

Charlotte County Public Schools

# East Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## East Elementary School

27050 FAIRWAY DR, Punta Gorda, FL 33982

<http://www.yourcharlotteschools.net/ees>

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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.

## I. School Information

### School Mission and Vision

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

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

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

Student Success

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
White, Melissa	Principal	Instructional staff evaluations, School Advisory Council, Instructional Staff Concerns, Parent concerns related to staff, student placement, PPC co-chair, Master Schedule, District and State Budget, Intervention Schedules, Threat Assessment Team member, County Bargaining member
Blondun, Kim	Assistant Principal	SSPPC- co chair, Support staff evaluation, safety and discipline concerns, NET coordinator, PBIS chair, Threat Assessment Team member, Parent Involvement Plan Chair, Transportation communication, CCPS Vape Task Force member
Wideikis, Karisa	School Counselor	MTSS Coordinator, ELL screening, Character Education, Threat Assessment Team member, Group/ Individual Counseling, IQ testing, 504 Coordinator, Hospital Homebound Contact, County MTSS team member, PPC member
Baker, Trista	Attendance/ Social Work	Threat Assessment Team member. attendance team member, risk assessment team evaluator, Family Resource Liaison, PBIS member
Lynch, Lori	Reading Coach	Literacy Leadership Team chair, Intervention scheduler, NET mentor, Reading intention specialist, Tier 3 support for non reading endorsed teachers
O'Hara, Christine	Instructional Coach	Professional Development coordinator, Leading of weekly collaborative planning, member of the core team, leader of school action teams, PBIS member, school assessment assistance, MTSS team member, mentor teacher,

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP development will be initiated by the school leadership team. The team will meet during the first few weeks of school to form the framework of our school goals. During these meetings the team will analyze data to develop an area of focus and a plan for improvement. Following this meeting the SIP will be presented to staff to gather any feedback. The final step is to present the SIP to SAC for feedback before submitting to the state.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP this year will be revisited at each grade level collaborative planning weekly. Our SIP goals will translate into our school WIGS (Wildly Important Goals) as well. Following each FAST assessment the leadership team will gather all data to analyze the progression of the SIP goals. Intervention group data will also be analyzed at each trimester. The plan and action steps will be revisited each trimester by the leadership team to see if adjustments need to be made.

Demographic Data	
<b>2023-24 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>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	23%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>2021-22 ESSA Identification</b>	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2021-22: B  2019-20: B  2018-19: B  2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	39	39	33	30	39	0	0	0	180
One or more suspensions	0	3	1	2	3	3	0	0	0	12
Course failure in English Language Arts (ELA)	0	0	0	1	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	1	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	4	20	27	0	0	0	51
Level 1 on statewide Math assessment	0	0	0	0	4	17	37	0	0	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	7	12	11	20	0	0	0	60

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	3	19	41	0	0	0	64

Using the table above, complete the table below with the number of students identified retained:

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

### Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	51	24	33	30	27	0	0	0	166
One or more suspensions	0	3	1	1	1	4	0	0	0	10
Course failure in ELA	0	0	0	0	12	17	0	0	0	29
Course failure in Math	0	0	0	4	13	11	0	0	0	28
Level 1 on statewide ELA assessment	0	0	0	0	4	22	18	0	0	44
Level 1 on statewide Math assessment	0	0	0	0	3	18	20	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	13	2	10	8	0	0	0	46



**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	2	7	15	0	0	0	25

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	3	5	4	2	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	51	24	33	30	27	0	0	0	166
One or more suspensions	0	3	1	1	1	4	0	0	0	10
Course failure in ELA	0	0	0	0	12	17	0	0	0	29
Course failure in Math	0	0	0	4	13	11	0	0	0	28
Level 1 on statewide ELA assessment	0	0	0	0	4	22	18	0	0	44
Level 1 on statewide Math assessment	0	0	0	0	3	18	20	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	13	2	10	8	0	0	0	46

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	2	7	15	0	0	0	25

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	3	5	4	2	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**District and State data will be uploaded when available.**

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	63			69			69		
ELA Learning Gains	61			62			57		
ELA Lowest 25th Percentile	51			43			43		
Math Achievement*	68			71			70		
Math Learning Gains	65			58			59		
Math Lowest 25th Percentile	61			43			39		
Science Achievement*	59			53			68		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress									

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	428
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

## ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	3	
ELL				
AMI				
ASN				
BLK				
HSP	62			
MUL				
PAC				
WHT	62			
FRL	56			

## Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	63	61	51	68	65	61	59					
SWD	35	39	28	42	51	40	40					
ELL												
AMI												
ASN												
BLK												
HSP	54	57		65	71							
MUL												
PAC												
WHT	64	63	54	69	64	58	62					
FRL	57	58	52	62	59	61	46					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	69	62	43	71	58	43	53					
SWD	45	47	38	42	31	31	18					
ELL				50								
AMI												
ASN												
BLK												
HSP	64			55								
MUL												
PAC												
WHT	71	64	39	75	61	47	58					
FRL	63	56	40	65	55	36	49					

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	69	57	43	70	59	39	68					
SWD	33	43	43	35	45	37	40					
ELL	31			62								
AMI												
ASN												
BLK												
HSP	58	43		57	43		62					
MUL	75			75								
PAC												
WHT	70	59	48	70	61	43	68					
FRL	58	56	39	61	58	39	61					

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

**School, District and State data will be uploaded when available.**

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school 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 data component that showed the lowest performance was Math gain in our bottom 25%. The contributing factor to this was Tier 2 and 3 interventions. There was a lack of time in the master schedule to perform these interventions. A lack of Do the Math for classroom teachers was also identified on the instructional teacher survey at the end of the school year. East Elementary last year had approximately 45-60 minutes (including intervention time) in the master schedule for math. We also had five complete kits of Do the Math and service about 25 students in our Tier 2 "STAR" rooms. Most of our "STAR" room times we serviced our ELA Tiered students.

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

Our Science proficiency showed the most significant decline from the school year prior. Our Science proficiency score declined from 59% to 47%. A similar decline was also seen in our district formative assessment average with our 5th-grade students. We feel this was attributed to the loss of our additional Science theme special class in addition to loss of learning in our Science pacing guide.

**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.**

When looking specifically at ELA achievement we analyzed the greatest gap compared to the state in 5th grade ELA achievement. Our 5th grade scored 54% the state was 55%

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

Analysis of data from 2022-2023 didn't show any improvement in any areas. Our school has already taken action to correct our deficiencies for the new 2023-2024 school year.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Based of EWS East Elementary will focus on school wide attendance rates. We had 180 students with missing more then 10% of the school. Our culture area of focus will also be used to improve this area of concern with attendance tracking with in the classroom.

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

1. Math LG bottom 25%
2. Math LG school wide
3. Science Proficiency
4. Math Achievement
5. Increase in positive behavior (analyzed by Focus discipline data)

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One of our highest priority of improvement is our learning gains in Math of our bottom 25%. This area of focus was identified because of the 48% (C) that was earned in 2022-23 school year. In addition, our subgroup of SWD showed below 41% for 3 consecutive years.

**Measurable Outcome:**

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

For the 2023-2024 school year, East Elementary will increase the LG of bottom 25% in the area of Math from 38% to 54% (16 point increase) as measured by Florida Assessment of Student Thinking (FAST).

**Monitoring:**

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

The LG of bottom 25% will be monitored at each progress monitoring (3 times a year). In addition, county wide formative assessments (Reveal) will be used to track Tier 2 and Tier 3 students at weekly collaborative planning. This data will also be analyzed at trimester data days with grade level teams. Students will also be provided math intervention through a multi-tiered system of support to include Mathematics. Administration will also regularly check that lesson are on pace according to the CCPS pacing guide and are including rigorous stand based instruction.

**Person responsible for monitoring outcome:**

Christine O'Hara (christine.ohara@yourcharlotteschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Do the Math will be the ESSR rated intervention that will be used to increase LG of bottom 25 % in the area of Math. This intervention will also be used during ESE minutes for SWD. The program will be used during Math intervention time as dictated in the master schedule.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Do The Math provides teachers and students with easy access to all lessons, interactive visual models, and games to engage and challenge learners within and beyond the walls of the classroom. Students have the flexibility to explore, make mistakes, and have fun with the range of tools and games designed to build their fluency and understanding of key concepts. It also includes pre and post assessments that can be used for MTSS needs.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

Christine O'Hara, Lead Teacher will administer pre and post tests for Do the Math intervention program

**Person Responsible:** Christine O'Hara (christine.ohara@yourcharlotteschools.net)

**By When:** Within the first month of school all students who are Tier 2 or 3 in mathematics will be using Do the Math intervention program. All data will then be uploaded to Edis.

Reveal assessments will be complete by classroom teacher and discussed at each weekly collaborative planning.

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

**By When:** Following the CCPS pacing guide data will be uploaded and discussed at next collaborative planning meeting.



## #2. ESSA Subgroup specifically relating to Students with Disabilities

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The subgroup of SWD was identified as an additional target for support and improvement because of a three year period of below 41%.

### Measurable Outcome:

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

For the 2023-24 school year the SWD will meet or exceed the 41% ATSI percentage of achievement. This goal will be achieved by the implementation of strong ESSR rated programs.

### Monitoring:

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

This area will be monitored by our ESE team, leadership core team, and general education teacher following formative assessment with adopted curriculum, Florida Assessment of Student Thinking progress monitoring, and informal assessments (varies).

### Person responsible for monitoring outcome:

Melissa White (melissa.white@yourcharlotteschools.net)

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Benchmark program, Steps to Advance Literacy Connection will be used to provide ELA support during ESE daily minutes. Teachers will also use SIPPS and LLI in a small group setting.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Steps to Advance Literacy Solutions targets the often overlooked Language Comprehension strands of Scarborough's Reading Rope, building knowledge and vocabulary while developing reading skills in striving readers. SIPPS provides systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. The LLI systems are designed to be used with small groups of students who need intensive support to achieve grade-level competencies in grades K through 5+.

### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### Will this evidence-based intervention be funded with UniSIG?

No

### Action Steps to Implement

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

ESE teachers will have collaborative planning and IEP writing each Friday. During this time the teachers will meet with gen ed teachers of their ESE students to update and track goals.

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

**By When:** This will begin the beginning of the school year and the meetings will have each Friday.

Benchmark unit assessment scores are tracked for SWD. Students are expected to complete all unit assessments according to the CCPS pacing guide with given accommodations. Data is discussed following assessments at weekly collaborative planning.

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

**By When:** During weekly collaborative planning all data will be uploaded by teachers and tracked by lead teacher and admin.

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The area of focus will be character education that will set the goal of increasing attendance awareness and positive behaviors. According to EWS 180 students missed more than 10% of the school year.

**Measurable Outcome:**

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

For the 2023-2024 school year East Elementary will strive for less than 10% school wide attendance loss for preK-5. This will include full day absences and follow the CCPS Code of Conduct of 3=1 when analyzing tardies and early releases.

**Monitoring:**

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

This area will be monitored by the School Based Attendance team consisting of staff, school social worker, and assistant principal. Monthly reports will be pulled from EDIS. The reports pulled will be attendances, reassignments, discipline (pertaining to absences), and students in multi-tiered system of support. Reports will be shared with all stakeholders (SAC), monthly team leader meetings, and monthly core team meetings.

**Person responsible for monitoring outcome:**

Trista Baker (trista.baker@yourcharlotteschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Leader in Me program will be used school wide.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The Leader in Me data tracking format will be used in each classroom to track monthly data. By tracking data it will increase awareness of attendance concerns to the student and family.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

Everyday (per the master schedule) teachers will have 15 to 20 minutes to track all academic and attendance data with students.

**Person Responsible:** Kim Blondun (kim.blondun@yourcharlotteschools.net)

**By When:** By the end of each month Mrs. Blondun and Mrs. Baker (social worker) will update school on monthly attendance rates and students of high concern.

Students in the MTSS attendance data will be pulled and students who are missing more than 10% will be referred to the attendance team (admin and social worker) .

**Person Responsible:** Kim Blondun (kim.blondun@yourcharlotteschools.net)

**By When:** MTSS meeting take place weekly.

The Leader in Me modules will be completed with the goal of 1 module each week (4 lessons in each module).

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

**By When:** Each week admin will do walk throughs during the Leader in Me time as dictated in the master schedule. Feedback will be given immediately to teachers.

**#4. Instructional Practice specifically relating to Science****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Science proficiency was recognized as an area of crucial need for growth. We have seen a decline in Science deficiency in the past three years. Most recently our Science proficiency based off of NGSSS assessment was 47%.

**Measurable Outcome:**

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

Our goal for Science proficiency is to increase to a 61% or higher in 5th grade during the 2023-2024 school year.

**Monitoring:**

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

The area of focus will be monitored by instructional core during unit assessments and district formative assessment. Administrative walk throughs during the science block time of the day will take place regularly to ensure lessons are rigorous and rooted in standards along with high levels of engagements. Benchmark ELA assessment will also be analyzed when contain science standards.

**Person responsible for monitoring outcome:**

Melissa White (melissa.white@yourcharlotteschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Supplemental Science programs such as Generation Genius and Mystery Science will be used in Maker's Lab, STEM, and in Science class.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Many students are below grade level in Science and show a deficiency in grade level science vocabulary.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

The school is providing ALL students with a Science Notebook. This notebook will be used during Science instruction in the classroom. STEM, and Maker's Lab. The goal of the notebook is to encompass Science vocabulary and hands on investigation completed by students into daily use and documentation.

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

**By When:** Many students are below grade level in science, and thus lack the necessary background knowledge to understand the material. By incorporating instruction related to reading, writing, and vocabulary into science, students would be able to better understand the content and be more engaged. A

study published in the International Science Journal of Education showed that 43% of students who received Literacy-embedded Science instruction scored higher than students that received standard science instruction.

Admin will meet with Stem and Maker's Lab teacher to discuss Science standards being taught with the use of the CCPS pacing guide. Meeting notes will be given to grade level to ensure clarity on Science outside the gen ed classroom.

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

**By When:** Admin will meet with STEM and Maker's Lab teacher each trimester.

Admin will set a 20 day action plan to perform 3 informal observations to monitor rigor, pacing, and evidence of Marzano elements. Teacher will receive immediate feedback.

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

**By When:** Within the first 20 days of school (not including state testing days and county wide meetings off campus).

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Schoolwide Improvement funds are allocated to schools annually as a per pupil allocation based on Survey 3 FTE data. Supplemental federal funds are allocated to schools as requested by school leadership and based on need. Schools complete the Federal Programs Consultation Survey to request funds needed to support their school improvement areas of focus. The federal programs team reviews each request and approves on an individual basis giving priority to schools designated as CSI, TSI, and ATSI respectively.

School improvement funds will be used on program to support Tier 2 and Tier 3 ELA and Math intervention.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

The SIP will be shared at our first SAC meeting with all stakeholders to include parents, staff, and community members. The areas of focus will be displayed around the campus and in all classrooms. Collaborate planning weekly agendas will also state the school SIP goals. Our monthly newsletter will state our SIP goals and give parents updates following FAST progress monitoring. All updated data can be printed for parents upon request in their home language.

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

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our school website <https://www.yourcharlotteschools.net/ees> will contain our school mission statements, SIP goals, parent involvement opportunities, upcoming assessments, family events, and clubs and organizations on campus. Teachers are required to have "face to face" meetings with in the first trimester along with a grade level Parent Curriculum Night to be completed within the first month of school.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESSA 1114(b)(7)ii)**

East Elementary will strengthen our academic program with the use of adopted core curriculum and maintaining pace and rigor of expectations set by CCPS. Teachers will participate in collaborative weekly planning lead by instructional core team, submit lesson plans for inspection weekly, and be an active participant in school action teams. Actions teams will be divided into four groups. They are, school wide success, students success, staff success, and family involvement.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

East Elementary works with Drug Free Charlotte County, Harry Chapin, Boys and Girls Club, Yah Yah Girls (food program), Girls on the Run, and Valerie's House, Patterson Foundation, and local churches to provide services and items for our student population.

**Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Our core team presents all service available within the school house at our back to school meeting. All teachers are allowed to refer a student to one of our mental health staff at any time. They may do this through email, phone call, or google form. Selected students also participate in anger management groups, play therapy, Zones of Regulation, and various 1:1 counseling as needed or specified in a specific plan.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

The district director for CTE has developed a three-year plan to integrate career technical education at all levels K-12 to ensure that all student graduate with a plan for enrollment, employment, or enlistment.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

Our school incorporates PBIS, Leader in Me, and Restorative Practices principles to seek alternate forms of discipline for students. Monthly PBIS events are held to celebrate positive behavior along with "Eagle Grams" for both academic and behavior successes. Suite 360 is also used as a proactive approach to behaviors that may result in discipline.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Various times a month our teachers are provided professional development and data meetings that focus on their needs in the classroom. These meetings are presented to all instructional staff and in smaller team meeting formats. New teachers are provided a year long mentor, monthly meetings with admin, and days allocated for instructional rounds within CCPS. Teachers who move grades or subjects areas are also provided these supports with the school.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

East Elementary offers a PreK ESE program for the 2023 school year. In addition, CCPS offers a kinder transition campus during the summer. This can include East Elementary students. Our school also works with the Patterson Foundation in distributing Kinder Readiness Bags to neighboring VPK programs.