

Charlotte County Public Schools

East Elementary School



2017-18 School Improvement Plan

East Elementary School

27050 FAIRWAY DR, Punta Gorda, FL 33982

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

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) |
| Elementary School PK-5 | Yes | 90% |
| Primary Service Type (per MSID File) | Charter School | 2016-17 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 15% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | C | B | B* | C |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Charlotte County School Board on 9/26/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for East Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|---|-----------------------------------|
| Southwest - Julio Valle | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

Student Success!

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Students' Cultures:

Parents complete a language survey when registering their child. If any of the three questions is answered affirmatively, the guidance counselor administers a language screening and shares the results with the classroom teacher.

Through the use of several activities, students will share details about their home life, including the making of a "Me" bag, which allows them to share their interests, hobbies, traditions, etc.

In addition, some teachers may send home a survey to parents which includes questions regarding family members at home, learning styles, health issues, and any cultural aspects of the family the parent wishes to share (such as holidays celebrated, etc.) Students from other countries or who have family members from other countries are allowed/encouraged to share things from their culture, including clothing, food, etc.

During classroom story time, students are encouraged to compare and contrast their lives to characters in a story.

Building Relationships:

The "Me" bags and "All About Me" projects implemented in most classrooms allow the students to see what they have in common with the other students and their teacher.

Students' interests are incorporated into classroom lessons and their learning styles.

Behavior plans and the MTSS process are implemented in an effort to allow all students to experience success.

Staff members adopt families in need during the Holidays and other times throughout the year.

The school provides socks, underclothing, shoes, and outer clothes to students who come from economically disadvantaged homes.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

The students on campus feel safe with a full time school resource officer. The students also know that they can visit the guidance counselor at any time. The SRO and Guidance counselor go to each room and do a bully lesson. We also have an online bullying reporting system that parents and students can access via the school web site.

The students also know the safety procedures in regards to fire, code red and tornado drills. We have a fire drill once a month and have tornado and code red drills once a year.

The students also feel safe knowing that every person that walks thru the doors have to get a pass through the raptor system. This system verifies that the person is safe to enter.

The students at East feel respected because of the Leadership roles that they receive. All students on campus have some type of leadership role. This can be in the classroom or for the school itself.

Many of the leadership roles involve the children staying after school to help with Parent-Pickup and Bus Dismissal. Some students arrive early to help with putting up our American Flag. Our safety patrol students also come to school early to hold a leadership role by watching the stairwell, halls, and cafeteria to maintain a safe environment. Another Leadership role in our school is our news team. Every morning these students arrive early to practice lines and prepare for the news of the day.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

There is a school wide behavior system in place that is established at the yearly opening faculty meeting, this helps to implement a school wide set of expectations and accountability.

All classrooms utilize a behavior clip chart where students can “clip up” or “clip down.” Teachers have school and classroom rules posted that they view and utilize throughout their school day. Students who demonstrate exceptional behavior “clip up”. Eagle bucks, classroom parties, Amazing Eagle Leader awards, and school wide monthly student recognition encourage students to strive for success. SOAR parties are held four times each year. Any student who has not had a small or large referral since the last party is invited to attend. Communication with parents for positive student behavior is provided through teacher phone calls and emails.

Students acknowledge a need for their behavior to improve by “clipping down.” This builds responsibility and accountability on the student’s part. Students who cannot manage their behavior and “clip down” to “red”, the lowest level, either receive a short referral form that is sent home to be signed by a parent or are referred to school administration for consequences and/or counselling. Administration provides numerous consequences to misbehavior, such as conferencing with the student's parent to develop strategies for better behavior, after school detentions, and either in or out-of-school suspensions. Teachers implement individual behavior plans for students who need special behavior accommodations.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school has a full time guidance counselor available to meet with students who need to talk with someone about emotional distress. The counselor provides students with techniques to help them effectively deal with bullying issues. Our school social worker and resource officer work together to ensure that our students are being cared for at home and in school. Our guidance counselor, social worker, and resource officer play a role in building self-confidence and self-worth within our students. Our district office also has resources available in case of tragic or high stress situations, such as a

natural disaster, bus accident, death, etc.

We also have community programs, such as Charlotte Behavioral Health Services, that provide counseling services to students in need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school tracks the students' attendance by using FOCUS. Parents are able to track their child's attendance by logging onto FOCUS at home. In addition to attendance, teachers are able to track the number of suspensions students have had through the FOCUS system. Attendance information is on the students' end of year pink and blue cards. The teachers at the school track the students' retentions and FSA scores in a variety of ways. Teachers are able to access the students' records on FOCUS and conference forms. In addition, teachers are also notified at the beginning of the school year if a student has been retained by accessing the information from the students' pink and blue cards.

The early warning systems data noted in this SIP is from Second Semester of the 2015-2016 school year.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 16 | 9 | 7 | 12 | 7 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 67 |
| One or more suspensions | 0 | 1 | 2 | 1 | 0 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Course failure in ELA or Math | 0 | 0 | 0 | 36 | 26 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 102 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 9 | 27 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|----|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 4 | 9 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

In order to improve the academic performance of students who have early warning signs, we implement many strategies to help these students achieve success. First, as a school we promote attendance by giving out awards to the students with perfect attendance during our trimester and end of year awards. In addition the students who have perfect attendance throughout the year receive a t-shirt at the end-of-year awards ceremony, which they wear on the last day of school. The perfect attendance t-shirts are color coded to correspond to the number of years the student has received perfect attendance. We will implement a weekly attendance program. The class with the highest school wide attendance percentage will receive an attendance plaque and a blue eagle head. The class with the highest attendance percentage per grade level will receive a red eagle head.

If a student misses five unexcused days of school, the student will receive an attendance letter. These letters inform the parents of the students' absences and reinforce the importance of being at school every day. In addition there is a section on the report card where teachers can check if the students' attendance has impacted their academic performance.

If the students' attendance does not improve the school social worker and the school resource officer will speak with the family. They will make a home visit to the parents and try to remedy the situation by finding the underlying issue of why the student is not attending school.

Students who have one or more suspensions, will be put on a behavior plan to ensure their time spent at school is successful. Whenever possible the teachers keep the students in the classroom and implement classroom management strategies. When necessary, teachers will implement an individual behavior plan for students. This plan can be overseen by our assistant principal, Mrs. Keegan. Mrs. Keegan is also able to meet with the student and encourage them to make better choices. Mrs. Keegan will also talk with the parents to discuss the importance of being in the classroom and a plan of action to ensure the student is successful in the classroom. When necessary if a student has made an infraction that warrants a suspension, if applicable the student will receive an in-school suspension.

In addition, many of our students do not have a form of transportation other than the buses. If a student is suspended off the bus often times they are not able to attend school. In order to encourage the students to have excellent bus behavior the school has implemented a bus rider of the month reward. K-2 students and 3-5 students will have one student each. These students are recognized on the news to promote positive choices on the bus.

When a student has been retained or has scored a Level 1 or a 2 on statewide assessments, we have a variety of strategies that are implemented to ensure their success. These students participate in differentiated computer-based instruction such as the iReady program and REFLEX math program. We have also implemented WIN time where students are divided into intervention teams by standard. The lowest seven students in the grade level receive intervention from the ESE teacher. This intervention addresses the specific skills with which they are struggling. Two Paras will push into the lowest classroom intervention groups during WIN time for math and ELA..

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/424005>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our local Kiwanis Club has made monetary donations to support student achievement. In addition, they read to each Kindergarten class twice a year and distribute copies of the book they read to each kindergarten student. The Kiwanis sponsors a K-Kids after-school club at East.

World Vision, in conjunction with PGT, donated backpacks filled with school supplies for students in need.

Yah Yah Girls distributes snacks weekly to provide additional food for the weekends. These students are chosen by the teachers based on need.

Punta Gorda Walmart and the local Walmart Distribution Center have supported our school for the last few years. They have donated gift cards to teachers to use for their classroom needs. They have also donated school supplies for families who are unable to afford them.

The Punta Gorda Garden Club has donated gardening supplies to help our school Garden Club create a vegetable garden. Third-fifth grade students gain firsthand knowledge in what it takes to plant a garden and harvest the vegetables. This reinforces the science standards students are expected to know by the end of their elementary schooling.

Solar Cooking club has been given a voucher by Detwilers of Sarasota to cover food related expenses when going to compete in competitions.

Our local Publix supports our PTO by donating food and supplies when needed for events. This helps our PTO hold events to celebrate and encourage student growth and success. They also donate school supplies for students in need.

The Punta Gorda Winn Dixie also supports our PTO by donating food and supplies for our students and school wide events.

At The East Elementary Extravaganza, which is the annual Title I meeting and Open House, several local not-for-profit organizations set up manned displays to inform the school's parents of free or low cost activities available to their children and/or services available to assist struggling families.

Several elected officials and local business owners volunteer at our annual Reading Day. These volunteers read and discuss stories with the students. They not only tell our students stories, but they also teach our students about individuals that made an impact in our country and local history.

Punta Gorda creates many opportunities for our students throughout the year. Annual Arbor Day events for our 1st grade students are held in April. They learn how to plant and care for trees. The students get to plant a tree in one of our Punta Gorda parks for the community to enjoy. The City of Punta Gorda pays for the transportation of our students.

The historical society will spend a day teaching our students about Florida Native Americans through a variety of activities- engaging the students.

Charlotte Harbor Environmental Center provides a two-day field trip for fourth grade students to learn about our local estuary. They gather funding from local businesses to pay for transportation and learning materials for students to complete prior to their trip.

Girls on the Run empowers girls while building strength and agility in a physical sport. The girls are supported through community and family members while attending their 5K run.

The Rotary Club donates dictionaries to each third grade student.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|-------------------|---------------------|
| Carr, Lori | Principal |
| Wideikis, Karisa | Guidance Counselor |
| Keegan, Heidi | Assistant Principal |
| McQueen, Robyn | Instructional Coach |
| Moradian, Natasha | Instructional Coach |

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Dr. Lori Carr, Principal: Co-Chair of PPC, SAC; Chair of Literacy Committee; Member of PTO. Responsible for scheduling Professional Development activities requested by the staff. Works with parents to support the school/home connection; Collaborates with members of the School Leadership Team to review grade level data and discuss key students; meets with teachers monthly to discuss student progress and design instructional interventions; observes/evaluates teachers and recommends changes to instructional practice

Heidi Keegan, Assistant Principal: Co-Chair of the SSPPC; member of the Literacy Committee, PTO; Responsible for student discipline interventions and resultant parent conferences; Collaborates with the Lead Teacher to review grade level data and provide support in the MTSS process; Textbook coordinator; Responsible for all aspects of state required assessments; observes/evaluates teachers.

Natasha Moradian, Lead Teacher: Provides professional development sessions in curricular and instructional areas; provides coaching and mentoring assistance; facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing; works with Guidance Counselor and School Psychologist to assist teachers at MTSS meetings.

Robyn McQueen, Reading Coach: The reading coach will provide professional development, mentoring, and coaching opportunities to teachers of grades K-5. The reading coach will focus on grades K-5 for the implementation of CLF, particularly in the areas of Guided Reading and Literacy Workstations.

Mariela Croker, ESE Liaison: Facilitates IEP meetings; collaborates with ESE and classroom teachers to enhance the instructional program for ESE students

Kerri Masini, Psychologist: Conducts testing and observations as part of the MTSS/ESE referral process; mentors selected students; assists teachers' during the behavioral MTSS process

Karisa Wideikis, Guidance Counselor: oversees MTSS process and chairs MTSS meetings; mentors students; conducts classroom lessons on bullying; conferences with parents on a variety of issues involving the mental well-being of students; administers all state required ELL testing to ELL students; coordinates services for ELL students.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Academic and behavioral warning systems help to identify students in need of interventions through a Multi-Tiered System of Supports (MTSS). Early and timely interventions can only occur when we have a system that alerts us of the concerns. Currently, the district has three systems that provide information to help make timely adjustments necessary for Student Success.

Focus-provides a variety of district reports regarding retention, referrals, ESE and ELL status, and attendance. Focus automatically generates 5 day and 10 day attendance letters to communicate a concern to the parents (guardians). In addition to the existing Focus reports, the Information Communications System (ICS) team is available to support school-based criteria for a custom report. School Portal and i-Ready provide a wide variety of academic reports that address both local and state assessment results. They use a color-coded system and School Portal utilizes filters which give the user opportunity to clearly see/identify students in need of intervention.

It is the responsibility of the Principal, Assistant Principal, Lead Teacher and District Personnel to determine the most efficient use of these programs. Principals, Assistant Principals, and Lead Teachers meet with District Personnel monthly to review the effectiveness of programs, personnel, and funding.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|------------------|-------------------|
| Cindy Halsey | Parent |
| Lori Carr | Principal |
| Jamie Eastwood | Parent |
| Cheryl Jones | Parent |
| Melissa Pope | Parent |
| Shirlou Fisher | Parent |
| Diana Snead | Teacher |
| Hannah Bair | Parent |
| Michael Robishaw | Parent |
| Lee Ann Wharton | Parent |
| Heather Garcia | Parent |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

A presentation was made to the School Advisory Committee in August, where test scores were reviewed. The 2016-2017 SIP was reviewed, with a discussion of which strategies are being revised, discontinued, and/or continued for the 2017-2018 school year.

b. Development of this school improvement plan

Parent feedback from the August SAC meeting was brought back to the School Improvement Plan writing team, and several of their suggestions were incorporated into this plan. There was parent representation during the writing of the SIP plan. The School Improvement Plan is reviewed at each SAC meeting, with an update on the strategies and progress toward meeting the goals.

c. Preparation of the school's annual budget and plan

The budget is a direct reflection of the strategies incorporated into the School Improvement Plan, both of which reflect recommendations made by the SAC.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

There were no school improvement funds allocated to East Elementary last year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|----------------------|---------------------|
| Carr, Lori | Principal |
| Cason, Kelly | Teacher, K-12 |
| Durning, Christina | Teacher, K-12 |
| Harvard, Michelle | Teacher, K-12 |
| McQueen, Robyn | Teacher, K-12 |
| Ryan, Santa | Teacher, K-12 |
| Meerman, Meridith | Teacher, K-12 |
| Lynch, Lori | Teacher, K-12 |
| Herndon, Erin | Teacher, K-12 |
| Keegan, Heidi | Assistant Principal |
| Lasanska, Amber | Teacher, K-12 |
| McNamara, Anne Marie | Teacher, K-12 |
| Eller, Katy | Teacher, K-12 |
| Carlson, Sabrina | Paraprofessional |
| Moradian, Natasha | Instructional Coach |
| Limona, Stefanie | Teacher, K-12 |
| Heidgerken, Sharon | Paraprofessional |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The school’s Literacy Leadership team promotes literacy in the school by implementing numerous reading challenges throughout the year. All of the reading challenges that occur throughout the year are themed to elicit student interest and excitement.

Students in grades 3-5 are challenged to read all fifteen of the Sunshine State Young Readers books. The students show their comprehension by taking and passing an Accelerated Reader test. The students are rewarded with prizes after reading a specific number of books. In addition, students are able to vote for their favorite Sunshine State Reader book after reading three books.

We also encourage the lower grades to read by incorporating age appropriate challenges. The Literacy Leadership team encourages students to participate in the reading challenges by selecting genres that are of high interest to the students. For example in Kindergarten and first grade the students read Clifford books and for every five books read the students are eligible to win a prize. In second grade the students participate in the Super Sleuth Reading Challenge. The students read mystery books and if they meet a set number of Accelerated Reader points they are invited to the culminating activity which consists of receiving a mystery detective packet and solving a mystery.

In order to continue to motivate the students at the end of the year, the students in all grade levels participate in a word count challenge. Each grade level chooses a reward that is motivating to the students.

The Literacy Leadership Team's goal is to motivate the students to develop a love of reading. We try to select interest based themes that will encourage the students to read new books that may interest them.

The literacy team provides many challenging reading programs Wheel Deal is a school-wide program

that promotes literacy. This is a motivational award system to encourage students to gain points in the Accelerated Reader system. Turkey races in November is another way to use the AR program to encourage reading fluency and comprehension.

Family reading nights in the library bring the parents and students together to read and develop strategies. These nights allow the children to flourish in a relaxed environment to show how reading is an enjoyable activity for the whole family.

Many volunteers from the community read Dr. Seuss books to our students on designated days. Students enjoy listening to their favorite books read by a special guest.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are given the opportunity to join committees to be a part of forming a successful school. They hold leadership roles within these committees as well. They build communication and collaboration skills as they plan, discuss, and implement new ideas and thoughts throughout the school. Every other Tuesday staff meeting is designated for professional development to address the Comprehensive Literacy Framework. Teachers also have the opportunity to share successes and celebrations that involve themselves, students, or their teams. Teachers meet in vertical teams to discuss items of interest to all grades, such as student discipline strategies and parent involvement. Each team has a team leader who meets in vertical team meetings and communicates the information to their team. Thursday team meetings allow teachers time to examine and discuss rigor and engagement within their classrooms, as well as student progress of the lowest 25%. They formulate plans together to learn and grow off one another. Instruction presented in the classroom is strengthened by these days. Data days provide collaborative planning time to promote students success. Opportunities for social collaboration are provided after school once a trimester by the social committee.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

All applicants submit resume, references, and application packet to the County Office. Applicants are reviewed through the Charlotte County Public School web site. In order to be granted an interview at East Elementary, the applicant must have a 3.5 or better grade point average, have at least 3 quality professional references, and be ESOL endorsed. In addition, Reading endorsement is preferred. Prior experience at the applicable grade level is considered as well. The interview process typically includes administration and 1 or more team members from the applicable grade level.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The school participates in the District NET Program (New Educator Training). Each new educator is paired with a peer mentor at the school site. The peer mentor must have completed the Clinical Educator Training. The NET teacher and peer mentor meet at least once a week and log their conversations on a

form provided by the Professional Development Center (PDC). A list of “must discuss” topics are provided by the PDC. At the end of the year the form is submitted to the NET coordinator at PDC. The peer mentor assists the NET teacher in preparing for their observations, by explaining and offering guidance with the required paperwork. The NET teacher and peer mentor also work collaboratively throughout the year on the NET Portfolio. At the end of the year the portfolio is submitted to the building principal. If the portfolio is approved the building principal submits the program completion paperwork to PDC indicating that the NET teacher has either completed the program or will remain in the program for an additional year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school uses the District created Curriculum and Pacing Guides for all grade levels. These guides have designed a scope and sequence for teachers to follow which aligns current materials with the Florida Core Standards. The use of i-ready software is aligned with the Florida standards, as well. The district provided i-ready instructional workbook lessons, have been added to the Curriculum Guide's scope and sequence, aligned under the appropriate standard.

Teachers and Administration utilize the Standards Based Instructional System to ensure that lessons at the building level are aligned. Teachers, along with Administration participate in Data Days. These days are spent sharing data obtained from grade level assessments and targeted school trends. Areas for enrichment and remediation are determined during these meetings.

Principals and District Leadership Team meetings provide school leaders with the tools to assist their faculties in areas of instructional leadership.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

East Elementary uses the data from i-Ready and FSA to provide information for teachers to use in differentiated instruction. Each grade level team meets after the i-Ready diagnostic test is given to determine which students need to switch their WIN group. Teachers also use the diagnostic test results to drive their ELA and Math instruction in the classroom. Intensive instruction, WIN, is provided thirty minutes, four days per week in ELA and Math.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 300

The Literacy Initiative Committee meets before the end of the school year to determine a summer reading challenge to promote reading throughout the summer. Each year the students are encouraged to read a variety of books to earn points towards special prizes. The prizes range from an ice cream party to a spending spree at the school's book fair.

Strategy Rationale

To encourage and promote literacy over the summer the students are given the opportunity to participate in the summer reading challenge. The activities presented in the summer reading challenge are activities that are developmentally appropriate for the students. Each of the grade levels have a rubric designed to show the students the expectation. This also informs the parents about the grade level expectations.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Carr, Lori, lori.carr@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

In order to determine the effectiveness of this program the literacy initiatives committee will look at the beginning of the year diagnostic scores iReady.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Preschool children who visit the Family Center are provided the same services as their older siblings. Through a partnership between Title I and the Imagination Library, PreK parents are being invited to enroll in the Imagination Library. Once enrolled, they will be mailed a book each month, along with strategies for the parent to use with their child when enjoying the book together.

Representatives from both East and Baker meet annually to discuss each of the ESE students who attend PreK at Baker and are slated to attend East as a Kinder student for the purpose of developing a transition plan that will support the child as they transition from PreK to Kindergarten.

Mrs. Dionisio, Principal of Punta Gorda Middle School, attends a SAC meeting to answer questions that parents have regarding their child's transition to middle school. The area middle schools also hold an Open House in May to allow fifth grade students and families to meet the teachers, administrators, and staff. Students are able to tour the school and become familiar with the building(s). They are then given an opportunity to give input on the elective classes they would like to take in sixth grade. Fifth grade teachers are also asked to refer students for special programs or activities.

Before the school year begins in August the middle schools have another open house for these incoming sixth graders. They are able to find out what their schedule is going to be, meet their teachers, and walk through the schedule so that they feel prepared for their first day of middle school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement
4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

The percentage of L25 students proficient in Reading or Math declined significantly.

The percentage of students making sufficient growth also declined, but not as severely as the L25 students.

The percentage of students proficient in Reading or Math increased minimally.

Our school grade dropped from a high B to a high C.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

There was very little additional support, other than the teacher, for the L25 students. Two ESE teachers were serving K-5, so there wasn't enough time for them to serve all academically needy students. The teachers focused on students who scored Level 2, in an attempt to make them a Level 3.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** East Elementary School will increase the percentage of proficient students on the FSA by targeting identified students who scored in the lowest 25%, scored in levels 1 or 2, or did not make a learning gain the previous year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. East Elementary School will increase the percentage of proficient students on the FSA by targeting identified students who scored in the lowest 25%, scored in levels 1 or 2, or did not make a learning gain the previous year. 1a

G089784

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| ELA Achievement District Assessment | 62.0 |
| ELA/Reading Gains District Assessment | 65.0 |
| ELA/Reading Lowest 25% Gains | 57.0 |
| FSA Mathematics Achievement | 68.0 |
| Math Gains | 63.0 |
| Math Lowest 25% Gains | 52.0 |
| Statewide Science Assessment Achievement | 62.0 |

Targeted Barriers to Achieving the Goal 3

- Some students have limited phonics knowledge and application
- It takes extensive time to remediate students who are performing below grade level, and to increase the rigor for students who are performing above grade level.
- Student behavior takes away from the learning of themselves and others.
- Retention of highly-qualified staff and replacement as staff members retire or transfer to other locations.

Resources Available to Help Reduce or Eliminate the Barriers 2

- i-Ready
- LAFS & MAFS Florida Ready Workbooks (Grades 1-5)
- C-Palms
- Pearson Reading and Math core curriculum
- Remediation Intervention team
- Unravel reading and math strategy
- Tuesday Morning PLC
- Team Meetings
- Child Talk Meetings
- Data Days
- Common Core Math 4 Today
- Substitutes for observations for NET/mentor teachers
- Curriculum Maps and Pacing Guides
- iReady Teacher Toolkit
- Haggerty: Phonological Awareness
- Accelerated Reader

- Scholastic Guided Reading Library
- Scholastic Weekly Newspaper Grades 1-5
- Paraprofessional support K-5
- Reflex Math, Grade K-5
- Words Their Way, Grades 4-5
- Fountas & Pinnell Phonics Lessons
- Comprehensive Literacy Framework resources/pd
-

Plan to Monitor Progress Toward G1. 8

Vertical teams will review student academic progress and develop strategies for academic success

Person Responsible

Lori Carr

Schedule

Triannually, from 7/12/2017 to 5/24/2018

Evidence of Completion

iReady data and iReady Excel spreadsheets

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. East Elementary School will increase the percentage of proficient students on the FSA by targeting identified students who scored in the lowest 25%, scored in levels 1 or 2, or did not make a learning gain the previous year. **1**

 G089784

G1.B1 Some students have limited phonics knowledge and application **2**

 B239325

G1.B1.S1 Teachers will provide direct instruction in phonics during small and whole group lessons. **4**

 S252236

Strategy Rationale

Many students have not retained phonics rules.

Action Step 1 **5**

Teachers will provide direct instruction in phonics during small group instruction.

Person Responsible

Schedule

Daily, from 7/12/2017 to 5/25/2018

Evidence of Completion

Lesson plans; i-ready data; Substitutes' schedule for PD

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

I-Ready scores will be compared from one testing to the next to check for growth; low performing students will be discussed during Child Talk meetings; low performing students will receive additional instruction in phonics during WIN time

Person Responsible

Lori Carr

Schedule

Monthly, from 7/12/2017 to 5/24/2018

Evidence of Completion

i-Ready scores; lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Child Talk meetings with the teacher and principal; Team meetings

Person Responsible

Lori Carr

Schedule

Monthly, from 7/12/2017 to 5/24/2018

Evidence of Completion

Completed Child Talk forms

G1.B2 It takes extensive time to remediate students who are performing below grade level, and to increase the rigor for students who are performing above grade level. 2

B244022

G1.B2.S1 Students in grades K-5 will be provided intense intervention during a 30 minute designated WIN time in both ELA and Math, four days per week. An ESE teacher will pull out the lowest 7 students per grade level during ELA or Math WIN. 4

S257152

Strategy Rationale

The majority of the 7 lowest students at each grade level have been identified ESE and are functioning at a much lower level than their peers.

Action Step 1 5

FSA and i-Ready data is used to determine into which WIN groups students should be placed.

Person Responsible

Lori Carr

Schedule

Triannually, from 7/12/2017 to 5/24/2018

Evidence of Completion

I-Ready MOY and EOY scores; FSA scores of lowest 25% and LG of lowest 25%

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom observations during Win time

Person Responsible

Lori Carr

Schedule

Weekly, from 7/12/2017 to 5/24/2018

Evidence of Completion

i-Ready MOY & EOY data; FSA data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Feedback to teachers following classroom observations

Person Responsible

Lori Carr

Schedule

Weekly, from 7/12/2017 to 5/24/2018

Evidence of Completion

Schedule of classroom observations & post conference meetings

G1.B2.S2 Paraprofessionals will push in to the lowest WIN ELA and Math classes. 4

 S257153

Strategy Rationale

Paraprofessionals will work with small groups students to reinforce the teacher's instruction.

Action Step 1 5

Paraprofessionals will follow their schedules with fidelity.

Person Responsible

Heidi Keegan

Schedule

Daily, from 7/12/2017 to 5/24/2108

Evidence of Completion

Lesson plans showing paras' activities

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Classroom walkthroughs

Person Responsible

Heidi Keegan

Schedule

Daily, from 7/12/2017 to 5/24/2018

Evidence of Completion

Copy of schedule; time sheets; lesson plans showing para's small group focus

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Teachers will teach and/or monitor paras' instructional strategies

Person Responsible

Heidi Keegan

Schedule

Daily, from 7/12/2017 to 5/24/2018

Evidence of Completion

i-Ready MOY and EOY scores; FSA scores; Reflex math progress

G1.B3 Student behavior takes away from the learning of themselves and others. **2**

 B244023

G1.B3.S1 Teachers will share successful discipline strategies at faculty meetings. Teachers will complete the MTSS process with fidelity for students whose behavior is excessive. A behavior specialist will consult with teachers who have students in the MTSS process for behavior to provide additional strategies and support. **4**

 S257167

Strategy Rationale

As teachers increase their knowledge of behavior strategies, instructional time will increase and quality of instruction will strengthen.

Action Step 1 **5**

Teachers will increase their knowledge of strategies in the area of behavior management

Person Responsible

Natasha Moradian

Schedule

Monthly, from 7/12/2017 to 5/24/2018

Evidence of Completion

MTSS documentation

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Faculty meeting discussions; review of strategies documented through MTSS

Person Responsible

Heidi Keegan

Schedule

Monthly, from 7/12/2017 to 5/24/2018

Evidence of Completion

Completed MTSS documentation; number of referrals/maladaptives by teacher over time

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Peer sharing at faculty meetings

Person Responsible

Heidi Keegan

Schedule

Monthly, from 7/12/2017 to 5/24/2018

Evidence of Completion

Attendance roster

G1.B4 Retention of highly-qualified staff and replacement as staff members retire or transfer to other locations. 2

 B244024

G1.B4.S1 Vertical teams will be established. These groups will meet during specific faculty meetings to discuss academic topics of interest to all. The social committee will plan events designed to bring staff together. 4

 S258638

Strategy Rationale

By creating opportunities for staff members from different grade levels to interact, a feeling of unity will be establish.

Action Step 1 5

Academic topics will be discussed in vertical teams.

Person Responsible

Natasha Moradian

Schedule

Monthly, from 7/12/2017 to 5/24/2018

Evidence of Completion

Resignation forms; PAFs; faculty meeting agendas & sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Teachers will meet in vertical teams and social committee will have events

Person Responsible

Lori Carr

Schedule

Monthly, from 5/24/2017 to 5/24/2018

Evidence of Completion

School calendar will indicate social committee functions; faculty meeting agendas will indicate vertical teaming

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The number of faculty requesting transfers and/or resigning will be monitored

Person Responsible

Lori Carr

















Schedule

Quarterly, from 7/12/2017 to 5/24/2018

Evidence of Completion

PAFs; Resignation forms; social committee calendar

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|-------------------|-------------------------------|--|-----------------------|
| 2018 | | | | | |
| G1.MA1  M346383 | Vertical teams will review student academic progress and develop strategies for academic success | Carr, Lori | 7/12/2017 | iReady data and iReady Excel spreadsheets | 5/24/2018 triannually |
| G1.B1.S1.MA1  M346368 | Child Talk meetings with the teacher and principal; Team meetings | Carr, Lori | 7/12/2017 | Completed Child Talk forms | 5/24/2018 monthly |
| G1.B1.S1.MA1  M346369 | I-Ready scores will be compared from one testing to the next to check for growth; low performing... | Carr, Lori | 7/12/2017 | i-Ready scores; lesson plans | 5/24/2018 monthly |
| G1.B2.S2.MA1  M356754 | Classroom walkthroughs | Keegan, Heidi | 7/12/2017 | Copy of schedule; time sheets; lesson plans showing para's small group focus | 5/24/2018 daily |
| G1.B2.S1.MA1  M356760 | Feedback to teachers following classroom observations | Carr, Lori | 7/12/2017 | Schedule of classroom observations & post conference meetings | 5/24/2018 weekly |
| G1.B2.S1.MA1  M356759 | Classroom observations during WIN time | Carr, Lori | 7/12/2017 | i-Ready MOY & EOY data; FSA data | 5/24/2018 weekly |
| G1.B2.S1.A1  A337921 | FSA and i-Ready data is used to determine into which WIN groups students should be placed. | Carr, Lori | 7/12/2017 | I-Ready MOY and EOY scores; FSA scores of lowest 25% and LG of lowest 25% | 5/24/2018 triannually |
| G1.B3.S1.MA1  M356787 | Peer sharing at faculty meetings | Keegan, Heidi | 7/12/2017 | Attendance roster | 5/24/2018 monthly |
| G1.B2.S2.MA1  M356757 | Teachers will teach and/or monitor paras' instructional strategies | Keegan, Heidi | 7/12/2017 | i-Ready MOY and EOY scores; FSA scores; Reflex math progress | 5/24/2018 daily |
| G1.B3.S1.A1  A337938 | Teachers will increase their knowledge of strategies in the area of behavior management | Moradian, Natasha | 7/12/2017 | MTSS documentation | 5/24/2018 monthly |
| G1.B4.S1.MA1  M359813 | The number of faculty requesting transfers and/or resigning will be monitored | Carr, Lori | 7/12/2017 | PAFs; Resignation forms; social committee calendar | 5/24/2018 quarterly |
| G1.B4.S1.MA1  M359812 | Teachers will meet in vertical teams and social committee will have events | Carr, Lori | 5/24/2017 | School calendar will indicate social committee functions; faculty meeting agendas will indicate vertical teaming | 5/24/2018 monthly |
| G1.B4.S1.A1  A340129 | Academic topics will be discussed in vertical teams. | Moradian, Natasha | 7/12/2017 | Resignation forms; PAFs; faculty meeting agendas & sign-in sheets | 5/24/2018 monthly |
| G1.B3.S1.MA1  M356786 | Faculty meeting discussions; review of strategies documented through MTSS | Keegan, Heidi | 7/12/2017 | Completed MTSS documentation; number of referrals/maladaptives by teacher over time | 5/24/2018 monthly |
| G1.B1.S1.A1  A329655 | Teachers will provide direct instruction in phonics during small group instruction. | | 7/12/2017 | Lesson plans; i-ready data; Substitutes' schedule for PD | 5/25/2018 daily |
| G1.B2.S2.A1  A337922 | Paraprofessionals will follow their schedules with fidelity. | Keegan, Heidi | 7/12/2017 | Lesson plans showing paras' activities | 5/24/2108 daily |

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. East Elementary School will increase the percentage of proficient students on the FSA by targeting identified students who scored in the lowest 25%, scored in levels 1 or 2, or did not make a learning gain the previous year.

G1.B1 Some students have limited phonics knowledge and application

G1.B1.S1 Teachers will provide direct instruction in phonics during small and whole group lessons.

PD Opportunity 1

Teachers will provide direct instruction in phonics during small group instruction.

Facilitator

Robyn McQueen, Karisa Wideikis, Meridith Meerman

Participants

All Classroom & ESE teachers, grades K-5

Schedule

Daily, from 7/12/2017 to 5/25/2018

G1.B3 Student behavior takes away from the learning of themselves and others.

G1.B3.S1 Teachers will share successful discipline strategies at faculty meetings. Teachers will complete the MTSS process with fidelity for students whose behavior is excessive. A behavior specialist will consult with teachers who have students in the MTSS process for behavior to provide additional strategies and support.

PD Opportunity 1

Teachers will increase their knowledge of strategies in the area of behavior management

Facilitator

Natasha Moradian; Peer teachers

Participants

Instructional staff

Schedule

Monthly, from 7/12/2017 to 5/24/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

| | | | | | | |
|----------|--------------------|---|----------------------------------|--------------------------|---------------|--------------------|
| 1 | G1.B1.S1.A1 | Teachers will provide direct instruction in phonics during small group instruction. | | | | \$4,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 140-Substitute Teachers | 0081 - East Elementary School | School Improvement Funds | | \$3,000.00 |
| | | 140-Substitute Teachers | 0081 - East Elementary School | Title, I Part A | | \$1,000.00 |
| | | | <i>Notes: Substitutes for PD</i> | | | |
| 2 | G1.B2.S1.A1 | FSA and i-Ready data is used to determine into which WIN groups students should be placed. | | | | \$0.00 |
| 3 | G1.B2.S2.A1 | Paraprofessionals will follow their schedules with fidelity. | | | | \$50,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 150-Aides | 0081 - East Elementary School | Title, I Part A | | \$50,000.00 |
| 4 | G1.B3.S1.A1 | Teachers will increase their knowledge of strategies in the area of behavior management | | | | \$2,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 140-Substitute Teachers | 0081 - East Elementary School | School Improvement Funds | | \$1,000.00 |
| | | 140-Substitute Teachers | 0081 - East Elementary School | Title, I Part A | | \$1,000.00 |
| 5 | G1.B4.S1.A1 | Academic topics will be discussed in vertical teams. | | | | \$0.00 |
| | | | | | Total: | \$56,000.00 |