C. A. Weis Elementary School

2020-21 Schoolwide Improvement Plan

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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: 8/5/2014

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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C. A. Weis Elementary School

2701 N Q ST, Pensacola, FL 32505

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 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	88%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	C

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Magee, Holly	Principal	The purpose of this position is to provide the leadership necessary to design, develop, implement, and evaluate a comprehensive program of instructional and support services which optimize available resources which establish and maintain a safe, caring, and enriching environment to promote student success.
Cook, Dawn	Teacher, K-12	Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. 2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as require
Merritt, Gabrielle	Teacher, PreK	Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. 2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum goals and – in harmony with

Name	Title	Job Duties and Responsibilities
		the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as require
Henderson, Jenna	Teacher, K-12	Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. 2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and

Name	Title	Job Duties and Responsibilities
		procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as require
Mcmillan, Emily	Administrative Support	Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. 2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as require
Langford, Jodie	Teacher, K-12	Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. 2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum

Name	Title	Job Duties and Responsibilities
		goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as require
Stephenson, Megan	Other	Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. 2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of

Name	Title	Job Duties and Responsibilities
		classroom behavior and procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as require
Kemp, Jennifer	Instructional Media	
Loerch, Emily	Other	Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. 2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as require
Comerford, Trudy	Assistant Principal	The purpose of this position is to assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the

Name	Title	Job Duties and Responsibilities
		mission and goals of the school and the District.
Webb, Rachel	Teacher, K-12	
English, Brianna	Teacher, K-12	Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. 2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as require
Griffin, Brianna	Teacher, K-12	Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. 2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to

Name	Title	Job Duties and Responsibilities
		communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as require

Demographic Information

Principal start date

Tuesday 8/5/2014, Kimberly Thomas N

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

46

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.	

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	49	99	79	78	84	76	0	0	0	0	0	0	0	465
Attendance below 90 percent	19	34	24	25	24	22	0	0	0	0	0	0	0	148
One or more suspensions	0	7	2	9	10	9	0	0	0	0	0	0	0	37
Course failure in ELA	0	10	16	9	2	0	0	0	0	0	0	0	0	37
Course failure in Math	0	3	4	9	3	7	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide ELA assessment	0	0	0	0	11	23	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide Math assessment	0	0	0	0	10	31	0	0	0	0	0	0	0	41

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	8	11	5	8	0	0	0	0	0	0	0	38

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	11	11	0	1	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	3	10	0	0	0	0	0	0	0	13

Date this data was collected or last updated

Monday 8/10/2020

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	
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

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

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	
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

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

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	
	(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.

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%

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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

ESSA Federal Index	
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

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%	0

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%	0

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 avergae 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?

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

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and 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.
Measurable Outcome:	Lower the number of discipline referrals by 25%. Lower the number of Out of School suspensions (OSS) and by 25%. Increase the skill of faculty & staff to handle students who enter school with trauma through book study ot the new RubyPayne Emotional Poverty book, training new teachers on our school wide trauma informed practices when handling behavior and offer classroom support and assistance for teachers who are not being successful with these strategies from a behavior coach Increase self-care strategies for teachers dealing with secondary trauma through self care strategy planning monthly.
Person responsible for monitoring outcome:	Megan Stephenson (mstephenson@ecsdfl.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. We will also complete a book study on the Ruby Payne book emotional poverty
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 Steps to Implement

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   Megan Stephenson (mstephenson@ecsdfl.us)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Increasing Student Proficiency and Learning Gains in English Language Arts 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.
Measurable Outcome:	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 2020-2021 school year. In addition, the number of students making at least one year of growth in grades 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:	Emily Mcmillan (emcmillan@ecsdfl.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 is a strong, inquiry-based language arts program that refines and extends students' skills in reading, thinking, and communicating. The program is a model of student-centered learning in which students work with complex ideas and rigorous texts.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 Steps to Implement

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. Offer ongoing training on use of junior great books fiction and non fiction program. Great Books is a strong, inquiry-based language arts program that refines and extends students' skills in reading, thinking, and communicating. The program is a model of student-centered learning in which students work with complex ideas and rigorous texts.
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	Emily Mcmillan (emcmillan@ecsdfl.us)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Increasing Student Proficiency and Learning Gains in Mathematics 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.
Measurable Outcome:	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 2020-2021 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:	Trudy Comerford (tcomerford@ecsdfl.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 Steps to Implement

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. Simple Solutions spiral review and Focus Calendars will be used in grades three, four, and five to provide a constant spiral review.

Person Responsible	Trudy Comerford (tcomerford@ecsdfl.us)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Increasing the Performance of Students with Disabilities 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.
Measurable Outcome:	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@ecsdfl.us)
Evidence-based Strategy:	In order to increase the proficiency and learning gains of our Students with Disabilities, Weis will provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. 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. Mathematics Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas.
Rationale for Evidence-based Strategy:	The strategies listed above are evidence based strategies to increase instructional strategies for students with disabilities Providing students with guided, targeted small group instruction and corrective feedback has been proven effective for all students including students with disabilities.

Action Steps to Implement

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 proving instruction to Students with Disabilities to review data on student performance to ensure that the above strategies are implemented on a daily basis for both ela and math
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   Holly Magee (hmagee@ecsdfl.us)

#5. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	Parental Engagement in student academic success 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".
Measurable Outcome:	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. Increase the amount of trust families have within the school through positive experiences.
Person responsible for monitoring outcome:	Holly Magee (hmagee@ecsdfl.us)
Evidence-based Strategy:	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 Steps to Implement

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@ecsdfl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

These are all covered in our one of the area of focus.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 (during non-covid years) 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. The Weis staff spends the summer in the community delivering stem activities and staying connected with our families.
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. for 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.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
5	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	$0.00
		Total:	$0.00