Jim Allen Elementary School

2018-19 Schoolwide Improvement Plan

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Jim Allen Elementary School

1051 N HIGHWAY 95A, Cantonment, FL 32533

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	87%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

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

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.

The mission of Jim Allen Elementary is to ensure that every student has self-confidence, desire, knowledge, and skills needed to lead a responsible, contributing, and satisfied life.

Provide the school's vision statement.

It is the goal of Jim Allen School to prepare each child who enters here to function effectively and responsibly in a challenging society by providing learning experiences appropriate to individual needs, interests, aspirations, abilities, and creative potential. We believe that to achieve, to succeed and to accomplish are important goals but not at the expense of the human values that make a community a place that sustains all its members. We therefore strive not only to maintain a positive and supportive atmosphere in which each child can develop into his/her highest potential but also to instill a sense of discipline and responsibility toward self, family, school, community and country.

School Leadership Team

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

Name	Title
Watts, Rachel	Principal
Massey, Cheryl	Teacher, K-12
Bauer, Lisa	Teacher, K-12
west, emily	Teacher, K-12
webb, melinda	Teacher, ESE
dorman, susan	Assistant Principal
Jackson, Jolyn	Teacher, K-12
Sherbrook, Jennifer	Teacher, K-12
Guilford, Mary	Teacher, K-12

Duties

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

Instructional leaders for their grade level
Share information with grade level
Discuss curriculum and grade level standards
Provide input for SAC, budgets, SIP and PIP
Create school and grade level goals

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	4	3	2	3	3	5	0	0	0	0	0	0	0	20
One or more suspensions	0	3	3	5	6	10	0	0	0	0	0	0	0	27
Course failure in ELA or Math	0	7	2	6	4	2	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	4	19	33	0	0	0	0	0	0	0	56

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	4	7	8	0	0	0	0	0	0	0	19

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	5	12	1	4	1	0	0	0	0	0	0	0	0	23
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 8/21/2018

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	7	13	21	14	22	0	0	0	0	0	0	0	78
One or more suspensions	0	2	2	3	4	7	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	3	11	10	12	13	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	0	33	31	0	0	0	0	0	0	0	64

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	7	1	18	19	0	0	0	0	0	0	0	46

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	7	13	21	14	22	0	0	0	0	0	0	0	78
One or more suspensions	0	2	2	3	4	7	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	3	11	10	12	13	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	0	33	31	0	0	0	0	0	0	0	64

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	7	1	18	19	0	0	0	0	0	0	0	46

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 component is ELA lowest 25th percentile. Unfortunately, this is a trend.
55%- 2015-16
30%- 2016-17
26%- 2017-18

Which data component showed the greatest decline from prior year?

ELA Learning Gains (-6)

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

ELA Lowest 25th Percentile (26%)

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

Learning Gains Lowest 25% Math (58%); Yes, (+3) last year

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

Small groups, professional development on the standards for our teachers, after school tutoring.

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	57%	49%	56%	51%	46%	52%
ELA Learning Gains	43%	46%	55%	47%	46%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	26%	40%	48%	43%	43%	46%
Math Achievement	62%	55%	62%	62%	52%	58%
Math Learning Gains	67%	57%	59%	70%	50%	58%
Math Lowest 25th Percentile	58%	48%	47%	45%	43%	46%
Science Achievement	64%	55%	55%	62%	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	4 (1)	3 (7)	2 (13)	3 (21)	3 (14)	5 (22)	20 (78)
One or more suspensions	0 (0)	3 (2)	3 (2)	5 (3)	6 (4)	10 (7)	27 (18)
Course failure in ELA or Math	0 (0)	7 (3)	2 (11)	6 (10)	4 (12)	2 (13)	21 (49)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (0)	19 (33)	33 (31)	56 (64)

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	67%	52%	15%	57%	10%
	2017	66%	59%	7%	58%	8%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	53%	51%	2%	56%	-3%
	2017	45%	49%	-4%	56%	-11%
Same Grade Comparison		8%				
Cohort Comparison		-13%				
05	2018	43%	44%	-1%	55%	-12%
	2017	54%	47%	7%	53%	1%
Same Grade Comparison		-11%				
Cohort Comparison		-2%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	67%	54%	13%	62%	5%
	2017	44%	54%	-10%	62%	-18%
Same Grade Comparison		23%				
Cohort Comparison						
04	2018	53%	58%	-5%	62%	-9%
	2017	42%	54%	-12%	64%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		11%				
Cohort Comparison		9%				
05	2018	62%	52%	10%	61%	1%
	2017	67%	50%	17%	57%	10%
Same Grade Comparison		-5%				
Cohort Comparison		20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	61%	55%	6%	55%	6%
	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	19	16	14	27	51	43	44				
BLK	47	45	18	44	50		67				
MUL	73			82							
WHT	59	41	30	66	69	64	61				
FRL	52	43	27	57	69	63	61				
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	12	15	16	14	36	28	16				
BLK	44	50	36	33	61		33				
MUL	50			50							
WHT	59	46	26	56	63	45	63				
FRL	51	45	25	46	61	47	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	To Increase ELA Proficiency
Rationale	57% ELA proficiency- no change from last year 43% ELA Learning Gains- (-6) 26% ELA Learning Gains of lower 25% (-4); (-13) previous year

Intended Outcome	To increase ELA proficiency by 5%. To increase ELA Learning Gains by 7%. To increase ELA Learning Gains of lower 25% by 20%. To increase our school grade to 60% or above.
Point Person	Rachel Watts (rwatts@ecsdfl.us)

Action Step	
Description	Implement small reading groups with additional personnel in each 3rd, 4th and 5th grade classroom. Include ESE full time students in small reading groups 4x per week. Include ESE inclusion students in on-grade level small groups. Continue MTSS process Implement 10 minute Read Aloud time at the end of each day Continue using STAR 360 data Implement iReady assessment and daily practice
Person Responsible	Rachel Watts (rwatts@ecsdfl.us)

Plan to Monitor Effectiveness	
Description	Daily Classroom Walkthroughs STAR 360 data iReady data Teacher Lesson Plans FSA data Reading group schedules Professional Development Agendas/Sign In Sheets
Person Responsible	Rachel Watts (rwatts@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, § 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.

The school has a full time guidance counselor, part time staffing specialist and part time school psychologist. The counselor is available on a daily basis for counseling needs. The counselor will provide referrals to outside counseling (Baptist Health Care) when needed. Faculty and staff are required to report any cases of abuse or neglect to the Department of Children and Families immediately. Adult mentors are utilized for students on a weekly basis throughout the school year. Mentors are trained through the school district and they are assigned to one student for the entire school year. Our school has access to a Mental Health 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.

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.

Title I, Part A
Academic support is provided to ensure students requiring additional remediation are assisted through a computer technology teacher, remedial teacher, substitute teachers for parent conferences, supplies for family parent nights, Nikki's communication folders, and software (DE, Star 360, ECTAC, iReady)

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.

SAI funds are used to purchase classroom supplies and part of a TAS.

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:	**$73,243.00**