

Escambia County School District

Achieve Academy At McMillian



2020-21 Schoolwide Improvement Plan

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Achieve Academy At Mcmillian

3000 OWEN BELL LANE, Pensacola, FL 32507

www.escambiaschools.org

Demographics

Principal: Christopher Wooten

Start Date for this Principal: 6/17/2016

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)	Alternative 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* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
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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3000 OWEN BELL LANE, Pensacola, FL 32507

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	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year	2011-12
Grade	

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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.

Camelot & KAPS Academy of Escambia Mission Statement

Camelot Education is deeply committed to the academic and social success of its students. Through partnerships with school districts across the country, we focus on re engaging, graduating, and preparing students for success in K-12 and beyond.

Provide the school's vision statement.

Camelot & KAPS Academy of Escambia Vision Statement

Camelot & KAPS Academy of Escambia County's vision is to provide students with a learning environment that integrates research-based instructional strategies and a normative school culture model that challenges students to achieve success, both academically and socially, by encompassing high expectations and accountability standards for all stakeholders.

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
Maxwell, Andrew	Principal	The Principal is the overall academic leader of the campus and responsible for promoting growth in students' learning by setting clear goals for the academic program, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating Teachers. The Principal supervises all Teachers and other instruction staff. The principal ensures compliance with all contract standards which specifically describe student academic growth as outlined in the service agreement with the District by developing and monitoring campus improvement planning activities. The Principal is a member of the Leadership Team and works collaboratively with other resource team members to ensure a high-quality program.
Travis, Leslie	Assistant Principal	The Assistant Principal is the academic leader of the campus and responsible for supporting teachers and ensuring they have the tools needed to provide rigorous engaging lessons to students. The role of academic curriculum leader ensures that teachers follow the standards, pacing guides and academic testing calendar. It is our job to motivate and to support teachers and the learning of students. The Assistant Principal is also the compliance officer for state mandated testing and ESE students, that includes ensuring that accommodations in the IEP are met. The academic curriculum leader (AP) must set clear goals for the academic program, allocate resources to instruction, managing the curriculum, monitor lesson plans and evaluate teachers. The Assistant Principal supervises all Teachers and instructional staff. The principal ensures compliance with all standards in order to achieve student academic growth as outlined in our service agreement with the School District. The Assistant Principal is also in charge of monitoring Campus Improvement Plans, School Improvement Plans and Title One Budget. The Assistant Principal serves on the Leadership Team and works collaboratively with other resource team members to ensure a high-quality educational program.

Demographic Information

Principal start date

Friday 6/17/2016, Christopher Wooten

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.*

0

Total number of teacher positions allocated to the school

15

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
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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	6	8	8	15	15	19	44	55	65	48	19	7	0	309	
Attendance below 90 percent	1	7	6	15	12	14	22	36	44	28	7	4	0	196	
One or more suspensions	0	6	8	14	11	13	30	49	53	34	14	3	0	235	
Course failure in ELA	0	2	2	5	3	4	6	2	5	10	11	2	0	52	
Course failure in Math	0	0	1	1	3	3	7	7	5	11	8	4	0	50	
Level 1 on 2019 statewide ELA assessment	0	0	0	3	3	13	24	34	34	31	11	3	0	156	
Level 1 on 2019 statewide Math assessment	0	0	0	2	6	13	26	34	42	24	5	0	0	152	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	6	6	14	11	15	29	46	53	36	16	6	0	238	

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	2	2	10	9	9	1	0	33	
Students retained two or more times	0	0	1	0	4	2	3	7	17	16	8	1	0	59	

Date this data was collected or last updated

Wednesday 6/17/2020

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	0	3	4	13	7	12	11	33	44	27	16	11	2	183
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 or Math	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	

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	
Students retained two or more times	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	3	4	13	7	12	11	33	44	27	16	11	2	183
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 or Math	0	3	2	5	5	2	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	3	0	0	0	0	0	0	0	0	0	3

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	

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	0%	64%	61%	0%	62%	57%
ELA Learning Gains	0%	51%	59%	0%	51%	57%
ELA Lowest 25th Percentile	0%	41%	54%	0%	9%	51%
Math Achievement	0%	65%	62%	0%	59%	58%
Math Learning Gains	0%	47%	59%	0%	35%	56%
Math Lowest 25th Percentile	0%	0%	52%	0%	0%	50%
Science Achievement	0%	71%	56%	0%	70%	53%
Social Studies Achievement	0%	69%	78%	0%	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	0%	56%	-56%	58%	-58%
	2018	0%	52%	-52%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	6%	52%	-46%	58%	-52%
	2018	0%	51%	-51%	56%	-56%
Same Grade Comparison		6%				
Cohort Comparison		6%				
05	2019	0%	51%	-51%	56%	-56%
	2018	0%	44%	-44%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	10%	42%	-32%	54%	-44%
	2018	0%	40%	-40%	52%	-52%
Same Grade Comparison		10%				
Cohort Comparison		10%				
07	2019	0%	43%	-43%	52%	-52%
	2018	9%	41%	-32%	51%	-42%
Same Grade Comparison		-9%				
Cohort Comparison		0%				
08	2019	20%	50%	-30%	56%	-36%
	2018	12%	51%	-39%	58%	-46%
Same Grade Comparison		8%				
Cohort Comparison		11%				
09	2019	0%	48%	-48%	55%	-55%
	2018	6%	49%	-43%	53%	-47%
Same Grade Comparison		-6%				
Cohort Comparison		-12%				
10	2019	0%	48%	-48%	53%	-53%
	2018	0%	49%	-49%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	55%	-55%	62%	-62%
	2018	0%	54%	-54%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	58%	-58%	64%	-64%
	2018	0%	58%	-58%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	55%	-55%	60%	-60%
	2018	0%	52%	-52%	61%	-61%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	4%	36%	-32%	55%	-51%
	2018	3%	36%	-33%	52%	-49%
Same Grade Comparison		1%				
Cohort Comparison		4%				
07	2019	17%	50%	-33%	54%	-37%
	2018	8%	45%	-37%	54%	-46%
Same Grade Comparison		9%				
Cohort Comparison		14%				
08	2019	3%	21%	-18%	46%	-43%
	2018	0%	24%	-24%	45%	-45%
Same Grade Comparison		3%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	55%	-55%	53%	-53%
	2018	10%	55%	-45%	55%	-45%
Same Grade Comparison		-10%				
Cohort Comparison						
08	2019	10%	42%	-32%	48%	-38%
	2018	11%	45%	-34%	50%	-39%
Same Grade Comparison		-1%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	58%	-58%	67%	-67%
2018	0%	57%	-57%	65%	-65%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	3%	54%	-51%	71%	-68%
2018	9%	51%	-42%	71%	-62%
Compare		-6%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	62%	-62%	70%	-70%
2018	0%	65%	-65%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	5%	52%	-47%	61%	-56%
2018	5%	51%	-46%	62%	-57%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	47%	-47%	57%	-57%
2018	0%	48%	-48%	56%	-56%
Compare		0%			

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	5	19		4	35					8	
BLK	10	14	18	7	24	47				22	
FRL	12	18	18	9	26	47				22	
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
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

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	16
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	148
Total Components for the Federal Index	9
Percent Tested	90%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	10
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	16
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	

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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	17
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

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.

It is hard to determine just which area is the lowest. Our population fluctuates almost daily. Students come in and out of DJJ and also are referred to our school, almost daily, from regular public schools within the district. During second semester of the 2019-2020 school year we implemented STAR testing across the entire K-12 campus. Our goal is to continue with testing for the 20-21 school year and monitor progress.

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

When you look at our data it is hard to pinpoint the specific greatest decline because our student population is so different during both counts. We have several factors that impact our students. We have students that are referred to our school that are behind on grade level, overage for their grade,

have social emotional issues, as well as behavior issues. Often these students only stay at Camelot until the end of the semester or for one full semester. During the time that students are referred to Camelot, some students also spend time in DJJ and therefore transition in and out of Camelot several times over the course of the semester.

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.

Below grade level or not passing FSA Reading and Discipline. The number of students below grade level or not passing the reading portion of FSA is higher in students that are referred to Camelot. Also, the number of discipline incidents by student is higher in students that are referred to Camelot.

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

Behavior incidents have show the most improvement.

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

Two areas of concern are the number of students with EWS for discipline and FSA Reading scores.

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

1. Provide support for students to feel emotionally secure in their environment in order to reach a level where we can focus on academic success.
2. Star 360 training for staff - to include reviewing data
3. Align with district testing, including Star 360 benchmark testing for eligible students.
4. Complete book study for teaching students with disabilities; specifically SLD

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale:	Provide additional training and facilitate collaborative sharing between teachers. Start the year with a book study "Smart Kids with Learning Disabilities". With our ever growing population of students with IEP's teachers need to be more aware of how to provide for the individualized need of the child. Teachers will learn and understand how to better service students with disabilities by expanding their tool kit. The focus for teachers, with their additional skills, will be to increase reading comprehension. This knowledge will help to increase overall scores for students with disabilities.
Measurable Outcome:	Economically Disadvantaged subgroup will increase learning gains in ELA by 10 percentage points from the 18-19 FSA going from 19% to 29%. Economically Disadvantaged subgroup will increase learning gains in math by 10% going from 26% to 36% African American subgroup will increase learning gains in ELA by 10 percentage points from the 18-19 FSA going from 17% to 27%. African American subgroup will increase learning gains in math by 10% going from 23% to 33% SWD subgroup will increase learning gains in ELA by 10 percentage points from the 18-19 FSA going from 21% to 31%. SWD subgroup will increase learning gains in math by 10% going from 31% to 41%
Person responsible for monitoring outcome:	Leslie Travis (ltravis@ecsdf.us)
Evidence-based Strategy:	Provide faculty and staff with professional development and monitor implementation through classroom visits and walkthroughs. Reading Interventions for Substantial Reading Difficulties Training on Snap&Read " STAR 360 interval testing provides teachers with data on student's ELA performance and needs and will assist us in providing appropriate supports to meet student needs.
Rationale for Evidence-based Strategy:	Students with Disabilities continue to be one of the sub groups that have trouble making learning gains on testing. For students with disabilities that require "read to" instruction we will obtain training for teachers on implementing this strategy through Snap & Read training through the district ESE department.

Action Steps to Implement

Complete book study, teachers will implement strategies learned, benchmark test, monitor testing data, review and provide additional supports as needed. We will provide benchmark testing to students and tracking those students to determine growth/areas of concern. Data will be reviewed and additional supports or remediation will be given to those students that do not make adequate progress.

Data from all ESSA subgroups will be tracked and monitored based on the implementation of the evidence-based strategies. Teachers and admin will review benchmark test performance with students and develop future goals.

Person Responsible Leslie Travis (ltravis@ecsdf.us)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Science was identified as an area of FOCUS because of state testing and the number of students failing their Science courses. Science manipulative's, Science Formative Assessment books, temperature sensors, Ph sensors and Scholastic Science subscription has been purchased with Title One money as additional resources for the Science classroom. Science classroom focus for this school year will be more hands on. Students will have a garden and learn to use manipulatives as the shift to a more hands on approach happens.

Measurable Outcome: Students will increase Science proficiency on district and state assessments by 5%

Person responsible for monitoring outcome: Leslie Travis (ltravis@ecsdfi.us)

Evidence-based Strategy: More project based learning and hands on projects will assist student understanding of scientific methods. Provide Science terms as vocabulary to be incorporated across curriculum. Monitor benchmark testing through SchoolNet. Students not making adequate progress will be assigned supplemental science curriculum through Khan Academy, to be completed during bell ringers across curriculum.

Rationale for Evidence-based Strategy: Incorporating Science vocabulary across curriculum will allow for more recognition of science terms. Khan Academy supplemental Science material for bell ringer time will allow for more Science instruction throughout the school day.

Action Steps to Implement

1. The school will review state and district assessment performance.
2. Teacher will utilize the data from student performance to develop lessons that incorporate hands-on labs, vocabulary instruction, and supplemental activities from Khan Academy.
3. Teachers will conduct data chats with students after each unit assessment and district assessment to review performance and set data goals.

Person Responsible [no one identified]

#3. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: ELA is a critical need as evidenced by our student's performance on progress monitoring assessments and the FSA. Our student's score well below the district and state average in reading proficiency. A Student's literacy skills are paramount to their success as reading is the foundation for decoding all other material.

Measurable Outcome: Increase reading proficiency by 10% across the campus.

Person responsible for monitoring outcome: Leslie Travis (ltravis@ecsdfl.us)

Evidence-based Strategy: Instruction must be a driving force in the classrooms so student deficiencies are being addressed. Classroom walk throughs with the administration team will be conducted and the outcome reviewed with Academic Team. The team will determine if effective strategies that align with the standards are effectively being taught. - Identify teachers with less than 41% proficiency for STAR AP 1 and provide instructional support for those teachers and proactive targeted interventions.

Rationale for Evidence-based Strategy: Overall learning gains and lower quartile gains are improving, however we are still performing below state and district averages.

Action Steps to Implement

1. Administration will develop classroom look-fors based on instruction and input from the academic team.
2. Administration will meet with teachers to discuss look-fors and develop a walking schedule.
3. The outcome of the classroom walks will be reviewed and discussed by the admin team and academic team to discuss trends, needs, PD, and next steps.
4. The administration will meet with teachers to provide feedback on the walk throughs.
5. This classroom walk cycle will be implemented throughout the year.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

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

The leadership team will take an active approach in ensuring equal access to hands on lessons and additional supplemental Science material is available. The leadership team will promote, encourage and assist to ensure funding for Science projects is available. This year we will also have a garden for students to learn about and be able to understand the process from seedling to cultivation.

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.

Camelot Education is deeply committed to the academic and social success of its students. Through partnerships with school districts across the country, we focus on re engaging, graduating, and preparing students for success in K-12 and beyond.

We pledge to provide student-centered education, within a structured atmosphere, that promotes the social and emotional growth of each student in alignment with individual academic, achievement-based on the following models:

Clinical Behavioral Management – framed around early intervention and positive reinforcement with a holistic approach to ensuring trauma informed care of all students.

Camelot Instructional Framework (CIF) – driven by evidence-based instructional strategies and curriculum with a commitment to continuous program and individual student achievement.

Program Initiatives:

to provide a safe and nurturing environment where students are given quality instruction with individual supports

based on creating, maintaining, and growing a positive peer culture

to enable students to express themselves openly and appropriately while utilizing positive coping skills to improve their emotional and educational experience

to ensure that parents/guardians are actively involved in the educational process

to provide students with an atmosphere conducive to the development and improvement of self-control, self-esteem, and emotional well-being

to have each student increase academic achievement and attendance

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: Professional Learning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
3	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
Total:			\$0.00