Blue Angels Elementary School

2018-19 Schoolwide Improvement Plan

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Blue Angels Elementary School

1551 DOG TRACK RD, Pensacola, FL 32506

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 KG-5	No	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

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

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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.

School Leadership Team

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

Name	Title
Murphy, Jayne	Principal
Griffin, Vanessa	School Counselor
Southworth, Gary	School Counselor
Jenkins, Christine	Assistant Principal

Duties

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

Each member of the School Leadership Team focus on the needs of our students. We provide a common vision for the use of data based decision making and implementation of the MTSS process. Our guidance counselors work diligently to meet the social-emotional needs which helps students focus on their academic growth. They work alongside families to promote the importance of education at school and home.

Teachers provide information regarding classroom performance and instruction, collect student data, and work with other staff to provide the appropriate level of interventions. Our Exceptional Education/ Inclusion teachers assist with data collection, integrates curriculum and collaborates with the general education teacher.

The Administrative team ensures that teachers have the resources necessary to deliver instruction and maintain classroom management. In addition, they work closely with families and the community to provide information regarding our instructional practices and school activities.

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	1	2	3	0	2	3	0	0	0	0	0	0	0	11
One or more suspensions	0	2	3	1	3	1	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	5	3	4	0	2	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	2	35	20	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	0	0	2	0	3	0	0	0	0	0	0	0	5

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	4	7	3	3	0	0	0	0	0	0	0	0	0	17
Retained Students: Previous Year(s)	0	0	1	0	1	1	0	0	0	0	0	0	0	3

Date this data was collected

Tuesday 8/7/2018

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	1	3	16	16	8	12	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	3	1	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	5	11	9	11	14	0	0	0	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	0	28	33	0	0	0	0	0	0	0	61

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	2	2	9	13	0	0	0	0	0	0	0	26

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	1	3	16	16	8	12	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	3	1	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	5	11	9	11	14	0	0	0	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	0	28	33	0	0	0	0	0	0	0	61

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	2	2	9	13	0	0	0	0	0	0	0	26

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?

Our lowest data component on the FSA was ELA lower quartile learning gains at 42%. This area has been the lowest for the last two testing years.

Which data component showed the greatest decline from prior year?

The greatest decline was in ELA lower quartile learning gains from 52% in 2016/2017 to 42% in 2017/2018.

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

The biggest gap when compared to the state average is our ELA lower quartile learning gains at 42% while the state is 48%.

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

The area showing the most improvement was Math lower quartile learning gains at 63%, which is 16 points gain from the previous year, 47%. This is not a trend as the percentage is the same in 2016/2017.

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

All teachers participated in year-long, school-based professional learning activities provided by the district math specialist. In addition, all students received individualized math instruction using supplemental math programs such as Accelerated Math and Moby Max. Teachers and administration reviewed progress monitoring data together on a quarterly basis, and teachers adjusted instructional calendars and activities accordingly.

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	62%	49%	56%	58%	46%	52%
ELA Learning Gains	57%	46%	55%	58%	46%	52%
ELA Lowest 25th Percentile	42%	40%	48%	51%	43%	46%
Math Achievement	67%	55%	62%	57%	52%	58%
Math Learning Gains	69%	57%	59%	63%	50%	58%
Math Lowest 25th Percentile	63%	48%	47%	38%	43%	46%
Science Achievement	68%	55%	55%	57%	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	1 (1)	2 (3)	3 (16)	0 (16)	2 (8)	3 (12)	11 (56)
One or more suspensions	0 (0)	2 (0)	3 (0)	1 (3)	3 (1)	1 (2)	10 (6)
Course failure in ELA or Math	0 (0)	5 (5)	3 (11)	4 (9)	0 (11)	2 (14)	14 (50)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (0)	35 (28)	20 (33)	57 (61)

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	64%	52%	12%	57%	7%
	2017	73%	59%	14%	58%	15%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	62%	51%	11%	56%	6%
	2017	56%	49%	7%	56%	0%
Same Grade Comparison		6%				
Cohort Comparison		-11%				
05	2018	57%	44%	13%	55%	2%
	2017	64%	47%	17%	53%	11%
Same Grade Comparison		-7%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	61%	54%	7%	62%	-1%
	2017	56%	54%	2%	62%	-6%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	71%	58%	13%	62%	9%
	2017	69%	54%	15%	64%	5%
Same Grade Comparison		2%				
Cohort Comparison		15%				
05	2018	68%	52%	16%	61%	7%
	2017	71%	50%	21%	57%	14%
Same Grade Comparison		-3%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	67%	55%	12%	55%	12%
	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	32	33	35	32	51	57	48				
ASN	78	58		78	75						
BLK	43	48	44	52	60	64	50				
HSP	53	50		63	75	80	83				
MUL	70	68		81	84		77				
WHT	65	57	42	68	65	58	64				
FRL	54	54	36	57	64	56	66				
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	29	25	21	29	50	40	33				
ASN	71	77		76	77						
BLK	47	43	20	48	69	57	52				
HSP	70	60		63	87						
MUL	75	64		71	76	60	88				
WHT	63	63	59	68	76	66	72				
FRL	52	54	51	54	73	63	57				

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	Increase student engagement in Math, Reading, Science and Social Studies.
Rationale	Increased student engagement promotes meaningful learning experiences, encourages critical-thinking and leads to mastery of standards.
Intended Outcome	Students will mastery grade level defined standards and achieve annual target on FSA ELA/Math and FCAT Science.
Point Person	Jayne Murphy (jmurphy3@ecsdfl.us)

Action Step

Description	Additional training in the core areas of Reading and Math utilizing I-Ready and STAR 360. District Math department will focus PD on the shifts in standard, standards-based planning and implementation of instructional strategies. District ELA department will provide PD with a focus on assessment and using data to determine the next steps as well as writing instruction. Teachers will attend PD focusing on the use of Kagan strategies in Science. District Science department review data with teachers to ensure curriculum is aligned to standards and remediation occurs regularly. Teachers will use scientific probes to provides a hands-on data collection experience as well as monitor the use of Chromebook/Apps during science instruction to support and develop instructional strategies. Teaches will utilize Curriculum frameworks with Studies Weekly and Supplemental Resources linked in the CORE LMS. Participate in the history Fair Program building on research, writing, speaking and listening skills in 4th and 5th grades with categories of exhibits, performance, and websites.
Person Responsible	Jayne Murphy (jmurphy3@ecsdfl.us)

Plan to Monitor Effectiveness

Description	We will monitor student and teacher data notebooks, student grades, local and state assessment results.
Person Responsible	Jayne Murphy (jmurphy3@ecsdfl.us)

Activity #2	
Title	Student tardies and early checkouts
Rationale	Students need to be on time and attend school all day in order to benefit from instruction.
Intended Outcome	Decrease tardies and early checkouts.
Point Person	Christine Jenkins (cjenkins@ecsdfl.us)
Action Step	
Description	We will track student attendance using FOCUS and Raptor. Parents will participate in "Attendance Child Study," meetings to address attendance concerns.
Person Responsible	Christine Jenkins (cjenkins@ecsdfl.us)
Plan to Monitor Effectiveness	
Description	Assistant Principal will monitor FOCUS and Raptor reports each every 3 weeks.
Person Responsible	Christine Jenkins (cjenkins@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.

We were informed that Blue Angels Elementary would not receive Title 1 funds.

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.

N/A

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

.N/A

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.

N/A

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:	**$0.00**