

Escambia County School District

Reinhardt Holm Elementary School



2018-19 Schoolwide Improvement Plan

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Reinhardt Holm Elementary School

6101 LANIER DR, Pensacola, FL 32504

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	72%

School Grades History

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

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.

Holm Elementary school will promote and enhance learning and highest student achievement through collaborative efforts of all stakeholders and will make a positive difference in the lives of students by preparing them for lifelong learning. We believe an effective rapport between school and home should exist to develop a sense of responsibility toward self, family, school, community, and country.

Provide the school's vision statement.

Holm Elementary's vision is to develop self-confident students with a passion for learning and leading by example to others in our community.

School Leadership Team

Membership

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

Name	Title
Shiver, Jennifer	Teacher, PreK
Cotita, Jason	Teacher, K-12
VanBlaricom, Judy	Instructional Media
Tapparo, Susan	Other
Jernigan, Jojeana	Teacher, K-12
Goolsby, Mark	Teacher, K-12
Gron, Tonya	Teacher, ESE
Arnold, Kristin	Principal
Stephens, Cynthia	Assistant Principal
Turman, Stacey	Teacher, K-12
Digmon, Janice Erin	Teacher, K-12
Johnson, Juley	Teacher, K-12

Duties

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

Leadership team members serve as team leaders for each grade level and teams at school. They meet with administration monthly to review current data and policies to discuss/plan for school wide improvement. They meet with individual teams weekly to discuss specific items pertaining to improvement for the team and bring back important information to the leadership team monthly.

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	24	19	15	12	7	17	0	0	0	0	0	0	0	94
One or more suspensions	1	0	1	6	6	3	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	1	3	8	5	7	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	8	19	25	0	0	0	0	0	0	0	52

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	9	7	12	0	0	0	0	0	0	0	29

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	8	8	1	8	0	0	0	0	0	0	0	0	0	25
Retained Students: Previous Year(s)	0	0	0	4	2	2	0	0	0	0	0	0	0	8

Date this data was collected

Thursday 7/19/2018

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	7	15	15	14	17	6	0	0	0	0	0	0	0	74
One or more suspensions	0	5	4	5	3	2	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	2	5	10	13	17	0	0	0	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	8	17	32	0	0	0	0	0	0	0	57

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	3	8	11	17	0	0	0	0	0	0	0	41

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	7	15	15	14	17	6	0	0	0	0	0	0	0	74
One or more suspensions	0	5	4	5	3	2	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	2	5	10	13	17	0	0	0	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	8	17	32	0	0	0	0	0	0	0	57

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	3	8	11	17	0	0	0	0	0	0	0	41

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?

Reading proficiency and learning gains are not adequate. This seems to be a trend.

Which data component showed the greatest decline from prior year?

Reading proficiency declined from the previous year. ELA learning gains declined 11%.

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

ELA achievement and ELA learning gains have a 20% gap compared to the state average.

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

Math learning gains with an increase of 12% and Lower Quartile math learning gains increased by 15%. More targeted instruction seems to be the reason for this increase.

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

More targeted instruction seems to be the reason for this increase in Math Learning Gains. Progress monitoring with Star360 and District quarterly assessments, teachers are able to analyze student strengths and weaknesses. Routine data analysis provided multiple opportunities to review student response to instruction and allow time to intervene with intensive remediation.

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	33%	49%	56%	34%	46%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	32%	46%	55%	39%	46%	52%
ELA Lowest 25th Percentile	29%	40%	48%	39%	43%	46%
Math Achievement	44%	55%	62%	32%	52%	58%
Math Learning Gains	50%	57%	59%	31%	50%	58%
Math Lowest 25th Percentile	38%	48%	47%	26%	43%	46%
Science Achievement	46%	55%	55%	29%	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	24 (7)	19 (15)	15 (15)	12 (14)	7 (17)	17 (6)	94 (74)
One or more suspensions	1 (0)	0 (5)	1 (4)	6 (5)	6 (3)	3 (2)	17 (19)
Course failure in ELA or Math	0 (0)	1 (2)	3 (5)	8 (10)	5 (13)	7 (17)	24 (47)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	8 (8)	19 (17)	25 (32)	52 (57)

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	34%	52%	-18%	57%	-23%
	2017	40%	59%	-19%	58%	-18%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	20%	51%	-31%	56%	-36%
	2017	41%	49%	-8%	56%	-15%
Same Grade Comparison		-21%				
Cohort Comparison		-20%				
05	2018	28%	44%	-16%	55%	-27%
	2017	35%	47%	-12%	53%	-18%
Same Grade Comparison		-7%				
Cohort Comparison		-13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	54%	54%	0%	62%	-8%
	2017	56%	54%	2%	62%	-6%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	29%	58%	-29%	62%	-33%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	32%	54%	-22%	64%	-32%
Same Grade Comparison		-3%				
Cohort Comparison		-27%				
05	2018	33%	52%	-19%	61%	-28%
	2017	31%	50%	-19%	57%	-26%
Same Grade Comparison		2%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	42%	55%	-13%	55%	-13%
	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	21	33	21	26	41	30	25				
BLK	25	27	35	42	49	39	36				
HSP	50			42							
MUL	65	55		65	73						
WHT	40	29		43	38		60				
FRL	31	28	25	45	47	39	43				
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	17	19	16	26	18					
BLK	29	36	20	35	34	24	28				
MUL	62	50		38	50						
WHT	57	52		60	57						
FRL	38	41	20	41	39	27	29				

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	Leadership Training with Rensselaerville Institute
Rationale	Building strong leadership will support student learning and continuous improvement. Building the capacity of the leader will inturn support growth of teacher leaders at the site.
Intended Outcome	Build capacity of leadership, support teacher growth, and increase academic achievement at Holm.
Point Person	Kristin Arnold (kcain@ecsdfi.us)
Action Step	
Description	Leadership team will be working with Rensselaerville Institute in a partnership to develop leadership behaviors that increase teacher effectiveness and student performance. Attend conference with TRI in VA Meet weekly with TRI representative
Person Responsible	Kristin Arnold (kcain@ecsdfi.us)
Plan to Monitor Effectiveness	
Description	
Person Responsible	[no one identified]

Activity #2	
Title	ELA proficiency/learning gains
Rationale	Holm is well below state and district average in ELA proficiency and learning gains. We must work to accelerate our growth in order to close the gap between our students and their peers in the area of ELA. We must increase the opportunities for our students to read more and more varied texts. It is imperative that we have rigorous material and difficult text as well as opportunities for remediation for our struggling students.
Intended Outcome	Increased percentages of ELA proficiency and increased percentage of students making learning gains. Holm intends to increase proficiency levels to 50% in 3rd, 48% in 4th, and 43% in 5th giving more than 10% growth in each grade level.
Point Person	Kristin Arnold (kcain@ecsdfl.us)
Action Step	
Description	<p>Increase the amount and variety of reading materials available in classroom libraries to enhance reading and promote more time spent in texts in K-5.</p> <p>Increase the amount of non-fiction texts available to students in the media center.</p> <p>Utilize Junior Great Books in third grade to increase rigorous engaging text, including professional development on appropriate utilization in third through fifth.</p> <p>Professional development opportunities for teachers to enhance instruction in ELA such as complex text, CIS model, Close reading, phonemic/phonological awareness, vocabulary and Daily 5.</p> <p>Extended time for grade levels to plan with special area specialists, coaches, etc.</p> <p>After school tutoring for targeted students in 3rd-5th.</p> <p>Provide IPADs and protective cases in K-1 to enhance literacy instruction- providing more opportunities for students to practice with online ELA resources (IREADY, phonological awareness/phonics/vocabulary building apps, reading stories online, etc.)</p>
Person Responsible	Kristin Arnold (kcain@ecsdfl.us)
Plan to Monitor Effectiveness	
Description	<p>ELA scores should increase with additional time spent reading good quality texts. We will monitor Star 360 ELA scores, AR scores, and Wonders Assessments. Data meetings will be held with K-2 monthly while data meetings will be held bi-weekly with 3rd-5th grade and ESE teachers. Daily walk through will focus on successful classroom components with weekly walkthroughs specifically focused on ELA block. AR will be monitored to ensure students are reading challenging texts and meeting their goals.</p>
Person Responsible	Kristin Arnold (kcain@ecsdfl.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.

Holm elementary receives Title I, Part A funds and is developing a written Parent and Family Engagement Plan (PFEP) that establishes our expectations for parent and family engagement. This written plan will be devised in collaboration with parents, community stakeholders, and school personnel responsible for implementing the plan. 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. 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.

Reinhardt Holm Elementary ensures that the social-emotional needs of its students are being met with open hours available through the Guidance Counselor-Kimberly Corcoran to see students upon request of the student, teacher, or parent. The Guidance Counselor is available to meet with parents upon request. Holm Elementary provides mentoring to students through volunteers (both adult and student) through teacher, parent or student identification of needs. Additional pupil services are provided by resource teachers and district support. Overlay counselors will also be available to students through the referral process. The counselor will serve students at the school two days a week in addition to the full-time guidance counselor.

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. Reinhardt Holm Elementary School has a preschool program for Students with Disabilities. Some of these students will continue in ESE transition kindergarten classes in the future, while most will transition to general education kindergarten in their school of residence. All transitions occur through the IEP team process.

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 MTSS/Rtl team works to provide a common vision for data-based decision-making, ensures that the school-based team is implementing MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation through the allocation of necessary staffing and funding, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

Title I, Part A

Holm Elementary School's 2018-19 Title I budget is \$159,908. Services are provided to ensure students requiring additional remediation are assisted through tutoring, family night activities, and/or summer

school. MTSS/RTI coach for professional development was purchased at a total cost of \$63,107. Holm Elementary School is using \$2,156 of Title I funds for parental involvement and \$31,116 for a technical assistant. The remaining funds are for supplies and retirement. The District coordinates with Title II and Title III in ensuring professional development needs are provided.

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- Neglected

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

Title III

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. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate.

Title IX-Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for student 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.

Supplemental Academic Instruction (SAI)

SAI funds are used for technology software to enhance current curriculum and supplies.

Violence Prevention Programs

A non-violence and anti-drug program is offered including: guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Holm's School Wide Behavior Management Plan includes training for faculty, staff, and students regarding bullying. In addition, bullies may be reported anonymously on our district's "Bullying" Reporting website.

Nutrition Programs

As a Healthier Generation Alliance School and a Fuel Up for 60 School, Holm is committed to offering nutritional choices daily.

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

NA

Part V: Budget

Total:	\$204,867.50
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