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Beulah Elementary School

6201 HELMS RD, Pensacola, FL 32526

www.ecsd-fl.schoolloop.com

Demographics

Principal: Monica Silvers

Start Date for this Principal: 8/10/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (60%) 2017-18: C (47%) 2016-17: C (52%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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: School Information

School Mission and Vision

Provide the school's mission statement

Our mission at Beulah Elementary School is to provide every opportunity for each child to learn and develop academically, physically, creatively and emotionally.

Provide the school's vision statement

At Beulah Elementary, we believe that the school is primarily for children. Our aim shall be to enhance the learning and development of the individual student in all phases of academic, physical, creative and emotional endeavors by providing a positive classroom climate. Our function is to provide opportunities for choices and decisions while promoting independent thinking using all available resources, materials, and training. Our goal is to hear students say "I can do it!" We believe that through a cooperative effort between the home, school, and community we can reach our goal. Our mission at Beulah Elementary School is to provide every opportunity for each child to learn and develop academically, physically, creatively and emotionally.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Silvers, Monica	Principal	<p>The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods.</p> <p>Principal/AP/Guidance Counselors: Provide a common vision for the use of databased decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of the school staff, and communicates with parents regarding school based RTI plans and activities. ESE Teachers: Participate in the RTI process to provide support and offer strategies to the general education teacher. Classroom Teachers: Provide input as needed in all areas.</p>
Taylor, Mat	Assistant Principal	<p>The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods.</p> <p>Principal/AP/Guidance Counselors: Provide a common vision for the use of databased decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of the school staff, and communicates with parents regarding school based RTI plans and activities. ESE Teachers: Participate in the RTI process to provide support and offer strategies to the general education teacher. Classroom Teachers: Provide input as needed in all areas.</p>
Ray, Matt	Teacher, ESE	<p>The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods.</p> <p>Principal/AP/Guidance Counselors: Provide a common vision for the use of databased decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of the school staff, and communicates with parents regarding school based RTI plans and activities. ESE Teachers: Participate in the RTI process to provide support and offer strategies to the general education teacher. Classroom Teachers: Provide input as needed in all areas.</p>
Aiken, Kimberly	Teacher, K-12	<p>The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods.</p> <p>Principal/AP/Guidance Counselors: Provide a common vision for the use of databased decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of the school staff, and communicates with parents regarding school based RTI plans and activities. ESE Teachers: Participate in the RTI process to provide support and offer strategies to the general education teacher. Classroom Teachers: Provide input as needed in all areas.</p>

Name	Title	Job Duties and Responsibilities
Barton, Tammy		To provide district level subject area support.
Desposito, Jennifer	Teacher, K-12	<p>The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods.</p> <p>Principal/AP/Guidance Counselors: Provide a common vision for the use of databased decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of the school staff, and communicates with parents regarding school based RTI plans and activities. ESE Teachers: Participate in the RTI process to provide support and offer strategies to the general education teacher. Classroom Teachers: Provide input as needed in all areas.</p>
Adams, Jackie	Teacher, K-12	<p>The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods.</p> <p>Principal/AP/Guidance Counselors: Provide a common vision for the use of databased decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of the school staff, and communicates with parents regarding school based RTI plans and activities. ESE Teachers: Participate in the RTI process to provide support and offer strategies to the general education teacher. Classroom Teachers: Provide input as needed in all areas.</p>
Poole, Lucy	Teacher, K-12	<p>The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods.</p> <p>Principal/AP/Guidance Counselors: Provide a common vision for the use of databased decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of the school staff, and communicates with parents regarding school based RTI plans and activities. ESE Teachers: Participate in the RTI process to provide support and offer strategies to the general education teacher. Classroom Teachers: Provide input as needed in all areas.</p>
Paynter, Brandy	Teacher, K-12	<p>The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods.</p> <p>Principal/AP/Guidance Counselors: Provide a common vision for the use of databased decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of the school staff, and communicates with parents regarding school based RTI plans and activities. ESE Teachers: Participate in the RTI process</p>

Name	Title	Job Duties and Responsibilities
		to provide support and offer strategies to the general education teacher. Classroom Teachers: Provide input as needed in all areas.
Ellis, Madison	Teacher, K-12	<p>The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods.</p> <p>Principal/AP/Guidance Counselors: Provide a common vision for the use of databased decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of the school staff, and communicates with parents regarding school based RTI plans and activities. ESE Teachers: Participate in the RTI process to provide support and offer strategies to the general education teacher. Classroom Teachers: Provide input as needed in all areas.</p>
Ciccione, Cathy	Teacher, K-12	<p>The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods.</p> <p>Principal/AP/Guidance Counselors: Provide a common vision for the use of databased decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of the school staff, and communicates with parents regarding school based RTI plans and activities. ESE Teachers: Participate in the RTI process to provide support and offer strategies to the general education teacher. Classroom Teachers: Provide input as needed in all areas.</p>
Aulger, Todd	Teacher, K-12	<p>The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods.</p> <p>Principal/AP/Guidance Counselors: Provide a common vision for the use of databased decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of the school staff, and communicates with parents regarding school based RTI plans and activities. ESE Teachers: Participate in the RTI process to provide support and offer strategies to the general education teacher. Classroom Teachers: Provide input as needed in all areas.</p>

Demographic Information

Principal start date

Monday 8/10/2020, Monica Silvers

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

48

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (60%) 2017-18: C (47%) 2016-17: C (52%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	86	139	146	158	132	149	0	0	0	0	0	0	0	810
Attendance below 90 percent	11	42	30	31	26	26	0	0	0	0	0	0	0	166
One or more suspensions	0	1	1	0	1	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	2	0	1	2	0	0	0	0	0	0	0	0	5
Course failure in Math	0	1	0	2	4	4	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	9	7	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	20	0	0	0	0	0	0	0	27

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	1	2	3	1	0	0	0	0	0	0	0	10

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	11	11	1	6	1	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	2	2	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Monday 8/10/2020

Prior Year - As Reported

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
Number of students enrolled	130	170	162	139	165	144	0	0	0	0	0	0	0	910
Attendance below 90 percent	12	34	29	23	27	24	0	0	0	0	0	0	0	149
One or more suspensions	0	1	2	1	3	3	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	11	5	4	2	8	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	9	30	35	0	0	0	0	0	0	0	74

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	2	2	6	11	14	0	0	0	0	0	0	0	35

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	11	14	2	9	1	0	0	0	0	0	0	0	0	37
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Prior Year - Updated

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
Number of students enrolled	130	170	162	139	165	144	0	0	0	0	0	0	0	910
Attendance below 90 percent	12	34	29	23	27	24	0	0	0	0	0	0	0	149
One or more suspensions	0	1	2	1	3	3	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	11	5	4	2	8	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	9	30	35	0	0	0	0	0	0	0	74

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	2	2	6	11	14	0	0	0	0	0	0	0	35

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	11	14	2	9	1	0	0	0	0	0	0	0	0	37
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	62%	53%	57%	55%	49%	56%
ELA Learning Gains	64%	55%	58%	43%	46%	55%
ELA Lowest 25th Percentile	56%	52%	53%	19%	40%	48%
Math Achievement	62%	57%	63%	62%	55%	62%
Math Learning Gains	65%	60%	62%	56%	57%	59%
Math Lowest 25th Percentile	42%	52%	51%	35%	48%	47%
Science Achievement	67%	54%	53%	59%	55%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	64%	56%	8%	58%	6%
	2018	56%	52%	4%	57%	-1%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	56%	52%	4%	58%	-2%
	2018	59%	51%	8%	56%	3%
Same Grade Comparison		-3%				
Cohort Comparison		0%				
05	2019	65%	51%	14%	56%	9%
	2018	47%	44%	3%	55%	-8%
Same Grade Comparison		18%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	55%	1%	62%	-6%
	2018	58%	54%	4%	62%	-4%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	60%	58%	2%	64%	-4%
	2018	68%	58%	10%	62%	6%
Same Grade Comparison		-8%				
Cohort Comparison		2%				
05	2019	69%	55%	14%	60%	9%
	2018	60%	52%	8%	61%	-1%
Same Grade Comparison		9%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	66%	55%	11%	53%	13%
	2018	58%	55%	3%	55%	3%
Same Grade Comparison		8%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	45	48	31	36	32	25				
BLK	38	45	35	39	53	44	44				
HSP	70	89		78	83						
MUL	60	63		57	69		80				
WHT	66	65	58	66	64	33	68				
FRL	51	54	52	50	53	40	57				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	22	15	35	42	32	27				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ASN	73			100							
BLK	38	27	6	40	44	38	29				
HSP	48	33		52	43		40				
MUL	48	50		52	72		40				
WHT	58	46	22	67	58	31	65				
FRL	43	34	13	53	50	28	50				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	418
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	80
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

SWD's showed the lowest performance. We trended up from 2018 to 2019 but they were still our lowest subgroup.

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

The only decline we had was our Multi racial in Math learning gains. While we improved in the same sub group for proficiency, we did drop a few percentage points in learning 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

Math Lowest Percentile. We made improvements closing this gap from 2018 to 2019 but it was still our largest gap. We will continue to work with iReady workbooks and the online program to supplement our Math instruction.

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

Free and Reduced Lowest 25 Learning Gains in ELA. We focused on SRA with these students. While we still supported them in the Gen Ed classroom, SRA took precedent for their daily instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The area of concern we would like to focus on is the amount of K and 1st grade students who are being retained.

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

1. LQ ELA Learning Gains
2. LQ ELA Proficiency
3. Amount of students needing retained
4. Black students ELA Learning Gains
5. Free and Reduced students ELA Learning Gains

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: We will focus on student ELA learning gains for several subgroups. Our focused groups will be Black, Free and Reduced, and Lowest Quartile.

Measureable Outcome: Our ELA Learning gains will improve for each subgroup by at least 10%. For our Black students, that will be from 45 to 55, our Free and Reduced Students from 54 to 64, and our Lowest Quartile students from a 56 to 66.

Person responsible for monitoring outcome: Monica Silvers (msilvers@escambia.k12.fl.us)

Evidence-based Strategy: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.

Rationale for Evidence-based Strategy: In analyzing the 2019 FSA Data and the current iReady and STAR progress monitoring data, we need to focus on phonemic awareness, phonics, vocabulary, comprehension, and fluency. According to Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades found on What Works Clearinghouse, Tier 2 instruction should take place in small homogeneous groups ranging from three to four students using curricula that address the major components of reading instruction (comprehension, fluency, phonemic awareness, phonics, and vocabulary) proved to have a strong positive effect size on student performance.

Action Steps to Implement

Grade-levels will meet monthly to discuss and share data and small group instruction ideas. Our ESE department will work directly with our Gen Ed teachers to build on the curriculum with our students. Teachers will use progress monitoring data to drive their individual and small group instruction.

Person Responsible [no one identified]

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus****Description** Screen for reading problems and monitor progress.**Rationale:****Measureable Outcome:**

Our ELA Learning gains will improve for each subgroup by at least 10%. For our Black students, that will be from 45 to 55, our Free and Reduced Students from 54 to 64, and our Lowest Quartile students from a 56 to 66.

Person responsible for monitoring outcome:

Monica Silvers (msilvers@escambia.k12.fl.us)

Evidence-based Strategy:

Kindergarten will use ESGI to screen and monitor student progress. All grades will use iReady, Accelerated Ready, and STAR for screening and monitoring student progress.

Rationale for Evidence-based Strategy:

We will collect progress monitoring data more than three times a year for English learners at risk for reading problems. The severity of the problem should dictate how often progress is monitored—weekly or biweekly for students at high risk of reading problems. Data from screening and progress monitoring assessments should be used to make decisions about the instructional support English learners need to learn to read.

Action Steps to Implement

We will collect progress monitoring data more than three times a year for English learners at risk for reading problems. The severity of the problem should dictate how often progress is monitored—weekly or biweekly for students at high risk of reading problems.

Data from screening and progress monitoring assessments should be used to make decisions about the instructional support English learners need to learn to read.

Grade-levels will meet monthly to discuss and share data and small group instruction ideas. Our ESE department will work directly with our Gen Ed teachers to build on the curriculum with our students. Teachers will use progress monitoring data to drive their individual and small group instruction.

Person**Responsible**

[no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Through individual and/or small group instruction, we will focus on the individuals from the identified subgroups and use their screening data to drive our supplemental instruction for them. We will implement a reward system for learning gain benchmarks for each individual to help build motivation for effort throughout the year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We address a positive school culture and environment through the following:

Active PTA

Active SAC

Google Surveys for all stakeholders to complete and give feedback

Open communication between faculty and community

Community Partnerships

Guidance Lessons

Faculty Meetings

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.