

Escambia County School District

Beulah Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	8
Needs Assessment	13
Planning for Improvement	18
Title I Requirements	19
Budget to Support Goals	22

Beulah Elementary School

6201 HELMS RD, Pensacola, FL 32526

www.ecsd-fl.schoolloop.com

Demographics

Principal: Monica Silvers

Start Date for this Principal: 7/1/2019

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.

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School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
KG-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

52%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

33%

School Grades History

Year Grade	2018-19	2017-18	2016-17	2015-16
	B	C	C	C

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SIP Authority

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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. 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	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>
Barnett, Kadee	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>
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:</p>

Name	Title	Job Duties and Responsibilities
		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.
Aiken, Kimberly	Teacher, K-12	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. 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.
Barton, Tammy		To provide district level subject area support.
Beck, Leigh Ann	Teacher, K-12	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. 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.
Hollingsworth, Suzanne	Teacher, K-12	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. 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.
Williamson, Denise	Teacher, K-12	The leadership team will meet as needed to address problem solving and response to intervention. Members will report back

Name	Title	Job Duties and Responsibilities
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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 RTI process to provide support and offer strategies to the general education teacher. Classroom Teachers: Provide input as needed in all areas.

Desposito, Jennifer	Teacher, K-12	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. 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.
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Adams, Jackie	Teacher, K-12	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. 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.
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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	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

FTE units allocated to school (total number of teacher units)

47

Date this data was collected or last updated

Friday 8/16/2019

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

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

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	
Number of students enrolled	130 (0)	170 (0)	162 (0)	139 (0)	165 (0)	144 (0)	910 (0)
Attendance below 90 percent	12 (7)	34 (5)	29 (1)	23 (3)	27 (4)	24 (5)	149 (25)
One or more suspensions	0 (1)	1 (1)	2 (3)	1 (7)	3 (7)	3 (3)	10 (22)
Course failure in ELA or Math	0 (0)	11 (2)	5 (1)	4 (10)	2 (10)	8 (3)	30 (26)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	9 (10)	30 (32)	35 (34)	74 (76)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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%				
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				
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

FSA Math Lowest 25th Percentile

2019 = 42%

2018 = 35%

Although this was our lowest score out of the seven areas, the percent of student scores increased 7% from the previous year.

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

FSA Math Grade 4: 2019 = 60% compared to 2018 = 68%

FSA Math Grades 3-5 Students with Disabilities:

2019: Math Ach. = 31 Math LG = 36 Math LG L25% = 32

2018: Math Ach. = 35 Math LG = 42 Math LG L25% = 32

2018 FSA scores showed a dramatic drop in ELA L25% scores. We heavily focused on improving the L25% ELA learning gains. We saw excellent gains in ELA L25% due to this focus but also saw minor drops in FSA Math scores.

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

FSA Math Lowest 25th Percentile:

2019 School Score = 42%

2019 State Score = 51%

2018 FSA scores showed a dramatic drop in ELA L25% scores. We heavily focused on improving the L25% ELA learning gains. We saw excellent gains in ELA L25% due to this focus but also saw minor drops in FSA Math scores.

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

FSA ELA Lowest 25th Percentile:

2019 = 56%

2018 = 19%

Implementation of i-Ready, Junior Great Books, Lowest Quartile Data Chats/Celebrations, and District Frameworks/Color Maps

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Areas of concern are the number of retentions and attendance.

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

1. Increase the learning gains and achievement for SWD
2. Decrease the number of student retentions
3. Decrease the number of students with attendance below 90%
4. Increase the achievement scores in ELA & Math
5. Increase the L25% in ELA & Math

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To increase the achievement and/or learning gains of students with disabilities.
Rationale	Our SWD performance on Federal percent of points index has been identified as a group in need of support and improvement. SWD Score = 34% *Score needed is 41% or more.
State the measureable outcome the school plans to achieve	2019 SWD Score = 34% We plan to increase this percentage to 41% or above.
Person responsible for monitoring outcome	Monica Silvers (msilvers@escambia.k12.fl.us)
Evidence-based Strategy	The data leadership team will review assessment data (STAR360) and hold monthly data meetings to identify students in need of intervention, determine who will provide the intervention, and with the guidance of the District K-5 Intervention Decision tree, determine appropriate intervention and duration.
Rationale for Evidence-based Strategy	The data leadership team will be able to assist teachers on their grade levels in identifying struggling students, with the RTI process, appropriate interventions to utilize, and follow up each month on how the students are progressing.
Action Step	
Description	<ol style="list-style-type: none"> 1. Data Leadership Team: Meet, review previous year's data, and layout plan for the school year. 2. Faculty Meeting: The leadership team will present an overview of the data plan and resources for the school year. 3. Data Leadership Team: Two members per grade level and 2 ESE teachers will meet every two weeks to review data, determine interventions, and gather needed materials and resources for interventions. 4. Data Leadership Team: Will have quarterly meetings with their respective grade level team to review student data and progress. 5. Leadership Team: Will meet together after each STAR360 assessment period to review school wide data and assess the needs for the next quarter.
Person Responsible	Monica Silvers (msilvers@escambia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

N/A

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 Schoolwide Improvement Plan 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

Beulah will have a written Parent and Family Engagement Plan (PFEP). The plan will be written 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 School District's 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 Parent Involvement 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 select 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

Beulah partners with Junior Achievement of Northwest Florida. JA provides elementary school programs and volunteers to teach the lessons at no cost to the school. The JA programs are a series of six themes that help kindergarten through fifth-grade students learn about the United States economic system. Concepts and skills taught at each grade level build on those taught in preceding grades.

Part V: Budget

1	III.A.	Areas of Focus: To increase the achievement and/or learning gains of students with disabilities.	\$0.00
Total:			\$0.00