Escambia County School District

Blue Angels Elementary School

2016-17 Schoolwide Improvement Plan

Blue Angels Elementary School

1551 DOG TRACK RD, Pensacola, FL 32506

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	51%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	**2015-16**	**2014-15**	**2013-14**	**2012-13**
Grade	B	A*	A	A

**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 is pending approval by the Escambia County School Board.

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Blue Angels Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	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.

Our mission at Blue Angels Elementary School is to promote joy in learning in a safe, child-centered environment.

b. Provide the school's vision statement.

Our vision is to meet the academic needs of each student at Blue Angels Elementary School while helping to develop well rounded citizens.

2. School Environment

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

Blue Angels Elementary School hosts an Orientation Day before school begins so that students and parents are able to meet with staff. The staff at Blue Angels spends the week before school begins calling each parent to welcome them to our school. All instructional staff are provided Parent Conference days to meet with each and every parent. During this meeting relationships are strengthened and cultural differences are celebrated.

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

Blue Angels Elementary School takes great pride in our secure campus. Our office area has been enhanced with a more protected entrance. We have cameras in and outside of our building that record data for up to thirty days. Our beautiful campus is fenced and secured each evening by our trailer resident.

Our duty team greets students each morning and afternoon in the car-rider line and on the bus ramp. We also welcome our walkers and bicycle riders. Adults are highly visible on campus inside and outside our building. We are available to escort students to class or to assist parents with questions or concerns.

Blue Angels Elementary is a PBS (Positive Behavior System) school. Each morning our students recite the following Blue Angels pledge: " As a member of the Blue Angels Family....I will jet to RESPECT....I will be eager to LEARN.....I will tell the TRUTH....and I will show RESPONSIBILITY." We as a staff recognize students throughout the day who exhibit the behaviors noted above. We distribute, "Soaring High" tickets to promote this positive behavior and culture within our school.

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.

Our goal at Blue Angels Elementary is for our children to transition to their classrooms in a safe and orderly fashion. Our school PBS goals are posted throughout the school as reminders for our children. Our Administrative Team met with our children the first week of school on August 17, 2016. We shared that we would be there to support them throughout the upcoming school year. Supt.

Thomas, our Principal, Guidance Counselors, Assistant Principal, Military Family Life Consultant and Parent Educator(s) were available to assist staff/students regarding disciplinary issues. The PBS Team presented our school-wide plan to our staff on their first day back this school year. (August 3, 2016)

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.

Blue Angels Elementary has two Guidance Counselors who work to meet the social-emotional needs of our students. Our School Psychologist works closely with them to monitor students in need of services. Blue Angels also has mentors who work with designated students who will benefit from their presence.Classroom staff are critical links to securing services for their children.Our Principal and Assistant Principal also assist staff and students to ensure that emotional needs are addressed in a timely fashion. We are blessed to have a Child and Youth Behavioral Military Family Life Consultant (CYB-MFLC) on campus to meet the special needs of our students from military families. She is able to address the following issues: School Adjustment, Deployment and Separation, Reunion adjustment, Sibling and parent-child communication, Behavioral concerns and Fear, grief and loss.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Blue Angels Elementary School monitors students who are frequently tardy and absent. We conduct, "Attendance Child Study" meetings with parents to create a plan to address these issues. We monitor the data on suspensions and this is shared by our Guidance Counselor, Vanessa Griffin quarterly during our Faculty meetings. We monitor those students who are struggling in the areas of ELA (Reading) and Mathematics. RtI is in place for retained students and those who appear to be struggling academically or with behavior. Our first grade and third grade teams have extra Reading assessments that help them to more closely monitor the progress of their students. These are the mandatory retention grades if a child is not successful in Reading.

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	2	19	11	14	10	11	0	0	0	0	0	0	0	67
One or more suspensions	0	0	1	0	2	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	4	2	2	9	3	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	1	47	38	0	0	0	0	0	0	0	86

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	1	1	1	12	6	0	0	0	0	0	0	0	21

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

Blue Angels Elementary School monitors students who are frequently tardy and absent. We conduct, "Attendance Child Study" meetings with parents to create a plan to address these issues. We monitor the data on suspensions and this is shared by our Guidance Counselor, Vanessa Griffin quarterly during our Faculty meetings. We monitor those students who are struggling in the areas of ELA (Reading) and Mathematics. RtI is in place for retained students and those who appear to be struggling academically or with behavior. Our first grade and third grade teams have extra Reading assessments that help them to more closely monitor the progress of their students. These are the mandatory retention grades if a child is not successful in Reading.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

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.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

1. Parents of students in Grades K-5 to include ESE students will participate in Parent Conferences during the first semester. Positive relationships are nurtured during these conferences. We also have an active PTA that hosts quarterly meetings for staff and parents. Blue Angels mission and vision statements are posted throughout the school. Progress reports are sent home as well as report cards. Parents are able to monitor their child's academic progress in Focus.

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.

Blue Angels Elementary School has many, "Partners in Education" who work to support our staff and students. Our local Walmart and Kiwanis of Big Lagoon donated money to purchase school supplies for our school store. We were contacted by Petty Officer Schramm from NATTC Mechanical to offer support by utilizing Navy volunteers. Sonic, Papa John's and Pizza Hut provide monetary givebacks to our staff. "Cram the Van" is a community effort to secure supplies for students in need. We received supplies from this endeavor as well as from Liberty Church. These resources compliment our academic program as we assist our students with the Florida Standards curriculum.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Montgomery, Karen	Principal
Nixon, Christine	Assistant Principal
Griffin, Vanessa	School Counselor
Southworth, Gary	School Counselor

b. Duties

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

Principal/Assistant Principal-Provide a common vision for the use of data-based decision making, ensure that our school based team is implementing MTSS, conducts assessments of MTSS skills of school staff, ensures professional development to support MTSS implementation and communicates with parents/staff regarding school based MTSS plans and activities.
Teachers: Provide information regarding classroom performance and instruction, collect student data, deliver Tier 1 instruction/strategies, work with other staff to implement Tier 2 interventions and integrate Tier 1 with Tier 2/3 activities.
Exceptional Education/Inclusion Teachers: Participates in student data collection, integrates curriculum into Tier 3 instruction and collaborates with the general education teacher.
School Guidance Counselor(s): Provide support to student, parent and teacher, assist and facilitates data collection activities, assist in data analysis and coordinates implementation of Tier 1, 2 and 3 Intervention Plans.
School Psychologist (Dr. Jennifer Whatley): Participates in collection, interpretation and analysis of data, facilitates development of intervention plans; provides support for interventions; fidelity and documentation; provides professional development and problem solving; and facilitates data-based decision making activities.
Speech Language Pathologist: Informs the team the role language plays in curriculum, assessment and instruction as a basis for appropriate program design; assists in the selection of screening measures, and helps identify systemic patterns of student need in regarding to language skills
Student Services Personnel: Provides a link with child-serving and community agencies to the students and families to ensure academic, emotional, behavioral and social success of the 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.

The School Improvement Plan will be shared with the committee. We will review each month to check progress towards goal. The MTSS Leadership Team also meets with the School Advisory Council (SAC) and the principal to help develop the School Improvement Plan. The team provides data and information on Tier 1, 2 and 3 targets academic and social /emotional areas that need to be addressed; strategies for setting clear expectations for instruction; ideas to facilitate the development of a systemic approach to teaching and aligned processes and procedures.

The coordination and integration of federal, state and local funds reduces duplication of services and ensures that all needs of our economically disadvantaged students are met.

*Title I, Part A-needs assessment and program plan design,parent involvement,services to students enrolled in private schools,high-quality teachers and paraprofessionals,coordination of services for homeless students in non-Title I schools,support for Title I Focus and Priority schools

andcomparability.

*Title I, Part C Migrant-Title I migrant education is a federally-funded program that assists selected local school districts in providing supplemental education services needed by migratory children. The program helps children develop oral and written language, and other communication skills. It also focuses on reading, mathematics, and other core subjects to improve student achievement.

*Title I Part D-Federal Neglected and Delinquent funds are provided to enable failing and at-risk neglected, delinquent, and incarcerated youth to have the same opportunity as students in other Title I instructional programs. Such youth receive supplementary programs and services to improve their achievement in reading, mathematics, and language arts, have access to vocational life-skills training, and are engaged in working toward a successful transition to obtain a high school diploma in a regular school setting, earn a GED or HSED at the institution, find employment, or enroll in a postsecondary program.

*Title II-Part A -- Teacher and Principal Training and Recruiting FundPart B -- Mathematics and Science PartnershipsPart C -- Innovation for Teacher QualityPart D -- Enhancing Education Through Technology.

Title III-Title III, NCLB, provides additional financial assistance to local school districts with immigrant students. Funds flow through state educational agencies in the form of discretionary grants. For purposes of this program, the term “immigrant children” is defined as children who were not born in this country and who have been attending schools in one or more states for less than three complete academic years. Grant activities include: (a) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children; (b) supplemental support of personnel, including teacher aides who have been specially trained, or are being trained, to provide services to immigrant children and youth; (c) Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth; (d) Identification and acquisition of curricular materials, educational software, and technologies to be used in the program; (e) Basic instructional resources that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, transportation, or such other costs as are directly attributable to such additional basic instruction services; (f) Other supplemental services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as orientation to the educational system or civics education.

*Title VI-Title VI is designed to provide flexibility to assist states in the development of strategies to target Federal funds to Federal programs that most effectively address the unique needs of States and localities. Funds will be provided to enhance state and local assessment systems and to improve the dissemination of information on student achievement and school performance to parents, community and other interested parties. States and local educational agencies will have the flexibility to target Federal funds to Federal programs that most effectively address the unique needs of States and localities. Additionally, there are allocations for certain activities authorized under this act.

*Part B-The Mathematics and Science Partnership Program discretionary grant is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between high-need school districts and the science, technology, engineering, and mathematics (STEM) faculty in institutions of higher education are at the core of these improvement efforts. Other partners may include state education agencies, public charter schools or other public schools, businesses, and nonprofit or for-profit organizations concerned with mathematics and science education.

* Title X Homeless-Every school district must designate a local homeless liaison. This person will

ensure homeless students and their families are identified, enrolled, and receive required educational and community social services, including preschool program services, and insure that parents are allowed to participate in the education of their children. Every school must follow best interest provisions by keeping the child in the school of origin for the duration of homelessness except when contrary to the parents/guardians wishes, to provide transportation, to remove barriers to enrollment and to resolve disputes. Every school district must coordinate programs and services for homeless children and youth across all ESEA programs, especially Title 1. Each district receiving Title 1 funds is to reserve some funds for serving homeless children and youth.

*Supplemental Academic Instruction (SAI)-English Language Acquisition: Title III-A of the No Child Left Behind (NCLB) Act of 2001 provides federal monies to local school districts as formula grants to implement supplemental instructional programs for ELLs. These funds may be used to pay for personnel salaries, instructional materials, parent involvement activities and professional development. Grant applications are part of each district's ESEA Consolidated application (and online application) and are reviewed by Title III staff at the Department of Public Instruction.

*Violence Prevention Programs-This assessment tool is designed to assist elementary, middle, and high schools identify gaps and strengths in their violence prevention program. The indicators within the assessment are recognized as best practices in the area of school violence prevention and contain six components: School Environment, Curriculum and Instruction, Student Programs, Pupil Services, Adult Programs, and Family and Community.

*Nutrition Programs- Staff members in Community and School Nutrition Teams provide nutrition information and program guidance to sponsors of the National School Lunch Program, the School Breakfast Program, Child and Adult Care Food Program, the Summer Food Service Program, the Special Milk Program, and the USDA Commodity Food Distribution Program. The Teams are also responsible for a variety of nutrition education initiatives that involve collaboration with other state agencies, UW-Extension, and regional and statewide child nutrition advocacy groups.

*Housing Programs-Provision of food, clothing, shelter, transportation, health care and safety. Relationship with Homeless Coalition and Head Start agencies.

*Head Start-The Florida Head Start State Collaboration Office must work in partnership with entities in the public and private sector to improve the support and services available to families. The office also works closely with the Head Start community (both through the Florida Head Start Association and directors of programs) in the overall direction of the grant.

*Adult Education-Florida's adult education system includes a range of instructional programs that help adults get the basic skills they need to be productive workers, family members, and citizens. The major program areas are Adult Basic Education (ABE), Adult Secondary Education (ASE), and English for Speakers of Other Languages (ESOL). These programs emphasize basic skills such as reading, writing, math, and English language competency. Adult education programs also help adult learners gain the knowledge and skills they need to enter and succeed in postsecondary education. Adult learners enrolled in ASE can earn a high school diploma or its equivalent by successfully passing the General Education Development (GED) tests.
Adult education programs are available to individuals that:
•Are 16 years or older and have legally left the secondary school system.
•Do not have a high school diploma or its equivalent.
•Want to learn to speak, read, and write the English language.
•Have earned a high school diploma, or its equivalent, but require remediation to obtain employment or pursue postsecondary education.

*CTE-All curriculum frameworks for Career and Technical Education (CTE) programs in Florida have

had Essential Skills integrated into the content. Essential Skills are the knowledge and skills considered by industry to be essential for successful entry into careers across all career clusters. Students preparing for careers at any level should be able to demonstrate this knowledge and these skills in the context of their chosen cluster and career path.The resources below are intended to be of assistance to teachers when creating lesson plans for Essential Skills.

*Job Training-How Job Training Programs is organized:
•Federal - Federally funded training programs
•sorted by State - State specific training programs
•sorted by Skills - skill specific training programs
•sorted by Education - minimum education level required
•Stimulus plan - President Obama's Economic Stimulus Plan benefits

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Karen J. Montgomery	Principal
Christine Jenkins	Principal
Natalie Russo	Business/Community
Charles Dickin	Parent
Marie Mohan	Teacher
Carissa Bergosh	Business/Community
Brian Schramm	Business/Community
Jennifer Russell	Parent
Tanya White MFLC	Business/Community
Veronica Smith	Education Support Employee
Brittany Stenberg	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

a. Evaluation of last year's school improvement plan

The School Advisory Council reviewed our School Improvement Plan from 2015-16. They were pleased with the progress that our students made as evidenced by our Discovery Education scores. Also, our Fifth Grade Science FCAT scores were above the state level.

b. Development of this school improvement plan

The School Advisory Council reviews the School Improvement Plan on an annual basis.

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

The School Advisory Council is made aware of the following budgets utilized at Blue Angels Elementary:
1. School Budget

2. Title One Budget
3. Military Grant Budget(s)

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

N/A

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
Montgomery, Karen	Principal
Brooks, Rachel	Teacher, K-12
Crisson, Mary	Teacher, ESE
Stein, Deanna	Teacher, K-12
Nixon, Christine	Assistant Principal
Griffin, Vanessa	School Counselor

b. Duties

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

*Promote AR(Accelerated Reader)
*Organize AR Rally First Nine Weeks, 2016
*Host Family Reading Nights
* Turn kids onto reading using Genius Time in our Innovation Center
*Provide higher level thinking questions for students to answer
*Enrich vocabulary school-wide
*Gather and compare AR data with grade levels on a monthly basis

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

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

Blue Angels Elementary School works to promote positive working relationships for staff.We provide day long substitutes for entire grade levels to plan collaboratively for the upcoming school year. This provides uninterrupted planning sessions and bonding time to strengthen relationships.

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

We utilize Student Teachers from the University of West Florida. Administration and Mentors We meet periodically with our new staff to ensure that their needs are met here at Blue Angels. Our first meeting with new staff was held on August 3, 2016.

We hire NCLB Highly Qualified Teachers Administration
START Teacher will be utilized to assist
brand new teachers to Blue Angels Elementary START Teacher (Teresa Lee)
(Samantha Smith and Trinity Barnett)

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

*Our current enrollment is 888 students. We are down in numbers from the 2015-16 school year.

START teacher(s) will be assigned to any brand new hires. Kim Sasser will serve as a buddy teacher to First Grade teacher, Samantha Smith. Kim Nichols will serve as a buddy teacher to Fifth Grade Teacher, Trinity Barnett.

START teacher (Teresa Lee) will conduct scheduled meetings and observations each nine weeks. Paperwork is submitted by START teacher. This paperwork is submitted to our district contacts at the end of each school year. The Administrative Team at Blue Angels keeps frequent contact with our new teachers/staff through the means of classroom walk-through and monthly meetings.

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.

Blue Angels Elementary ensures that our core instructional programs and materials are aligned to Florida's State Standards. This is accomplished as instructional staff utilize Math, Science and Reading (ELA) Pacing Guides and Key Fluency documents. These guides and documents have been prepared by our district's curriculum specialists along with the assistance of teachers.

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.

Blue Angels Elementary School uses data from FLKRS, First Grade Reading Assessment Data, Discovery Education, FCAT and Third Grade Reading Portfolio results to differentiate instruction for our K-5 and ESE students.

Inclusion teachers work to meet the needs of our ESE students:
K-2 ESE Teacher Mary Crisson
3rd ESE Teacher Angie Karalekas
4th Grade ESE Teacher Sheryl Lee Day
5th Grade ESE Teacher Veronica O'Brien

We utilize Title One funding to work with our students who are struggling in the areas of Reading and Mathematics. We also are blessed to have the Military Grant to be used specifically with our third, fourth and fifth grade students. Our focus is STEM and we will have a Fall and Spring session where we work with approximately one hundred students each time.

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: After School Program

Minutes added to school year: 3,840

The Department of Defense Education Activity (DoDEA) recently awarded a $1.6 million grant to the Escambia County School District. Blue Angels Elementary School will share the grant with three other schools. These funds are designated to be spent over a three-year time frame. Implementation of school garden programs and technology-infused physical fitness equipment will assist in reducing obesity in our targeted schools.

Strategy Rationale

Blue Angels Elementary School will utilize grant monies to improve academic achievement and overall student wellness in a variety of initiatives that include greater infusion of technology into classroom instruction, enhanced physical education instruction, after-school mathematics and science enrichment, and student-maintained community gardens. Students will also be provided opportunities to attend week-long summer camps on board the National Museum of Naval Aviation's Flight Adventure Deck and the National Flight Academy—both housed on Naval Air Station Pensacola.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Montgomery, Karen, kmontgomery@escambia.k12.fl.us

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

Interim Outcomes:

By June 2017, military dependent students at the target schools in grades 1, 3, and 6 will have BMI levels within nine percentage points of the norm, as measured by the standard BMI calculator, an improvement of two percentage points over the SY15-16 baseline level.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

Programs for prekindergarten to kindergarten transition are in place. Opportunities for a "pre-visit" to the "big school" have been offered each year. We will welcome groups from Corry Station's on-site daycare and Blue Angel Day Care during May, 2017.

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.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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.

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"Â? 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.

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. Increase student engagement in the areas of Mathematics, Reading and Science.

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. Increase student engagement in the areas of Mathematics, Reading and Science. 1a

G080042

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	68.0
FSA ELA Achievement	74.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Students working at varying levels
- Low level of performance upon entering grade level
- Students absences and tardies

Resources Available to Help Reduce or Eliminate the Barriers 2

- K-5 basal reading series: Reading Wonders
- Florida State Standards correlated to basal mathematics GOMath (supplemental materials)
- 6 Traits Writing Curriculum
- Professional Development provided by both district -wide, state-wide and nationally recognized programs. Special emphasis in new district initiatives, software and curriculum materials.

Plan to Monitor Progress Toward G1. 8

At predetermined intervals, we will decide as a team to continue, intensify, modify, or terminate strategies, revisit barriers, or modify the goal itself based on data.

Person Responsible
Karen Montgomery

Schedule
Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion
School grade is a "B" based on results from 2015-16 FSA scores .

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. Increase student engagement in the areas of Mathematics, Reading and Science. 1

G080042

G1.B1 Students working at varying levels 2

B211191

G1.B1.S1 Discovery Education Assessment Software will help to identify students at various levels. Data Power Teams assist teachers with identifying student areas of deficiency. "Bubble" students will be identified based on previous Discovery Education data. 4

S223285

Strategy Rationale

Our rationale is if we consistently monitor student progress we will be able to individualize what we do for children and help them to progress towards their targeted goal.

Action Step 1 5

PD opportunities in additional training in the core areas of Reading and Mathematics utilizing Discovery Education Assessment software.

Person Responsible

Karen Montgomery

Schedule

Quarterly, from 9/19/2016 to 5/24/2017

Evidence of Completion

Reports analyzed from AP 1 to AP 2 to AP 3 Probes are created and assigned to students for Reading and Mathematics.Completion of probes are monitored by classroom teachers. Blue Angels ranked at the 58th percentile in Reading on the 2016 state assessment. We want to increase our Reading percentile ranking by five percent on the 2017 state assessment. We have received our FSA results for the 2015-16 school year. Blue Angels ranked at the 57th percentile in Mathematics on the 2016 state assessment. We want to increase our Mathematics percentile ranking by five percent on the 2017 state assessment. We have received our FSA results for the 2015-16 school year.

Action Step 2 5

Continued PD for our Curriculum Team.

Person Responsible

Karen Montgomery

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Principal will collect evidence during classroom walk-throughs to document PD implementation.

Action Step 3 5

PD and Content instruction (STEM) for grade level specific teams. Print reports from Discovery Ed. by grade level.

Person Responsible

Karen Montgomery

Schedule

Quarterly, from 9/19/2016 to 5/24/2017

Evidence of Completion

Reports analyzed from AP 1 to AP 2 to AP 3

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

Discovery Ed. reports
FLKRS Data (Kindergarten) first week in December

Person Responsible

Karen Montgomery

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Classroom walkthroughs, Weekly Jet Log, Monthly Calendar, Minutes from Grade Level Meetings

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

Data Notebooks...Student Grades.....Assessment Results

Person Responsible

Karen Montgomery

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Results will support increased student proficiency in the areas of Reading, Mathematics and Science

G1.B2 Low level of performance upon entering grade level 2

B211192

G1.B2.S1 Discovery Education Assessment Software will help to identify students at various levels. Data Power Teams assist teachers with identifying student areas of deficiency. 4

S223286

Strategy Rationale

Data results will impact education plan for students in Reading and Mathematics. Remediation and enrichment are provided for students.

Action Step 1 5

Teacher PD will be provided each quarter to enhance teacher engagement with DE utilizing Title One funding.

Person Responsible

Karen Montgomery

Schedule

Quarterly, from 9/19/2016 to 5/24/2017

Evidence of Completion

Discovery Education Assessment data will be monitored for each student.

Action Step 2 5

Teacher PD will be provided each quarter to enhance teacher engagement with DE utilizing Title One funding.

Person Responsible

Karen Montgomery

Schedule

Quarterly, from 9/19/2016 to 5/24/2017

Evidence of Completion

Discovery Education Assessment data will be monitored for each student.

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

Data Power Teams will monitor student data and address areas of deficiency.

Person Responsible

Karen Montgomery

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Assessment software will provide data for individual students.

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

Monitor Focus Software that identifies tardy and habitually absent students.

Person Responsible

Karen Montgomery

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Tardy and attendance data will be utilized as we plan, "Attendance Child Study" meetings on a monthly basis.Social Worker for Blue Angels has been proactive this school year with parents by sending a letter the first week of school regarding attendance issues. We will monitor these students closely.

G1.B3 Students absences and tardies 2

B211193

G1.B3.S1 "FOCUS" software attendance program is assisting with immediate identification of tardy and habitually absent students. 4

S223287

Strategy Rationale

We are tracking absentees and tardy students. Parents participate in, "Attendance Child Study" meetings to address these concerns.

Action Step 1 5

FOCUS software

Person Responsible

Karen Montgomery

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Identification of tardy and habitually absent students

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

Principal will monitor student engagement with fidelity by creating automatic reminders on her GroupWise calendar.

Person Responsible

Karen Montgomery

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Principal will monitor student engagement with fidelity by creating automatic reminders on her GroupWise calendar.

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

Increase student engagement by monitoring Discovery Education reports after each assessment.

Person Responsible

Karen Montgomery

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

On-line Discovery Education reports will indicate progress or lack of for each assessment

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
		2017			
G1.MA1 M280118	At predetermined intervals, we will decide as a team to continue, intensify, modify, or terminate...	Montgomery, Karen	8/10/2016	School grade is a "B" based on results from 2015-16 FSA scores .	5/24/2017 monthly
G1.B1.S1.MA1 M280112	Data Notebooks...Student Grades.....Assessment Results	Montgomery, Karen	8/10/2016	Results will support increased student proficiency in the areas of Reading, Mathematics and Science	5/24/2017 monthly
G1.B1.S1.MA1 M280113	Discovery Ed. reports FLKRS Data (Kindergarten) first week in December	Montgomery, Karen	8/10/2016	Classroom walkthroughs, Weekly Jet Log, Monthly Calendar, Minutes from Grade Level Meetings	5/24/2017 monthly
G1.B1.S1.A1 A282111	PD opportunities in additional training in the core areas of Reading and Mathematics utilizing...	Montgomery, Karen	9/19/2016	Reports analyzed from AP 1 to AP 2 to AP 3 Probes are created and assigned to students for Reading and Mathematics.Completion of probes are monitored by classroom teachers. Blue Angels ranked at the 58th percentile in Reading on the 2016 state assessment. We want to increase our Reading percentile ranking by five percent on the 2017 state assessment. We have received our FSA results for the 2015-16 school year. Blue Angels ranked at the 57th percentile in Mathematics on the 2016 state assessment. We want to increase our Mathematics percentile ranking by five percent on the 2017 state assessment. We have received our FSA results for the 2015-16 school year.	5/24/2017 quarterly
G1.B1.S1.A2 A282112	Continued PD for our Curriculum Team.	Montgomery, Karen	8/10/2016	Principal will collect evidence during classroom walk-throughs to document PD implementation.	5/24/2017 quarterly
G1.B1.S1.A3 A282113	PD and Content instruction (STEM) for grade level specific teams. Print reports from Discovery Ed....	Montgomery, Karen	9/19/2016	Reports analyzed from AP 1 to AP 2 to AP 3	5/24/2017 quarterly
G1.B2.S1.MA1 M280114	Monitor Focus Software that identifies tardy and habitually absent students.	Montgomery, Karen	8/10/2016	Tardy and attendance data will be utilized as we plan, "Attendance Child Study" meetings on a monthly basis.Social Worker for Blue Angels has been proactive this school year with parents by sending a letter the first week of school regarding attendance issues. We will monitor these students closely.	5/24/2017 monthly
G1.B2.S1.MA1 M280115	Data Power Teams will monitor student data and address areas of deficiency.	Montgomery, Karen	8/10/2016	Assessment software will provide data for individual students.	5/24/2017 quarterly
G1.B2.S1.A1 A282114	Teacher PD will be provided each quarter to enhance teacher engagement with DE utilizing Title One...	Montgomery, Karen	9/19/2016	Discovery Education Assessment data will be monitored for each student.	5/24/2017 quarterly
G1.B2.S1.A2 A282115	Teacher PD will be provided each quarter to enhance teacher engagement with DE utilizing Title One...	Montgomery, Karen	9/19/2016	Discovery Education Assessment data will be monitored for each student.	5/24/2017 quarterly
G1.B3.S1.MA1 M280116	Increase student engagement by monitoring Discovery Education reports after each assessment.	Montgomery, Karen	8/10/2016	On-line Discovery Education reports will indicate progress or lack of for each assessment	5/24/2017 quarterly
G1.B3.S1.MA1 M280117	Principal will monitor student engagement with fidelity by creating automatic reminders on her...	Montgomery, Karen	8/10/2016	Principal will monitor student engagement with fidelity by creating automatic reminders on her GroupWise calendar.	5/24/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1 A282116	FOCUS software	Montgomery, Karen	8/10/2016	Identification of tardy and habitually absent students	5/24/2017 monthly

V. Professional Development Opportunities

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

G1. Increase student engagement in the areas of Mathematics, Reading and Science.

G1.B1 Students working at varying levels

G1.B1.S1 Discovery Education Assessment Software will help to identify students at various levels. Data Power Teams assist teachers with identifying student areas of deficiency. "Bubble" students will be identified based on previous Discovery Education data.

PD Opportunity 1

PD opportunities in additional training in the core areas of Reading and Mathematics utilizing Discovery Education Assessment software.

Facilitator

Discovery Education Team (K-5), Tech Coord., Administration

Participants

Adminstrative Team and Teacher(s), Curriculum Team

Schedule

Quarterly, from 9/19/2016 to 5/24/2017

PD Opportunity 2

Continued PD for our Curriculum Team.

Facilitator

Curriculum Team and Tech Coord., Administrative Team, District Curriculum Specialists

Participants

Adminstrative Team and Teacher(s), Curriculum Team

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

PD Opportunity 3

PD and Content instruction (STEM) for grade level specific teams. Print reports from Discovery Ed. by grade level.

Facilitator

University of West Florida Professors District Curriculum Specialists

Participants

Adminstrative Team and Teacher(s), Data Power Team

Schedule

Quarterly, from 9/19/2016 to 5/24/2017

G1.B2 Low level of performance upon entering grade level

G1.B2.S1 Discovery Education Assessment Software will help to identify students at various levels. Data Power Teams assist teachers with identifying student areas of deficiency.

PD Opportunity 1

Teacher PD will be provided each quarter to enhance teacher engagement with DE utilizing Title One funding.

Facilitator

Curriculum Specialists

Participants

K-5 and ESE Staff

Schedule

Quarterly, from 9/19/2016 to 5/24/2017

PD Opportunity 2

Teacher PD will be provided each quarter to enhance teacher engagement with DE utilizing Title One funding.

Facilitator

Curriculum Specialists

Participants

K-5 and ESE Staff

Schedule

Quarterly, from 9/19/2016 to 5/24/2017

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**	**PD opportunities in additional training in the core areas of Reading and Mathematics utilizing Discovery Education Assessment software.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			$0.00
			District-Wide			$0.00
			District-Wide	Title I, Part A		$0.00
			Notes: Funds are budgeted for substitutes for each grade level to participate in Professional Development.			
2	**G1.B1.S1.A2**	**Continued PD for our Curriculum Team.**				**$0.00**
3	**G1.B1.S1.A3**	**PD and Content instruction (STEM) for grade level specific teams. Print reports from Discovery Ed. by grade level.**				**$0.00**
4	**G1.B2.S1.A1**	**Teacher PD will be provided each quarter to enhance teacher engagement with DE utilizing Title One funding.**				**$0.00**
5	**G1.B2.S1.A2**	**Teacher PD will be provided each quarter to enhance teacher engagement with DE utilizing Title One funding.**				**$0.00**
6	**G1.B3.S1.A1**	**FOCUS software**				**$0.00**
					Total:	**$0.00**