

Escambia County School District

Navy Point Elementary School



2018-19 Schoolwide Improvement Plan

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Navy Point Elementary School

1321 PATTON DR, Pensacola, FL 32507

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

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

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.

All members of the school community work together to motivate students to develop into successful learners, good citizens, and future leaders.

Provide the school's vision statement.

Create a school where parents want to send their children, students want to learn, teachers want to teach and employees want to work.

School Leadership Team

Membership

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

Name	Title
Ford-Harris, Monica	Principal
Frick, Pam	Instructional Coach
Rudd, Catherine	Assistant Principal
Gooden, Bernita	School Counselor
White, Kanisha	Teacher, K-12

Duties

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

The school leadership team serves as a collaborative team that represents teachers, administration, and support personnel. The goal of the leadership team is to develop a culture of shared leadership and collaborative problem solving. The team meets regularly to make instructional decisions, discuss school data, and plan action steps necessary for making improvements. The members of the team are responsible for facilitating data meetings within their teams, while guiding their team mates toward implementing any school wide initiatives decided upon by the leadership team.

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	6	1	6	5	2	0	0	0	0	0	0	0	0	20
One or more suspensions	0	8	3	5	7	17	0	0	0	0	0	0	0	40
Course failure in ELA or Math	0	6	7	16	8	3	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	12	21	51	0	0	0	0	0	0	0	84

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	2	1	11	9	16	0	0	0	0	0	0	0	39

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	10	18	6	12	1	0	0	0	0	0	0	0	0	47
Retained Students: Previous Year(s)	0	0	0	2	5	2	0	0	0	0	0	0	0	9

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	3	14	17	19	25	13	0	0	0	0	0	0	0	91
One or more suspensions	0	2	1	8	12	10	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	8	17	24	24	26	0	0	0	0	0	0	0	99
Level 1 on statewide assessment	0	0	0	7	31	40	0	0	0	0	0	0	0	78

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	2	7	16	29	24	0	0	0	0	0	0	0	78

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	3	14	17	19	25	13	0	0	0	0	0	0	0	91
One or more suspensions	0	2	1	8	12	10	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	8	17	24	24	26	0	0	0	0	0	0	0	99
Level 1 on statewide assessment	0	0	0	7	31	40	0	0	0	0	0	0	0	78

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	2	7	16	29	24	0	0	0	0	0	0	0	78

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?

Math lowest quartile was the lowest area of performance for 2018. It dropped from 30% (2017) to 26% (2018). It has declined the last three years from a high of 49% in 2016.

Which data component showed the greatest decline from prior year?

Science proficiency dropped by 20 percentage points from 59% (2017) to 39% (2018).

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

In 2018, Math proficiency was 31% lower than the state average. The state average was 62% and Navy Point was 31%.

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

Math overall learning gains increased from 29% (2017) to 35% (2018). However, this is a drop from 2016 of 49%.

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

Teacher stability improved over the previous year. Additionally, we utilized two teaching teams and held quarterly grade level planning days with subject area specialists.

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	30%	49%	56%	30%	46%	52%
ELA Learning Gains	32%	46%	55%	43%	46%	52%
ELA Lowest 25th Percentile	39%	40%	48%	48%	43%	46%
Math Achievement	31%	55%	62%	43%	52%	58%
Math Learning Gains	35%	57%	59%	49%	50%	58%
Math Lowest 25th Percentile	26%	48%	47%	44%	43%	46%
Science Achievement	39%	55%	55%	38%	51%	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	6 (3)	1 (14)	6 (17)	5 (19)	2 (25)	0 (13)	20 (91)
One or more suspensions	0 (0)	8 (2)	3 (1)	5 (8)	7 (12)	17 (10)	40 (33)
Course failure in ELA or Math	0 (0)	6 (8)	7 (17)	16 (24)	8 (24)	3 (26)	40 (99)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (7)	21 (31)	51 (40)	84 (78)

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	36%	52%	-16%	57%	-21%
	2017	26%	59%	-33%	58%	-32%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	23%	51%	-28%	56%	-33%
	2017	33%	49%	-16%	56%	-23%
Same Grade Comparison		-10%				
Cohort Comparison		-3%				
05	2018	21%	44%	-23%	55%	-34%
	2017	24%	47%	-23%	53%	-29%
Same Grade Comparison		-3%				
Cohort Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	41%	54%	-13%	62%	-21%
	2017	37%	54%	-17%	62%	-25%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	20%	58%	-38%	62%	-42%
	2017	28%	54%	-26%	64%	-36%
Same Grade Comparison		-8%				
Cohort Comparison		-17%				
05	2018	21%	52%	-31%	61%	-40%
	2017	27%	50%	-23%	57%	-30%
Same Grade Comparison		-6%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	34%	55%	-21%	55%	-21%
	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	33	43	31	29	32	13	33				
ELL	35	50		20	29						
BLK	22	26	23	24	31	28	36				
HSP	30	43	50	28	29		38				
MUL	21	10		36	40						
WHT	39	36		39	38		53				
FRL	24	31	43	29	35	24	33				

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	6	25		6	30	31					
ELL	27	40		27	40						
BLK	19	42	56	27	26	40	37				
HSP	32	40		36	30						
MUL	19	17		13	8						
WHT	36	48		38	36		63				
FRL	26	41	39	28	27	24	54				

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 Math Lower Quartile Learning Gains

Rationale Navy Point's percent of lower quartile students demonstrating a learning gain has continued to decline over the last 3 years (2016-44%; 2017-30%; 2018-26%).

Intended Outcome Navy Point will increase the percent of students in the lower quartile demonstrating a learning gain in math by 20 percentage points on the 2018 FSA.

Point Person Catherine Rudd (crudd2@ecsdf.us)

Action Step

Teachers will work with the District Math Specialist to to plan lessons quarterly, plan the activities for math boot camps, hold PD on the conceptual understanding of mathematics.

Teachers will participate in content specific district PLCs.

Purchase materials for center activities, manipulatives, and other supplemental resources

Purchase of classroom libraries for grades 3-5.

Description

Teachers in grades K-5 will be provided 2 hours per month, after-school for planning and modeling/practicing lessons beginning September 20, 2018.

Students in grades K-5 will be offered after-school tutoring services on Mondays beginning October 15, 2018.

Navy Point will partner with The Rensselareville Institute to increase student achievement. They will be supporting the administrative team to provide teachers with specific feedback on instruction, setting educational targets, and by ensuring all instructional resources/strategies are connected back to the standard being taught. These strategies will all lead to a successful classroom and ultimately a successful school.

Person Responsible Catherine Rudd (crudd2@ecsdf.us)

Plan to Monitor Effectiveness

We will hold data meetings every 10 days to review and discuss STAR360, iReady, unit assessments/probes, and classroom visit data.

Each grade level will meet on the 2nd Thursday of each month during grade level planning to discuss specific student progress on unit assessments and probes.

Description

There will be sign in sheets used as a record for student attendance at the tutoring sessions.

We will hold clustered grade level data meetings after-school on the 4th Wednesday (K-2) and Thursday (3-5) after-school.

There will be weekly and monthly meetings with the TRI representative to discuss the progress of the plan, to visit classrooms monitoring effective instruction, and providing feedback on next steps.

Person Responsible Catherine Rudd (crudd2@ecsdf.us)

Activity #2

Title Science Proficiency

Rationale Navy Point's science proficiency dropped from 2017-59% to 2018-39%. There was a change in instructional personnel at the 5th grade science position during the 2017-2018 school year.

Intended Outcome Navy Point will increase the percent of students demonstrating proficiency on the 2018 FCAT Science test by 15 percentage points.

Point Person Kanisha White (kwhite3@ecsdf1.us)

Action Step

Teachers will work with the District Science Specialist to plan out quarterly units and determine hands-on labs.

Description Purchase Study Island for 3-5 science support.

Teachers in grades K-5 will be provided 2 hours per month, after-school for planning and modeling/practicing lessons beginning September 20, 2018.

Person Responsible Kanisha White (kwhite3@ecsdf1.us)

Plan to Monitor Effectiveness

We will hold data meetings every 10 days to review and discuss Study Island, unit assessment/probe, and classroom visit data.

Description Each grade level will meet on the 2nd Thursday of each month during grade level planning to discuss specific student progress on unit assessments and probes.

We will hold clustered grade level data meetings after-school on the 4th Wednesday (K-2) and Thursday (3-5) after-school.

Person Responsible Kanisha White (kwhite3@ecsdf1.us)

Activity #3	
Title	ELA Learning Gains
Rationale	Navy Point's ELA gains have declined over the last 3 years (2016-43%; 2017-40%; 2018-32%). We have experienced a change in personnel at grades 3-5 who provide the ELA instruction.
Intended Outcome	Navy Point will increase the percent of students demonstrating a learning gain in ELA by 10 percentage points on the 2018 FSA.
Point Person	Monica Ford-Harris (mford-harris@ecsdf.us)

Action Step	
	Teachers will work with the District ELA Specialist to plan lessons quarterly and participate in PD on complex text.
	Professional Development on Quality Questioning
	Purchase of classroom libraries for grades K-5
	Purchase DRA kits for assessment of reading levels
Description	Teachers in grades K-5 will be provided 2 hours per month, after-school for planning and modeling/practicing lessons beginning September 20, 2018.
	Students in grades K-5 will be offered after-school tutoring services on Mondays beginning October 15, 2018.
	Leadership team will be working with Rensselaerville Institute in a partnership to develop leadership behaviors that increase teacher effectiveness and student performance.
Person Responsible	Monica Ford-Harris (mford-harris@ecsdf.us)

Plan to Monitor Effectiveness	
	We will hold data meetings every 10 days to review and discuss STAR360, iReady, unit assessments/probes, and classroom visit data.
	Each grade level will meet on the 2nd Thursday of each month during grade level planning to discuss specific student progress on unit assessments and probes.
Description	There will be sign in sheets used as a record for student attendance at the tutoring sessions.
	We will hold clustered grade level data meetings after-school on the 4th Wednesday (K-2) and Thursday (3-5) after-school.
Person Responsible	Monica Ford-Harris (mford-harris@ecsdf.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, Â§ 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.

ESSA REQUIRES TITLE I SCHOOLS TO ADDRESS THE FOLLOWING, WHICH WILL BE SCHOOL SPECIFIC:

COUNSELING, SCHOOL-BASED MENTAL HEALTH PROGRAMS, SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES, MENTORING SERVICES, AND OTHER STRATEGIES TO IMPROVE STUDENTS' SKILLS OUTSIDE THE ACADEMIC SUBJECT AREAS.

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.

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.

ESSA REQUIRES SCHOOLS TO ADDRESS HOW OTHER FUNDING SOURCES ARE USED TO SUPPORT THE ANSWER TO THIS QUESTION. I PROVIDED THE ANSWERS (BELOW) FOR FEDERAL FUNDS BUT SCHOOLS MAY NEED TO ADD HOW THEY USE UNISIG, SAI, SAFE SCHOOLS, AND OTHER FUNDING SOURCES:

Title I, Part A

Academic support is provided to ensure students requiring additional remediation are assisted through

(ADD SCHOOL SPECIFIC DETAILS BASED ON HOW YOU ARE SPENDING TITLE I FUNDS).

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:	\$232,845.00
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