

Escambia County School District

Beulah Elementary School



2018-19 Schoolwide Improvement Plan

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Beulah Elementary School

6201 HELMS RD, Pensacola, FL 32526

www.ecsd-fl.schoolloop.com

School Demographics

| | | |
|---|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p> | <p>2018-19 Title I School</p> <p>Yes</p> | <p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>52%</p> |
|---|---|--|

| | | |
|--|--|--|
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>33%</p> |
|--|--|--|

School Grades History

| Year Grade | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|------------|---------|---------|---------|---------|
| | C | C | C | A* |

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 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>.

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 and position title for each member of the school leadership team.:

| Name | Title |
|-------------------|---------------------|
| Silvers, Monica | Principal |
| Taylor, Mat | Assistant Principal |
| Barnett, Kadee | Teacher, K-12 |
| Ray, Matt | Teacher, ESE |
| Poole, Lucy | Teacher, K-12 |
| Aiken, Kimberly | Teacher, K-12 |
| Mack, Felicia | Teacher, K-12 |
| Holt, Barbara | Teacher, K-12 |
| Smith, Sara | Teacher, K-12 |
| Gandrup, Kimberly | Teacher, K-12 |
| Brodie, Sharon | Teacher, ESE |

Duties

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

The RTI 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. 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 TIER process to provide support and offer strategies to the general education teacher. Classroom Teachers: Provide input as needed in all areas.

Early Warning Systems

Year 2017-18

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 | 7 | 5 | 1 | 3 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |
| One or more suspensions | 1 | 1 | 3 | 7 | 7 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Course failure in ELA or Math | 0 | 2 | 1 | 10 | 10 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 10 | 32 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 76 |

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 | 1 | 6 | 9 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |

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 | 14 | 8 | 1 | 10 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |
| Retained Students: Previous Year(s) | 12 | 5 | 1 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |

Date this data was collected

Wednesday 8/22/2018

Year 2016-17 - 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 | |
| Attendance below 90 percent | 4 | 6 | 19 | 20 | 18 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 84 |
| One or more suspensions | 2 | 1 | 2 | 3 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Course failure in ELA or Math | 0 | 2 | 7 | 15 | 18 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 4 | 35 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 |

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 | 1 | 1 | 2 | 9 | 21 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 47 |

Year 2016-17 - 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 |
| Attendance below 90 percent | 4 | 6 | 19 | 20 | 18 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 84 |
| One or more suspensions | 2 | 1 | 2 | 3 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Course failure in ELA or Math | 0 | 2 | 7 | 15 | 18 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 4 | 35 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 |

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 | 1 | 1 | 2 | 9 | 21 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 47 |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Lowest 25th Percentile

Which data component showed the greatest decline from prior year?

ELA Lowest 25th Percentile: 19%

Which data component had the biggest gap when compared to the state average?

ELA Lowest 25th Percentile

Which data component showed the most improvement? Is this a trend?

Science Achievement
Science Achievement is up this year from last year.

Describe the actions or changes that led to the improvement in this area

We are ensuring that all grade levels are covering their science standards. Grades 4 and 5 are using the resources provided by the district (science color maps, vocabulary words, lessons, and experiments).

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 | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 55% | 49% | 56% | 59% | 50% | 55% |
| ELA Learning Gains | 43% | 46% | 55% | 55% | 51% | 57% |
| ELA Lowest 25th Percentile | 19% | 40% | 48% | 36% | 43% | 52% |
| Math Achievement | 62% | 55% | 62% | 63% | 53% | 61% |
| Math Learning Gains | 56% | 57% | 59% | 57% | 53% | 61% |
| Math Lowest 25th Percentile | 35% | 48% | 47% | 36% | 45% | 51% |
| Science Achievement | 59% | 55% | 55% | 56% | 50% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|-------|--------|---------|---------|---------|---------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 7 (4) | 5 (6) | 1 (19) | 3 (20) | 4 (18) | 5 (17) | 25 (84) |
| One or more suspensions | 1 (2) | 1 (1) | 3 (2) | 7 (3) | 7 (3) | 3 (2) | 22 (13) |
| Course failure in ELA or Math | 0 (0) | 2 (2) | 1 (7) | 10 (15) | 10 (18) | 3 (13) | 26 (55) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 10 (4) | 32 (35) | 34 (36) | 76 (75) |

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 | 2018 | 56% | 52% | 4% | 57% | -1% |
| | 2017 | 67% | 59% | 8% | 58% | 9% |
| Same Grade Comparison | | -11% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 59% | 51% | 8% | 56% | 3% |
| | 2017 | 55% | 49% | 6% | 56% | -1% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | -8% | | | | |
| 05 | 2018 | 47% | 44% | 3% | 55% | -8% |
| | 2017 | 55% | 47% | 8% | 53% | 2% |
| Same Grade Comparison | | -8% | | | | |
| Cohort Comparison | | -8% | | | | |

| MATH | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 58% | 54% | 4% | 62% | -4% |
| | 2017 | 65% | 54% | 11% | 62% | 3% |
| Same Grade Comparison | | -7% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 68% | 58% | 10% | 62% | 6% |
| | 2017 | 66% | 54% | 12% | 64% | 2% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | 3% | | | | |
| 05 | 2018 | 60% | 52% | 8% | 61% | -1% |
| | 2017 | 58% | 50% | 8% | 57% | 1% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | -6% | | | | |

| SCIENCE | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2018 | 58% | 55% | 3% | 55% | 3% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 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 2016-17 | C & C Accel 2016-17 |
| SWD | 16 | 22 | 15 | 35 | 42 | 32 | 27 | | | | |
| 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 | | | | |

| 2017 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 | 20 | 22 | 21 | 27 | 26 | 23 | 12 | | | | |
| ASN | 79 | | | 92 | | | | | | | |
| BLK | 34 | 49 | 32 | 41 | 46 | 17 | 16 | | | | |
| HSP | 76 | 45 | | 53 | 45 | | | | | | |
| MUL | 53 | 46 | | 63 | 54 | | 53 | | | | |
| WHT | 62 | 58 | 37 | 66 | 58 | 41 | 61 | | | | |
| FRL | 50 | 55 | 36 | 54 | 54 | 36 | 48 | | | | |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title ELA Lower 25th Percentile

Rationale ELA Lower 25th Percentile = 19%
 (17 percentile point drop from from previous year)

Intended Outcome To increase the ELA Lower 25th percentile of students having learning gains and/or at proficiency.

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

Action Step

Description

- *We will change how we create the daily classroom schedule. Each teacher's schedule will be created around the inclusion students and the suggested master schedule provided by the district. We will use block scheduling this year so that all teachers on a grade level have special area at the same time so that they can meet, plan, discuss data, and engage in professional development.
- *Professional Development will be provided for teachers through out the school year to better understand the standards. Lead teachers will attend district trainings and bring the information back to the teachers. Subject area specialist will be scheduled to come and provide PD for teachers during the school year.
- *Faculty & staff will be trained on how to use the iReady program with students and how to read and interpret the data to plan instruction for students.
- *Grades 3, 4, and 5 will use the Junior Great Books supplemental reading program with all students.

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

Plan to Monitor Effectiveness

Description The following data will be reviewed throughout the school year to assess the effectiveness of the action plan: Daily Classroom Schedules, Lesson Plans, Parent, Student, and Staff Surveys, FSA Results, iReady, STAR360, FOCUS for Grades, Attendance, RTI, & Behavior, E3 Observations/Walkthroughs, and Professional Development Plans

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

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

A written Parent and Family Engagement Plan (PFEP) in collaboration with parents, community stakeholders, and school personnel responsible for implementing the plan. The PFEP will assess the previous year's PFEP results and current needs. The plan will outline goals, strategies and activities to better communicate with families and will focus on building the capacity of parents to address the needs of all students, in particular those most at-risk of not meeting challenging State academic standards. The PFEP will be reviewed by the district Title I office and the approved plan will be disseminated to parents and stakeholders. A Family-School Compact will also be developed jointly with parents and other stakeholders. The school's Title I budget will directly support the PFEP.

PFEP Link

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

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

At Beulah Elementary School we believe that the teaching of social-emotional skills is best taught by infusing the following five concepts into the general curriculum. Teachers, guidance counselors, mentors, volunteers, families, and administrators all work together to build on student capacity in the following social-emotional areas:

Self-Awareness. This focuses on identifying and recognizing emotions; developing an accurate self-perception; identifying one's strengths, needs, and values; and self-efficacy.

Self-Management. This includes impulse control and stress management; self-motivation and discipline; goal setting; and organizational skills.

Social Awareness. This addresses perspective taking; empathy; recognizing differences among people; and respect for others.

Relationship Skills. This encompasses communication; social engagement and relationship building; working cooperatively; negotiation; dealing with refusal; conflict management; and knowing when to ask for help.

Responsible Decision Making. This includes problem identification and situation analysis; problem solving; evaluation and reflection; and personal, social, and ethical responsibility.

Active forms of learning, such as role playing and behavioral rehearsal, provide students with opportunities to practice these skills. Skills are taught primarily by classroom teachers throughout the day and when teachable moments present themselves. Teachers provide many opportunities for students to practice these skills throughout the school day. Again, at

Beulah Elementary School, we believe these skills are best taught when infused throughout the school day and in all aspects of a students' experiences. Guidance counselors model skills and expand student capacity for skill practice in one on one and small group situations. Particular skills, such as anti-bullying lessons, are targeted for development through focused learning objectives.

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

Escambia County School District offers pre-k classes on 14 school campuses for students living in a Title I attendance zone. The pre-k program is a full day program established in collaboration with VPK and Head Start. Transition activities are provided to participating families to assist with school readiness for students who will attend kindergarten at our school.

Children that are enrolled in local preschools, such as Headstart & VPK, are given the opportunity to come and visit in our Kindergarten classrooms. Our Kindergarten teachers meet with students and parents during preschool to discuss classroom expectations. This is a time when the child can get to know the teacher, see the classroom, and become familiar with their surroundings. Parents appreciate the opportunity to visit the school, meet the teacher, and find out needed information. The children are noticeably more comfortable the first day of school and seem to take on all the changes with ease.

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

The following data will be reviewed by stakeholders throughout the school year to assess the effectiveness of the MTSS/CIMS: Surveys; FSA; Science Assessment; STAR360; Report Cards; Class Size; Attendance; Discipline; RTI; & E3/PDP.

Title I, Part A

Academic support is provided to ensure students requiring additional remediation are assisted through needed resources, programs, materials, and supplies.

Title I, Part C Migrant

All migrant students will be provided support services by the district Title I office. Our local student information system (FOCUS) is used to track student data and is used to indicate the specific Title I services each migrant student will be provided (attendance, guidance, psychology services, dental and health services, nutrition assistance, outreach, advocacy, social services, transportation, and/or needs assessment services). The district Migrant Coordinator will monitor services and student needs.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs as needed. These services are overseen by the Alternative Education Department and focus on offering programs to students who are most at-risk of leaving school prior to graduation.

Title II

Professional learning opportunities are offered both at the school level and the district level. Please see each individual goal area for specific professional learning opportunities (in-service education).

Title III-ELL

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services.

Title IX- Homeless

The school works with the district's Homeless Coordinator to provide transportation and resources (clothing, school supplies, and social services referrals) for students identified as Homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the Title I office.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

| Part V: Budget | |
|----------------|------------|
| Total: | \$4,500.00 |