Bellview Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Bellview Elementary School

4425 BELLVIEW AVE, Pensacola, FL 32526

www.escambiaschools.org

Demographics

Principal: Christine Jenkins L

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (42%) 2017-18: C (46%) 2016-17: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	
* 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

Bellview Elementary School

4425 BELLVIEW AVE, Pensacola, FL 32526

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-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	62%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Empowering all learners to reach their full potential.

Provide the school's vision statement.

BES will be a place where the positive school environment helps every student feel and understand their personal value and where the knowledge and confidence to make their community a better place are instilled.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Dale, Turkessa	Curriculum Resource Teacher	RTI Coordinator
Katalani, Katie	Instructional Coach	Overseeing implementation of tier one instruction
Eubanks, Lisa	School Counselor	Member of the MTSS and leadership team
Jenkins, Christine	Assistant Principal	
Groff, Melissa	Principal	
Diaz, Stephanie	Behavior Specialist	Member of the mtss and leadership team

Demographic Information

Principal start date
Friday 7/1/2016, Christine Jenkins 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.*
5

Total number of teacher positions allocated to the school
44

Total number of students enrolled at the school

547

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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	78	74	80	86	91	100	0	0	0	0	0	0	0	509
Attendance below 90 percent	7	33	28	32	29	34	0	0	0	0	0	0	0	163
One or more suspensions	0	3	1	2	3	6	0	0	0	0	0	0	0	15
Course failure in ELA	0	9	5	6	10	11	0	0	0	0	0	0	0	41
Course failure in Math	0	5	0	5	12	20	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	25	44	0	0	0	0	0	0	0	73
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	34	45	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	5	29	12	46	39	32	0	0	0	0	0	0	0	163

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	10	4	5	13	14	0	0	0	0	0	0	0	46

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	3	12	2	4	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 7/26/2021

2020-21 - 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	42	93	81	96	107	105	0	0	0	0	0	0	0	524
Attendance below 90 percent	8	30	22	21	29	23	0	0	0	0	0	0	0	133
One or more suspensions	1	7	3	5	9	9	0	0	0	0	0	0	0	34
Course failure in ELA	0	3	3	2	4	2	0	0	0	0	0	0	0	14
Course failure in Math	0	1	3	4	1	6	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide ELA assessment	0	0	0	0	17	12	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide Math assessment	0	0	0	0	13	30	0	0	0	0	0	0	0	43
	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	6	1	3	5	3	0	0	0	0	0	0	0	18

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	7	14	5	9	1	1	0	0	0	0	0	0	0	37
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

2020-21 - 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	42	93	81	96	107	105	0	0	0	0	0	0	0	524
Attendance below 90 percent	8	30	22	21	29	23	0	0	0	0	0	0	0	133
One or more suspensions	1	7	3	5	9	9	0	0	0	0	0	0	0	34
Course failure in ELA	0	3	3	2	4	2	0	0	0	0	0	0	0	14
Course failure in Math	0	1	3	4	1	6	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide ELA assessment	0	0	0	0	17	12	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide Math assessment	0	0	0	0	13	30	0	0	0	0	0	0	0	43
	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	6	1	3	5	3	0	0	0	0	0	0	0	18

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	7	14	5	9	1	1	0	0	0	0	0	0	0	37
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				47%	53%	57%	45%	49%	56%
ELA Learning Gains				55%	55%	58%	41%	46%	55%
ELA Lowest 25th Percentile				54%	52%	53%	43%	40%	48%
Math Achievement				40%	57%	63%	51%	55%	62%
Math Learning Gains				39%	60%	62%	49%	57%	59%
Math Lowest 25th Percentile				19%	52%	51%	45%	48%	47%
Science Achievement				42%	54%	53%	46%	55%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	45%	56%	-11%	58%	-13%
Cohort Comparison						
04	2021					
	2019	48%	52%	-4%	58%	-10%
Cohort Comparison		-45%				
05	2021					
	2019	41%	51%	-10%	56%	-15%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	42%	55%	-13%	62%	-20%
Cohort Comparison						
04	2021					
	2019	43%	58%	-15%	64%	-21%
Cohort Comparison		-42%				
05	2021					
	2019	29%	55%	-26%	60%	-31%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	55%	-14%	53%	-12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Star 360 data from 2020-2021 is used to compile the data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22/29	40/49	38/45
	Economically Disadvantaged	17/30	29/48	30/48
	Students With Disabilities	1/8	6/43	5/36
	English Language Learners	0/0	1/50	1/50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27/36	35/45	49/58
	Economically Disadvantaged	22/40	25/45	36/58
	Students With Disabilities	4/31	6/46	9/64
	English Language Learners	0/0	1/50	1/50

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/18.9	26/33.8	24/30
	Economically Disadvantaged	9/17	17/29.8	14/24.1
	Students With Disabilities	1/6.3	5/29.4	1/6.3
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15/20.5	23/30.3	18/22.8
	Economically Disadvantaged	7/13.5	14/25.5	8/14.3
	Students With Disabilities	1/6.7	0	0
	English Language Learners	NA	NA	NA

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27/31.4	27/30.3	21/25
	Economically Disadvantaged	19/30.6	20/33.3	15/27.8
	Students With Disabilities	4/28.6	5/27.8	3/15.8
	English Language Learners	0	1/14.3	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35/40.2	38/42.7	41/45.6
	Economically Disadvantaged	26/41.3	24/40	24/40
	Students With Disabilities	4/26.7	7/38.9	7/36.8
	English Language Learners	2/25	2/28.6	2/25

		Grade 4		
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27/28.1	34/35.4	37/41.1
	Economically Disadvantaged	1727.4	22/35.5	22/39.3
	Students With Disabilities	0	2/10	2/10
	English Language Learners	1/33.3	1/33.3	1/33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24/25.3	30/30.9	27/30.3
	Economically Disadvantaged	13/21.3	17/27.9	17/30.4
	Students With Disabilities	1/5	2/10.5	3/16.7
	English Language Learners	1/33.3	1/33.3	1/33.3

		Grade 5		
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32/32	34/34	38/41.3
	Economically Disadvantaged	23/30.7	21/30.4	27/41.5
	Students With Disabilities	1/11.1	1/10	1/10
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21/21.2	30/30.6	21/25
	Economically Disadvantaged	14/18.9	20/29.4	15/25.9
	Students With Disabilities	0/0	1/10	0/0
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	25/27.2	0/0	31/38.8
	Economically Disadvantaged	18/26.5	NA	19/37.3
	Students With Disabilities	1/10	NA	0/0
	English Language Learners	NA	NA	NA

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	10	11	15	13							
ELL	20			27							
BLK	21	26	31	14	18	23	24				
HSP	43			36							
MUL	54			38							
WHT	38	30		33	24	10	33				
FRL	33	30	35	26	21	16	35				
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	16	39	45	21	30	18	13				
BLK	29	43	47	24	31	16	27				
HSP	48	58		43	42						
MUL	52	64		52	47						
WHT	56	60	60	46	41	26	52				
FRL	40	51	53	35	34	21	41				
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	14	27	25	22	23	24	6				
BLK	33	32	30	41	40	25	28				
HSP	35	31		35	31						
MUL	54	48		52	50		45				
WHT	52	44	42	60	58	65	65				
FRL	43	47	50	47	51	47	34				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	197
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	8
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	24
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
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%	
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	28
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

There is a decrease in math achievement on state assessments across all grade levels, fifth grade achievement and gains are inconsistent throughout state assessment and progress monitoring data, and students with disabilities show inconsistencies and declines in achievement within and across school years.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Students with disabilities, black students, and math LQ learning gains show the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The MTSS system does not solidly provide layers of support as students enter new tiers or levels; tier one support with each layer explicitly provided on top of the next will be important toward addressing this need.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA learning gains showed great improvement from 2018 to 2019 and ELA performance for most grade levels on 2020-2021 progress monitoring shows overall growth from beginning to end of year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

What I Need time for ELA interventions were put into place during 2019; providing students with flexible grouping time within their day to receive the appropriate level of support or intervention based upon their progress monitoring data.

What strategies will need to be implemented in order to accelerate learning?

Solid tier one instruction with data analysis and reteach plans is necessary to ensure mastery of standards and material by more students prior to implementing tiered levels of support, increasing school-wide levels of proficiency and implementing appropriate differentiated tier one instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Weekly professional development in the form of professional learning communities will be provided for teachers. PLCs will focus on answering the questions what do we want students to learn, how will we know when they have learned it, what will we do when they do not learn it, and what will we do when have already learned it. The inquiry process that teachers engage in through PLC questions will allow them to learn from each other, enhance their tier one instruction, and accelerate student learning. Learning walks will be provided for teachers to engage in conversation about effective instructional practices. The school's instructional coach will provide professional development and coaching to teachers as needed based upon data, observation, and performance.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The school is implementing an MTSS team made up of an RTI coordinator, PBIS coordinator, Guidance Counselor, and Instructional Coach, who will all work together and alongside administration to analyze data, evaluate needs, review progress toward goals, and support teachers.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	English Language Arts achievement and learning gains has not reached 50% proficiency for all grade levels and subgroups.

Measurable Outcome:	ELA proficiency on the 2022 spring progress monitoring assessment reach or exceed 50% proficient for all grade levels. The achievement gap between Students with Disabilities and overall students will decrease by 50%, going from a 24% gap to a 12% gap. The achievement gap between ELL students and overall students will decrease by 50%, going from a 27% gap to a 13.5% gap. The achievement gap between black students and overall students will decrease by 50%, going from a 10% gap to a 5% gap.
Monitoring:	Administration will conduct daily walk throughs, gathering weekly measurements related to learning targets, evidence of deliberately planned differentiated tier one instruction, and meaningful work observed in the classroom. The MTSS team will meet monthly to review classroom assessment data, grades, and progress monitoring data to determine the effectiveness of each level of support. The instructional coach will collect and monitor accelerated reader and iReady data related to tests and lessons passed per week. Administration and the MTSS team will conduct quarterly data chats with teachers to determine effectiveness of tiered interventions. Professional learning communities will discuss and analyze common formative assessment data for identified standards.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	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. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.
Rationale for Evidence-based Strategy:	Tiered interventions that emphasize critical reading skills of phonemic awareness, decoding, reading comprehension, and fluency at appropriate grade levels, when provided in small groups regularly can positively impact student performance in each of the critical reading skill areas. Students that read text in a multiple related sentence format provide students with reading experiences that require them to identify words quickly, integrate ideas, apply strategies to support comprehension, and self-monitor their understanding. Daily reading of connected text supports the development of reading accuracy, fluency, and comprehension. Students that read connected text daily in the early grades will have independent reading habits instilled in later grades.

These strategies from the what works clearinghouse aligns with the district reading plan for developing independent reading habits.

Action Steps to Implement

Walk through observations will occur during the ELA block with feedback related to standards matching the learning occurring in the classroom and the rigor of interventions and independent work aligning to the grade level expectations.

Person Responsible Melissa Groff (mgroff@ecsdfl.us)

The MTSS team and administration will engage in quarterly data chats with teachers, discussing individual student progress, subgroup data, and intervention progress and plans.

Person Responsible Christine Jenkins (cjenkins@ecsdfl.us)

Professional Learning Communities will focus on identified power standards, taking the standard through the inquiry process and developing remediation and enrichment plans for the standard identified.

Person Responsible Katie Catalani (kcatalani@ecsdfl.us)

Teachers will be provided with a small group planning document and a structure for small group/intervention time and it will be monitored during daily walk through observations.

Person Responsible Melissa Groff (mgroff@ecsdfl.us)

Independent reading tests passed and iReady lessons passed will be measured, monitored, and displayed weekly based on short term goals set by the leadership team:
AR Tests passed-
Q1- 70% of class attempts an AR test
Q2- 70% of class passes an AR test
Q3- 80% of class passes and AR test
Q4- 85% of class passes an AR test

iReady lessons passed-
Q1- 90% of class passes 1 reading lesson per week
Q2- 90% of class passes 2 reading lessons per week
Q3 and Q4- 95% of class passes 2 reading lessons per week

Person Responsible Katie Catalani (kcatalani@ecsdfl.us)

The MTSS team will meet weekly to discuss subgroup data on classroom assessments and measurements (ELA tests, AR tests, iReady lessons). Each member of the team will be assigned a subgroup to track and report.

Person Responsible Turkessa Dale (tdale@ecsdfl.us)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Math achievement and learning gains has not reached 41% for students with disabilities, black students, ELL students, white students, and economically disadvantaged students.

Measurable Outcome:	Math proficiency on the 2022 spring progress monitoring assessment (grades 3-5) will increase by 10% for all students, going from 25% proficient to 35% proficient. The achievement gap between Students with Disabilities and overall students will decrease by 50%, going from a 12% gap to a 6% gap. The achievement gap between black students and overall students will decrease by 50%, going from a 7% gap to a 3.5% gap.
	Administration will conduct daily walk throughs, gathering weekly measurements related to learning targets, evidence of deliberately planned differentiated tier one instruction, and meaningful work observed in the classroom.
	The MTSS team will meet monthly to review classroom assessment data, grades, and progress monitoring data to determine the effectiveness of each level of support.
Monitoring:	The instructional coach will collect and monitor accelerated reader and iReady data related to tests and lessons passed per week.
	Administration and the MTSS team will conduct quarterly data chats with teachers to determine effectiveness of tiered interventions.
	Professional learning communities will discuss and analyze common formative assessment data for identified standards.
Person responsible for monitoring outcome:	Melissa Groff (mgroff@ecsdfl.us)
Evidence-based Strategy:	Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.
	Timed Activities: Regularly include timed activities as one way to build fluency in mathematics.
Rationale for Evidence-based Strategy:	Understanding mathematical language is critical to students' learning because it is used in textbooks, curricular and assessment materials, and teachers' instruction.[24] By providing instruction on mathematical language, teachers support students' learning of subtle and complex mathematical ideas.[25] Focusing on mathematical language during intervention also helps students access the language used during core instruction.[26] Therefore, developing students' mathematical language is critical for their success in mathematics,[27] especially as the material gets more complex.
	Quickly retrieving basic arithmetic facts

(addition, subtraction, multiplication, and
division) is not easy for students who experience
difficulties in mathematics.126 Without such
retrieval, students will struggle to follow their
teachers' explanations of new mathematical
ideas.127 Automatic retrieval gives students
more mental energy to understand relatively
complex mathematical tasks and execute multistep mathematical procedures.
128 Thus, building
automatic fact retrieval in students is one (of
many) important goals of intervention.

Action Steps to Implement

Walk through observations will occur during the Math block with feedback related to standards matching the learning occurring in the classroom and the rigor of interventions and independent work aligning to the grade level expectations.

| **Person Responsible** | Christine Jenkins (cjenkins@ecsdfl.us) |

The MTSS team and administration will engage in quarterly data chats with teachers, discussing individual student progress, subgroup data, and intervention progress and plans.

| **Person Responsible** | Turkessa Dale (tdale@ecsdfl.us) |

Professional Learning Communities will focus on identified power standards, taking the standard through the inquiry process and developing remediation and enrichment plans for the standard identified.

| **Person Responsible** | Katie Catalani (kcatalani@ecsdfl.us) |

All classrooms will engage in daily mathematical routines; calendar math for K-2 and Mountain math for 3-5, providing mathematical language and spiral review to students regularly.

| **Person Responsible** | Katie Catalani (kcatalani@ecsdfl.us) |

Teachers will provide students with weekly fluency practice and will maintain math fluency data related to the grade level expectations.

| **Person Responsible** | Melissa Groff (mgroff@ecsdfl.us) |

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

During the 2019-2020 school year, the suspensions were categorized as very high with 10.2 suspensions per 100 students. During the 2020-2021 school year, suspensions decreased significantly with the implementation of restorative disciplinary practices. Exclusionary discipline practices will be avoided with the goal of using restorative practices to repair harm. This will be monitored through monthly behavior data 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.

The school leadership team, representative of members of each grade level and support teams, revisits the school mission and vision each year, revising it to match the current needs and goals of the school. The team develops collective commitments that each teacher follows that will keep us on the path toward achieving our shared vision. The collective commitments outline the work done in professional learning communities, classrooms, and the school community. Our 2021-2022 collective commitments are:
We will model and maintain positive and appropriate interactions with all members of the school community. Our priority focus will be on student learning.
We will ensure every child feels welcomed and valued every day.
We will use student data to co-create goals that are results oriented.
We will hold ourselves and all members of the school community accountable for consistent commitment to our mission and vision.
These collective commitments, paired with our implementation of professional learning communities and restorative practices provide the framework for a positive culture and environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers- providing and maintaining a positive classroom focused on student learning and success while ensuring student's academic, social, emotional, and behavioral needs are met.
Students- actively participating in their education, adhering to the school-wide expectations, and engaging in positive interactions throughout the school community.
Families- actively participating in their child's education, advocating for their child, holding their children accountable for adhering to the school-wide expectations, and engaging in positive interactions throughout the school community.
Administration- providing and maintaining a positive school focused on student learning and success while holding teachers accountable for upholding the school's collective commitments.
MTSS team- supporting teachers in order to allow the appropriate levels of academic, behavioral, social, and emotional support for students.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
		Total:	$0.00