

# East Elementary School



2014-15 School Improvement Plan

## East Elementary School

27050 FAIRWAY DR, Punta Gorda, FL 33982

[ no web address on file ]

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

70%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

18%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

C

B

A

A

### School Board Approval

This plan is pending approval by the Charlotte County School Board.

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

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

##### Provide the school's vision statement

Student Success!

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Students' Cultures:

Parents complete a language survey when registering their child. If any of the three questions is answered affirmatively, the guidance counselor administers a language screening and shares the results with the classroom teacher.

Through the Leader in Me program activities, students share details about their home life, including the making of a "Me" bag, which allows them to share their interests, hobbies, traditions, etc.

Several teachers send a home survey to parents which includes questions regarding family members at home, learning styles, health issues, and any cultural aspects of the family the parent wishes to share (such as holidays celebrated, etc.)

During classroom story time, students are encouraged to compare and contrast their lives to the character in the story.

Students from other countries or who have family members from other countries are allowed/ encouraged to share things from their culture, including clothing, food, etc.

Building Relationships:

The "Me" bags and "All About Me" projects implemented in most classrooms allow the students to see what they have in common with the other students and their teacher.

Students' interests are incorporated into classroom lessons and their learning styles.

Behavior plans and the Rtl process are implemented in an effort to allow all students to experience success.

Teachers greet students at the door and welcome them to class each morning.

Staff members adopt families in need during the Holidays and other times throughout the year.

The nurse provides socks, unclothing, shoes, and outer clothes to students who come from economically disadvantaged homes.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

The students on campus feel safe with a full time school resource officer. The students also know that they can visit the guidance counselor at any time. The SRO and Guidance counselor go to each room and do a bully lesson. We also have an online bullying reporting system that parents and students can access via the school web site.

The students also know the safety procedures in regards to fire, code red and tornado drills. We have a fire drill once a month and have tornado and code red drills once a year.

The students also feel safe knowing that every person that walks thru the doors have to get a pass through the raptor system. This system verifies that the person is safe to enter.



The students at East feel respected because of the Leadership roles that they receive. All students on campus have some type of leadership role. This can be in the classroom or for the school itself. Many of the leadership roles involve the children staying after school to help with Parent-Pickup and Bus Dismissal. Some students arrive early to help with putting up our American Flag. Our safety patrol students also come to school early to hold a leadership role by watching the stairwell, halls, and cafeteria to maintain a safe environment.

One of the Leadership roles is our news team. Every morning these students arrive early to practice lines and prepare for the news of the day.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

There is a school wide behavior system in place that is established at the yearly opening faculty meeting, this helps to implement a school wide set of expectations and accountability. Teachers and Support Staff members are trained in the Leader In Me by the district. Each classroom is supplied with Leader In Me books and materials. Each year students revisit the Seven Habits at their new maturity level. The Leader in Me books, reinforce positive ways to demonstrate the Seven Habits within the school day. They discuss and review student expectations through the Leader In Me to support the school's culture. Students are given opportunities to have Leadership roles.

All classrooms utilize a behavior clip chart where students can "clip up" or "clip down." Teachers have school and classroom rules posted that they view and utilize throughout their school day. Students "clip up" who demonstrate exceptional behavior. Eagle bucks, classroom parties, Amazing Eagle Leader awards, and school wide Seven Habit's monthly student recognition encourage students to strive for success. Communication with parents for positive student behavior is provided through teacher phone calls and emails.

Students acknowledge a need for their behavior to improve by "clipping down." This builds responsibility and accountability on the student's part. Students who cannot manage their behavior and "clip down" to "red", the lowest level, are referred to school administration for consequences and/or counselling. We also have Student Mentors who work with younger children to provide them with a positive role model and encouragement. Teachers implement individual behavior plans for students who need special behavior accommodations.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Our school has a full time guidance counselor available to meet with students that need to talk with someone about emotional distress. The counselor provides students with techniques to help them effectively deal with bullying issues. Our school social worker and resource officer work together to ensure that our students are being cared for at home and in school. Our guidance counselor, social worker, and resource officer play a role in building self-confidence and self-worth within our students. Our district office also has resources available in case of tragic or high stress situations, such as a natural disaster, bus accident, death, etc.

Parent volunteers come in to mentor students in need of a listening ear and individualized attention. Intermediate students are assigned to primary classrooms to mentor younger students. This provides older students with an opportunity to help younger students grow academically and socially. We also have community programs, such as Charlotte Behavioral Health Services, that provide counseling services to students in need.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The school tracks the students' attendance by using our FOCUS system. Parents are also able to track their students' attendance by logging on to FOCUS at home. Teachers are able to track the number of suspensions students have through the FOCUS system. This information would also be on the students end of year pink and blue cards. The teachers at the school track the students' retentions and FCAT scores in a variety of ways. Teachers are able to access the students' records on FOCUS and conference forms. In addition, teachers are also notified at the beginning of the school year if a student has been retained by accessing the information from the students' pink and blue cards.

**Provide the following data related to the school's early warning system**

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	18	14	9	10	8	12	71
One or more suspensions	1	0	0	1	1	2	5
Course failure in ELA or Math	0	0	0	2	4	1	7
Level 1 on statewide assessment	0	0	0	9	27	23	59

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	5	5	7	17

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

In order to improve the academic performance of students who have early warning signs, we implement many strategies to help these students achieve success. First, as a school we promote attendance by giving out awards to the students with perfect attendance during our trimester and end of year awards. In addition the students who have perfect attendance throughout the year receive a t-shirt at the end. The perfect attendance t-shirts are color colored to correspond to the number of years the student has received perfect attendance.

If a student misses five unexcused days of school, the student will receive a truancy letter. These letters inform the parents of the students' absences and reinforce the importance of being at school every day. In addition there is a section on the report card where teachers can check if the students' attendance has impacted their academic performance.

If the students' attendance does not improve the school social worker and the school resource officer will speak with the family. They will make a home visit to the parents and try to remedy the situation by finding the underlying issue of why the student is not attending school.

Students who have one or more suspensions, will be put on a behavior plan to ensure there time spent at school is successful. Whenever possible the teachers keep the students in the classroom and implement classroom management strategies. When necessary, teachers will implement an individual's behavior plan for students. This plan can be overseen by our assistant principal, Mrs. Gosser. Mrs. Gosser is also able to meet with the student and encourage them to make better choices. Mrs. Gosser will also talk with the parents to discuss the importance of being in the classroom and a plan of action to ensure the student is successful in the classroom. When necessary

if a student has made an infraction that warrants a suspension, the student will receive an in-school suspension.

In addition, many of our students do not have a form of transportation other than the buses. Therefore if a student is suspended off the bus often times they are not able to attend school. In order to encourage the students to have excellent bus behavior the school has implemented a bus rider of the month reward. These students are recognized on the news to promote positive choices on the bus. When a student has been retained or has scored a Level 1 or a 2 on statewide assessments, we have a variety of strategies that are implemented to ensure their success. These students participate in differentiation computer-based instruction such as Sci-Learning and the iReady programs. We have also implemented intervention teams to pull out the students who are struggling with specific skills. These intervention teams provide students with additional hands on activities in a small group setting to enhance learning.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/52859>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Our local Kiwanis Club has made monetary donations to support student achievement.

World Vision donated backpacks filled with school supplies for students in need.

Punta Gorda Walmart and the local Walmart Distribution Center has supported our school for the last few years. They have donated gift cards to teachers to use for their classroom needs. They have also donated school supplies for families that are unable to afford them.

The Punta Gorda Garden Club has donated gardening supplies to help our school Garden Club create a vegetable garden. Students gain firsthand knowledge in what it takes to plant a garden and harvest the vegetables. This reinforces the science standards students are expected to know by the end of their elementary schooling.

Our local Publix supports our PTO by donating food and supplies when needed for events. This helps our PTO hold events to celebrate and encourage student growth and success. They also donate school supplies for students in need.

The Punta Gorda Winn Dixie holds an annual Math night for our students to attend. They provide snacks and gifts for students that attend. Students are given math problems that can be solved by completing a scavenger hunt throughout the store. Winn Dixie also supports our PTO by donating food and supplies for our students and school wide events.

Employees from the Charlotte County Supervisor of Elections volunteer at our school during our annual Reading Day. They act as historical storytelling characters. They not only tell our students stories, but they also teach our students about individuals that made an impact in our country and local history.

The City of Punta Gorda creates many opportunities for our students throughout the year. This includes fire safety presented by Smokey the Bear. Kindergarten and Pre-K students get to learn about the different parts of a Fire truck courtesy of our local fire station. Annual Arbor Day events for our 1st grade students are held in April. They learn how to plant and care for trees. The students get to plant a tree in one of our Punta Gorda parks for the community to enjoy. The City of Punta Gorda pays for the transportation of our students. The historical society will spend a day teaching our students about the first Christmas in Punta Gorda.

Charlotte Harbor Environmental Center provides a two day field trip for fourth grade students to learn about our local estuary. They gather funding from local businesses to pay for transportation and learning materials for students to complete prior to their trip.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Carr, Lori	Principal
Gosser, Rhonda	Assistant Principal
Bird, Paula	Other
Allen, Cindy	Psychologist
Domingo, Cheryl	Guidance Counselor

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Dr. Lori Carr, Principal: Co-Chair of PPC, SAC; Chair of Literacy Committee; Member of PTO. Responsible for scheduling Professional Development activities requested by the staff. Works with parents to support the school/home connection; Collaborates with members of the School Leadership Team to review grade level data and discuss key students; meets with teachers monthly to discuss student progress and design instructional interventions; observes teachers and recommends changes to instructional practice

Rhonda Gosser, Assistant Principal: Co-Chair of the SSPPC; member of the Literacy Committee, Lighthouse Team, PTO; Responsible for student discipline interventions and resultant parent conferences; Collaborates with the Lead Teacher to review grade level data and provide support in the RTI process.

Carolyn Whaley, Lead Teacher: Provides professional development sessions in curricular and instructional areas; provides coaching and mentoring assistance; facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing; works with Guidance Counselor and School Psychologist to assist teachers at RTI meetings.

Paula Bird, ESE Liaison: Facilitates IEP meetings; collaborates with ESE and classroom teachers to enhance the instructional program for ESE students

Cindy Allen, Psychologist: Conducts testing and observations as part of the Rtl/ESE referral process; mentors selected students; assists teachers' during the behavioral Rtl process

Cheryl Domino, Guidance Counselor: oversees Rtl process and chairs Rtl meetings; mentors

students; conducts classroom lessons on bullying; conferences with parents on a variety of issues involving the mental well-being of students

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Academic and behavioral warning systems help to identify students in need of interventions through a Multi-Tiered System of Supports (MTSS). Early and timely interventions can only occur when we have a system that alerts us of the concerns. Currently, the district has three systems that provide information to help make timely adjustments necessary for Student Success.

Focus-provides a variety of district reports regarding retention, referrals, ESE and ELL status, and attendance. Focus automatically generates 5 day and 10 day attendance letters to communicate a concern to the parents (guardians). In addition to the existing Focus reports, the Information Communications System (ICS) team is available to support school-based criteria for a custom report. Performance Matters and School Portal-data networks that provide a wide variety of academic reports that address both local and state assessment results. They use a color-coded system and filters which give the user opportunity to clearly see/identify students in need of intervention.

It is the responsibility of the Principal, Assistant Principal, Lead Teacher and District Personnel to determine the most efficient use of these programs. Principals, Assistant Principals, and Lead Teachers meet with District Personnel monthly to review the effectiveness of programs, personnel and funding.

### **School Advisory Council (SAC)**

#### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Cindy Halsey	Parent
Shirlou Fisher	Parent
Melissa Pope	Parent
Oscar Revilla	Parent
Cheryl Jones	Parent
Aileen Brandt	Parent
Joy Moder	Parent
Desil Goudette	Parent
Hope Lewis	Parent
Andrea Lefrancois	Parent
Malissa Starkey	Teacher
Christina Durning	Teacher
Sharon Brandt	Teacher
Tamalin Beauchamp	Teacher
Lori Carr	Principal
Teresa Martinez	Parent
Cheryl Albritton	Parent

## Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

### *Evaluation of last year's school improvement plan*

A presentation was made to the School Advisory Committee in September, reviewing test scores and our current school grade. The 2013-2014 SIP was reviewed, with a discussion of the strengths and weaknesses of the strategies, including which strategies are being revised and/or continued for the 2014-2015 school year.

### *Development of this school improvement plan*

Parent feedback from the September SAC meeting was brought back to the School Improvement Plan writing team, and several of their suggestions were incorporated into this plan. The School Improvement Plan is reviewed at each SAC meeting, with an update on the strategies and progress toward meeting the goals.

### *Preparation of the school's annual budget and plan*

The budget is a direct reflection of the strategies incorporated into the School Improvement Plan. The SAC recommended budgeting money for PD opportunities, which has been included in the plan.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

There were no school improvement funds allocated to East Elementary last year.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes



*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Booher, Jodi	Teacher, K-12
Callahan, Shari	Instructional Media
Carr, Lori	Principal
Cason, Kelly	Teacher, K-12
Durning, Christina	Teacher, K-12
Gosser, Rhonda	Assistant Principal
Kelch, Kristina	Teacher, K-12
Harvard, Michelle	Teacher, K-12
McQueen, Robyn	Teacher, K-12
Meerman, Meredith	Teacher, K-12
Reams, Lisa	Teacher, K-12
Savarese, Anne	Teacher, K-12
Whaley, Carolyn	Teacher, K-12
Clark, Brenda	Teacher, K-12

#### Duties

##### ***Describe how the LLT promotes literacy within the school***

The school's Literacy Leadership team promotes literacy in the school by implementing numerous reading challenges throughout the year. All of the reading challenges that occur throughout the year are themed to elicit student interest and excitement.

In order to keep the students reading throughout the summer the students encouraged to participate in the Summer Reading Challenge. This challenge consists of various levels with a prize associated to each of the levels. The students keep a log of the books they have read and complete developmentally appropriate activities to show comprehension of the books read.

In addition to the Summer Reading Challenge students in grades 3-5 are challenged to read all fifteen of the Sunshine State Young Readers books. The students show their comprehension by taking and passing an Accelerated Reader test. The students are rewarded with a motivational envelope of prizes for reading 3, 5 10, and 15 books. In addition, students are able to vote for their favorite Sunshine State Reader book after reading three books, they are rewarded with an ice cream party after reading ten books and if the students read fifteen books they receive a shirt.

We also encourage the lower grades by incorporating age appropriate challenges. The Literacy Leadership team encourages students to participate in the reading challenges by selecting genres that are of high interest to the students. For example in Kindergarten and first grade the students read Clifford books and for every five books read the students are eligible to win a prize. In second grade the students participate in the Super Sleuth Reading Challenge. The students read mystery books and if they meet a set number of Accelerated Reader points they are invited to the culminating activity which consists of receiving a mystery detective packet and solving a mystery.

In order to continue to motivate the students at the end of the year, the students in all grade levels participate in a word count challenge. Each grade level chooses a reward that is motivating to the

students.

Our goal the Literacy Leadership Team is to motivate the students to develop a love of reading. We try to select interest based themes that will encourage the students to read new books that may interest them.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers are given the opportunity to join committees to be a part of forming a successful school. They hold leadership roles within these committees as well. They build communication and collaboration skills as they plan, discuss, and implement new ideas and thoughts throughout the school. Every Tuesday a staff meeting is held to address topics that need to be assessed. Teachers also have the opportunity to share successes and celebrations that involves themselves, students, or their teams. Each team has a program planner who meets in vertical team meetings and communicates the information to their team during Thursday meetings. Thursday meetings allow teachers to examine and discuss standards, formative assessments, student successes, and challenges within their classrooms. They formulate plans together to learn and grow off one another. Instruction presented in the classroom is strengthened by these days. Data days, which are held monthly, provide collaborative planning time to promote students success. Opportunities for social collaboration are provided afterschool once a month by the Sharpen the Saw committee.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

All applicants submit resume, references, and application packet to the County Office. Applicants are reviewed through the Charlotte County Public School web site. In order to be granted an interview at East Elementary, the applicant must have a 3.5 or better grade point average, be ESOL endorsed and preferably Reading Endorsed, and have at least 3 quality professional references. Prior experience at the applicable grade level is considered as well. The interview process typically includes administration and 1 or more team members from the applicable grade level.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The school participates in the District NET Program (New Educator Training). Each new educator is paired with a peer mentor at the school site. The peer mentor is selected from the grade level and must have completed the Clinical Educator Training. The Net teacher and peer mentor meet at least once a week and log their conversations on a log provided by the Professional Development Center (PDC). A list of "must discuss" topics are provided by the PDC. At the end of each quarter or trimester the log is submitted to the NET coordinator at PDC. The peer mentor assists the NET teacher in preparing for their observations, by explaining and offering guidance with the required paperwork. The NET teacher and peer mentor also work collaboratively throughout the year on the NET Portfolio. At the end of the year the portfolio is submitted to the building principal. If the portfolio is approved the building principal submits the program completion paperwork to PDC indicating that the NET teacher has either completed the program or will remain in the program for an additional year.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**



***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The school uses the District created CMAPS and CPALMS for all grade levels. These maps have designed a scope and sequence for teachers to follow which aligns current materials with the Florida Core Standards. The use of i-ready software is aligned with the Florida standards, as well. The district provided i-ready instructional workbook lessons have been added to the CMAPS scope and sequence, aligned under the appropriate standard.

Teachers and Administration utilize the Standards Based Instructional System to ensure that lessons at the building level are aligned. Teachers, along with Administration participate in Data Days. These days are spent sharing data obtained from grade level assessments and targeted school trends.

Areas for enrichment and remediation are determined during these meetings.

Principals and District Leadership Team meetings provide school leaders with the tools to assist their faculties in areas of instructional leadership. During weekly team meetings standards are unpacked and formative assessments are discussed. These meetings help to ensure that teachers are using aligned materials.

### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

East Elementary uses the data from i-Ready to provide information for teachers to use in differentiated instruction. Each grade level team meets shortly after the diagnostic test is given. In our meetings, we discuss where the most help is needed for the children to improve. Then we work per class to decide what skills are needed in the classroom. Intensive instruction is given for thirty to forty minutes in each level. Primary teachers provide instruction to two groups of children. The lowest 12 students of every level are placed in a Sci Learn class. Intensive individualized instruction is given to students in kindergarten, third, fourth, and fifth grade by using a pull out program based on the child's formative and summative assessments. First and second graders are serviced in inclusion classrooms. All classrooms have iii for reading and math.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Summer Program

**Minutes added to school year:** 300

The Literacy Initiative Committee meets before the end of the school year to determine a summer reading challenge to promote reading throughout the summer. Each year the students are encouraged to read a variety of books to earn points towards special prizes. The prizes range from an ice cream party to a field trip.

***Strategy Rationale***

To encourage and promote literacy over the summer the students are given the opportunity to participate in the summer reading challenge. The activities presented in the summer reading challenge are activities that are developmentally appropriate for the students. Each of the grade levels have a rubric designed to show the students the expectation. This also informs the parents about the grade level expectations.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Carr, Lori, lori.carr@yourcharlotteschools.net

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

In order to determine the effectiveness of this program the literacy initiatives committee will look at the beginning of the year diagnostic scores iReady.

**Strategy:** Before School Program

**Minutes added to school year:** 1,440

The third through fifth grade students will receive an hour of remedial instruction three days a week by a classroom teacher during the months of January-March. The students will be receiving hands on instruction in a small group setting of no more than twelve students.

***Strategy Rationale***

The small group activities will be beneficial to the students to ensure that they are receiving differentiated instruction. The students will be working on specific skills and strategies that they have not mastered. The teachers will be using research-based strategies and lessons provided by iReady, CPALMS and Pearson.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Carr, Lori, lori.carr@yourcharlotteschools.net

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Data that will determine the effectiveness: The Student Success Plan committee will analyze the students' iReady scores and the FSA scores to determine the effectiveness of the program. The iReady scores will allow the facilitators to progress monitor the growth the students make throughout the intervention program.

**Strategy: Before School Program**

**Minutes added to school year: 960**

The kindergarten through second grade students will receive an hour of remedial instruction two days a week by a paraprofessional during the months of January -March. The students will be receiving hands on instruction in a small group setting.

**Strategy Rationale**

The small group activities will be beneficial to the students to ensure that they are receiving differentiated instruction. The students will be working on specific skills and strategies that they have not mastered. The teachers will be using research-based strategies and lessons provided by iReady, CPALMS and Pearson.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Carr, Lori, lori.carr@yourcharlotteschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The Student Success Plan committee will analyze the students' iReady scores. The iReady scores and classroom assessments will allow the facilitators to progress monitor the growth the students make throughout the intervention program.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Preschool children who visit the Family Center are provided the same services as their older siblings. Through a partnership between Title I and the Imagination Library, PreK parents are being invited to enroll in the Imagination Library. Once enrolled, they will be mailed a book each month, along with strategies for the parent to use with their child when enjoying the book together.

Representatives from both East and Baker meet annually to discuss each of the ESE students who attend PreK at Baker and are slated to attend East as a Kinder student for the purpose of developing a transition plan that will support the child as they transition from PreK to Kindergarten.

Each Spring, local daycares and the East PreK class visit the East kinder classes to assist with transitioning to kindergarten.

First grade teachers go to the Kindergarten classrooms to introduce themselves to the upcoming 1st graders at the end of each school year.

In the spring the middle school administrators and special area teachers come to our school to meet the fifth graders. Students are given a snapshot of what middle school has to offer. They are then given an opportunity to give input on the elective classes they would like to take in sixth grade. Fifth grade teachers are also asked to refer students for special programs or activities. The area middle schools hold an Open House in May to allow fifth grade students and families to meet the teachers, administrators, and staff. Students are able to tour the school and become familiar with the building(s). Before the school year begins in August the middle schools have another open house for

these incoming sixth graders. They are able to find out what their schedule is going to be, meet their teachers, and walk through the schedule so that they feel prepared for their first day of middle school.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step

 S123456 = Quick Key

## Strategic Goals Summary

- G1.** Ninety percent of students at each grade level will make at least a year's growth in i-Ready, as determined by comparing their BOY scores to their EOY scores.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Ninety percent of students at each grade level will make at least a year's growth in i-Ready, as determined by comparing their BOY scores to their EOY scores. 1a

G048923

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	67.0
Math Lowest 25% Gains	71.0
Highly Effective Teachers (Performance Rating)	50.0

**Resources Available to Support the Goal** 2

- i-Ready
- LAFS & MAFS Florida Ready Workbooks
- C-Palms
- Pearson core curriculum
- Remediation Intervention team
- Guided Reading PD
- Unraavel reading strategy
- Tuesday Morning PD Meetings
- Thursday Team Meetings
- Child Talk Meetings
- Data Days
- Sci-Learn
- Team Meetings
- Common Core Math for Today
- Math Think Alouds
- Marilyn Burns books
- Stipends for collaborative planning or subs for collaborative planning
- i=Pad usage PD
- Writing instruction PD
- Resources for creating centers
- Book PLC for Vocabulary (Gr. 2) and Motivating Students (Gr. 5)

**Targeted Barriers to Achieving the Goal** 3

- Increased rigor requires more time to teach curriculum
- Several students have limited background experiences and vocabulary knowledge
- Some students have limited phonics knowledge and application
- Teachers need to increase familiarity with the Florida Standards

**Plan to Monitor Progress Toward G1. 8**

Teachers' anecdotal records regarding student progress and engagement

**Person Responsible**

Lori Carr

**Schedule**

Weekly, from 1/12/2015 to 3/27/2015

**Evidence of Completion**

Anecdotal records, lesson plans, minutes from meetings with Lead Teacher

**Plan to Monitor Progress Toward G1. 8**

Classroom observation data

**Person Responsible**

Lori Carr

**Schedule**

Daily, from 11/11/2014 to 12/16/2014

**Evidence of Completion**

Classroom observation data will be analyzed for teachers' use of engagement strategies.

**Plan to Monitor Progress Toward G1. 8**

Agendas and minutes from Thursday Team meetings

**Person Responsible**

Lori Carr

**Schedule**

Weekly, from 7/22/2014 to 5/29/2015

**Evidence of Completion**

Agendas; minutes; unpacking the standards worksheets

**Plan to Monitor Progress Toward G1. 8**

i-Ready data; Completed child talk forms

**Person Responsible**

Lori Carr

**Schedule**

Monthly, from 7/22/2014 to 9/6/2015

**Evidence of Completion**

i-ready data; Completed child talk forms



## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** Ninety percent of students at each grade level will make at least a year's growth in i-Ready, as determined by comparing their BOY scores to their EOY scores. **1**

 **G048923**

**G1.B1** Increased rigor requires more time to teach curriculum **2**

 **B122224**

**G1.B1.S1** Extend the school day by 3 hours/week to provide remediation and motivation/encouragement to lowest performing students in grades 3-5, and extend the school day by 2 hours/week for students in grades K-2 **4**

 **S139955**

### Strategy Rationale

The small group activities will differentiate instruction to focus on the academic skills not yet met in the classroom. Engaging instruction and active learning strategies will be utilized by teachers and paraprofessionals.

### Action Step 1 **5**

Extend the school day by 3 hours/week to provide remediation to the lowest performing students in grades 3-5. Instruction will be provided by teachers. The school day will be extended by 2 hours/week for the lowest performing students in grades K-2. K-2 students will be instructed by paraprofessionals.

### Person Responsible

Lori Carr

### Schedule

Weekly, from 1/12/2015 to 3/27/2015

### Evidence of Completion

Attendance logs and lesson plans.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Lesson plans will be turned in weekly. Parents of students who miss two consecutive classes will be contacted. Lead teacher will monitor quality of instruction.

**Person Responsible**

Lori Carr

**Schedule**

Weekly, from 1/12/2015 to 3/27/2015

***Evidence of Completion***

i-Ready usage reports, pre and post test focused on the taught skill, lesson plans, attendance reports, phone logs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

The lead teacher will meet informally with the remediation teachers and paraprofessionals to discuss successes and challenges of implementation.

**Person Responsible**

Carolyn Whaley


**Schedule**

Weekly, from 1/12/2015 to 3/27/2015

***Evidence of Completion***

Minutes from the meetings.

**G1.B1.S2** Students in grades K, 3, 4, 5 who do not pass a standard with 80% accuracy after reteaching in the classroom will attend the intervention room for a period of 9 days for intense instruction on the targeted standard. ESE students in grades 1, 2 will receive intervention services in an inclusion setting. Non-ESE students in grades 1, 2 will receive services from the classroom teacher during iii time. 4

 S139956

### Strategy Rationale

The small group activities taught by an ESE certified teacher are focused on the targeted standard and designed to be presented using the student's dominate learning style.

### Action Step 1 5

Students in grades K, 3-5 will receive remediation from the intervention team as needed.

#### Person Responsible

Lori Carr

#### Schedule

Daily, from 7/22/2014 to 5/29/2015

#### Evidence of Completion

Lesson plans; walk through data

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monthly meetings with intervention team members; review of lesson plans

#### Person Responsible

Lori Carr

#### Schedule

Monthly, from 7/22/2014 to 5/29/2015

#### Evidence of Completion

Meetings noted on calendar

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Classroom walkthroughs

**Person Responsible**

Rhonda Gosser


**Schedule**

Weekly, from 7/22/2014 to 5/29/2015


**Evidence of Completion**

Anecdotal taken during walkthroughs

**G1.B6** Several students have limited background experiences and vocabulary knowledge 2

 B122276

**G1.B6.S4** Second grade teachers will read the book Vocabulary for the Common Core and implement the suggested strategies in their classrooms. 4

 S145175

**Strategy Rationale**

Second grade teachers expressed an interest in increasing their knowledge of strategies for teaching vocabulary words to students.

**Action Step 1** 5

Second grade teachers will read the book Vocabulary for the Common Core and implement the suggested strategies in their classrooms.

**Person Responsible**

Carolyn Whaley

**Schedule**

Monthly, from 10/7/2014 to 5/29/2015

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B6.S4** 6

Notes from book talks will be distributed to the group

**Person Responsible**

Carolyn Whaley

**Schedule**

Monthly, from 10/6/2014 to 5/29/2015

***Evidence of Completion***

Notes from book talks

**Plan to Monitor Effectiveness of Implementation of G1.B6.S4** 7

**Person Responsible**


**Schedule**

***Evidence of Completion***

**G1.B8** Some students have limited phonics knowledge and application 2

 B127811

**G1.B8.S1** Teachers will provide direct instruction in phonics during small group instruction. 4

 S140005

**Strategy Rationale**

Many students have not learned phonics rules.

**Action Step 1** 5

Teachers will provide direct instruction in phonics during small group instruction.

**Person Responsible**

Carolyn Whaley

**Schedule**

Daily, from 7/22/2014 to 5/29/2015

***Evidence of Completion***

Lesson plans; i-ready data

**Plan to Monitor Fidelity of Implementation of G1.B.8.S1** 6

I-Ready scores will be compared from one testing to the next to check for growth; low performing students will be discussed during Child Talk meetings

**Person Responsible**

Lori Carr

**Schedule**

Monthly, from 7/22/2014 to 5/29/2015

***Evidence of Completion***

i-Ready scores; completed child talk form

**Plan to Monitor Effectiveness of Implementation of G1.B.8.S1** 7

Monthly Child Talk meetings with the teacher and principal

**Person Responsible**

Lori Carr


**Schedule**

Monthly, from 7/22/2014 to 5/29/2015


***Evidence of Completion***

Completed Child Talk forms

**G1.B11 Teachers need to increase familiarity with the Florida Standards** 2

 B127931

**G1.B11.S2** Teachers will meet after the school day to plan interventions based on the rigor of the Florida Standards. 4

 S140059

**Strategy Rationale**

Due to demands on teachers' time during their planning period, it is necessary to meet after school so everyone on the team is available to collaborate.

**Action Step 1** 5

Teachers will meet after school to plan interventions based on the rigor of the Florida Standards.

**Person Responsible**

Rhonda Gosser

**Schedule**

Biweekly, from 10/6/2014 to 4/30/2015

***Evidence of Completion***

Agendas, minutes from the meeting

**Plan to Monitor Fidelity of Implementation of G1.B11.S2** 6

Program planners will submit an agenda prior to the meeting

**Person Responsible**

Rhonda Gosser

**Schedule**

Biweekly, from 10/6/2014 to 4/30/2015

***Evidence of Completion***

Minutes of the meeting

**Plan to Monitor Effectiveness of Implementation of G1.B11.S2 7**

The Lead Teacher will randomly join the team during their collaborative meetings

**Person Responsible**

Rhonda Gosser

**Schedule**

Biweekly, from 10/6/2014 to 4/30/2015

**Evidence of Completion**

Minutes from the meetings

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Extend the school day by 3 hours/week to provide remediation to the lowest performing students in grades 3-5. Instruction will be provided by teachers. The school day will be extended by 2 hours/week for the lowest performing students in grades K-2. K-2 students will be instructed by paraprofessionals.	Carr, Lori	1/12/2015	Attendance logs and lesson plans.	3/27/2015 weekly
G1.B11.S2.A1	Teachers will meet after school to plan interventions based on the rigor of the Florida Standards.	Gosser, Rhonda	10/6/2014	Agendas, minutes from the meeting	4/30/2015 biweekly
G1.B6.S4.A1	Second grade teachers will read the book Vocabulary for the Common Core and implement the suggested strategies in their classrooms.	Whaley, Carolyn	10/7/2014		5/29/2015 monthly
G1.B1.S2.A1	Students in grades K, 3-5 will receive remediation from the intervention team as needed.	Carr, Lori	7/22/2014	Lesson plans; walk through data	5/29/2015 daily
G1.B8.S1.A1	Teachers will provide direct instruction in phonics during small group instruction.	Whaley, Carolyn	7/22/2014	Lesson plans; i-ready data	5/29/2015 daily
G1.MA1	Teachers' anecdotal records regarding student progress and engagement	Carr, Lori	1/12/2015	Anecdotal records, lesson plans, minutes from meetings with Lead Teacher	3/27/2015 weekly
G1.MA2	Classroom observation data	Carr, Lori	11/11/2014	Classroom observation data will be analyzed for teachers' use of engagement strategies.	12/16/2014 daily
G1.MA3	Agendas and minutes from Thursday Team meetings	Carr, Lori	7/22/2014	Agendas; minutes; unpacking the standards worksheets	5/29/2015 weekly
G1.MA4	i-Ready data; Completed child talk forms	Carr, Lori	7/22/2014	i-ready data; Completed child talk forms	9/6/2015 monthly
G1.B1.S1.MA1	The lead teacher will meet informally with the remediation teachers and paraprofessionals to discuss successes and challenges of implementation.	Whaley, Carolyn	1/12/2015	Minutes from the meetings.	3/27/2015 weekly



**Charlotte - 0081 - East Elementary School - 2014-15 SIP**  
*East Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Lesson plans will be turned in weekly. Parents of students who miss two consecutive classes will be contacted. Lead teacher will monitor quality of instruction.	Carr, Lori	1/12/2015	i-Ready usage reports, pre and post test focused on the taught skill, lesson plans, attendance reports, phone logs	3/27/2015 weekly
G1.B8.S1.MA1	Monthly Child Talk meetings with the teacher and principal	Carr, Lori	7/22/2014	Completed Child Talk forms	5/29/2015 monthly
G1.B8.S1.MA1	I-Ready scores will be compared from one testing to the next to check for growth; low performing students will be discussed during Child Talk meetings	Carr, Lori	7/22/2014	i-Ready scores; completed child talk form	5/29/2015 monthly
G1.B1.S2.MA1	Classroom walkthroughs	Gosser, Rhonda	7/22/2014	Anecdotal taken during walkthroughs	5/29/2015 weekly
G1.B1.S2.MA1	Monthly meetings with intervention team members; review of lesson plans	Carr, Lori	7/22/2014	Meetings noted on calendar	5/29/2015 monthly
G1.B11.S2.MA1	The Lead Teacher will randomly join the team during their collaborative meetings	Gosser, Rhonda	10/6/2014	Minutes from the meetings	4/30/2015 biweekly
G1.B11.S2.MA1	Program planners will submit an agenda prior to the meeting	Gosser, Rhonda	10/6/2014	Minutes of the meeting	4/30/2015 biweekly
G1.B6.S4.MA1	[no content entered]			one-time	
G1.B6.S4.MA1	Notes from book talks will be distributed to the group	Whaley, Carolyn	10/6/2014	Notes from book talks	5/29/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Ninety percent of students at each grade level will make at least a year's growth in i-Ready, as determined by comparing their BOY scores to their EOY scores.

**G1.B6** Several students have limited background experiences and vocabulary knowledge

**G1.B6.S4** Second grade teachers will read the book Vocabulary for the Common Core and implement the suggested strategies in their classrooms.

### PD Opportunity 1

Second grade teachers will read the book Vocabulary for the Common Core and implement the suggested strategies in their classrooms.

#### Facilitator

Dr. Lori Lynch, Program Planner

#### Participants

Second grade teachers

#### Schedule

Monthly, from 10/7/2014 to 5/29/2015

**G1.B11** Teachers need to increase familiarity with the Florida Standards

**G1.B11.S2** Teachers will meet after the school day to plan interventions based on the rigor of the Florida Standards.

### PD Opportunity 1

Teachers will meet after school to plan interventions based on the rigor of the Florida Standards.

#### Facilitator

Program Planner

#### Participants

Classroom teachers

#### Schedule

Biweekly, from 10/6/2014 to 4/30/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Ninety percent of students at each grade level will make at least a year's growth in i-Ready, as determined by comparing their BOY scores to their EOY scores.	4,500
<b>Grand Total</b>	<b>4,500</b>

**Goal 1: Ninety percent of students at each grade level will make at least a year's growth in i-Ready, as determined by comparing their BOY scores to their EOY scores.**

Description	Source	Total
<b>B1.S1.A1</b> - \$50/hr x 3 teachers = \$150/day x 3/wk = \$450/week \$450 x 10 = \$4500	Title I Part A	4,500
<b>Total Goal 1</b>		<b>4,500</b>