

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, TBT1.0rbFya1000 g199.0/roup nd ImprovBT36.00

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.



[illegible]

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

[illegible]

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-popw d(Students retained two or more tN-57re-popw d(Students 8eETE

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		

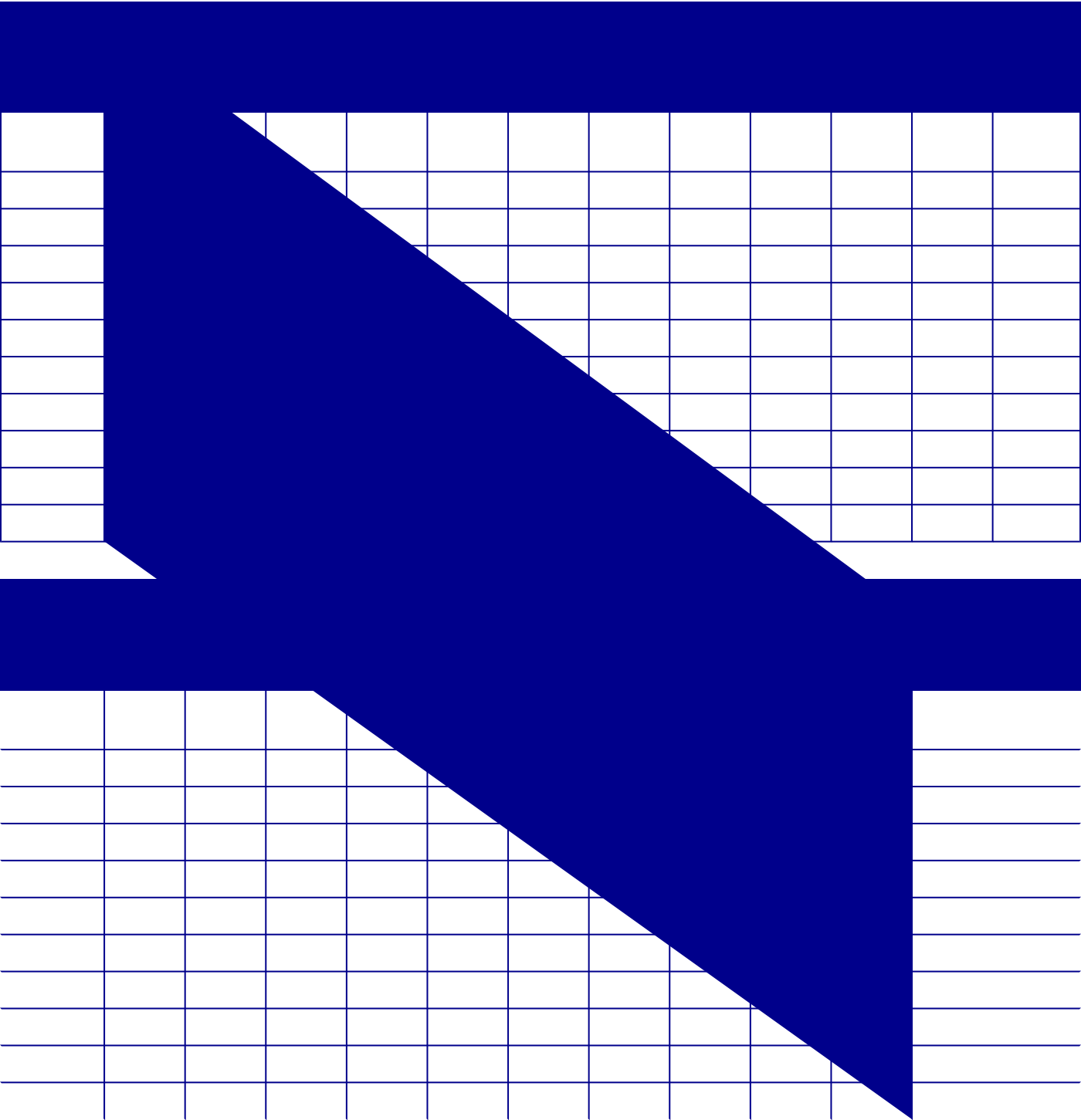


2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
ELL	53			
AMH				
ASN				
BLK	49			
HSP	52			
MUL	46			
PAC				
WHT	54			
FRL	53			

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 COMPO I/F1 ABILITY COB sc551.00aBT54.7500 1and was nr1a4.7500												



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?is evidence-based intconsyi9Td/F2 11.0000 TR

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

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.

