

Charlotte County Public Schools

# Neil Armstrong Elementary School



## 2019-20 School Improvement Plan

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# Neil Armstrong Elementary School

22100 BREEZESWEPT AVE, Port Charlotte, FL 33952

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

## Demographics

**Principal: Angie Taillon**

Start Date for this Principal: 7/22/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: B
<b>School Grades History</b>	2017-18: C 2016-17: B 2015-16: B 2014-15: B 2013-14: C
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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

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

Name	Title	Job Duties and Responsibilities
Taillon, Angie	Principal	
Hazeltine, Melody	Instructional Coach	
Sterbutzel, Julianne	Guidance Counselor	
Latta, Brenda	Assistant Principal	
Welchman, Candice	Other	
Sotello, Cassie	Attendance/Social Work	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	110	127	106	106	126	126	0	0	0	0	0	0	0	701
Attendance below 90 percent	21	15	11	19	12	10	0	0	0	0	0	0	0	88
One or more suspensions	0	0	3	0	1	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	4	17	13	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	1	15	28	0	0	0	0	0	0	0	44
	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	

**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	2	2	4	5	29	45	0	0	0	0	0	0	0	87

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	6	15	5	0	0	1	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

45

**Date this data was collected or last updated**

Monday 7/22/2019

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	18	14	10	7	15	18	0	0	0	0	0	0	0	82
One or more suspensions	7	2	3	5	0	4	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	0	0	25	23	21	0	0	0	0	0	0	0	69
Level 1 on statewide assessment	0	0	0	25	23	21	0	0	0	0	0	0	0	69
	0	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	0	0	14	5	13	0	0	0	0	0	0	0	33

**Prior Year - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	18	14	10	7	15	18	0	0	0	0	0	0	0	82
One or more suspensions	7	2	3	5	0	4	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	0	0	25	23	21	0	0	0	0	0	0	0	69
Level 1 on statewide assessment	0	0	0	25	23	21	0	0	0	0	0	0	0	69
	0	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	0	0	14	5	13	0	0	0	0	0	0	0	33

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

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

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	110 (0)	127 (0)	106 (0)	106 (0)	126 (0)	126 (0)	701 (0)
Attendance below 90 percent	21 (18)	15 (14)	11 (10)	19 (7)	12 (15)	10 (18)	88 (82)
One or more suspensions	0 (7)	0 (2)	3 (3)	0 (5)	1 (0)	1 (4)	5 (21)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	4 (25)	17 (23)	13 (21)	34 (69)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (25)	15 (23)	28 (21)	44 (69)
	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)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	74%	69%	5%	58%	16%
	2018	54%	63%	-9%	57%	-3%
Same Grade Comparison		20%				
Cohort Comparison						
04	2019	60%	57%	3%	58%	2%
	2018	60%	54%	6%	56%	4%
Same Grade Comparison		0%				
Cohort Comparison		6%				
05	2019	57%	56%	1%	56%	1%
	2018	66%	56%	10%	55%	11%
Same Grade Comparison		-9%				
Cohort Comparison		-3%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	69%	70%	-1%	62%	7%
	2018	59%	69%	-10%	62%	-3%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	60%	60%	0%	64%	-4%
	2018	70%	61%	9%	62%	8%
Same Grade Comparison		-10%				
Cohort Comparison		1%				
05	2019	59%	56%	3%	60%	-1%
	2018	67%	62%	5%	61%	6%
Same Grade Comparison		-8%				
Cohort Comparison		-11%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	59%	52%	7%	53%	6%
	2018	69%	63%	6%	55%	14%
Same Grade Comparison		-10%				
Cohort Comparison						



**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
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				

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	18	22	13	23	27	27	30				
ELL	30	27		50	55						
BLK	63	48		70	48		64				
HSP	53	47	19	58	61	55	46				
MUL	50	50		59	50						
WHT	66	53	21	70	56	32	75				
FRL	56	46	18	61	52	36	67				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	60
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	86
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	8
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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

<b>English Language Learners</b>	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
Federal Index - White Students	55
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	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### **Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends**

The lowest performance component was the math's lowest 25% gains. We were unable to hire highly-qualified teachers working with our ESE Co-Teach classroom, and in a fifth grade classroom. Therefore, long-term substitutes in the classrooms. The administration could have provided more support to the long-term substitutes. The administration should have checked lesson plans more often to check for fidelity in teaching the standards.

#### **Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline**

The greatest decline from the 18-19 school year was in Science. Our Science percentile rank fell from 70% to 61% for a decrease of 9 percentage points. We had two highly-qualified Science teachers leave our school for professional advancement, and were replaced by teachers who had not been responsible for teaching of Science. In hind sight, administration should have monitored lesson plans more frequently to ensure that the science standards were taught with fidelity. Also, we would have benefited from having monthly meetings to ensure all Science content was covered.

#### **Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

The data component that had the greatest gap was Mathematics Learning Gains of the Lowest 25%. Our school's score of 36% of the BL 25% making gains was 10% less compared to the state's score of 46%. Therefore, long-term substitutes in the classrooms. The administration could have provided more support to the long-term substitutes. The administration should have checked lesson plans more often to check for fidelity in teaching the standards.

#### **Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement was in our ELA Lowest 25% Gains. The percent of students in ELA Lowest 25% Gains in 17-18 was 18%, and in 18-19 the percent of students in ELA Lowest 25% Gains increased by 37 percentage points to 55%. Our school used Words Their Way with fidelity, and teachers in grades 4 and 5 used the DBQ Method to improve writing and critical thinking. In addition, three of our 3rd grade teachers were trained in the DBQ Method.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

In 4th grade Neil Armstrong has 29 students and in 5th grade we have 45 students that have two or more early warning indicators. Another area of concern is the fifteen retained students in kindergarten. We have identified the students and have put remedial programs/teachers in place to support their educational needs.

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

1. Increase the percentage of students making learning gains in the lowest 25% in Math.
2. Reduce the achievement gap in math between students without disabilities and students with disabilities.
3. Increase the proficiency on the NGSSS Science Test.
4. Increase the percentage of students making learning gains in the lowest 25% in ELA.

**Part III: Planning for Improvement**

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	Neil Armstrong Elementary will increase the percentage of students making learning gains in the Lowest 25% in Math.
<b>Rationale</b>	For two consecutive years, 36% of Neil Armstrong students in 4th and 5th grades made learning gains in the Math Lowest 25% component compared to the district's average of 42%.
<b>State the measureable outcome the school plans to achieve</b>	Neil Armstrong will improve the Learning Gains in Math Lowest 25% from 36% in 18-19 to 56% in 19-20; a gain of 20 percent.
<b>Person responsible for monitoring outcome</b>	Angie Taillon (angie.taillon@yourcharlotteschools.net)
<b>Evidence-based Strategy</b>	<p>Neil Armstrong's strategy to improve the Learning Gains is to raise the level of math fluency so that students can perform calculations and solve problems quickly and accurately.</p> <p>The standard of math fluency is found at every grade level in the Florida Math Standards.</p>
<b>Rationale for Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Core Curriculum of Ready Math.</li> <li>2. Ready online resources found in the Ready Toolbox.</li> <li>3. iReady Math Discourse Cards</li> <li>4. Remedial teachers</li> <li>5. iReady Computer Labs before school and after school</li> <li>6. Comprehensive Math Framework</li> <li>7. School-wide Action Step</li> <li>8. Formative Loop</li> <li>9. XtraMath</li> <li>10. CUBES Strategy</li> </ol>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Neil Armstrong implemented an inclusive co-teach model with an ESE teacher and a Gen Ed teacher to support ESE students in the general education class in grades 1-5.</li> <li>2. Teachers will use the Core Curriculum of Ready Math.</li> <li>3. Teachers will use weekly formative assessment in the form of Ready Math exit tickets to determine which students need additional remediation and ongoing support.</li> <li>4. Teachers will give Lesson Quizzes at the end of each lesson to assess students' mastery on content taught and to determine which students need ongoing instruction and/or remedial support</li> <li>5. Teachers will give the Ready Unit Assessments at the end of each unit.</li> <li>6. Teachers will give Ready Math's FSA Practice Tests.</li> <li>7. Teachers will give one iReady Growth Monitoring Assessment in Math each nine weeks and monitor how students perform.</li> <li>8. Paraprofessionals will provide support during small group math instruction and WIN time.</li> <li>9. Neil Armstrong will hire two remedial teachers that will push in to support the lowest 25%.</li> <li>10. Neil Armstrong will have a before-school and after-school iReady</li> </ol>

Clubs to support students performing in the bottom 25%.

11. The district's Comprehensive Math Framework will be introduced by our Lead Teacher who helped create it. She will share and model what a model math block should look like.

12. We will sure evidence-based and research-based Tier II and III interventions at our weekly meetings to ensure our struggling students receive the timely interventions.

13. We instituted an Action Step to increase students' math fluency in every grade level this year.

14. In first and second grades, Formative Loop will be used to increase math fact fluency for approximately five minutes per student every day based on individual needs.

15. In grades 3-5, students will increase fluency in their use of math facts by using the online XTRAMath program.

16. In fifth grade, the teachers are using the CUBES strategy to help student solve word problems.

17. iReady Discourse Cards were purchased last year to help teachers model effective questioning techniques using academic vocabulary.

18. The teachers will use the iReady Math Discourse Cards to help students improve their mathematics learning and thinking into words.

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

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<b>#2</b>	
<b>Title</b>	Neil Armstrong will close the Achievement Gap in Math between students with disabilities compared to students without disabilities.
<b>Rationale</b>	The Achievement Gap in Math Achievement between student with disabilities and the students without disabilities was 27% in 18-19.
<b>State the measureable outcome the school plans to achieve</b>	Neil Armstrong will close the achievement gap in Math between students with disabilities compared to students without disabilities from 27% to 17%; a decrease of 10 percent.
<b>Person responsible for monitoring outcome</b>	Angie Taillon (angie.taillon@yourcharlotteschools.net)
<b>Evidence-based Strategy</b>	<p>Neil Armstrong's strategy to improve the Learning Gains is to raise the level of math fluency so that students can perform calculations and solve problems quickly and accurately.</p> <p>The standard of math fluency is found at every grade level in the Florida Math Standards.</p>
<b>Rationale for Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Use of the Core Curriculum of Ready Math.</li> <li>2. Use of the Ready online resources found in the Ready Toolbox.</li> <li>3. Use of IReady Math Discourse cards</li> <li>4. Hired two remedial teachers</li> <li>5. Institute two iReady Labs before school and after school</li> <li>6. Comprehensive Math Framework</li> <li>7. School-wide Action Step</li> <li>8. Formative Loop</li> <li>9. XtraMath</li> <li>10. CUBES Strategy</li> </ol>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Neil Armstrong implemented an inclusive co-teach model with an ESE teacher and a Gen Ed teacher to support ESE students in the general education class in grades 1-5.</li> <li>2. Teachers will use the core curriculum of Ready Math.</li> <li>3. Teachers will use weekly formative assessment in the form of Ready Math exit tickets to determine which students need additional remediation and ongoing support.</li> <li>4. Teachers will give Lesson Quizzes at the end of each lesson to assess students' mastery on content taught and to determine which students need ongoing instruction and/or remedial support</li> <li>5. Teachers will give the Ready Unit Assessments at the end of each unit.</li> <li>6. Teachers will give Ready Math's FSA Practice Tests.</li> <li>7. Teachers will give one iReady Growth Monitoring Assessment in Math each nine weeks and monitor how students perform.</li> <li>8. Paraprofessionals will provide support during small group math instruction and WIN time.</li> <li>9. Neil Armstrong will hire two remedial teachers that will push in to support the lowest 25%.</li> <li>10. Neil Armstrong will have a before-school and after-school iReady Clubs to support students performing in the bottom 25%.</li> </ol>

11. The district's Comprehensive Math Framework will be introduced by our Lead Teacher who helped create it. She will share and model what a model math block should look like.
12. We will sure evidence-based and research-based Tier II and III interventions at our weekly meetings to ensure our struggling students receive the timely interventions.
13. We instituted an Action Step to increase students' math fluency in every grade level this year.
14. In first and second grades, Formative Loop will be used to increase math fact fluency for approximately five minutes per student every day based on individual needs.
15. In grades 3-5, students will increase fluency in their use of math facts by using the online XTRAMath program.
16. In fifth grade, the teachers are using the CUBES strategy to help student solve word problems.
17. iReady Discourse Cards were purchased last year to help teachers model effective questioning techniques using academic vocabulary.
18. The teachers will use the iReady Math Discourse Cards to help students improve their mathematics learning and thinking into words.

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

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**#3**

**Title** Neil Armstrong will increase the proficiency on NGSSS Science Test.

**Rationale** Neil Armstrong fifth grade students fell in proficiency on the NGSSS Science test from 70% in 17-18 to 61% in 18-19.

**State the measureable outcome the school plans to achieve** Neil Armstrong will increase the percentage of students scoring proficient on the NGSSS Science by 4%.

**Person responsible for monitoring outcome** Brenda Latta (brenda.latta@yourcharlotteschools.net)

**Evidence-based Strategy** Neil Armstrong's strategy to improve NGSSS Science proficiency is to utilize the Claim, Evidence and Reasoning Framework as a scaffolded way to teach the Scientific Inquiry Method.  
The rationale is to improve the quality of student learning by enabling them to acquire the abilities of inquiry, develop knowledge of scientific ideas, and understand the work of scientists.

**Rationale for Evidence-based Strategy**

1. Use the Core Curriculum of Elevate Science
2. As a School-wide Action Step, each classroom will complete a minimum of two science labs monthly.
3. Fifth grade Pearson Elevate Florida Assessment Workbook
4. Daily Science Notebook used by students in K-5
5. Science Word of the Day for the STEM teacher
6. Sarasota County's Science Boot Camp
7. Use of the district's K-5 STEM Support Curriculum Map
8. Grade-level Science experts
9. Monthly Team Meetings to discuss Science journals
10. Fifth grade teachers and the STEM teacher will meet with the CCPS Science C&I person.

**Action Step**

**Description**

1. As a School-wide Action Step, each classroom will complete a minimum of two science labs using the Claim, Evidence and Reasoning Framework (CER) monthly. These results are marked on individual classroom and grade-level WIG walls.
2. Fifth grade students will use the Pearson Elevate Florida Assessment Workbook weekly and discuss the students' results in weekly discussions.
3. All students will have a daily Science Notebook that they will write in daily.
4. Our S.T.E.M. teacher will share a science vocabulary word, a sentence with the science vocabulary word, and ask a science question daily. The answer will be provided the next day on the news.
5. The fifth grade teachers will use Sarasota County's Science Book Camp.
6. STEM teacher will use the district's K-5 STEM Support Curriculum Map and Pacing Guide for science.
7. Fifth grade teaches will view and discuss the videos created by R. Jorgenson from EES.

8. All teachers will be expected to follow the district's Curriculum Map and Pacing Guide for Science.
9. Grade-level Science experts will ensure each grade level teacher completes two science experiments and complete the Claim, Evidence and Reasoning Framework (CER) lab sheet.
10. Each grade level will bring their Science journals to monthly Team Meetings to discuss student participation and to ensure that ALL students are writing in their journals.

**Person  
Responsible**

Angie Taillon (angie.taillon@yourcharlotteschools.net)

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**#4****Title**

Neil Armstrong will increase the percentage of students making learning gains in the Lowest 25% in ELA.

**Rationale**

Neil Armstrong made strong growth in ELA Lowest 25% in 18-19. We want to continue this trend by increasing the number of students making gains by 1% in 19-20.

**State the measureable outcome the school plans to achieve**

Neil Armstrong will improve the Learning Gains in ELA Lowest 25% from 55% in 18-19 to 56% in 19-20; a gain of one percent.

**Person responsible for monitoring outcome**

Angie Taillon (angie.taillon@yourcharlotteschools.net)

**Evidence-based Strategy**

Neil Armstrong's strategy to improve the Learning Gains by identifying the foundational skills that students must master before they can become fluent readers.

The Standard of Foundational Skills is found at every grade level in the Florida ELA Standards. To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills.

1. Core Curriculum of LAFS and IReady.

2. DRA

3. "Reading A to Z" Fluency Passages

4. Fry Sight Word Lists

5. "Super Phonics"

6. "Words Their Way"

7. Comprehensive Literacy Framework

8. Fluency Checks

9. Fountas and Pinnell Leveled Literacy Intervention (LLI)

10. "Sadlier" Vocabulary books

11. STAR Assessment

12. "Cracking the Code" program

13. LIM Action Step of "Words Read"

14. Accelerated Reader

**Rationale for Evidence-based Strategy****Action Step**

1. Neil Armstrong implemented an inclusive co-teach model with an ESE teacher and a Gen Ed teacher to support ESE students in the general education class in grades 1-5.

2. Teachers will use the Core Curriculum of LAFS and iReady.

3. Teachers in K-2 will use DRA, A to Z Fluency passages, Fry Word lists, and Super Phonics.

4. Teachers will use Words Their Way for word study instruction in grades 3-5.

5. Paraprofessionals will provide support during small group math instruction and WIN time.

6. Neil Armstrong will hire two remedial teachers that will push in to support the lowest 25%.

7. Neil Armstrong will have a before-school and after-school iReady

**Description**

- Clubs to support students performing in the bottom 25%.
8. The district's Comprehensive Literacy Framework will be used by all teachers.
  12. We will sure evidence-based and research-based Tier II and III interventions at our weekly meetings to ensure our struggling students receive the timely interventions.
  9. We instituted two Leader in Me Action Step to increase students' "Words Read" in AR by ten percent each month.
  10. Teachers in grades K-5 will complete Fluency Checks at the beginning, middle, and end of the year.
  11. The bottom 35% of student in ELA Achievement will complete fluency checks monthly.
  12. Neil Armstrong has implemented an Intensive Literacy teacher at each grade level to support the students in the lowest 25% with paraprofessional push-in support.
  13. Students in grades 3-4 who fall into the ELA Lowest 25% will use the program, "Cracking the Code."
  14. The Co-Teach and Intensive Literacy teachers in grades 1-5 will utilize the Fountas and Pinnell Leveled Literacy Intervention (LLI).
  15. In fifth grade, all teachers are using the Sadlier Vocabulary books to increase comprehension of texts.
  16. Teachers will use the STAR assessment to assess students' reading level and guide their independent reading.
  17. Teachers will use the Neil Armstrong planner as a way to communicate with parents about academics, attendance and behavior.
  18. Teachers will receive professional development on the Fountas and Pinnell Leveled Literacy Intervention (LLI) system.
  19. The Family Center and the AFA will support our students' reading skills though book checkout.

**Person Responsible**

Brenda Latta (brenda.latta@yourcharlotteschools.net)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

**Part IV: Title I Requirements**

**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

NAES will utilize various means and efforts to involve parents in our Title I programming decisions. Parents will be invited to the Annual Title I Meeting, via a phone call, flyer, email,

social media and also on our marquee. Parents will be encouraged to sign-up for membership with our SAC and PTO Committees to give input on how our funds are spent, to help form policies and to discuss ways to improve our school. Parents will also have an opportunity to offer suggestions via our website. NAES staff members, parents and community members will be encouraged to participate in our Parent Involvement Planning Team where the team will review strategies for working with all of our students. In addition, we will provide a parent timely notice 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 will be invited to attend a minimum of one Student-led Conference in their child's classroom this year to review how their child is doing in each subject area. Data walls will be hung in each grade level hallway to share with our stakeholders as to how our students are performing in ELA and Math. iReady reports will also be sent home with each student so that parents are informed of their child's ongoing progress a minimum of three times this school year for reading and math. Parents are provided with student progression plans, reporting academic standing.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **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**

The School Counselor and School Social Worker provide individual counseling on an as needed basis. Teachers or parents can refer a child to see the counselor or social worker at any time. The school counselor uses a comprehensive school counseling program focused for all students on academic and career development, personal and social development, community involvement, and global citizenship development. Our student mentors are trained and provided with curriculum to help support our younger students with their social-emotional needs. All students sign the "Bully Promise" that is posted in the hallway. Staff members also mentor students who are in need of adult mentors. We also teach the words of the week to our Positive ASTROs, and students are able to earn awards for displaying characteristics of the words that are studied. We read "Have you Filled a Bucket Today?" and encourage students to fill other students and staff member's emotional bank accounts. We recognize prompt Positive ASTROs for being to school on time and ready to learn before the late bell rings. Some teachers use Class Dojo to manage behavior in the classroom.

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

The school provides readiness assessments to incoming kindergarten students that may or may not have attended voluntary pre-kindergarten programs. NAES hosts "Meet Me for Muffins," during which time, the area Kindergarten students and their parents are invited for an exciting day at school.

The Core Leadership Team divides parents into groups, and each Core Team member leads a group on a planned campus tour. Everyone gets a firsthand experience with NAES. All upcoming kindergarten students were assessed the week before school started and then students were placed accordingly. All students were assessed before they were placed into a class. The school provides an annual kindergarten expectations meeting for parents to educate

them on current standards, curriculum, and procedures. Outgoing fifth grade students attend a meeting at their intended middle school. Files are reviewed, closed, and transitioned by the school guidance counselor. Assistant Principal communicates attendance and behavioral concerns with middle school assistant principal.

**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**

The district drives curricular decisions that are made with input of teacher committees. Then shared by the Principal, Assistant Principal, and the Lead Teacher. 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. MTSS meetings are scheduled per the needs of individual students. The School Advisory Committee (SAC) meets monthly with a focus on the school improvement plan. The Partnership Performance Council (PPC) is a collaborative decision making team comprised of a representative from K-2, 3-5, ESE, Special Areas, and administration that meets monthly, always focusing on the School Improvement Plan (SIP).

As a Leader in Me Lighthouse school, our Lighthouse/Positive Behavior Support team meets monthly to align student leadership with student achievement. The school leadership team meets monthly with the grade level program planners. Then the program planners facilitate weekly team meetings.

The school accesses i-Ready and EDIS 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.

NAES facilitates scheduled monthly professional development meetings, child talk sessions, and professional learning communities.

It is the responsibility of the Principal, Assistant Principal, Lead Teacher, School Counselor, ESE

Liaison, and District Personnel to determine the most efficient use of these programs. Principals,

Assistant Principals, School Counselor, ESE Liaison, and Lead Teachers meet with District Personnel to review the effectiveness of programs, personnel, and funding.

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

At NAES, we hold an annual Community Leadership Day where our student leaders partner with community members to visit various classrooms and showcase our student leadership skills. After the Leadership Day, our students receive feedback from the community members that will assist them in their future.

Our Neil Armstrong 4th graders participate in a two-day field trip hosted by the Charlotte

Harbor Environmental Center (CHEC). The fourth grade students learn about our local estuary. CHEC gathers funding from local businesses to pay for transportation and learning materials for students to complete prior to their trip.

After the Neil Armstrong Elementary Annual Title I meeting and Open House, we have twenty-four different businesses, local agencies, several local not-for-profit organizations who set up displays at our annual Neil's Nuggets of Knowledge to inform the school's parents of free or low cost activities available to their children and/or services available to assist struggling families.

### Part V: Budget

1	III.A	<b>Areas of Focus: Neil Armstrong Elementary will increase the percentage of students making learning gains in the Lowest 25% in Math.</b>				<b>\$210,340.59</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0111 - Neil Armstrong Elementary School	Title, I Part A	2.0	\$119,310.22
	5100	750-Other Personal Services	0111 - Neil Armstrong Elementary School	Title, I Part A	0.2	\$12,272.40
	5400	130-Other Certified Instructional Personnel	0111 - Neil Armstrong Elementary School	Title, I Part A	1.0	\$62,854.31
	5100	120-Classroom Teachers	0111 - Neil Armstrong Elementary School	Title, I Part A	1.0	\$15,903.66
2	III.A	<b>Areas of Focus: Neil Armstrong will close the Achievement Gap in Math between students with disabilities compared to students without disabilities.</b>				<b>\$69,270.82</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0111 - Neil Armstrong Elementary School	Title, I Part A	2.0	\$56,916.11
	5100	150-Aides	0111 - Neil Armstrong Elementary School	Title, I Part A	0.2	\$9,355.20
	6400	120-Classroom Teachers	0111 - Neil Armstrong Elementary School	Title, I Part A		\$2,999.51
3	III.A	<b>Areas of Focus: Neil Armstrong will increase the proficiency on NGSSS Science Test.</b>				<b>\$0.00</b>
4	III.A	<b>Areas of Focus: Neil Armstrong will increase the percentage of students making learning gains in the Lowest 25% in ELA.</b>				<b>\$99,123.18</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0111 - Neil Armstrong Elementary School	Title, I Part A		\$29,100.00
	5100	392-Subagreements greater than \$25,000	0111 - Neil Armstrong Elementary School	Title, I Part A		\$4,000.00

	5100	500-Materials and Supplies	0111 - Neil Armstrong Elementary School	Title, I Part A		\$32,091.63
	6400	310-Professional and Technical Services	0111 - Neil Armstrong Elementary School	Title, I Part A		\$8,000.00
	6400	330-Travel	0111 - Neil Armstrong Elementary School	Title, I Part A		\$3,000.00
	6400	390-Other Purchased Services	0111 - Neil Armstrong Elementary School	Title, I Part A		\$2,800.00
	6400	510-Supplies	0111 - Neil Armstrong Elementary School	Title, I Part A		\$600.00
	6400		0111 - Neil Armstrong Elementary School			\$15,851.85
	6100	330-Travel	0111 - Neil Armstrong Elementary School	Title, I Part A		\$200.00
	6100	390-Other Purchased Services	0111 - Neil Armstrong Elementary School	Title, I Part A		\$300.00
	6100	392-Subagreements greater than \$25,000	0111 - Neil Armstrong Elementary School	Title, I Part A		\$500.00
	6100	510-Supplies	0111 - Neil Armstrong Elementary School	Title, I Part A		\$2,679.70
<b>Total:</b>						<b>\$378,734.59</b>