

Charlotte County Public Schools

Neil Armstrong Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Neil Armstrong Elementary School

22100 BREEZESWEPT AVE, Port Charlotte, FL 33952

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

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.

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, 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
Hazeltine, Melody	Principal	Developing and implementing School-wide Science Plan, Hiring remedial teachers, MTSS Attendance Team, and Progress, Proficiency, and Perseverance parade
Welsh, Brianna	Assistant Principal	Remediation "Rise-Up" Club, MTSS Attendance Team, and Progress, Proficiency, and Perseverance parade.
Lisson, Barbie	Dean	Mentoring and PBIS incentives
Sterbutzel, Julianne	School Counselor	MTSS Attendance Team, Mentoring, and Progress, Proficiency, and Perseverance Parade
Morazes, Lisa	Attendance/ Social Work	Mentoring, MTSS attendance team
Cook, Heather	Math Coach	Evidence-based Math Intervention
Finch, Karon	Instructional Coach	Evidence-based Math Intervention, Mentoring, PBIS incentives, MTSS Attendance Team, and Progress, Proficiency, and Perseverance Parade.
Becher, Colin	Teacher, K-12	STEM Boot Camp

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 process for involving stakeholders started with a district meeting to learn the new format, talk about goal setting and root analysis, and work with school leadership to start the SIP development by analyzing data and reviewing prior SIP plans. Then the school leadership team invites the school core team members, teachers, and school staff to a SIP planning meeting. During this meeting, data is reviewed and areas of focus are identified with action steps and the person responsible for each area. Plans are decided upon when the steps will be implemented. Finally, the SIP plan is presented to the School Advisory Council for suggestions and feedback. The SAC will review the data, areas of focus, action steps, and other plans for improvement.

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 plan will be reviewed with district personnel and school leadership. NAE will keep the SIP monitoring will be an ongoing agenda item for NAE's core team. The core team meets every two weeks and progress will be monitored and updated by the person responsible within the plan. The core team will propose changes and discuss best practices in meeting the state's academic standards. The PPC will review the SIP as well and offer suggestions for effective implementations. In addition, the school's action teams will discuss the SIP progression after each progress monitoring assessment window at staff meetings. Data will be reviewed for all students, highlighting the students with the greatest achievement gap and targeted students. The SIP planning team will review the plan at MOY with MOY PM data. As we move towards end-of-the-year assessments the SIP and data will be updated according to the data and feedback from stakeholders. The SAC will review the plan at MOY.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	48%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	

School Grades History	2021-22: C
	2019-20: B
	2018-19: B
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

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	2	58	31	30	31	30	0	0	0	182
One or more suspensions	0	6	5	2	4	5	0	0	0	22
Course failure in English Language Arts (ELA)	0	0	0	2	33	13	0	0	0	48
Course failure in Math	0	0	0	0	13	11	0	0	0	24
Level 1 on statewide ELA assessment	0	0	0	3	16	22	0	0	0	41
Level 1 on statewide Math assessment	0	0	0	2	16	29	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	22	19	13	19	17	0	0	0	90

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	4	2	3	32	37	0	0	0	78

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	2	16	3	2	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	3	54	33	25	27	26	0	0	0	168
One or more suspensions	1	3	2	3	6	3	0	0	0	18
Course failure in ELA	0	0	0	13	25	13	0	0	0	51
Course failure in Math	0	0	0	12	16	22	0	0	0	50
Level 1 on statewide ELA assessment	0	0	0	2	15	23	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	1	13	13	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	33	34	13	3	17	0	0	0	102
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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	1	1	0	2	10	19	0	0	0	33

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	16	6	2	3	0	0	0	0	30
Students retained two or more times	0	1	0	0	0	0	0	0	0	1

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	3	54	33	25	27	26	0	0	0	168
One or more suspensions	1	3	2	3	6	3	0	0	0	18
Course failure in ELA	0	0	0	13	25	13	0	0	0	51
Course failure in Math	0	0	0	12	16	22	0	0	0	50
Level 1 on statewide ELA assessment	0	0	0	2	15	23	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	1	13	13	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	33	34	13	3	17	0	0	0	102
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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	1	1	0	2	10	19	0	0	0	33

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	16	6	2	3	0	0	0	0	30
Students retained two or more times	0	1	0	0	0	0	0	0	0	1

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*	56			62			67		
ELA Learning Gains	51			62			59		
ELA Lowest 25th Percentile	48			42			55		
Math Achievement*	60			67			66		

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Math Learning Gains	52			62			53		
Math Lowest 25th Percentile	46			48			36		
Science Achievement*	45			59			61		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	69			59			86		

* 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)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	427
Total Components for the Federal Index	8
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	42			

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%
ELL	53			
AMI				
ASN				
BLK	49			
HSP	52			
MUL	46			
PAC				
WHT	54			
FRL	53			

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	56	51	48	60	52	46	45					69
SWD	36	40	40	46	58	42	35					
ELL	44	44		53	56							69
AMI												
ASN												
BLK	47	39	60	52	56	50	39					
HSP	51	50	45	65	52	50	35					69
MUL	58	31		58	38							
PAC												
WHT	61	58	52	61	52	42	52					
FRL	53	52	54	57	49	48	36					73

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	62	62	42	67	62	48	59					59
SWD	37	43	18	47	43	17	23					
ELL	48			61								59
AMI												
ASN												
BLK	51	53		67	73		65					
HSP	66	62		67	66	50	58					54
MUL	62	70		54	60		64					
PAC												
WHT	65	63		70	56		58					
FRL	56	59	36	62	60	47	51					50

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	67	59	55	66	53	36	61					86
SWD	49	55	55	39	35	30	30					
ELL	44	57		44	43							86
AMI												
ASN												
BLK	58	63		73	60		50					
HSP	55	60	69	55	50	44	50					86
MUL	73	76		60	50		82					
PAC												
WHT	72	57	41	70	52	28	64					
FRL	60	57	58	58	48	39	49					86

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.

Science is the lowest-performing component for NAE. We believe that contributing factors include a major hurricane, a lack of academic focus on the implementation of science, and a lack of fidelity to science plan implementation. This has been a declining trend for NAE for the past several years.

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

Math Lowest 25% gains was the greatest decline from the prior year. Factors that contributed to this decline were that 2023 was the first year with the new math series being used and new math standards. The loss of instructional time due to the hurricane and declining student attendance both contributed to the decline in L25 math gains.

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.

Science is the greatest gap when compared to the state average. We believe that contributing factors include a major hurricane, a lack of academic focus on the implementation of science, and a lack of fidelity to science plan implementation. This has been a declining trend for NAE for the past several years.

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

ELA achievement increased by 6% points. New actions included focusing in collaborative planning using backward design model, and increased fidelity checks, benchmark coaching, year two of the curriculum, pacing guides and common assessment data, and proficiency scales from the district.

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

Attendance

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

1. Science
2. Attendance
3. Math Gains

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 Benchmark-aligned Instruction**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.

In Science, achievement levels 3-5 were at 41%, which is a 4-point decline from the previous year. This is 10 points below the state average and is a trending issue. NAE Math gains were at 46%, a 6-point decline from the previous year and the most significant decline.

Measurable Outcome:

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

FAST PM data for math gains will reflect a minimum of an 8-point increase to 54%. In Science, we will see a 21 point increase on the Pearson FCAT Science assessment in achievement levels 3-5.

Monitoring:

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

Walkthrough data will be collected weekly in the area of teachers delivering explicit standards-aligned instruction. Lesson plans will be monitored for explicit standards-based plans that are aligned with the proficiency scales. We will discuss district assessments at collaborative planning to monitor progress towards the end of the year master of standards. We will maintain district pacing to make sure all standards are covered and taught with fidelity.

Person responsible for monitoring outcome:

Melody Hazeltine (melody.hazeltine@yourcharloteschools.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, Formative Loop, IXL, Frax

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The programs listed above are evidence-based and have been proven successful when used with fidelity.

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 STEM teacher will take fifth grade through a standards-based Science Boot Camp shared by the District Science C&I. The STEM teacher will use the last five weeks before the Science assessment for boot camp. We will implement a Science tier block following the 5th-grade specials for those five weeks. This program will be planned in the 3rd quarter to be implemented in the fourth quarter.

Person Responsible: Colin Becher (colin.becher@yourcharlotteschools.net)

By When: This program will be planned in the 3rd quarter to be implemented in the fourth quarter.

Evidence-based Math Intervention (Formative Loop and Do the Math) will be implemented at all grade levels during Math WIN to increase math gains. This will be evident in the master schedule and with grade-level tier documents. This will start at the beginning of the year and be implemented all year long.

Person Responsible: Heather Cook (heather.cook@yourcharlotteschools.net)

By When: This will start and be implemented by August 31, 2023.

School-wide science plan will be developed and implemented to create a school-wide effort in increasing Pearson Elevate unit science scores therefore increasing FCAT science scores. This will start at the beginning of the year and be implemented all year long.

Person Responsible: Melody Hazeltine (melody.hazeltine@yourcharlotteschools.net)

By When: This will start at the beginning of the year and will be fully implemented by September 2023.

Neil Armstrong will hire remedial teachers that will push into high-need classroom for math WIN to support the lowest 25% in math. The remedial teachers will be hired by the end of the first quarter and work for no more than 6 months. New remedial teachers will be hired by the end of the third quarter and will work for no more than 6 months.

Person Responsible: Melody Hazeltine (melody.hazeltine@yourcharlotteschools.net)

By When: The remedial teachers will be hired by the end of the first quarter and work for no more than 6 months. New remedial teachers will be hired by the end of the third quarter and will work for no more than 6 months.

Neil Armstrong will have an after-school Remediation "Rise Up" Club to support Tier 2 and Tier 3 students in math starting in the third quarter.

Person Responsible: Brianna Welsh (brianna.welsh@yourcharlotteschools.net)

By When: The club will be up and running by the end of the third quarter.

Neil Armstrong will provide awards for students in grades 3-5 who demonstrate proficiency throughout the year on their FAST Math Assessments and also hold a Progress, Proficiency, and Perseverance Celebration to celebrate all students who have growth and/or proficiency. We will hold this parade after PM2 in December/January and PM3 in April/May.

Person Responsible: Brianna Welsh (brianna.welsh@yourcharlotteschools.net)

By When: We will hold this parade after PM2 in December/January and PM3 in April/May.

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

About 25% of students at NAE are missing 10% or more days of school.

Measurable Outcome:

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

NAE will decrease the number of students from 25% to 10% that are missing 10% of the school days or more.

Monitoring:

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

NAE will have an empowering instruction PBIS action team that includes attendance. This action team will pull monthly data, and have incentives at the class level and school level. Attendance will be spoken about at the Core team meetings to review data and schedule conferences with chronically absent students. The Tiered intervention based on student data team members and/or Social Worker will meet with families to discuss the importance of being at school on time and all day long! Interventions will be implemented with Tiered intervention based on student data as needed.

Person responsible for monitoring outcome:

Lisa Morazes (lisa.morazes@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.)

PBIS, Tiered interventions based on student data

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We need students to be in the instructional environment as often as possible. We want to instill good choices to create a positive environment and accountability for student success.

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.

Neil Armstrong will offer mentoring opportunities to our identified K-2 students by having them work with identified third, fourth, and fifth-grade leaders. Attendance will be encouraged for the K-5 students to be in the mentoring program. This will be implemented by the end of the first quarter and will continue through the fourth quarter.

Person Responsible: Lisa Morazes (lisa.morazes@yourcharlotteschools.net)

By When: This will be implemented by the end of the first quarter and will continue through the fourth quarter.

Neil Armstrong will recognize good and improved attendance by utilizing a variety of incentives at the individual, class, and school levels. This will be implemented by the end of the first quarter and will continue through the fourth quarter.

Person Responsible: Barbie Lisson (barbara.lisson@yourcharlotteschools.net)

By When: This will be implemented by the end of the first quarter and continue through the fourth quarter.

The Tiered Intervention Based on Student Data attendance team will monitor students with attendance concerns, implement interventions, and communicate with families to increase the attendance of students with chronic attendance issues. This will be implemented by the end of the first quarter and will continue through the fourth quarter.

Person Responsible: Julianne Sterbutzel (julianne.sterbutzel@yourcharlotteschools.net)

By When: This will be implemented by the end of the first quarter and will continue through the fourth quarter.

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. NAE plans to use our School Improvement Funds to purchase academic materials that correlate to our action steps per area of focus. Staff and students will be using these academic materials to further their success. (For instance- incentives, rewards, copies, intervention resources, organizational materials, technology, pd materials, modeling resources, etc)

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 posted on the School webpage which can be translated in different languages. Print copies will be available in the main office. The link to the school website can be found here:
<https://www.yourcharlotteschools.net/Domain/1673>

The SIP will be shared with the school advisory committee to give feedback and input on our school

goals. Progress will be shared after each PM window. The SIP will be presented at the staff meeting at BOY to give feedback and input on our school goals. We will update the SIP after each PM window.

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))

The link to the school website can be found here: <https://www.yourcharlotteschools.net/Domain/1673>
We will develop a parent and family engagement plan that aligns with our mission, gets families more involved with valued traditions, and keep parents informed of students' progress through leadership notebooks within leadership days and quarterly student-led conferences.

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)

In both areas of focus, we are planning to strengthen the academic programs with evidence-based interventions in science and math and increase the amount of quality learning time with a focus on student attendance. NAE provides enriched programs for our students that are mastering grade-level standards.

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))

NAE works with YMCA, Cub Scouts, Girl Scouts, K-Kids, Ya-Ya Backpacks, and Girls on the Run to coordinate services to support students' success for all!

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))

NAE is a Leader in Me Legacy school the uses the LIM in its curriculum. NAE provides individual, small group, crisis, and classroom resilience support as well as referrals to outside community resources and services. We utilize the check and connect program. We have a food and clothing pantry for families in need which is supported through community donations and the Harry Chapin Foundation.

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).

Through early identification and child-talk intervention discussions as part of the MTSS process students will be identified for increased support and skills to function appropriately in the least restricted educational environment.

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))

Our district practice of supporting new educators with the NET program, such as the Harry Wong Classroom Management Strategies, Peer Mentors, and Educational Impact Courses. We also provide in-house PD on Leader in Me, 7-Habits, Kagan, Thinking Maps, Backwards Design, and Core Curriculum. All coaches have to attend the Coaching Academy to support teachers in core subjects. K-2 teachers attend Key Literacy and District Learning Communities to improve instructional strategies for student success.

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))

NAE assists preschool children in the transition by providing opportunities, such as FRE, Meet Me for Muffins, Kindergarten Round-Up and screening, staggered start, and Pre-K Summer Camp. The Pre-K programs are invited to all valued traditions that are held at the school.