in reading.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Each student will increase their words read in Accelerated Reading by 10% monthly or read the expected number of words determined by our PPC for each grade level: Kindergarten: 400 words read 1st Grade: 15,000 words read 2nd Grade: 30,000 words read 3rd Grade: 50,000 words read 4th Grade 80,000 words read 5th Grade: 100,000 words read	Taillon, Angie, angie.taillon@yourcharlotteschools.net
Each student will spend a minimum of 45 minutes weekly on iReady Reading and maintain a pass rate of 70% on 5 or more lessons in grades K-2 and maintain a pass rate of 65% on 5 or more lessons in grades 3-5.	Taillon, Angie, angie.taillon@yourcharlotteschools.net
Selected teachers will participate in Benchmark Advance Coaching provided by the district.	Taillon, Angie, angie.taillon@yourcharlotteschools.net
Selected teachers will participate in KEY Literacy PD.	Taillon, Angie, angie.taillon@yourcharlotteschools.net
Our school will create a Literacy Leadership Action Team that will meet monthly to discuss school-wide goals and monitor progress of each grade-level towards meeting goals. We will also update grade-level data walls and school WIG Walls.	Taillon, Angie, angie.taillon@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.

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 two Student-led Conferences in their child's classroom to review how their child is doing in each subject area. Data walls are hung in each classroom and 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 school culture and environment.

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. The Principal and Assistant Principal 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. The Lead Teacher and School Counselor are responsible for leading the Student Lighthouse Team. The Assistant Principal and Dean are responsible for promoting a culture of safety based on Restorative Justice. The Dean is responsible for leading student Safety Patrols which provide a safe, positive environment. The School Social Worker 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.