

Escambia County School District

# Byrneville Elementary School, Inc.



2020-21 Schoolwide Improvement Plan

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## Byrneville Elementary School, Inc.

1600 BYRNEVILLE RD, Century, FL 32535

www.escambiaschools.org

### Demographics

**Principal: Ashley Trawick**

Start Date for this Principal: 8/17/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	85%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (56%) 2017-18: C (47%) 2016-17: B (54%) 2015-16: C (49%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

N/A

## 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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## Byrneville Elementary School, Inc.

1600 BYRNEVILLE RD, Century, FL 32535

www.escambiaschools.org

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2019-20 Title I School</b>	<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	Yes	82%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	Yes	32%

### School Grades History

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

### School Board Approval

N/A

### SIP Authority

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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.

Byrneville Elementary School is committed to the constant improvement of skills and knowledge to provide an appropriate and safe learning environment in which students can develop their academic, emotional, physical, and social abilities to their fullest extent.

#### Provide the school's vision statement.

The vision of Byrneville Elementary School is for our students to have success today, be prepared for success in secondary education, and to flourish as a responsible citizens.

### 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
Wolfe-Sullivan, Dee	Principal	Instructional Leader
Thornton, Candi	Teacher, K-12	Intermediate math rep/fourth grade teacher
Weaver, Deana	Teacher, K-12	Math rep/third grade teacher
Dunsford, Tame'	Teacher, K-12	Third grade teacher
Johnston, Jacke'	Teacher, K-12	5th grade teacher
Slade, Ashley	Teacher, K-12	Kindergarten teacher

### Demographic Information

#### Principal start date

Monday 8/17/2020, Ashley Trawick

**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.*

5

**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.*

7

**Total number of teacher positions allocated to the school**

12

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
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<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (56%) 2017-18: C (47%) 2016-17: B (54%) 2015-16: C (49%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	31	29	27	37	32	24	0	0	0	0	0	0	0	180
Attendance below 90 percent	1	1	1	1	7	2	0	0	0	0	0	0	0	13
One or more suspensions	0	0	0	4	3	1	0	0	0	0	0	0	0	8
Course failure in ELA	5	0	0	0	1	0	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	4	3	5	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	4	2	6	0	0	0	0	0	0	0	12

**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	0	0	2	2	0	0	0	0	0	0	0	0	5

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	0	0	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Monday 8/17/2020

**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	31	32	27	36	34	24	0	0	0	0	0	0	0	184
Attendance below 90 percent	2	9	10	8	12	6	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	2	5	1	0	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	3	3	3	0	0	0	0	0	0	0	9

**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	4	2	0	0	0	0	0	0	0	0	7

**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	4	3	2	5	1	1	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

**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	31	32	27	36	34	24	0	0	0	0	0	0	0	184
Attendance below 90 percent	2	9	10	8	12	6	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	2	5	1	0	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	3	3	3	0	0	0	0	0	0	0	9

**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	4	2	0	0	0	0	0	0	0	0	7

**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	4	3	2	5	1	1	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

**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	70%	53%	57%	67%	50%	55%
ELA Learning Gains	55%	55%	58%	54%	51%	57%
ELA Lowest 25th Percentile	38%	52%	53%	25%	43%	52%
Math Achievement	65%	57%	63%	68%	53%	61%
Math Learning Gains	62%	60%	62%	57%	53%	61%
Math Lowest 25th Percentile	43%	52%	51%	60%	45%	51%
Science Achievement	59%	54%	53%	46%	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	74%	56%	18%	58%	16%
	2018	70%	52%	18%	57%	13%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	62%	52%	10%	58%	4%
	2018	67%	51%	16%	56%	11%
Same Grade Comparison		-5%				
Cohort Comparison		-8%				
05	2019	71%	51%	20%	56%	15%
	2018	55%	44%	11%	55%	0%
Same Grade Comparison		16%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	68%	55%	13%	62%	6%
	2018	64%	54%	10%	62%	2%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	69%	58%	11%	64%	5%
	2018	53%	58%	-5%	62%	-9%
Same Grade Comparison		16%				
Cohort Comparison		5%				
05	2019	57%	55%	2%	60%	-3%
	2018	58%	52%	6%	61%	-3%
Same Grade Comparison		-1%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	61%	55%	6%	53%	8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	58%	55%	3%	55%	3%
Same Grade Comparison		3%				
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
MUL	50			70							
WHT	78	52		73	62		59				
FRL	57	58		52	58	50	45				
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
BLK	29	27		21	18						
WHT	68	61	46	65	41		64				
FRL	55	53	43	45	38	20	52				
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
BLK	42	47		32	47						
WHT	74	55		79	59		67				
FRL	58	48	25	63	50	54	33				

### 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)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	7
Percent Tested	100%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
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
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
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
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

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	53
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.**

No 2020 data due to the pandemic.

On the 2019 FSA, ELA learning gains for the lowest 25% showed the greatest decline with only 38% of our students making learning gains compared to 50% in 2018. Many of our proficient students did not show learning gains.

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

No 2020 data due to the pandemic.

On the 2019 FSA, ELA learning gains for the lowest 25% showed the greatest decline with only 38% of our students making learning gains compared to 50% in 2018. One factor is that the third grade students are faced with a retention law that encourages parents and students to take the FSA very seriously. It is much more difficult to motivate the fourth and fifth graders to make learning gains.

**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.**

No 2020 data due to the pandemic.

There was a 15 point gap between the state and school percentages for lowest 25% ELA.

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

No 2020 data due to the pandemic.

We showed significant gains in mathematics. After reviewing the data from the students who were to be in the fourth and fifth grade for the 2017-2018 school year the teachers and the principal made the

decision to departmentalize, but due to the lack of adequate instruction in mathematics the students did not perform as well as they should on the 2017-18 FSA. For the 2018-2019 school year we went back to each teacher instructing their students in all core areas.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

No 2020 data due to the pandemic.

Upon reflection, we are very concerned that the black subgroup only showed 40% learning gain in ELA on the 2019 FSA.

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

1. Performance in ELA by the black subgroup on the FSA
2. Performance of lowest 25% in math on the FSA

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** The area of focus is learning gains of the black subgroup in ELA on the FSA. This need was identified using 2017-18 FSA and 2018-19 FSA. 40 percent of the black subgroup made learning gains in ELA on the FSA 2019. 27 percent of the black subgroup made learning gains in ELA on the FSA 2018.

**Measurable Outcome:** 41 percent of the black subgroup will show learning gains on the 2019-20 FSA ELA.

**Person responsible for monitoring outcome:** Dee Wolfe-Sullivan (dwsullivan@byrnesvilleelementary.com)

**Evidence-based Strategy:** Provide explicit vocabulary instruction in all content areas

**Rationale for Evidence-based Strategy:** In analyzing assessment data, vocabulary acquisition appears to be a hindrance to reading comprehension. According to Marzano, one of the key indicators of student success in school and in life is vocabulary development. Research has also shown that low income and minorities have lower vocabularies and need explicit vocabulary instruction.

**Action Steps to Implement**

1. Administer STAR 360 at least four times per year.
2. Collaborate monthly with grade level team to review classroom/diagnostic assessment data for low performing students in black subgroup.
3. Use the ELA decision tree to determine the level of intervention needed.
4. Implement a vocabulary curriculum in grades 2-5.
5. Utilize the computer based reading program Learning A-Z.
6. Utilize semantic mapping for vocabulary instruction

**Person Responsible:** Dee Wolfe-Sullivan (dwsullivan@byrnesvilleelementary.com)

**#2. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

**Measurable Outcome:**

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:**

**Rationale for Evidence-based Strategy:**

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**



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

N/A

## 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.

Byrneville Elementary school, Inc. will have programs, activities, and procedures for the involvement of parents/guardians. These programs, activities, and procedures will be planned and operated using meaningful consultation with parents/guardians.

**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: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: -- Select below --:	\$0.00
<b>Total:</b>			<b>\$0.00</b>