

Escambia County School District

C. A. Weis Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	21
Budget to Support Goals	24

C. A. Weis Elementary School

2701 N Q ST, Pensacola, FL 32505

www.escambiaschools.org

Demographics

Principal: Kimberly Thomas N

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: D (37%) 2016-17: C (42%) 2015-16: F (24%) 2014-15: F (20%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	90%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	D	C	F

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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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Uniting our school, families, and community for shared success and well-being.

Provide the school's vision statement.

C. A. Weis Elementary is a beacon of hope, deeply rooted in compassionate partnerships that are relevant to the growth of our students and community's well being.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Magee, Holly	Principal	n
Ballard, Merry	Teacher, K-12	
Cross, Shannon	Assistant Principal	
Cook, Dawn	Teacher, K-12	
Merritt, Gabrielle	Teacher, PreK	
Henderson, Jenna	Teacher, K-12	
Mcmillan, Emily	Teacher, K-12	
Cothran, Laurie	Assistant Principal	
Speed, Cindy	Teacher, K-12	
Langford, Jodie	Teacher, K-12	
Okrochkov, Jamie	Teacher, K-12	
Hurd, Jeannette	Other	
Stephenson, Megan	Other	
Kern, Stephanie	Teacher, K-12	
Kemp, Jennifer	Instructional Media	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	94	92	74	84	71	65	0	0	0	0	0	0	0	480
Attendance below 90 percent	35	43	29	19	34	19	0	0	0	0	0	0	0	179
One or more suspensions	1	7	13	20	21	15	0	0	0	0	0	0	0	77
Course failure in ELA or Math	0	20	13	22	12	7	0	0	0	0	0	0	0	74
Level 1 on statewide assessment	0	0	0	14	33	32	0	0	0	0	0	0	0	79
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	17	14	18	34	22	0	0	0	0	0	0	0	105

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	23	2	14	0	0	0	0	0	0	0	0	0	49
Students retained two or more times	0	1	0	3	8	5	0	0	0	0	0	0	0	17

FTE units allocated to school (total number of teacher units)

51

Date this data was collected or last updated

Thursday 8/22/2019

Prior Year - 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	0	11	3	8	6	6	0	0	0	0	0	0	0	34
One or more suspensions	0	13	16	14	18	22	0	0	0	0	0	0	0	83
Course failure in ELA or Math	0	12	12	27	20	17	0	0	0	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	16	23	44	0	0	0	0	0	0	0	83

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	4	18	22	26	0	0	0	0	0	0	0	76

Prior Year - 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	0	11	3	8	6	6	0	0	0	0	0	0	0	34
One or more suspensions	0	13	16	14	18	22	0	0	0	0	0	0	0	83
Course failure in ELA or Math	0	12	12	27	20	17	0	0	0	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	16	23	44	0	0	0	0	0	0	0	83

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	4	18	22	26	0	0	0	0	0	0	0	76

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	31%	53%	57%	14%	50%	55%
ELA Learning Gains	51%	55%	58%	47%	51%	57%
ELA Lowest 25th Percentile	61%	52%	53%	72%	43%	52%
Math Achievement	42%	57%	63%	26%	53%	61%
Math Learning Gains	61%	60%	62%	51%	53%	61%
Math Lowest 25th Percentile	55%	52%	51%	62%	45%	51%
Science Achievement	32%	54%	53%	21%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	94 (0)	92 (0)	74 (0)	84 (0)	71 (0)	65 (0)	480 (0)
Attendance below 90 percent	35 (0)	43 (11)	29 (3)	19 (8)	34 (6)	19 (6)	179 (34)
One or more suspensions	1 (0)	7 (13)	13 (16)	20 (14)	21 (18)	15 (22)	77 (83)
Course failure in ELA or Math	0 (0)	20 (12)	13 (12)	22 (27)	12 (20)	7 (17)	74 (88)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	14 (16)	33 (23)	32 (44)	79 (83)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	32%	56%	-24%	58%	-26%
	2018	24%	52%	-28%	57%	-33%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	27%	52%	-25%	58%	-31%
	2018	20%	51%	-31%	56%	-36%
Same Grade Comparison		7%				
Cohort Comparison		3%				
05	2019	31%	51%	-20%	56%	-25%
	2018	9%	44%	-35%	55%	-46%
Same Grade Comparison		22%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	31%	55%	-24%	62%	-31%
	2018	33%	54%	-21%	62%	-29%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	48%	58%	-10%	64%	-16%
	2018	23%	58%	-35%	62%	-39%
Same Grade Comparison		25%				
Cohort Comparison		15%				
05	2019	42%	55%	-13%	60%	-18%
	2018	23%	52%	-29%	61%	-38%
Same Grade Comparison		19%				
Cohort Comparison		19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	55%	-22%	53%	-20%
	2018	40%	55%	-15%	55%	-15%
Same Grade Comparison		-7%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	9	33	44	24	53	47	29				

2019 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 2017-18	C & C Accel 2017-18
BLK	25	50	59	37	60	53	24				
WHT	59	60		59	80						
FRL	30	53	59	40	61	57	31				
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	2	26	30	9	31	36	17				
BLK	18	32	46	26	45	39	36				
MUL	9			9							
WHT	17			42							
FRL	18	35	57	27	49	50	44				
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		24		9	24		8				
BLK	11	46	70	25	51	63	22				
WHT	21	42		36	55						
FRL	14	48	78	27	51	67	23				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	333
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component with the lowest performance was ELA proficiency at 31%. The 4th-grade proficiency was the lowest at 27% which may have been the result of one teacher resigning mid-year and another teacher whose performance needed improvement. Low proficiency in English Language Arts is a trend for Weis. Each year, the proficiency increases but not at the acceleration needed to be considered appropriate.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component which showed the most significant decrease was science proficiency which decreased by 11 percentage points from 43% in 2018 to 32% in 2019. This may have happened because of a switch from one dedicated science teacher who taught all fifth graders in 2018, to each teacher teaching her own students in 2019.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap when compared to the state average is ELA proficiency. CA Weis' ELA proficiency of 31% is 22 percentage points below the state average of 53%. This is an improvement over previous years' scores in ELA proficiency, however, it continues to show how our acceleration in performance is slower than desired.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component with the most improvement is learning gains in ELA which increased from 33% in 2018 to 51% in 2019. This may be due to our increased focus on reading intervention programs including iReady, the Ready curriculum, and Junior Great Books, increasing the difficulty of passages read by students, and close monitoring of student use of Accelerated Reader.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One of the areas indicated in the Early Warning System that is an area of concern is student attendance. The number of students whose attendance was below 90% greatly increased last year. An additional concern is the numbers of students with level one scores on FSA. While this number is decreasing, it is still higher than we would like.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Proficiency and learning gains
2. Math Proficiency and learning gains
3. Trauma Responsive School
4. Parental Engagement in Student Academic Success
5. Increasing the performance of Students with Disabilities

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Trauma Responsive School
Rationale	Trauma Responsive Strategies foster authentic relationships between students and teachers and amongst staff. Teachers are equipped with knowledge and strategies focusing on lagging skills and regulation to truly see behavior changes versus consequences. The strategies also help students learn to regulate when needed and take control. It allows for classroom environments to facilitate student success and decrease time out of the learning environment. In addition to students' regulation, trauma-informed practices foster self-care and regulation of teacher emotions who often feel the stress of secondary trauma from their students.
State the measurable outcome the school plans to achieve	Lower the number of discipline referrals by 25%. Lower the number of Out of School suspensions (OSS) and out of class time outs by 25%. Increase the skill of faculty & staff to handle students who enter school with trauma. Increase self-care strategies for teachers dealing with secondary trauma. This will also assist with the attrition rate of the teachers at Weis.
Person responsible for monitoring outcome	Holly Magee (hmagee@escambia.k12.fl.us)
Evidence-based Strategy	We will utilize strategies from Heather Forbes and Dr. Ross Greene where we change our language from behavior to regulated or dysregulated. We will offer "peace zones" in every classroom for students to identify when they need to regulate. We also will utilize zones of regulation for students to take control of their regulation. First, they will identify with a certain color for regulation and then create strategies to help get back to "green" which is regulated. We encourage and offer self-care opportunities for teachers. Each morning, we begin our day with a "safety Mantra" followed by a mindful moment where students use various breathing techniques to meditate.
Rationale for Evidence-based Strategy	We selected these strategies because we know the following things 1. Students come into Weis in the morning often dysregulated from the neighborhood and need to be able to identify the dysregulation and strategies to re-regulate.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide a regulation/calming room for students who need to regulate in order to be able to remain at school without disrupting the entire environment of learning with the goal of re-regulation and integration back into the class. This room will be equipped with research based equipment that has proven success with dysregulated students. This will help the students learn to regulate themselves and allow them to integrate back into the classroom quicker with little loss of instructional time. This is also a proactive approach to behavior issues that could lead in disruptive classrooms for all students or incidents of OSS. 2. Provide professional development opportunities through a book study of Help for Billy and the online Trauma Academy for teachers by Heather Forbes. 3. Break kits that include 8 research based regulation/sensory tools for the classroom areas called "safe zones" which every classroom will utilize. These tools are for students who need time to regulate within the classroom and prevent removal from class. These safe zones are what used to be "time out" areas but now focus on regulation versus punitive consequences.

4. Substitutes for the Trauma Leadership team to work with the teachers struggling or resisting the needed strategies for trauma responsive classroom. This will include coaching from the trauma leadership team for teachers and coverages of classes for teachers to build authentic relationships for academic success using the researched based strategies shared during the coaching sessions.
5. Extended planning time for Trauma Leadership team to break down behavioral data, identify trends and problem areas, and target teachers, students or classrooms that need more intervention.
6. Identify a team of veteran and new Weis teachers to attend a Trauma Informed conference to build the capacity of its members to be able to more effectively support their team with the Trauma Informed strategies.

Person Responsible Holly Magee (hmagee@escambia.k12.fl.us)

#2	
Title	Parental Engagement in student academic success
Rationale	In the area integration of knowledge, our students are very low. We need to increase the appropriate practices and opportunities outside the school with parents and students in order to get our students to the application level. We also need to equip our families with the means of practicing the basic skills in the areas needed for students' growth. As evident in our second community assessment, our parents shared that they need assistance in "how to help their children at home".
State the measurable outcome the school plans to achieve	<p>Increase the skill base and knowledge of our families to work with their students outside of the school doors which in turn will increase student academic performance in foundations and ability to apply knowledge to solve problems in English Language Arts and Mathematics.</p> <p>Increase the amount of trust families have within the school through positive experiences.</p>
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	<ol style="list-style-type: none"> 1. We have an adequate and welcoming space to engage families to help build more trusting relationships between school employees and our families. 2. We also have a member in our community school to assist students with their needs and facilitates resources for our families based on communication received from teachers and students. Parents can also contact our school to request assistance. 3. We will be offering multiple parent classes during the year for our families to grow themselves 4. We have a parent of the month program 5. We have a token economy system for our parents to participate in. As they participate in family nights, conference, or parent classes, they will earn point that they can later spend won home items, dinners, etc.
Rationale for Evidence-based Strategy	The more we can connect to the parents and community, the more "buy in" we will have. If our families feel that they are "part" of the Weis family, they are more likely to be part of the change.
Action Step	
Description	<ol style="list-style-type: none"> 1. In addition to three family learning nights where parents and grade level teams are working on targeted skills and instructional materials to use outside school for grades K through 5, our families will participate in Academic Parent Teacher Teams at our Open House. 2. Florida Standards Assessment informational evenings for parents of students in grades 3 - 5. 3. Teachers will complete positive call logs each month. Two calls per week as well as three thank you cards per month. 4. Implementation of a Parent of the Month program where faculty/staff will nominate parents for positive behaviors such as getting their student to school on time, committing to communication about their child's needs, attending parent resource classes offered at Weis, etc.

Person Responsible Holly Magee (hmagee@escambia.k12.fl.us)

#3	
Title	Increasing Student Proficiency and Learning Gains in English Language Arts
Rationale	While the students at CA Weis have made significant improvements in English Language Arts proficiency over the last five years, the percentage of students in grades three, four, and five who are proficient on the FSA ELA assessment is still only 31, which is 26 percentage points below the state average. As reading proficiency directly impacts learning in all other subject areas, it is imperative that we continue to improve the reading and comprehension skills of our students.
State the measurable outcome the school plans to achieve	The percentage of students in grades three, four, and five who are proficient on the FSA ELA assessment will increase from 31% to at least 40% in the 2019 - 2020 school year. In addition, the number of students making at least one year of growth in grades four and five, and retained third-grade students will increase from 51% to at least 60%, and the number of lowest quartile students who make one year's worth of growth as reported on the FSA ELA assessment will continue to be above the state average.
Person responsible for monitoring outcome	Holly Magee (himagee@escambia.k12.fl.us)
Evidence-based Strategy	In order to increase reading proficiency and learning gains, we will implement several evidence-based strategies. We will increase the complexity level and length of passages read by students both during instruction and independently. We will do this by monitoring Accelerated Reader Levels and passages chosen for instruction. We will also implement Junior Great Books for instruction in the comprehension of both fiction and non-fiction. We will continue to use iReady to identify student strengths and weaknesses and allow students to progress at their own reading level. Also, we will be using Rally! Education, a collection of paired texts which mirror the FSA questions and passages. Finally, we will be implementing Ready Writing to help improve our text-based writing scores.
Rationale for Evidence-based Strategy	All of the strategies mentioned above have been used in other schools within our district and within other districts in Florida with evidence of student success and improvement. According to ESSA, Accelerated Reader, iReady, Ready, and Rally! Education have proven through research that their strategies can be effective in increasing student performance on English Language Arts assessments including the FSA.
Action Step	
Description	<ol style="list-style-type: none"> 1. Increase the rigor of students' independent reading through monitoring of Accelerated Reader levels and goals 2. Use Junior Great Books fiction and nonfiction programs to increase comprehension strategies in grades 2-5 3. Use iReady diagnostic assessments and a minimum of 45 minutes per week of independent online instruction with the iReady program. Compliment this instruction with targeted portions of the Ready reading program. 4. Use Rally! Education paired text passages in whole and small group instruction to increase student familiarity with the kinds of questions and passages used on the FSA. 5. Implement Ready Writing in grades 2-5 to increase student proficiency in text-based writing. 6. Continue to provide standards-based reading and writing instruction to all students in grades PK-5.
Person Responsible	Shannon Cross (scross@ecsdfl.us)

#4	
Title	Increasing Student Proficiency and Learning Gains in Mathematics
Rationale	While the students at CA Weis have made significant improvements in Mathematics proficiency over the last five years, the percentage of students in grades three, four, and five who are proficient on the FSA Mathematics assessment is still only 42, which is 21 percentage points below the state average. As mathematics proficiency directly impacts a students' success in school and beyond, it is imperative that we continue to improve the mathematics and problem-solving skills of our students.
State the measurable outcome the school plans to achieve	The percentage of students in grades three, four, and five who are proficient on the FSA Mathematics assessment will increase from 42% to at least 50% in the 2019 - 2020 school year. In addition, the number of students making at least one year of growth in grades four and five, and retained third-grade students will increase from 61% to at least 70%, and the number of lowest quartile students who make one year's worth of growth as reported on the FSA Mathematics assessment will continue to be above the state average.
Person responsible for monitoring outcome	Holly Magee (hmagee@escambia.k12.fl.us)
Evidence-based Strategy	In order to increase mathematics proficiency and learning gains, we will implement several evidence-based strategies. We will continue to provide standards-based instruction to all students in PK- 5th grade using the new mathematics curriculum, Pearson's Envision Math. We will continue to use iReady to identify student strengths and weaknesses and allow students to progress at their own skill level. Also, we will be using Ready math curriculum to supplement the district's Envision math resources. We will continue to implement a weekly focus on mathematical fluency. We will also use Mountain Math and Focus Calendars for grades three, four, and five to ensure students receive a constant spiral review of mathematical concepts.
Rationale for Evidence-based Strategy	All of the strategies mentioned above have been used in other schools within our district and within other districts in Florida with evidence of student success and improvement. According to ESSA, iReady, Ready, and Envision Math have proven through research that their strategies can be effective in increasing student performance on Mathematics assessments including the FSA.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue standards-based instruction in all grades using the district's Envision Math curriculum 2. Use iReady diagnostic assessments and a minimum of 45 minutes per week of independent online instruction with the iReady program. Compliment this instruction with targeted portions of the Ready Math program. 3. Teachers will provide weekly guided and independent practice on mathematical fluency skills. 4. Mountain Math and Focus Calendars will be used in grades three, four, and five to provide a constant spiral review.
Person Responsible	Shannon Cross (scross@ecsdfl.us)

#5	
Title	Increasing the Performance of Students with Disabilities
Rationale	According to the ESSA Federal Index, Students with Disabilities at CA Weis are performing at 34% which is below the requirement of 41%. This indicates that our students with disabilities are not making as much progress as other students. It is our goal that all students are given the skills they need in order to be successful.
State the measurable outcome the school plans to achieve	In 2020, Students with Disabilities at CA Weis, will perform at least 41% on the Federal ESSA Index. This will require an improvement in proficiency, learning gains, and learning gains of the lowest quartile for all students with disabilities in English Language Arts, Mathematics, and Science.
Person responsible for monitoring outcome	Holly Magee (hmagee@escambia.k12.fl.us)
Evidence-based Strategy	In order to increase the proficiency and learning gains of our Students with Disabilities, we will provide professional development on collaborative teaching for general education inclusion and special education teachers. We will also meet regularly with all teachers providing instruction to Students with Disabilities to review data on student performance and plan for instruction. Assist these teachers with planning for small group instruction to make sure that instruction for our Students with Disabilities includes smaller groups, is targeted at the right level, provides more detailed instruction, is sequenced, and provides guided and precise practice with corrective feedback.
Rationale for Evidence-based Strategy	The strategies listed above will provide teachers who provide instruction to Students with Disabilities with instructional techniques designed by FDLRS. Providing students with guided, targeted small group instruction and corrective feedback has been proven effective for all students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Have all teachers who teach Students with Disabilities, general education and inclusion teachers, jointly attend a class on collaborative teaching. 2. Meet regularly with all teachers providing instruction to Students with Disabilities to review data on student performance. 3. Use data to assist teachers of Students with Disabilities in planning effective small group instruction that is guided and provides corrective feedback.
Person Responsible	Shannon Cross (scross@ecsdfl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

All major school wide improvement priorities are covered in this plan.

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 Schoolwide Improvement Plan 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.

Parent Involvement is emphasized in all areas at Weis Elementary School. A community needs assessment was completed to gather pertinent information regarding the strengths and needs of the families in our community. Using the results of this assessment, the families and staff have developed a series of activities intended to involve parents, families, and community members in the school's mission. Parents will be involved to attend activities through the call out messenger system, fliers sent home, and posts on our school's Facebook page,

Some of the opportunities being provided to parents and families include employability classes, a GED program, monthly Coffee and Conversation with administration, Parenting classes, family art classes, health fairs, a Back to School Bash, a Financial Readiness program, and medical/wellbeing classes. The school continues to provide quarterly parent programs including reading, math, science, and wellness events. We hold parent conferences and/or home visits. School musicals are held each quarter. This year our open house program will be revised to include parents in reviewing student data and learning to improve student reading skills.

Parents involved in our parent incentive program will be given the opportunity to shop and come to a dinner during the school year. A parent of the month will be selected by teachers and incentives will be given. Teachers may nominate parents for behaviors such as getting their student(s) to school on time, participating in an academic plan, increased communication, etc. Teachers and administrators also contact parents and families frequently with positive phone calls and thank you cards.

Parents are invited to participate in our School Advisory Council which allows them to input into school decisions and budgeting. SAC meetings are held four times per year. Title I meetings are held at the beginning of each school year where concerns and goals are discussed.

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.

CA Weis is a Positive Behavior Support school where positive behaviors are acknowledged on an ongoing basis. Students earn Weis Bucks for positive behaviors that can be spent in WeisMart or their classroom stores. There are monthly PBIS activities which allow students and teachers to celebrate positive behaviors.

Weis has several mentors who provide one on one support to students. We have school-based counseling available to all students. Our students have access to school psychologists, counselors, and social workers as well as a school nurse and health technician who provide support services. We have a mental health counselor who can see students. Participation in the Head Start program provides families with home visits, early education resource teachers, social workers, and school connections. Recently, our local PBS station built an Imagination Station in our school that will provide guided play opportunities to families in our community with children under the age of three. We have a backpack program supported by a local church that provides foods for children who may not have enough to eat over the weekend. This program feeds over 300 children a week.

Every day at Weis begins with a morning mantra and a mindful minute with guided breathing exercises, followed by a community meeting followed by social skills instruction.

CA Weis is also a Community Partnership School. This means we provide wrap-around services to

students, families, and the community. The school has a Community Partnership School director, Parent and Community Liaison, and Wellness Coordinator who all work to meet the needs of our families, and connect them to resources in the community. CA Weis also has a pediatrician's office on campus to assist with health and wellness. The Community Partnership School also coordinates a Community Leadership Council, a data committee, and a wellness committee.

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

Community School provides

Health and Wellness Cottage staffed with a physician for families of Weis (well baby, sick visits)

Health Coordinator to help link families with resources to assist in needs.

After School Program Coordinator to assist in building and implementing after school care for students and parenting classes for parents

Community School Director to increase resources available to parents and families at Weis.

Parent Coordinator connect and engage parents in opportunities to better their family.

Behavioral Health Counselor from Childrens Home Society

Family Resource Activities Model in Early Education (F.R.A.M.E.)/Title 1 personnel is housed at C. A. Weis Elementary School.

The FRAME program provides:

Home Visitors

Registered Nurse

Family Counselor

Family Activity Bus

Including a family program that brings together adult/parents and their children providing:

Adult Literacy

Parenting Education

Interactive Literacy Activities (Parent & Child)

Early Childhood Education

The Title I/Head Start Collaborative for the Escambia County School District is committed to providing a developmentally appropriate early childhood program for Head Start children to enhance their learning, growth, and development, and to provide experience and training for parents which will extend the learning environment from school to home and enhance the quality of family life.

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 has designated members of the leadership team which includes administration, teachers from a variety of areas, and behavior coaches. This team meets on a monthly basis to disaggregate data and assess the needs of the school. Through that process, coaches and administration can focus their attention on the areas needed.

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 at this time.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Trauma Responsive School	\$0.00
2	III.A.	Areas of Focus: Parental Engagement in student academic success	\$0.00
3	III.A.	Areas of Focus: Increasing Student Proficiency and Learning Gains in English Language Arts	\$0.00
4	III.A.	Areas of Focus: Increasing Student Proficiency and Learning Gains in Mathematics	\$0.00
5	III.A.	Areas of Focus: Increasing the Performance of Students with Disabilities	\$0.00
Total:			\$0.00