

Charlotte County Public Schools

EAST ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Success for ALL.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Melissa White

Position Title

Principal

SSPPC

Staff Hiring

Behavior Assistance

Awards Assemblies

Leadership Team Member #3

Employee's Name

Christine O'Hara

Position Title

Math Coach

Job Duties and Responsibilities

Math Curriculum

Math Interventions

Math - TST

Model Lessons

Math Planning

Professional Learning

Math Deficiency Letters

Math Data

Math Data Walls

Data Days

Curriculum Nights

Math Online Curriculum

School Improvement Plan

Leadership Team Member #4

Employee's Name

Erin Taylor

Position Title

ELA Coach 3-5

Job Duties and Responsibilities

ELA Curriculum

ELA Interventions

ELA - TST

Model Lessons

ELA Planning

Professional Learning
Reading Deficiency Letters
Reading Data
Reading Data Walls
Data Days
Celebrate Literacy Week
LLT
Station Resources
Curriculum Nights
Reading Online Curriculum
School Improvement Plan

Leadership Team Member #5

Employee's Name

Lori Lynch

Position Title

ELA Coach K-2

Job Duties and Responsibilities

ELA Curriculum
ELA Interventions
ELA - MTSS
Model Lessons
ELA Planning
Professional Learning
Reading Deficiency Letters
Reading Data
Reading Data Walls
Data Days
Celebrate Literacy Week
LLT
Station Resources
Curriculum Nights
Reading Online Curriculum
School Improvement Plan

Leadership Team Member #6

Employee's Name

Lauren Cain

Position Title

Dean of Student

Job Duties and Responsibilities

Core Team

PBIS Co-Chair

School Improvement Team

Behavior Team

Buses

Track Discipline Data

Suspensions

Bully Prevention

PBIS Lessons

Bus Driver Appreciation

Restorative Justice Coach

Leadership Team Member #7

Employee's Name

Karisa Widiekis

Position Title

School Counselor

Job Duties and Responsibilities

Core Team

MTSS Coordinator

PBIS Team

School Improvement Team

Holiday assistance coordinator

Section 504 Coordinator

ELL/ACCESS Coordinator

Tier 1 Social/Emotional assistance

Short term individual counseling

Crisis Interventions

Family/parent liaison

Observations for intervention assistance

Group counseling

Risk Assessments

Lightspeed Alerts

Leadership Team Member #8

Employee's Name

Angela Sokolova

Position Title

Social Worker

Job Duties and Responsibilities

Core Team

PBIS Team

School Improvement Team

Mental Health Team

Attendance Team

Food Pantry

Threat Management Team

ESE Parent Contact
ESE Related services
ESE teacher support
Extended school year
FTE Data
PEER/IEPs
Staffing/Re-evals
Risers
Retention Team

C. Stakeholder Involvement and Monitoring

D. Demographic Data

[illegible]

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	19	30	21	27	33	28				158
One or more suspensions	0	2	1	2	6	2				13
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	0	0	0	1	5				6
Level 1 on statewide Math assessment	0	0	0	0	1	5				6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	16						16
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	11	6					17

Current Year 2024-25

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	1	3	3	1				9

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	10	4	4	1	0				21
Students retained two or more times	0	0	0	0	0	0				0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	46%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	412
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
46%	61%	61%	57%		58%	60%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

2022-23 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%

Language Learners				
Hispanic Students	56%	No		
Multiracial Students	46%	No		
White Students	58%	No		

Economic*1748 o	58%			
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2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA
SUBGROUP

FEDERAL
PERCENT OF
POINTS INDEX

SUBGROUP
BELOW 41%

NUMBER OF
BE32W 41%Asian StudentsESSA

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	52%	56%	50%	35%	51%	37%	31%	40%					60%
Students With Disabilities	20%	34%	33%	38%	23%	33%	33%	0%					
English Language Learners	31%		57%		38%	21%							60%
Hispanic Students	41%	40%	52%	29%	43%	39%	41%	25%					
Multiracial Students	46%				69%								
White Students	54%	60%	48%	34%	52%	37%	28%	43%					
Economically Disadvantaged Students	45%	49%	45%	35%	44%	32%	29%	37%					60%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS	

All Students	54%	65%			55%			48%					59%
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Students With Disabilities	21%	38%			20%			11%					
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English Language Learners													
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38%

8%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	63%		61%	51%	68%	65%	61%	59%		
Students With Disabilities	35%		39%	28%	42%	51%	40%	40%		
English Language Learners										
Native American Students										
Asian Students										
Black/African American Students										
Hispanic Students	54%		57%		65%	71%				
Multiracial Students										
Pacific Islander Students										
White Students	64%		63%	54%	69%	64%	58%	62%		
Economically Disadvantaged Students	57%		58%	52%	62%	59%	61%	46%		

E. 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.

[illegible]

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

During the 23-24 school year our daily average attendance increased .23% and our chronic absences went down 1.58%. After analysis we attribute this to our PBIS programs with the implementation of the Leader in Me program.

During monthly Attendance meetings the school social worker and assistant principal will analyze attendance data of our ESE and Hispanic population along with our students on reassignment.

Lowest Performance

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

Based on 23-24 data Math Lowest 25% Gains were the lowest performing. After analysis we discovered that interventions for Tier 2 and Tier 3 instruction were not done with fidelity. Collaborative planning focused on whole group instruction and not differentiation for bottom performing Math students. Our Master schedule also didn't allow for Tier 3 intervention with in the 60 minute math block.

Greatest Decline

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

Based on 23-24 data ELA lowest 25% gains had the greatest decline. After analysis of the data we identified intervention fidelity was the main factor along with instructional practices for whole group. Intervention programs were not provided by classroom teacher the majority of the time but by support personnel.

Greatest Gap

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 achievement was identified with the largest achievement gap when compared to the state average. The state average was 53% and East Elementary was 40%. The contributing factors are low performing reading achievement and large number of students reading below grade level reading expectations (Tier 2 and 3).

EWS Areas of Concern

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

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ELA gains is our identified area of focus because of low performance in ELA learning gains (50%) with a focus on L25. We have seen this as cohort concern in grade 3-5. We have seen low performance in FAST, district formative assessment, and MTSS monitoring assessments.

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

All classes in K-2 are above the 50% proficient based of FAST (STAR) assessments. Support personnel was equally allocated to all classes to aide the teachers in meeting the needs of Tier 2 and Tier 3 students.

IXL will be purchased to reinforce ELA standards.

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

The master schedule was created with four segments within the ELA block. The segments include, whole group, Tier 3, writing, and small group instructional time. Additional support personnel will be given to ELL students (within the Hispanic population) on a daily basis. During this time the students will use Benchmark ELL intervention program "My Language Companion".

Our teachers will be given additional professional development on supporting our ESE students within the class day. Teachers will also have additional resources from Benchmark to support their ESE students.

Grades K-2: Measurable Outcome(s)

We will continue to monitor students achievement at FAST progress monitoring examining both non proficient and proficient students.

Formative assessments will be uploaded to then be discussed and item analysis performed at each collaborative planning following the unit assessment.

Erin Taylor

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

This action step will be monitored by reviewing MTSS data, collaborative planning notes, state assessment, and DFA.

Action Step #2

Intervention Coach will coach and monitor use of evidence-based programs during ELA block for grades K-2. Teachers will also be expected to submit formative assessment scores following unit assessments.

Person Monitoring:

Lori Lynch

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

This action step will be monitored by reviewing MTSS data, collaborative planning notes, state assessment, and DFA.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Math gains is our identified area of focus because of low performance in Math learning gains (36%) with a focus on L25. We also identified barriers with time not being allotted for Tier 2 and 3 Math instruction.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Math learning goals with a focus on L25 will increase from an average of 36% for grade 3-5 to the district average of 55% within one school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored by DFA, state assessments, administration walk throughs, lesson

monthly school newsletter. In addition to grade level data, data for our ESE and Hispanic subgroups will be analyzed as well as our students on reassignment.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

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

Our SIP and our progress in our SIP will be shared at monthly SAC meetings. A flyer will also be made and put on our website, Peach jar, and hard copy will be sent home. The flyer will state our goals and action steps for the school year. Following each FAST progress monitoring classroom and grade level data walls will be updated to share with all stakeholders on campus.

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

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

At East Elementary we strive to maintain and grow our relationships with your families. Teachers are required to meet with parents in person within the 1st trimester. Following personal comments will be included in each report card. Parents will also keep close communication with the teachers through Remind and email. East also hosts many school wide events that invite our parents on campus for academic family evenings. These events will be focused around our SIP academic goals such as, Family Literacy Night.

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

We work cooperatively with all outside agencies that service our students. We schedule a preliminary meeting before services began with the teacher and member of the core team. This ensures that all parties have clear expectations with academic and any other needs moving forward.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

Our district is currently working on creating a Career and Readiness Guide for K-5 students. East Elementary holds a Career Day each winter. During this full day event students rotate and learn about over 25 careers. The presenters are from our community and Eagle families.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

Following Statewide Assessment students are identified as Tier 2 or 3 students. This requires teachers to instruction the student during various times during their academic day on their performing level. Research based curriculum is used by properly endorsed teachers. . Our MTSS system is supported by our instructional core team during weekly meetings. These meeting include not only our teachers and coaches but the parents of the students as well.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

East elementary has designated every Tuesday within the month as an opportunity for instruction staff to have instructional practice support and/or professional development. The schedule is as

follows: first Tuesday is staff meeting, second Tuesday is professional development presented by coaches, third Tuesday is child talk, and fourth Tuesday is PLC (Action teams).

This year we have also implemented a once a month professional learning opportunity for our support staff (paraprofessionals) that is presented by our academic coaches.

Strategies to Assist Preschool Children

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

East elementary currently has one classroom for PreK ESE children. This classroom allows the children an exploratory and engaging classroom. The instructional staff in the classroom attends monthly ESE meetings with our K-5 ESE team. In addition, the 2nd half of the year the classroom teachers collaborate with our kinder team to expose the students to kinder BOY expectations.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Prior to selection the Instructional Core Team (principal, assistant principal, academic coaches, guidance counselor, and ESE liaison) explore and discuss resource options for all students.

School administration also collaborative with district staff on current resources available for the ESE population.

The resources are then discussed weekly at collaborative planning. All instructional staff participate by "backward design" analysis the resource to see if effective for multiple sub groups. If found inadequate supplemental resource must be presented to principal or assistant principal.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

The following resources will be used all school year during Tiered 2, tier 3, and ESE instruction:

Benchmark Advance (ESE and intervention resource)-Benchmark Advance is a core literacy program for grades K–6 that aims to help students develop knowledge across 10 strands and prepare them for college, career, and citizenship. The program's rationale is to integrate reading, writing, speaking, and listening skills to help students understand and express complex texts. It also aims to support independent reading and encourage students to be active learners and collaborators.

LLI (intervention resource)-The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading.

Do the Math (ESE and intervention resource)-Do the Math is a research-based intervention program that helps students in grades 1–5 build a strong foundation in elementary arithmetic.

SIPPS (ESE and intervention resource)-SIPPS a research-based foundational skills program for grades K–12 that is proven to help new and striving readers, including multilingual learners and students identified with dyslexia, quickly develop the accuracy and automaticity needed for fluent, independent reading.

My Language Complain (Hispanic population resource)-Is an instructional resource that support purposeful English language development, amplify and accelerate learning, and help meet standards through content and literacy connections

Haggerty (ESE and intervention resource)-Aligned with Florida's B.E.S.T. Standards for 1st Grade, Heggerty's curriculum covers phonemic awareness: segmenting and blending phonemes, including digraphs, blends, trigraphs, and multisyllabic words.

IXL (ESE and intervention standardized practice)-IXL is a supplemental instruction tool that provides additional practice to support students' learning of specific skills.

AMIR-6.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00