

Escambia County School District

Reinhardt Holm Elementary School



2019-20 Schoolwide Improvement Plan

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Reinhardt Holm Elementary School

6101 LANIER DR, Pensacola, FL 32504

www.escambiaschools.org

Demographics

Principal: Terri Fina L

Start Date for this Principal: 7/1/2019

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* White Students Economically Disadvantaged Students
School Grades History	2018-19: D (35%) 2017-18: D (39%) 2016-17: D (34%) 2015-16: D (33%) 2014-15: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&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	72%

School Grades History

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

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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.

In a positive, collaborative and student centered learning environment teachers at Reinhardt Holm Elementary will facilitate students who will engage in interactive, rigorous standards based learning.

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
Shiver, Jennifer	Teacher, PreK	
Cotita, Jason	Teacher, K-12	
VanBlaricom, Judy	Instructional Media	
Tapparo, Susan	Other	
Jernigan, Jojeana	Teacher, K-12	
Gron, Tonya	Teacher, ESE	
Stephens, Cynthia	Assistant Principal	
Turman, Stacey	Teacher, K-12	
Fina, Terri	Principal	
Wright, Etter	Teacher, K-12	

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	69	65	74	63	59	65	0	0	0	0	0	0	0	395
Attendance below 90 percent	20	23	24	22	16	16	0	0	0	0	0	0	0	121
One or more suspensions	1	5	7	7	5	8	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	3	8	10	2	2	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	7	7	39	0	0	0	0	0	0	0	53

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	1	6	9	5	15	0	0	0	0	0	0	0	36

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	12	8	6	7	0	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	2	3	1	0	0	0	0	0	0	0	6

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

45

Date this data was collected or last updated

Thursday 8/1/2019

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	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 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	0	1	9	7	12	0	0	0	0	0	0	0	29

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	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 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	0	1	9	7	12	0	0	0	0	0	0	0	29

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	41%	53%	57%	38%	50%	55%
ELA Learning Gains	41%	55%	58%	43%	51%	57%
ELA Lowest 25th Percentile	36%	52%	53%	20%	43%	52%
Math Achievement	36%	57%	63%	40%	53%	61%
Math Learning Gains	32%	60%	62%	38%	53%	61%
Math Lowest 25th Percentile	31%	52%	51%	23%	45%	51%
Science Achievement	27%	54%	53%	38%	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	69 (0)	65 (0)	74 (0)	63 (0)	59 (0)	65 (0)	395 (0)
Attendance below 90 percent	20 (24)	23 (19)	24 (15)	22 (12)	16 (7)	16 (17)	121 (94)
One or more suspensions	1 (1)	5 (0)	7 (1)	7 (6)	5 (6)	8 (3)	33 (17)
Course failure in ELA or Math	0 (0)	3 (1)	8 (3)	10 (8)	2 (5)	2 (7)	25 (24)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (8)	7 (19)	39 (25)	53 (52)

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	55%	56%	-1%	58%	-3%
	2018	34%	52%	-18%	57%	-23%
Same Grade Comparison		21%				
Cohort Comparison						
04	2019	29%	52%	-23%	58%	-29%
	2018	20%	51%	-31%	56%	-36%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		9%				
Cohort Comparison		-5%				
05	2019	30%	51%	-21%	56%	-26%
	2018	28%	44%	-16%	55%	-27%
Same Grade Comparison		2%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	49%	55%	-6%	62%	-13%
	2018	54%	54%	0%	62%	-8%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	18%	58%	-40%	64%	-46%
	2018	29%	58%	-29%	62%	-33%
Same Grade Comparison		-11%				
Cohort Comparison		-36%				
05	2019	28%	55%	-27%	60%	-32%
	2018	33%	52%	-19%	61%	-28%
Same Grade Comparison		-5%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	26%	55%	-29%	53%	-27%
	2018	42%	55%	-13%	55%	-13%
Same Grade Comparison		-16%				
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	25	21	14	31	29	27	12				
BLK	35	40	31	35	27	21	15				
HSP	36			43							
MUL	38	30		44							
WHT	54	50		38	36		38				
FRL	44	40	41	38	35	37	33				

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				

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)	CS&I
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	244
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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

English Language Learners	
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	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	37
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	43
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

Science proficiency showed the lowest performance possibly due to the change in scheduling which resulted in less time for science instruction. While ELA and ELA learning gains is at 41% all other data components are below the 41%.

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

Science showed the greatest decline possible due to less instruction time. Math learning gains also showed a large decline possible due to instruction that was not focused enough.

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.

Fourth grade math showed the greatest gap compared to the state average.

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

ELA learning gains showed the most improvement going up from 32% to 41%. More targeted instruction along with progress monitoring with Star 360 and District quarterly assessments helped teachers analyze students strengths and weaknesses. This continual data review provided opportunities to intervene with intensive remediations

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

There are a 33 students who have 1 or more suspensions which is up from 17 students this time last year. There are also 36 students who have two EWS indicators which is also up from 29 this time last year.

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

1. Increase ESE academic performance
2. Increase proficiency and learning gains in subgroups: African/American, Multi-racial and Hispanic
3. Increase proficiency and learning gains in ELA
4. Increase Increase proficiency and learning gains in math
5. Increase science proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ESE Academic Performance
Rationale	Holm ESE academic performance is below district and state average in ELA proficiency 25% , learning gains 21%, lower quartile 14%; math proficiency 31%, learning gains 29%, lower quartile 27% and science 12% proficiency. We must work to accelerate our growth in order to close the gap between ESE students and their peers in ELA, math and science. 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 varied research based teaching strategies to reach all of our students.
State the measurable outcome the school plans to achieve	Increased academic performance of ESE students especially in learning gains with some of our more involved populations. The Federal Index will increase from 24% to 32%
Person responsible for monitoring outcome	Terri Fina (tfina1@ecsdfl.us)
Evidence-based Strategy	AR program Kagan Cooperative Learning Strategies Social worker Rensselaerville Institute External Operator Sensory paths ULS - Universal Learning System Master schedule
Rationale for Evidence-based Strategy	Increase the amount and variety of reading materials in the school library to enhance reading in combination with our AR program Schedule professional development opportunities for teachers to enhance their skills in student engagement through training with the use of Kagan Cooperative Learning Strategies. When student engagement is increase learning is increased. Social worker to assist school in obtaining resources students and families might need. Rensselaerville Institute External Operator will work with administration and teachers in best practices, planning, data analysis and instructional planning based on data. Sensory paths help students with a variety of sensory issues (austism, ADHD) refocus and attend which ultimately increases cognition and retention of new information. The ULS (Universal Learning System) is a one of a kind program designed to give students with complex learning needs meaningful access to general education curriculum which will greatly aid instruction for our self contained ESE students. Within our daily schedule ESE students have additional intensive instruction in math and reading.
Action Step	
Description	1. Purchase fiction and nonfiction books for the school library to support reading across genres to support literacy performance. These books will be tied to the schools AR program to monitor how and what students are learning 2. Purchase Kagan cooperative learning books. Provide school based training for new teachers and continuation of training for cooperative learning in ELA and across the contents. Monitor the implementation of the professional development by conducting walkthroughs to see the impact of cooperative learning on academic instruction.

3. Gen Ed teachers and ESE teachers will collaboratively plan with admin, content specialists, TRI (External Operator) by looking at STAR, iReady, classroom performance data, student behavior, and walkthrough feedback to develop standard-based lessons.
4. The school will be contracting with Children's Home Society to provide a social worker 5 days a week to Holm Elementary School. The purpose of the social worker (which the school will refer to as our Navigator) will be to identify and assess family needs; to guide and inform families of available community resources; to coordinate access to health and human services, educational and other family support systems (i.e. Food Stamps, financial assistance, etc.). The Navigator's job functions will include, but are not limited to, focusing on family needs while conducting intake screenings and assessments to determine appropriate services, facilitate the family's ability navigating the health and human services, educational and other family support systems adequately, and conduct outreach to community service providers.
5. Schedule dates/meetings with Rensselaerville consultant
6. Purchase sensory path material
7. ESE self contained teachers will be trained on the ULS program and use it on a regular basis for instruction for their students.
8. Within our master schedule we have scheduled ESE students to have additional intensive instruction in math and reading with a certified ESE teacher who ensures accommodations and instruction are given on a daily basis.

Person Responsible Terri Fina (tfina1@ecsdfi.us)

#2	
Title	Subgroup Proficiency and Learning Gains
Rationale	<p>The following subgroups at Holm are below state and district average: African/American - ELA proficiency - 35%, learning gains - 40%, lower quartile - 31%; Math proficiency - 35%, learning gains - 27, lower quartile - 21% Multi-racial - ELA proficiency - 38%, learning gains - 30% Hispanic - ELA proficiency - 36%, math proficiency</p> <p>We must work to increase these subgroups proficiency and learning gains in order to close the gap between them and their peers.</p>
State the measurable outcome the school plans to achieve	Subgroups must increase their federal index by 10%.
Person responsible for monitoring outcome	Terri Fina (tfina1@ecsdfl.us)
Evidence-based Strategy	<p>AR Kagan Cooperative Learning Strategies Social Worker Remedial consumables - IReady and Read/Write Wonders Rensselaerville Institute External Operator Making the Most of Small groups, K - 2, and Small Group Reading Instruction 3 - 5 Master schedule</p>
Rationale for Evidence-based Strategy	<p>Increase the amount and variety of reading materials available in the school library to enhance reading in combination with our AR program Professional development opportunities for teachers to enhance their skills in student engagement through training and use of Kagan Cooperative Learning Strategies. Social worker to assist school in obtaining resources students and families might need. Remedial consumables from the Reading Wonders series: Read/Write Wonders and IReady ELA to use when working with students to increase students' skills. Rensselaerville Institute External Operator will work with administration and staff on best practices, planning, data analysis and instructional planning based on data. Teachers will have a book study on the following books Making the Most of Small Groups k - 2 teachers and for 3 - 5 teachers - Small Group Reading Instruction to increase their skills in working with struggling readers. Within the master schedule we have scheduled additional time for struggling lower quartile students in math and reading.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Purchase AR (accelerated reader) reading material, fiction and nonfiction, for school library to support reading across genres to support literacy performance. These books will be tied to the schools AR program to monitor how and what students are learning. 2. Purchase Kagan cooperative learning books. Provide school based training for new teachers and continuation of training for cooperative learning in ELA and across the contents. Monitor the implementation of the professional development of conducting walkthroughs to see the impact of cooperative learning on academic instruction. 3. Gen ed and ESE teachers will collaboratively plan with admin. content specialist,

TRI(External Operator) by looking at STAR, IReady, classroom performance data, student behavior, and walkthrough feedback to develop standard based lessons.

4. The school will be contracting with Children's Home Society to provide a social worker 5 days a week to Holm Elementary School. The purpose of the social worker (which the school will refer to as our Navigator) will be to identify and assess family needs; to guide and inform families of available community resources; to coordinate access to health and human services, educational and other family support systems (i.e. Food stamps, financial assistance, etc.) The Navigator's job functions will include, but are not limited to, focusing on the family's ability navigating the health and human services, educational and other family support systems adequately and conduct outreach to community service providers.
5. Purchase remedial consumables to use when working with struggling students in small groups.
6. Schedule and meet with Rensselaerville consultant to discuss a multitude of areas related to Holm including: lesson planning, model classroom, scheduling etc.
7. Purchase and schedule professional development centered around: Small Group Reading Instruction and Making the Most of Small Groups. We will follow up with classroom performance and walkthrough feedback to identify if working with teachers with their small groups increased academic instruction and performance.
8. Within our master schedule we have scheduled additional remediation time for reading and math for our struggling lower quartile students.

Person Responsible Terri Fina (tfina1@ecsdfi.us)

#3	
Title	ELA Proficiency and Learning Gains
Rationale	Holm Elementary has 33% proficiency and 32% of our students made learning gains. While the percentage of students making learning gains in ELA went up from 30% last year we need to ensure that we at the minimum maintain this and work toward increasing our proficiency and learning gains in ELA.
State the measurable outcome the school plans to achieve	Our 3d grade needs to achieve a level of at least 56% proficiency to achieve the district average. 4th grade needs to maintain proficiency from 55% or increase by 1 point to meet the district average of 56% and 5th grade needs to increase their proficiency from 29% to at least 41%. We need to increase our overall learning gains from 41% by at least 5 points. We need to increase our lower quartile from 36% to at least 41%.
Person responsible for monitoring outcome	Terri Fina (tfina1@ecsdfl.us)
Evidence-based Strategy	AR (accelerated reader) program Kagan Cooperative Learning Strategies Standards based remedial workbooks - IReady ELA and Read/Write Wonders Social Worker Rensselaerville Institute External Operator
Rationale for Evidence-based Strategy	Increase the amount and variety of reading materials available in the school library to enhance and encourage reading in combination with our AR program. Professional development opportunities for teachers to enhance their skills in student engagement through training and use of Kagan Cooperative Learning Strategies Purchase remedial material: IReady ELA workbooks and Read/Write Wonders to increase students skills Social worker to assist school in obtaining resources students and families might need Rensselaerville consultant will work with administration and teachers in best practices, planning, analyzing data and instructional planning based on data.
Action Step	
Description	<ol style="list-style-type: none"> 1. Purchase AR (accelerated reader) reading material, fiction and nonfiction for school library to support reading across genres to support literacy performance. These books will be tied to the schools AR program to monitor how and what students are learning. 2. Purchase Kagan cooperative learning books. Provide school based training for new teachers and continuation of training for cooperative learning in ELA and across the contents. Monitor the implementation of the professional development by conducting walkthroughs to see the impact of cooperative learning on academic instruction. 3. Purchase remedial material: IReady ELA and Read/Write Wonders to use when working with struggling students to increase academic ability. 4. The school will be contracting with Children's Home Society to provide a social worker 5 days a week to Holm Elementary School. The purpose of the social worker (which the school will refer to as our Navigator) will be to identify and assess family needs; to guide and inform families of available community resources, to coordinate access to health and human services, educational and other family support systems (i.e. Food Stamps, financial assistance, etc.) The Navigator's job functions will include, but are not limited to focusing on the family's ability navigating the health and human services, educational and other family support systems adequately, and conduct outreach to community service providers.

5. Schedule and meet with Rensselaerville consultant to discuss a multitude of issues related to Holm Elementary including: planning, model classroom, scheduling, etc.

Person Responsible Terri Fina (tfina1@ecsdf.l.us)

#4	
Title	Math Proficiency and Learning Gains
Rationale	Holm elementary did better in math in some grade levels math proficiency maintaining at 44%, math learning gains increase from 47% to 50%, lower quartile math learning gains moving up from 31% to 38% but some grade levels and areas were very low. We want to maintain and/or increase those areas.
State the measurable outcome the school plans to achieve	Third grade needs to achieve 56% proficiency to achieve the district average or 58% to achieve the state average. Fourth grade needs to increase math proficiency from 3d grade - 49% by 6 points to achieve the district average of 55% proficiency. Fifth grade needs to increase math proficiency from 18% in fourth grade to 41%. Holm Elementary overall needs to increase our learning gains in math from 32% by at least 8 points. We need to increase our learning gains with our lower quartile from 31% to 41%.
Person responsible for monitoring outcome	Terri Fina (tfina1@ecsdf.us)
Evidence-based Strategy	Kagan Cooperative Learning Strategies Math manipulatives IReady math workbook Social worker Rensselaerville Institute External operator Effective Teaching Practices by NCTM
Rationale for Evidence-based Strategy	Professional development opportunities for teachers to enhance their skills in student engagement through training and use of Kagan Cooperative Learning Strategies Teacher have available and use math manipulatives to increase students' understanding of math concepts Remedial IReady math workbook to work with students struggling in math along with the IReady computer program Social worker will assist the school in obtaining resources students and families might need Rensselaerville consultant will work with administration and teachers in best practices, planning, reviewing data and then using that data to further plan instruction. Effective Teaching Practices purchased for teachers as part of the math PD in conjunction with TRI and Escambia County math department.
Action Step	
Description	<ol style="list-style-type: none"> 1. Purchase Kagan cooperative learning books. provide school based training for new teachers and continuation of training for cooperative learning in ELA and across the contents. Monitor the implementation of the professional development by conducting walkthroughs to see the impact of cooperative learning on academic instruction. 2. Purchase math manipulatives and train teachers on how to utilize these with the standards in whole group and small group instruction 3. Purchase IReady workbooks to use with students in the Tier 2 and Tier 3 instruction model to help remediate struggling learners. 4. The school will be contracting with Children's Home Society to provide a social worker 5 days a week to be to identify and assess family needs; to guide and inform families of available community resources, to coordinate access to health and human services, educational and other family support systems *i.e. Food Stamps, financial assistance, etc.). The Navigator's job functions will include, but are not limited to, focusing on the family's ability navigating the health and human services, educational and other family support systems adequately and conduct outreach to community service providers.

5.TRI (External Operator) and Escambia Math department will conduct a 7 hour Saturday math professional development training for Holm Elementary teachers 3 times throughout the year. 30 teachers will participate in this PD. Teachers will attend 6 different math sessions throughout each day focusing on math practices and standards. The first 2 PD days will focus on the current math standards and the 3d date will focus on the new math standards. Teachers will receive the book Effective Teaching Practices. At each session a portion of this book will be addressed.

Person Responsible Terri Fina (tfina1@ecsdf1.us)

#5	
Title	Science Proficiency and Learning Gains
Rationale	Holm elementary went significantly down in our percentage of students showing proficiency in science: 46% in 17/18 to 27% in 18/19.
State the measurable outcome the school plans to achieve	We must increase the percentage of students showing proficiency in science from 27% to at least 41%.
Person responsible for monitoring outcome	Terri Fina (tfina1@ecsdf.l.us)
Evidence-based Strategy	Substitute to work in science lab Science standards based material Kagan Cooperative Learning Strategies
Rationale for Evidence-based Strategy	Increase the amount of materials to use in the science lab for students to develop an understanding of science concepts Utilize a sub three days a week to assist teachers in using the science lab Professional development opportunities for teachers to enhance their skills in student engagement through training and use of Kagan Cooperative Learning Strategies Social worker will assist the school in obtaining resources students and families might need Rensselaerville Institute External Operator will work with administration and teachers in best practices, planning, looking at data and planning instruction based on the data review
Action Step	
Description	<ol style="list-style-type: none"> 1. Purchase science material for science lab to increase hands on activities in the area of science for students to increase understanding of science concepts and skills. 2. Hire a substitute to assist with running the science lab to ensure safety and assist teachers with developing experiments that are standards based. 3. Purchase Kagan cooperative learning books. Provide school based training for new teachers and continuation of training for cooperative learning in ELA and across the contents. Monitor the implementation of the professional development by conducting walkthroughs to see the impact of cooperative learning on academic instruction. 4. The school will be contracting with Children's Home Society to provide a social worker 5 days a week to Holm Elementary School. The purpose of the social worker (which the school will refer to as our navigator) will be to identify and assess family needs; to guide and inform families of available community resources; to coordinate access to health and human services, educational and other family support systems (i.e. Food Stamps, financial assistance, etc.) The Navigator's job functions will include, but are not limited to, focusing on the family's ability navigating the health and human services, education and other family support systems adequately, and conduct outreach to community service providers. 5. Schedule and meet with Rensselaerville consultant to discuss a multitude of topics concerning Holm Elementary including: planning, model classrooms, scheduling, etc.
Person Responsible	Terri Fina (tfina1@ecsdf.l.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).

Holm Elementary will continue to have its safety committee meet on a monthly basis to identify and address any security issues. We will also continue to develop various activities to invite parents and other community members to such as family science night.

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.

Holm elementary received 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 to see students upon request of the student, teacher or parent. There is also a licensed mental health counselor on site 2 days a week to work with students. Holm 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.

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

Title I, Part A

Holm Elementary School's 2019-2020 Title I budget is \$174,824. Services are provided to ensure students requiring additional remediation are assisted through tutoring, family night activities, and/or summer school.

Holm Elementary School is using \$2,624 of Title I funds for parental involvement, \$28,726 for a technical assistant and \$65,715 for a curriculum coordinator. The remaining funds are for supplies and retirement.

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.

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.

Title II

Professional learning opportunities are offered at both the school and district level.

Title III

Services for English language learners (ELL) are provided as required by law. Several ESOL centers are provided at various 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 resources for student identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

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 with Red Ribbon Week held in October.

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 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.

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

Holm Elementary works with various community partners such as Walmart and Publix. We encourage student exploration of various career fields through core academics in reading about the various career fields and what they entail. Teachers invite community individuals in various fields to the school to talk with students.

Part V: Budget

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

1	III.A.	Areas of Focus: ESE Academic Performance				\$165,333.12
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6130	310-Professional and Technical Services	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$30,000.00
			<i>Notes: Reinhardt Holm Elementary - SIP Focus 1, 2, 3, 4 & 5 - Cost associated with Children's Home Society Contract for Social Worker. Split funded with TSSSA Allocation (\$30,000- UniSIG, \$35,154 in TSSSA Allocation) Vendor Contract</i>			
	6400	310-Professional and Technical Services	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$125,000.00
			<i>Notes: Reinhardt Holm Elementary- SIP Focus 1, 2, 3, 4 & 5- Cost associated with The Rensselaerville Institute External Operator. Split funded with general funds (\$125,000- UniSIG, \$125,000- General Funds) Vendor Contract (85 visits, 21 virtual visits) If the External Operator does not make the 4% gain in percentage points for the school grade and have to give back 1/3 of the contract funding then the return of the 1/3 portion will be split equally back to UniSIG and General funds.</i>			
	6400	510-Supplies	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$3,200.00
			<i>Notes: Reinhardt Holm Elementary- SIP Focus 1, 2, 3, 4 & 5- Kagan Professional development books (Kagan Cooperative Learning= \$44 per book x 60 teachers)</i>			
	6300	100-Salaries	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$6,080.00
			<i>Notes: Reinhardt Holm Elementary: SIP Focus 1: Extra pay for standards-based planning ESE and Gen Ed staff to collaboratively plan with ESE specialist and content area specialists monthly (40 T x 1 H x 9 M x \$16 = \$6080)</i>			
	6300	210-Retirement	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$515.00
			<i>Notes: Reinhardt Holm Elementary: SIP Focus 1: Retirement for Extra pay for standards-based planning ESE and Gen Ed staff to collaboratively plan with ESE specialist and content area specialists monthly (40 T x 1 H x 9 M x \$16 x .0847) Retirement</i>			
	6300	220-Social Security	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$465.12
			<i>Notes: Reinhardt Holm Elementary: SIP Focus 1: Social Security for Extra pay for standards-based planning ESE and Gen Ed staff to collaboratively plan with ESE specialist and content area specialists monthly (40 T x 1 H x 9 M x \$16 x .0765) Social Security</i>			
	6300	240-Workers Compensation	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$73.00
			<i>Notes: Reinhardt Holm Elementary: SIP Focus 1: Workers Comp for Extra pay for standards-based planning ESE and Gen Ed staff to collaboratively plan with ESE specialist and content area specialists monthly (40 T x 1 H x 9 M x \$16 x .012) Workers Comp</i>			
2	III.A.	Areas of Focus: Subgroup Proficiency and Learning Gains				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	510-Supplies	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$1,000.00
			<i>Notes: Reinhardt Holm Elementary SIP Focus 2: Book study for teachers K - 2 - Making the Most of Small Groups and 3 - 5 - Small Group Reading Instruction to enhance and increase their skills in working with struggling readers.</i>			

3	III.A.	Areas of Focus: ELA Proficiency and Learning Gains				\$17,099.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6200	612-Library Books for Existing Libraries	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$6,159.00
			<i>Notes: Reinhardt Holm Elementary- SIP Focus 1, 2, 3,4 & 5: Media Center Library Books (Content and Standard Based Books)</i>			
	5100	520-Textbooks	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$8,600.00
			<i>Notes: Reinhardt Holm Elementary - SIP Focus 1,2 and 3: SupplesRead/Write supplemental writing workbook aligned to Wonders Reading series (1st - 5th grade- 80 books x 5 grade levels = 450 books x \$19 a book)</i>			
	5100	520-Textbooks	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$2,340.00
			<i>Notes: Reinhardt Holm Elementary - SIP Focus 1,2 and 3 - iReady ELA consumable workbook (Remediation books utilized for Tier 2 and 3 instruction: K-5 30 books x 6 grade levels x \$13)</i>			
4	III.A.	Areas of Focus: Math Proficiency and Learning Gains				\$17,875.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$13,000.00
			<i>Notes: Reinhardt Holm Elementary- Sip Focus 4: Math manipulatives and organizational bins to enhance standard-based instruction during whole and small group (Examples: dice, 3D shapes, counters, fraction bars, number lines) Supplies</i>			
	5100	520-Textbooks	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$4,875.00
			<i>Notes: Reinhardt Holm Elementary - SIP Focus 4: Supplies iReady math consumable workbooks for Tier 2 and Tier 3 instruction. 1st-5th (75 books x 5 grade levels x \$13)</i>			
5	III.A.	Areas of Focus: Science Proficiency and Learning Gains				\$18,349.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$11,650.00
			<i>Notes: Reinhardt Holm Elementary- SIP Focus 5: Science supplies and orginizational bins to support standard-based instruction during whole and small group. (Examples, balances, rock samples, barometers, and robots) Supplies</i>			
	5100	750-Other Personal Services	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$6,525.00
			<i>Notes: Reinhardt Holm Elementary: SIP Focus 5: Substitute (Retired teacher or Educational Program Student) to co-teach Science Lab activities in K-5 (1 sub x 3 d x 25 w x \$87 = \$6,525) (ECSD 753)</i>			
	5100	220-Social Security	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$95.00
			<i>Notes: Reinhardt Holm Elementary: SIP Focus 5: Substitute (Retired teacher or Educational Program Student) to co-teach Science Lab activities in K-5 (1 sub x 3 d x 25 w x \$87 x .0145) Social Security</i>			
	5100	240-Workers Compensation	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$79.00
			<i>Notes: Reinhardt Holm Elementary: SIP Focus 5: Substitute (Retired teacher or Educational Program Student) to co-teach Science Lab activities in K-5 (1 sub x 3 d x 25 w x \$87 x .012)</i>			

Total:	\$230,318.00
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