

Escambia County School District

Reinhardt Holm Elementary School



2020-21 Schoolwide Improvement Plan

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Reinhardt Holm Elementary School

6101 LANIER DR, Pensacola, FL 32504

www.escambiaschools.org

Demographics

Principal: Terri Fina L

Start Date for this Principal: 6/11/2020

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* White Students Economically Disadvantaged Students
School Grades History	2018-19: D (35%) 2017-18: D (39%) 2016-17: D (34%) 2015-16: D (33%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Reinhardt Holm Elementary School

6101 LANIER DR, Pensacola, FL 32504

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	79%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Holm Elementary school will promote and enhance learning and highest student achievement through collaborative efforts of all stakeholders and will make a positive difference in the lives of students by preparing them for lifelong learning. We believe an effective rapport between school and home should exist to develop a sense of responsibility toward self, family, school, community, and country.

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Shiver, Jennifer	Teacher, PreK	Review school data, meet with leadership team and share grade level concerns/needs
Tapparo, Susan	Other	Review data, monitor grant budgets, meet with leadership team, assist in implementing the school improvement plan.
Jernigan, Jojeana	Teacher, K-12	Review school data, meet with leadership team and share grade level concerns/needs
Gron, Tonya	Teacher, ESE	Review school data, meet with leadership team, share ESE concerns and needs
Stephens, Cynthia	Assistant Principal	Review data, meet with leadership team, assist in implementing the school improvement plan, evaluate success of strategies
Fina, Terri	Principal	Review data, meet with leadership team, implement school improvement plan, evaluate success of strategies utilized.
Wright, Etter	Teacher, K-12	review school data, meet with leadership team, share grade level concerns and needs
Chandler, Lynette	Teacher, K-12	review school data, meet with leadership team, share grade level concerns and needs
Sweeting, Linda		Review school data, meet with leadership team, assist with implementing strategies in School Improvement plan
Hoskins, Chentell	Teacher, K-12	review school data, meet with leadership team, share grade level concerns/needs
taylor, dawn	Teacher, K-12	Review school data, meet with leadership team, share grade level concerns and needs

Demographic Information

Principal start date

Thursday 6/11/2020, Terri Fina 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.*

0

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

32

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%
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Year	
Support Tier	
ESSA Status	CS&I
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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	
Attendance below 90 percent	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	
Course failure in ELA	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	
Level 1 on 2019 statewide ELA assessment	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	

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	

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	
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 6/8/2020

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	6	9	5	15	0	0	0	0	0	0	0	36

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	12	8	6	7	0	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	2	3	1	0	0	0	0	0	0	0	6

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	6	9	5	15	0	0	0	0	0	0	0	36

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	12	8	6	7	0	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	2	3	1	0	0	0	0	0	0	0	6

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	41%	53%	57%	38%	50%	55%
ELA Learning Gains	41%	55%	58%	43%	51%	57%
ELA Lowest 25th Percentile	36%	52%	53%	20%	43%	52%
Math Achievement	36%	57%	63%	40%	53%	61%
Math Learning Gains	32%	60%	62%	38%	53%	61%
Math Lowest 25th Percentile	31%	52%	51%	23%	45%	51%
Science Achievement	27%	54%	53%	38%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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	55%	56%	-1%	58%	-3%
	2018	34%	52%	-18%	57%	-23%
Same Grade Comparison		21%				
Cohort Comparison						
04	2019	29%	52%	-23%	58%	-29%
	2018	20%	51%	-31%	56%	-36%
Same Grade Comparison		9%				
Cohort Comparison		-5%				
05	2019	30%	51%	-21%	56%	-26%
	2018	28%	44%	-16%	55%	-27%
Same Grade Comparison		2%				
Cohort Comparison		10%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	26%	55%	-29%	53%	-27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	42%	55%	-13%	55%	-13%
Same Grade Comparison		-16%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	21	14	31	29	27	12				
BLK	35	40	31	35	27	21	15				
HSP	36			43							
MUL	38	30		44							
WHT	54	50		38	36		38				
FRL	44	40	41	38	35	37	33				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	33	21	26	41	30	25				
BLK	25	27	35	42	49	39	36				
HSP	50			42							
MUL	65	55		65	73						
WHT	40	29		43	38		60				
FRL	31	28	25	45	47	39	43				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	17	19	16	26	18					
BLK	29	36	20	35	34	24	28				
MUL	62	50		38	50						
WHT	57	52		60	57						
FRL	38	41	20	41	39	27	29				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	244
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	37
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	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	43
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

For the 2019 school year science proficiency showed the lowest performance possibly due to the change in scheduling which resulted in less time for science instruction. While ELA and ELA learning gains were at 41% all other data components were below 41%.

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

Science showed the greatest decline possibly due to less science instruction time. Math learning gains also showed a large decline This may have been due to instruction that was not focused.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Fourth grade math showed the greatest gap compared to the state average. During the 2019 school year fourth grade math instruction was not as focused on standards as it needed to be.

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

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

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

There were 33 students who have 1 or more suspensions from the 2019 school year. This was up from 17 students at the same time from the previous year. There were also 36 students who have two EWS indicators which was also up from the 29 students the previous year.

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

1. Increase ESE academic performance
2. Increase proficiency and learning gains in math
3. Increase science proficiency
4. Increase proficiency and learning gains in ELA

Part III: Planning for Improvement**Areas of Focus:**

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus	Holm's ESE students academic performance was below both the district and state average in ELA proficiency-25%, learning gains -21%, lower quartile -14%; math proficiency -31%, learning gains -29%, lower quartile - 27% and science proficiency-12%.
Description and Rationale:	
Measurable Outcome:	Increase the academic performance of ESE students in ELA from 25% proficiency, 21% ELA learning gains and 31% proficiency in math, 27% math learning gains and 12% proficiency in science to 3d grade overall proficiency to 56%, 4th grade overall proficiency to 56% and 5th grade overall proficiency to 41%. We also need to increase our overall learning gains to 46% and increase our lower quartile learning gains to 41%.
Person responsible for monitoring outcome:	Terri Fina (tfina1@ecsdf.us)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. 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. 2. Increase student motivation and engagement in literacy learning. 3. Instruction during the intervention should be explicit and systematic including providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback and frequent cumulative review during intervention.
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. In analysing the 2019 data ESE students are not making strong academic gains in ELA. According to Assisting Students Struggling with Reading Response to Intervention (RTI) and Multi-tier Intervention in Primary Grades found on What Works Clearinghouse providing intensive systematic instruction on up to three foundation reading skills in small groups to students who score below the benchmark on universal screening is proven to have a strong positive effect student performance. 2. In analysing the 2019 data ESE students are not making strong academic gains in ELA. According to Improving Adolescent Literacy: Effective Classroom and Intervention Practice found on What Works Clearinghouse increasing student motivation and engagement in literacy learning has a moderative positive effect on student performance. 3. In analysing the 2019 data ESE students are not making strong academic gains in math. According to Assisting Students Struggling with Mathematics Response to Intervention (RTI) Elementary and Middle School found on What Works Clearinghouse providing explicit and systematic instruction which includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback and frequent cumulative review during intervention is proven to have a strong positive effect student performance.

Action Steps to Implement

1. Purchase Wonder works for teachers to use in conjunction with the Reading Wonders material in small groups
2. Purchase Kagan Cooperative Learning books for teachers
2. Purchase SRA material for teachers to use with small groups during intervention
3. Purchase IReady math and reading workbooks for teachers to use in small groups
4. Develop master schedule for ESE teachers to have time daily to work with ESE students in reading and math in small groups
5. Provide professional development for teachers on various topics including: SRA, Iready, WonderWorks, data analysis, Kagan Cooperative Learning, Math Talks, number sense and other ELA and math skills as

identified through data

6. Schedule planning time with teachers and administration

Person
Responsible Terri Fina (tfina1@ecsdf1.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Holm Elementary had 33% proficiency and 32% of our students made learning gains in ELA. While the percentage of students that made learning gains went up in the 2019 school year from the previous year we need to ensure that proficiency and learning gains in ELA for our students is increasing.

Measurable Outcome: Increase the measurable outcome in ELA in third grade from 55% proficiency to 56% proficiency, increase proficiency 21 points in 4th from 29% to 50% and increase proficiency in 5th 20 points from 30% to 50% proficiency. We also want the following subgroups to increase proficiency and learning gains in ELA: Black -increase in proficiency from 35% to 50% , increase in learning gains from 40% to 50% , increase the lower quartile from 31% making learning gains to 40% ; Hispanic - increase in proficiency from 36% to 50% ; Multiracial - Increase in proficiency from 38% to 50% , increase in learning gains from 30% to 40%

Person responsible for monitoring outcome: Terri Fina (tfina1@ecsdf.us)

Evidence-based Strategy:

1. Provide explicit vocabulary instruction
2. Provide direct and explicit comprehension strategies instruction
3. Increase student motivation and engagement in literacy learning
4. Teach students to use the writing process for a variety of purposes

Rationale for Evidence-based Strategy:

1. In analysing the 2019 school data reading is an area of concern for Holm Elementary. In Improving Adolescent Literacy:Effective Classroom and Intervention Practices found on What Works Clearinghouse providing students with explicit vocabulary instruction results in a strong positive effect on student achievement.

2 & 3. In analysing the 2019 school data many of Holm students struggle with reading. In Improving Adolescent Literacy: Effective Classroom and Intervention Practices found on What Works Clearinghouse as well as Improving Reading Comprehension in Kindergarten Through 3rd Grade teaching direct and explicit comprehension strategies in instruction and increasing student motivation and engagement in literacy learning have a strong or moderate positive effect on student achievement.

4. In analysing the 2019 school data writing is also a struggle for many of our students. In Teaching Elementary Students to be Effective Writers found in What Works Clearinghouse teaching students to use the writing process for a vareity of purposes has a strong positive effect on student achievement.

Action Steps to Implement

1. Purchase Words Their Way
2. Purchase The Reading Strategies book
3. Purchase additional library and classroom library books
4. Purchase Iready ELA workbooks
5. Provide PD for teachers on how to use Words Their Way, The Reading Strategies book, AR (accelerated reader) program and Thinking Maps
6. Schedule planning time with teachers and administration and/or subject area specialist

Person Responsible Terri Fina (tfina1@ecsdf.us)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Holm Elementary has some grade levels with better performance in math than others but all grade levels need to increase proficiency and learning gains. We need to increase our math proficiency from 36% to 50%, learning gains from 31% to 41% and our lowest quartile needs to increase learning gains from 31% to 41%.

Measurable Outcome: Increase the measurable outcome in math in third grade 49% proficient to 55%, 4th grade increase proficiency from 18% to 40% and 5th grade from 29% proficient 50%. We also want the following subgroups to increase proficiency and learning gains in math: Black - proficiency from 35% to 50%, learning gains from 27% to 40% and lower quartile learning gains from 21% to 40%; Hispanic -proficiency from 43% to 50%; Multi-racial from 44% proficiency to 50%.

Person responsible for monitoring outcome: Terri Fina (tfina1@ecsdf.us)

Evidence-based Strategy:

1. Instruction during the intervention should be explicit and systematic
2. Assist students in monitoring and reflecting on the problem-solving process
3. Teach students how to use visual representations

Rationale for Evidence-based Strategy:

1. In analysing the 2019 data it appears that students at Holm Elementary struggle with some math skills. In Assisting students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools found in What Works Clearinghouse instruction that is explicit and systematic which includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback and frequent cumulative review has a strong positive effect on student achievement.

2 & 3. In analysing the 2019 school data students at Holm Elementary struggle with math skills. In Improving Mathematics Problem Solving in Grades 4 Through 8 found in What Works Clearinghouse instruction that assists students in monitoring and reflecting on the problem-solving process and teaching students how to use visual representations have strong positive effects on student achievement.

Action Steps to Implement

1. Purchase Calendar Math kits
2. Purchase Math talks books
3. Provided PD for teachers on using the calendar math kits for spiral review and how to use the Math talks strategy with students
4. Purchase IReady math workbooks
5. Purchase math manipulatives
6. Schedule planning time with teachers and administration and/or subject area specialist

Person Responsible Terri Fina (tfina1@ecsdf.us)

#4. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Holm Elementary went significantly down in the 2019 in the percentage of 5th grade students showing proficiency in science: 42% to 26%.

Measurable Outcome: We will increase the percentage of students showing proficiency in science from 26% to at least 50%.

Person responsible for monitoring outcome: Terri Fina (tfina1@ecsdfi.us)

Evidence-based Strategy:

1. Technology programs
2. Inquiry-oriented programs without science kits

Rationale for Evidence-based Strategy:

1. In analysing the 2019 school data on science our students struggled with science concepts. In the Effective Programs for Elementary Science: A Best-Evidence Synthesis from Best Evidence Encyclopedia (BEE) it is reported that technology applications that help teachers teach more compelling lessons and that use video to reinforce lessons show significant promise for positive student achievement.
2. In analysing the 2019 school data Holm Elementary students in fifth grade struggle with science concepts. In the Effective Programs for Elementary Science: A Best-Evidence Synthesis from Best Evidence Encyclopedia (BEE) it is reported that inquiry-oriented programs without science kits that have effective science teaching, emphasizing conceptual challenge, cooperative learning, science-reading integration, teaching science vocabulary and the use of an inquiry learning cycle show significant positive effects on student achievement.

Action Steps to Implement

1. Purchase Study Island
2. Purchase hands on science material
3. Provide PD for teachers on Study Island, how to utilize resources in CPALMS and on how to incorporate use of hands on material
4. Schedule planning time with teacher and administration and/or subject area specialist

Person Responsible Terri Fina (tfina1@ecsdfi.us)

Additional Schoolwide Improvement Priorities

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

Holm Elementary will continue to have the safety committee meet monthly to identify and address security issues. We will continue with two behavior technicians and a behavior coach to address and intervene with behaviors as needed. We will also continue to develop various activities that we will invited parents and other community members to such as family science night and math night.

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.

Holm Elementary receives Title I, Part A funds and is developing a written Parent and Family Engagement Plan (PFEP) that establishes our expectations for parents and family engagement. This written plan will be devised in collaboration with parents, community stakeholders, and school personnel responsible for implementing the plan. The plan will outline goals, strategies and activities to better communicate with families and will focus on building the capacity of parents to address the needs of all students, in particular those most at-risk of not meeting challenging State academic standards. PFEP will be reviewed by the district Title I office and the approved plan will be disseminated to parents and stakeholders. A family-School Compact will also be developed jointly with parents and other stakeholders. The school's Title I budget will directly support the PFEP.

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: ESSA Subgroup: Students with Disabilities				\$85,073.30
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	100-Salaries	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$1,125.00
			Notes: Holm ES UniSIG: Focus 1: ESSA-SWD Subgroup: Extra pay for teachers for Cooperative Learning (Kagan) training- facilitated by Curriculum Coordinator (25 teachers x \$15 x 1 hour a week x 3 weeks) (Kagan Training previously approved in 19-20 UniSIG budget)			
	6400	210-Retirement	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$112.50
			Notes: Holm ES UniSIG: Focus 1: ESSA-SWD Subgroup: Retirement Extra pay for teachers for Cooperative Learning (Kagan) training- facilitated by Curriculum Coordinator (0.1 x 25 teachers x \$15 x 1 hour a week x 3 weeks) (Kagan Training previously approved in 19-20 UniSIG)			
	6400	220-Social Security	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$86.10

			<i>Notes: Holm ES UniSIG: Focus 1: ESSSA-SWD Subgroup: Social Security Extra pay for teachers for Cooperative Learning (Kagan) training- facilitated by Curriculum Coordinator (0.0765 x 25 teachers x \$15 x 1 hour a week x 3 weeks) (Kagan Training previously approved in 19-20 UniSIG)</i>		
	6400	240-Workers Compensation	0602 - Reinhardt Holm Elementary School	UniSIG	1.0 \$13.50
			<i>Notes: Holm ES UniSIG: Focus 1: ESSSA-SWD Subgroup: Workers Comp Extra pay for teachers for Cooperative Learning (Kagan) training- facilitated by Curriculum Coordinator (0.012 x 25 teachers x \$15 x 1 hour a week x 3 weeks) (Kagan Training previously approved in 19-20 UniSIG)</i>		
	5100	369-Technology-Related Rentals	0602 - Reinhardt Holm Elementary School	UniSIG	1.0 \$747.00
			<i>Notes: Holm ES UniSIG: Focus 1: ESSA Subgroup- SWD: Software Licence for Technology tools to support Cooperative Learning (Kagan) implementation (Selector Tool- \$24.90 x 15 teachers) (Timer Tool- \$24.90 x 15 teachers)</i>		
	6400	510-Supplies	0602 - Reinhardt Holm Elementary School	UniSIG	1.0 \$440.00
			<i>Notes: Holm ES UniSIG: Focus 1: ESSA Subgroup- SWD: Cooperative Learning (Kagan) Professional Development Book (10 books x \$44)</i>		
	6400	369-Technology-Related Rentals	0602 - Reinhardt Holm Elementary School	UniSIG	1.0 \$249.00
			<i>Notes: Holm ES UniSIG: Focus 1: ESSA Subgroup- SWD: Cooperative Learning (Kagan) Professional Development Site License (professional development videos to support implementation in the classroom)</i>		
	6400	310-Professional and Technical Services	0602 - Reinhardt Holm Elementary School	UniSIG	1.0 \$80,000.00
			<i>Notes: Holm ES UniSIG: Focus 1, 2, 3, 4: Contract with The Rensselaerville Institute for External Operator services (UniSIG portion = 1/2 of \$160,000 contract = \$80,000) (Escambia County District funds portion = 1/2 of \$160,000 contract = \$80,000) (External Operator Contract with TRI previously approved in 19-20 UniSIG budget)</i>		
	6300	100-Salaries	0602 - Reinhardt Holm Elementary School	UniSIG	1.0 \$1,200.00
			<i>Notes: Holm ES UniSIG: Focus 1, 2, 3, & 4: School-based monitoring of UniSIG budget, supporting documentation for UniSIG usage, communication with district UniSIG grant manager (1 Curriculum Coordinator x 6.25 hours x 12 months x \$16) (School based monitor for UniSIG previously approved in 19-20 UniSIG budget)</i>		
	6300	210-Retirement	0602 - Reinhardt Holm Elementary School	UniSIG	1.0 \$120.00
			<i>Notes: Holm ES UniSIG: Focus 1, 2, 3, & 4: Retirement for School-based monitoring of UniSIG budget, supporting documentation for UniSIG usage, communication with district UniSIG grant manager (0.1 x 1 Curriculum Coordinator x 6.25 hours x 12 months x \$16) (School based monitor for UniSIG previously approved in 19-20 UniSIG budget)</i>		
	6300	220-Social Security	0602 - Reinhardt Holm Elementary School	UniSIG	1.0 \$91.80
			<i>Notes: Holm ES UniSIG: Focus 1, 2, 3, & 4: Social Security for School-based monitoring of UniSIG budget, supporting documentation for UniSIG usage, communication with district UniSIG grant manager (0.0765 x 1 Curriculum Coordinator x 6.25 hours x 12 months x \$16) (School based monitor for UniSIG previously approved in 19-20 UniSIG budget)</i>		
	6300	240-Workers Compensation	0602 - Reinhardt Holm Elementary School	UniSIG	1.0 \$14.40
			<i>Notes: Holm ES UniSIG: Focus 1, 2, 3, & 4: Workers Comp for School-based monitoring of UniSIG budget, supporting documentation for UniSIG usage, communication with district UniSIG grant manager (0.012 x 1 Curriculum Coordinator x 6.25 hours x 12 months x \$16) (School based monitor for UniSIG previously approved in 19-20 UniSIG budget)</i>		

	5200	510-Supplies	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$874.00
			Notes: Holm ES UniSIG: Focus 1 & 2: SWD students and ELA instruction: Classroom library books and organizational bins to support 2 self-contained ESE classrooms (2 classrooms x \$300 for books) (2 classrooms x \$137 for bins)			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$71,568.60
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6300	100-Salaries	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$57,600.00
			Notes: Holm ES UniSIG: Focus 1, 2, 3, & 4: Extra Pay for Content Face to Face Planning with administration, external operator, instructional coaches, and district content specialists (48 T x 3 hours a week x 25 weeks x \$16) (Planning previously included in 19-20 UniSIG budget)			
	6300	210-Retirement	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$5,760.00
			Notes: Holm ES UniSIG: Focus 1, 2, 3, & 4: Retirement for Content Face to Face Planning with administration, external operator, instructional coaches, and district content specialists (0.1 x 48 T x 3 hours a week x 25 weeks x \$16) (Planning previously included in 19-20 UniSIG budget)			
	6300	220-Social Security	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$4,406.40
			Notes: Holm ES UniSIG: Focus 1, 2, 3, & 4: Social Security for Content Face to Face Planning with administration, external operator, instructional coaches, and district content specialists (0.0765 x 48 T x 3 hours a week x 25 weeks x \$16) (Planning previously included in 19-20 UniSIG Budget)			
	6300	240-Workers Compensation	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$691.20
			Notes: Holm ES UniSIG: Focus 1, 2, 3, & 4: Workers Comp for Content Face to Face Planning with administration, external operator, instructional coaches, and district content specialists (0.012 x 48 T x 3 hours a week x 25 weeks x \$16) (Planning previously included in 19-20 UniSIG Budget)			
	5100	510-Supplies	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$3,111.00
			Notes: Holm ES UniSIG: Focus 2: Classroom libraries and organizational bins (fiction and non-fiction- variety of grade level reading) for 3 new Units earned with increased FTE enrollment (3 classrooms x \$900 for books) (3 classrooms x \$137 for organizational bins)			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$24,294.35
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	100-Salaries	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$20,250.00
			Notes: Holm ES UniSIG: Focus 1, 2, 3, & 4: Extra pay for content based professional development provided by administration, external operator, curriculum coordinator, academic coaches, and district content specialists (54 teachers/TA's x 1 hour x 25 weeks x \$15) (Professional Development previously approved in 19-20 UniSIG budget)			
	6400	210-Retirement	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$2,025.00
			Notes: Holm ES UniSIG: Focus 1, 2, 3, & 4: Retirement for Extra pay for content based professional development provided by administration, external operator, curriculum coordinator, academic coaches, and district content specialists (0.1 x 54 teachers/TA's x 1 hour x 25 weeks x \$15) (Professional Development previously approved in 19-20 UniSIG budget)			

	6400	220-Social Security	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$1,549.13
			Notes: Holm ES UniSIG: Focus 1, 2, 3, & 4: Social Security for Extra pay for content based professional development provided by administration, external operator, curriculum coordinator, academic coaches, and district content specialists (0.0765 x 54 teachers/TA's x 1 hour x 25 weeks x \$15) (Professional Development previously approved in 19-20 UniSIG Budget)			
	6400	240-Workers Compensation	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$243.00
			Notes: Holm ES UniSIG: Focus 1, 2, 3, & 4: Workers Comp for Extra pay for content based professional development provided by administration, external operator, curriculum coordinator, academic coaches, and district content specialists (0.012 x 54 teachers/TA's x 1 hour x 25 weeks x \$15) (Professional Development previously approved in 19-20 UniSIG budget)			
	6400	510-Supplies	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$227.22
			Notes: Holm ES UniSIG: Focus 3: Math Instruction: Professional Development book study "Number Talks: Whole Number Computation" for grades K-5 (7 books x \$29.56 + shipping)			
4	III.A.	Areas of Focus: Instructional Practice: Science				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	\$5,000.00
			Notes: Holm ES UniSIG: Focus 4: Supplemental Science supplies to support standards-based science instruction in the K-2 classroom (20 classrooms x \$250 per classroom) includes items such as balance scales, sand, batteries, electric circuits, etc.)			
Total:						\$197,196.25