

Escambia County School District

Escambia Virtual Academy Franchise



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	17
Positive Culture & Environment	18
Budget to Support Goals	0

Escambia Virtual Academy Franchise

30 E TEXAR DR, Pensacola, FL 32503

www.escambiaschools.org

Demographics

Principal: Christopher Everette L

Start Date for this Principal: 8/24/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	19%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: B (58%) 2016-17: B (58%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Escambia Virtual Academy Franchise

30 E TEXAR DR, Pensacola, FL 32503

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)
Combination School KG-12	No	41%
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	2019-20	2018-19	2017-18	2016-17
Grade	A	A	B	B

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.

Escambia Virtual Academy is dedicated to delivering a high quality, technology-based education that provides the skills and knowledge students need for success.

Provide the school's vision statement.

Escambia Virtual Academy, in partnership with our contracted on-line vendors, provides a quality, student-centered education utilizing challenging, innovative and collaborative learning.

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
Everette, Chris	Principal	<p>Provide leadership for and coordination of the overall activities of assessing, developing, providing, and implementing the virtual instruction programs. Coordinate the selection of curricula, materials, and equipment needed for virtual instruction programs. Coordinate the alignment of the school's instructional program with applicable content and course descriptions and standards, state statutes, state board rules, and school board policies and procedures. Coordinate the documentation to the state of required data reporting elements regarding students and teachers. Assist teachers in the identification of needs and areas for growth. Coordinate the hiring, developing, and mentoring of instructional and classified staff, in cooperation with the principal. Supervise, monitor, observe, and evaluate teachers and staff. Lead professional development for school staff and serve as a liaison with virtual providers. Coordinate the development and negotiation of contracts with curriculum providers and turn-key providers. Develop, coordinate, and maintain effective marketing and public relations strategies. Coordinate the state, district, and school assessment programs for the school. Meet stakeholder and customer satisfaction standards. Cultivate a collaborative working environment that encourages innovation, communication, and continual learning. Coordinate and monitor the development and implementation of school instructional goals, strategies, and outcome measures. Coordinate, provide leadership, and monitor the school improvement planning process. Coordinate teacher data team and PLC meetings to ensure student success. Coordinate and evaluate student attendance and other records and intervene to correct problems when or before they occur. Coordinate and supervise students at special live events, testing centers, and other events as needed. Maintain visibility with customers and other stakeholders. Coordinate regular meetings with contracted providers to ensure compliance with contract language and statute. Effectively communicate and coordinate with administration at all district schools. Coordinate the development of and monitoring of the school budget through the wise use of the financial resources of the school. Monitor accounts payable to virtual providers. Coordinate the development of the staff handbook and the student/parent handbook, and recommend content, layout, and format until document is completed. Make all decisions and perform all tasks in accordance with district's strategic plan, vision, mission, organizational values, operational beliefs, and operational expectations. Work independently with minimal supervision. Actively participate in curriculum contact meetings and other meetings or professional development activities as assigned. Communicate effectively, both orally and in writing, with students, parents, teachers and other professionals on a regular basis. Collaborate with peers in other counties to enhance the instructional environment for students and teachers. Fulfill the terms of any affected written contract and adhere to the Codes of Ethics and Principles of Professional Conduct of the Education Profession in Florida. Provide outstanding customer service, and use positive interpersonal communication skills. Ensure compliance with Board rules and applicable federal laws and regulations</p>

Name	Title	Job Duties and Responsibilities
Leggett, Melanie	Paraprofessional	
Truett, Chet	Teacher, K-12	
Rayburn, Kimberly	Teacher, K-12	
Patti, Linda	Teacher, K-12	
Cather, Charles	Teacher, K-12	

Demographic Information

Principal start date

Monday 8/24/2020, Christopher Everette L

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.*

7

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

7

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	19%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Multiracial Students White Students Economically Disadvantaged Students

School Grades History	2018-19: A (63%) 2017-18: B (58%) 2016-17: B (58%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 9/10/2020

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators 0 0 0 0 0 0 0 0 0 0 0 0 0 0

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 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

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	64%	64%	61%	62%	62%	57%
ELA Learning Gains	51%	51%	59%	51%	51%	57%
ELA Lowest 25th Percentile	41%	41%	54%	9%	9%	51%
Math Achievement	65%	65%	62%	59%	59%	58%
Math Learning Gains	47%	47%	59%	35%	35%	56%
Math Lowest 25th Percentile	0%	0%	52%	0%	0%	50%
Science Achievement	71%	71%	56%	70%	70%	53%
Social Studies Achievement	69%	69%	78%	84%	84%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	60%	42%	18%	54%	6%
	2018	40%	40%	0%	52%	-12%
Same Grade Comparison		20%				
Cohort Comparison		60%				
07	2019	39%	43%	-4%	52%	-13%
	2018	61%	41%	20%	51%	10%
Same Grade Comparison		-22%				
Cohort Comparison		-1%				
08	2019	67%	50%	17%	56%	11%
	2018	67%	51%	16%	58%	9%
Same Grade Comparison		0%				
Cohort Comparison		6%				
09	2019	75%	48%	27%	55%	20%
	2018	90%	49%	41%	53%	37%
Same Grade Comparison		-15%				
Cohort Comparison		8%				
10	2019	83%	48%	35%	53%	30%
	2018	74%	49%	25%	53%	21%
Same Grade Comparison		9%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	60%	36%	24%	55%	5%
	2018	30%	36%	-6%	52%	-22%
Same Grade Comparison		30%				
Cohort Comparison		60%				
07	2019	61%	50%	11%	54%	7%
	2018	67%	45%	22%	54%	13%
Same Grade Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		31%				
08	2019	0%	21%	-21%	46%	-46%
	2018	43%	24%	19%	45%	-2%
Same Grade Comparison		-43%				
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019	57%	42%	15%	48%	9%
	2018	48%	45%	3%	50%	-2%
Same Grade Comparison		9%				
Cohort Comparison		57%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	58%	25%	67%	16%
2018	67%	57%	10%	65%	2%
Compare		16%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	54%	8%	71%	-9%
2018	72%	51%	21%	71%	1%
Compare		-10%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	62%	21%	70%	13%
2018	85%	65%	20%	68%	17%
Compare		-2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	86%	52%	34%	61%	25%
2018	41%	51%	-10%	62%	-21%
Compare		45%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	46%	47%	-1%	57%	-11%
2018	64%	48%	16%	56%	8%
Compare		-18%			

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
WHT	68	57	50	63	46		74	68	82	94	50
FRL										95	33
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	72	44	50	52	49		59	83		98	42
FRL	64	46		27	60					96	24
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
WHT	66	62		67	38		83	88	77	97	38
FRL	64	29		31	27					82	

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	63
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	629
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	

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
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	
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
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
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	64
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.

Lowest percentile ELA was the lowest data component. Below state average ELA scores at EVA is a trend.

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

Several areas including ELA, Math both declined from the previous year.

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.

ELA and Math achievement scores had the largest gap when compared to the state average of 8 percentile points

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

ELA Lowest 25th Percentile showed the most improvement of 41 percentile points. This data does not show a trend.

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

Greater support from the district on developing curriculum/professional development in the ELA and Math will led to the improvement in this area.

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

- 1.
- 2.
- 3.

- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Increase Math student proficiency as measured by the state Math 2020-2021 assessments. Indirect student contact or lack of face to face interaction creates learning barriers. Promoting collaborations and live lessons will provide an opportunity for student gains.

Measurable Outcome: Escambia Virtual Academy will increase on the 2021 FSA Math achievement levels overall proficiency rate by 5%.

Person responsible for monitoring outcome: Charles Cather (ccather@escambia.k12.fl.us)

Evidence-based Strategy: Combination of collaborative and professional learning group activities will provide learning gains in area of need.

Rationale for Evidence-based Strategy: Promote live lesson learning will all teachers and require collaboration projects among students to compensate for the indirect contact and provide an opportunity for learning gains.

Action Steps to Implement

1. Monthly Staff development with Google Meets/Zoom.
2. Quarterly Classroom Walk through monitoring of Educator classrooms
3. Provide Professional Development for the math teachers to observe, reflect, and the present model lessons during the school day.
4. *Purchase advanced technology in the classroom for all core classes and increase student's achievement levels.
5. *Use Professional Development to foster the growth minds of the students by focused collaborative student centered project across the curriculum.

Person Responsible Charles Cather (ccather@escambia.k12.fl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Increase ELA student proficiency as measured by the state ELA 2020- 2021 assessments. Indirect student contact with teachers. Virtual students work mostly independently and promoting collaboration can promote gains in achievement.
Measurable Outcome:	Escambia Virtual Academy will increase on the 2021 FSA ELA overall proficiency rate by 5%.
Person responsible for monitoring outcome:	Kimberly Rayburn (krayburn@escambia.k12.fl.us)
Evidence-based Strategy:	Live lessons via Google Meet/Zoom
Rationale for Evidence-based Strategy:	Promote live lesson learning will all teachers and require collaboration projects among students to compensate for the indirect contact and provide an opportunity for learning gains.

Action Steps to Implement

1. Monthly Staff development with Google Meet/Zoom.
2. Review collaboration sessions in the administrative portal.
Recorded links in Educator.
3. Provide Professional Development for the ELA teachers to observe, reflect, and the present model lessons during the school day.
4. *Purchase advanced technology in the classroom for all core classes and increase student's achievement levels.
5. *Use Professional Development to foster the growth minds of the students by focused collaborative student centered project across the curriculum

Person Responsible Kimberly Rayburn (krayburn@escambia.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

The effectiveness of the academic and behavioral portions of this plan will be monitored by administration through observation and monthly leadership meetings.

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.

EVA wants to increase parent participation in open houses, new student orientation, field trips, student award receptions, and volunteer opportunities. Our parents are required to communicate with each teacher on a monthly basis regarding their student's progress. However, there is a lack of participation in extra opportunities for parents, including participation in the above activities. Lead teachers will increase communication with parents of at-risk students by contacting them monthly as well to update overall student performance. EVA currently requires all parents to attend new student orientation with their student and this has improved teacher/student relationships.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.