Jim Allen Elementary School

2019-20 Schoolwide Improvement Plan

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Jim Allen Elementary School

1051 N HIGHWAY 95A, Cantonment, FL 32533

www.escambiaschools.org

Demographics

Principal: Shannon Cross L

Start Date for this Principal: 8/21/2019

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)	98%
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: B (55%) 2017-18: B (54%) 2016-17: C (51%) 2015-16: B (54%) 2014-15: B (59%)
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.](http://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	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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	B

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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.

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	Job Duties and Responsibilities
Watts, Rachel	Principal	
west, emily	Teacher, K-12	
dorman, susan	Assistant Principal	
Guilford, Mary	Teacher, K-12	
coleman, richard	Teacher, K-12	
Helton, Michelle	Teacher, K-12	
Sherbrook, Jennifer	Teacher, K-12	
Solari, Stephanie	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	84	107	112	74	84	109	0	0	0	0	0	0	0	570
Attendance below 90 percent	10	28	27	12	20	23	0	0	0	0	0	0	0	120
One or more suspensions	1	2	1	1	2	13	0	0	0	0	0	0	0	20
Course failure in ELA or Math	0	9	2	1	2	4	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	4	24	29	0	0	0	0	0	0	0	57

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	1	3	1	2	9	14	0	0	0	0	0	0	0	30

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	7	15	2	4	0	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
30

Date this data was collected or last updated
Wednesday 8/21/2019

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	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 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	0	4	7	8	0	0	0	0	0	0	0	19

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	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 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	0	4	7	8	0	0	0	0	0	0	0	19

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	58%	53%	57%	57%	50%	55%
ELA Learning Gains	58%	55%	58%	49%	51%	57%
ELA Lowest 25th Percentile	50%	52%	53%	30%	43%	52%
Math Achievement	60%	57%	63%	53%	53%	61%
Math Learning Gains	64%	60%	62%	63%	53%	61%
Math Lowest 25th Percentile	39%	52%	51%	48%	45%	51%
Science Achievement	57%	54%	53%	60%	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	84 (0)	107 (0)	112 (0)	74 (0)	84 (0)	109 (0)	570 (0)
Attendance below 90 percent	10 (4)	28 (3)	27 (2)	12 (3)	20 (3)	23 (5)	120 (20)
One or more suspensions	1 (0)	2 (3)	1 (3)	1 (5)	2 (6)	13 (10)	20 (27)
Course failure in ELA or Math	0 (0)	9 (7)	2 (2)	1 (6)	2 (4)	4 (2)	18 (21)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (4)	24 (19)	29 (33)	57 (56)

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	59%	56%	3%	58%	1%
	2018	67%	52%	15%	57%	10%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	54%	52%	2%	58%	-4%
	2018	53%	51%	2%	56%	-3%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		1%				
Cohort Comparison		-13%				
05	2019	59%	51%	8%	56%	3%
	2018	43%	44%	-1%	55%	-12%
Same Grade Comparison		16%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	55%	0%	62%	-7%
	2018	67%	54%	13%	62%	5%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	58%	58%	0%	64%	-6%
	2018	53%	58%	-5%	62%	-9%
Same Grade Comparison		5%				
Cohort Comparison		-9%				
05	2019	67%	55%	12%	60%	7%
	2018	62%	52%	10%	61%	1%
Same Grade Comparison		5%				
Cohort Comparison		14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	59%	55%	4%	53%	6%
	2018	61%	55%	6%	55%	6%
Same Grade Comparison		-2%				
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	19	47	52	20	44	40	13				
BLK	38	41	43	40	53	35	36				
MUL	64	64		71	64						
WHT	62	62	55	64	67	43	61				
FRL	52	51	48	53	60	40	47				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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	55
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	386
Total Components for the Federal Index	7
Percent Tested	100%

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	41
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	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	59
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	50
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.

Math Lowest 25th Percentile- 39%
Last year our lowest performance area was Learning Gains of the lowest 25%. As a school we focused on encouraging our lowest 25% ELA students to read AR books. Maybe this shift in focus was what effected our lower quartile in Math. Maybe it was because we had a lot of discipline issues in 4th grade. Disruptive students kept the teacher from teaching and other from learning.
The past several years Math has been our strength.

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

Math Lowest 25th Percentile- 39% (-19)
Last year our lowest performance area was Learning Gains of the lowest 25%. As a school we focused on encouraging our lowest 25% ELA students to read AR books. Maybe this shift in focus was what effected our lower quartile in Math. Maybe it was because we had a lot of discipline issues in 4th grade. Disruptive students kept the teacher from teaching and other from learning.

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.

Math Lowest 25th %
School 39%; District 52%; State 51%
Last year our lowest performance area was Learning Gains of the lowest 25%. As a school we focused on encouraging our lowest 25% ELA students to read AR books. Maybe this shift in focus was what effected our lower quartile in Math. Maybe it was because we had a lot of discipline issues in 4th grade. Disruptive students kept the teacher from teaching and other from learning.
The past several years Math has been our strength.

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

We are proud to share that we increased our Learning Gains of our lowest 25% in ELA by 24 points!
2017- 30%; 2018- 26%; 2019- 50%
We created a reading club for the ELA lower quartile reading students. These students were assigned a staff mentor who encouraged them to read AR books. The administration tracked their data, praised them for their efforts, and culminated with a field trip to the local library.

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

Attendance below 90% for 3rd, 4th and 5th grade students.

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

1. Increase learning gains of the lower quartile in Math.
2. Increase student attendance.

3. Decrease late check ins and early check outs
4. Maintain or increase ELA lower 25% learning gains
5. Increase Science proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Mathematics Learning Gains Lower Quartile
Rationale	Overall Learning Gains of Mathematics Lower Quartile- 39% -19 from previous school year
State the measurable outcome the school plans to achieve	Jim Allen Elementary School will increase the overall mathematics learning gains by 11% or greater. This will be measured by the Florida Standards Achievement Assessment.
Person responsible for monitoring outcome	Rachel Watts (rwatts@ecsdfl.us)
Evidence-based Strategy	iReady weekly minutes for mathematics with individualized lessons for lower quartile students.
Rationale for Evidence-based Strategy	iReady is a new district initiative we began last school year. Students will work on this program for a total of 45 minutes per week. Daily math practice will be individualized for each student. Progress will be monitored weekly and on quarterly diagnostic assessments.
Action Step	
Description	1. Identify lower 25% Mathematics Students 2. Administer iReady beginning of the year assessment 3. Create individual iReady assessments for each student 4. Attend iReady Professional Development 5. Monitor iReady data throughout the school year.
Person Responsible	Rachel Watts (rwatts@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).

Part IV: Title I Requirements

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 a Mental Health Counselor two days per week.

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