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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Positive Culture &amp; Environment</b>	<b>24</b>
<b>Budget to Support Goals</b>	<b>25</b>

# Beulah Elementary School

6201 HELMS RD, Pensacola, FL 32526

[www.escambiaschools.org](http://www.escambiaschools.org)

## Demographics

**Principal: Monica Silvers R**

Start Date for this Principal: 7/25/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	59%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: B (60%) 2017-18: C (47%) 2016-17: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>25</b>

# Beulah Elementary School

6201 HELMS RD, Pensacola, FL 32526

[www.escambiaschools.org](http://www.escambiaschools.org)

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School KG-5</p>	<p><b>2020-21 Title I School</b></p> <p>No</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>53%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>39%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>		B	B	C

## School Board Approval

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## SIP Authority

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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.**

Our mission at Beulah Elementary School is to provide every opportunity for each child to learn and develop academically, physically, creatively and emotionally.

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

At Beulah Elementary, we believe that the school is primarily for children. Our aim shall be to enhance the learning and development of the individual student in all phases of academic, physical, creative and emotional endeavors by providing a positive classroom climate. Our function is to provide opportunities for choices and decisions while promoting independent thinking using all available resources, materials, and training. Our goal is to hear students say "I can do it!" We believe that through a cooperative effort between the home, school, and community we can reach our goal. Our mission at Beulah Elementary School is to provide every opportunity for each child to learn and develop academically, physically, creatively and emotionally.

### 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
Silvers, Monica	Principal	<p>The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods.</p> <p>Principal/AP/Guidance Counselors/Rtl Coordinator: Provide a common vision for the use of databased decision making, ensures that the school based team in implementing Rtl, conducts assessment of Rtl skills in the school staff, and communicates with parents regarding school based Rtl plans and activities.</p> <p>ESE Teachers: participate in the Rtl process to provide support and other strategies to the general education teacher. Classroom teachers: Provide input as needed in all areas.</p>
Rudd, Catherine	Assistant Principal	<p>The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods.</p> <p>Principal/AP/Guidance Counselors/Rtl Coordinator: Provide a common vision for he use of databased decision making, ensures that the school based team in implementing Rtl, conducts assessment of Rtl skills in the school staff, and communicates with parents regarding school based Rtl plans and activities.</p> <p>ESE Teachers: participate in the Rtl process to provide support and other strategies to the general education teacher. Classroom teachers: Provide input as needed in all areas.</p>
Ray, Matt	Teacher, ESE	<p>The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods.</p> <p>Principal/AP/Guidance Counselors/Rtl Coordinator: Provide a common vision for he use of databased decision making, ensures that the school based team in implementing Rtl, conducts assessment of Rtl skills in the school staff, and communicates with parents regarding school based Rtl plans and activities.</p> <p>ESE Teachers: participate in the Rtl process to provide support and other strategies to the general education teacher. Classroom teachers: Provide input as needed in all areas.</p>
Smith, Sara	Teacher, K-12	<p>The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods.</p> <p>Principal/AP/Guidance Counselors/Rtl Coordinator: Provide a common vision for he use of databased decision making, ensures that the school based team in implementing Rtl, conducts assessment of Rtl skills in the school staff, and communicates with parents regarding school based Rtl plans and activities.</p> <p>ESE Teachers: participate in the Rtl process to provide support and other strategies to the general education teacher. Classroom teachers: Provide input as needed in all areas.</p>
McKiernan, Lauren	Teacher, K-12	<p>The leadership team will meet as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods.</p>

Name	Position Title	Job Duties and Responsibilities
		Principal/AP/Guidance Counselors/Rtl Coordinator: Provide a common vision for the use of databased decision making, ensures that the school based team in implementing Rtl, conducts assessment of Rtl skills in the school staff, and communicates with parents regarding school based Rtl plans and activities. ESE Teachers: participate in the Rtl process to provide support and other strategies to the general education teacher. Classroom teachers: Provide input as needed in all areas.

**Demographic Information**

**Principal start date**

Sunday 7/25/2021, Monica Silvers R

**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.*

2

**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.*

9

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

46

**Total number of students enrolled at the school**

846

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

2

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

0

**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	132	120	136	167	167	125	0	0	0	0	0	0	0	847
Attendance below 90 percent	12	29	26	41	29	37	0	0	0	0	0	0	0	174
One or more suspensions	0	1	1	1	1	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	6	12	8	2	1	0	0	0	0	0	0	0	29
Course failure in Math	0	2	10	10	7	5	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	22	21	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	23	28	0	0	0	0	0	0	0	54
Number of students with a substantial reading deficiency	5	6	7	11	12	8	0	0	0	0	0	0	0	49

**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	3	9	4	6	3	0	0	0	0	0	0	0	25

**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	13	6	3	5	1	0	0	0	0	0	0	0	0	28
Students retained two or more times	1	0	0	0	1	1	0	0	0	0	0	0	0	3

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

Tuesday 8/31/2021

**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	86	139	146	158	132	149	0	0	0	0	0	0	0	810
Attendance below 90 percent	11	42	30	31	26	26	0	0	0	0	0	0	0	166
One or more suspensions	0	1	1	0	1	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	2	0	1	2	0	0	0	0	0	0	0	0	5
Course failure in Math	0	1	0	2	4	4	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	9	7	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	20	0	0	0	0	0	0	0	27

**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	3	1	2	3	1	0	0	0	0	0	0	0	10

**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	11	11	1	6	1	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	2	2	0	0	0	0	0	0	0	4

**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	132	120	136	167	167	125	0	0	0	0	0	0	0	847
Attendance below 90 percent	12	29	36	41	29	37	0	0	0	0	0	0	0	184
One or more suspensions	0	1	1	1	1	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	6	12	8	2	1	0	0	0	0	0	0	0	29
Course failure in Math	0	2	10	10	7	5	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide ELA assessment	0	0	0	4	22	21	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide Math assessment	0	0	0	3	23	28	0	0	0	0	0	0	0	54

**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	3	9	4	6	3	0	0	0	0	0	0	0	25

**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	13	6	3	5	1	0	0	0	0	0	0	0	0	28
Students retained two or more times	1	0	0	0	1	1	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				62%	53%	57%	55%	49%	56%
ELA Learning Gains				64%	55%	58%	43%	46%	55%
ELA Lowest 25th Percentile				56%	52%	53%	19%	40%	48%
Math Achievement				62%	57%	63%	62%	55%	62%
Math Learning Gains				65%	60%	62%	56%	57%	59%
Math Lowest 25th Percentile				42%	52%	51%	35%	48%	47%
Science Achievement				67%	54%	53%	59%	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	64%	56%	8%	58%	6%
Cohort Comparison						
04	2021					
	2019	56%	52%	4%	58%	-2%
Cohort Comparison		-64%				
05	2021					
	2019	65%	51%	14%	56%	9%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	55%	1%	62%	-6%
Cohort Comparison						
04	2021					
	2019	60%	58%	2%	64%	-4%
Cohort Comparison		-56%				
05	2021					
	2019	69%	55%	14%	60%	9%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	66%	55%	11%	53%	13%
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 was utilized for Fall, Winter, and Spring ELA and Math progress monitoring. The Science district quarterly assessment was used for science progress monitoring. The numbers reflect the membership tied to the school during both survey 2 and 3.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		132/45.5	131/64.1	145/66.2
	Economically Disadvantaged		88/43.2	89/58.4	95/60
	Students With Disabilities		15/20	14/57.1	15/53.3
	English Language Learners		1/0	1/0	1/0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		132/42.4	137/63.5	143/66.4
	Economically Disadvantaged		87/40.2	97/57.1	93/63.4
	Students With Disabilities		15/26.7	15/46.7	15/40
	English Language Learners		1/0	1/0	1/0
		Grade 2			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		149/57.7	153/64.4	155/61.9
	Economically Disadvantaged		78/50	79/54.4	82/52.4
	Students With Disabilities		16/25	14/57.1	17/29.4
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		146/38.4	154/50.6	158/56.3
	Economically Disadvantaged		77/29.9	79/40.5	83/47
	Students With Disabilities		16/37.5	17/52.9	17/52.9
	English Language Learners		N/A	N/A	N/A

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	163/41.1	157/50.3	159/52.8
	Economically Disadvantaged	88/30.7	76/37	78/41
	Students With Disabilities	21/20	20/35	20/30
	English Language Learners	4/0	2/0	2/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	161/47.8	157/60.5	160/63
	Economically Disadvantaged	84/38.1	76/36.8	79/52
	Students With Disabilities	20/35	20/55	20/55
	English Language Learners	4/0	2/0	2/0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	124/43	122/58	120/55
	Economically Disadvantaged	79/34	73/52	71/47
	Students With Disabilities	12/0	13/8	12/0
	English Language Learners	1/0	1/0	1/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	124/32	122/46	119/50
	Economically Disadvantaged	79/29	72/39	70/41
	Students With Disabilities	12/8	13/23	11/27
	English Language Learners	1/0	1/0	1/0

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		154/36	144/40	152/45
	Economically Disadvantaged		70/28	63/32	67/39
	Students With Disabilities		27/15	26/11	28/18
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		135/27	145/36	150/45
	Economically Disadvantaged		62/21	62/32	65/42
	Students With Disabilities		22/14	26/15	28/18
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		1/100	101/59	133/50
	Economically Disadvantaged		1/100	43/42	59/31
	Students With Disabilities		NA	19/37	24/25
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring

**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	27	27	30	35	25	17	21				
ASN	75			75							
BLK	33	28	31	39	36	20	32				
HSP	51			49							
MUL	55	42		61	58		75				
WHT	65	41	45	56	37	38	59				
FRL	50	30	39	42	35	31	38				
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	23	45	48	31	36	32	25				
BLK	38	45	35	39	53	44	44				
HSP	70	89		78	83						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
MUL	60	63		57	69		80				
WHT	66	65	58	66	64	33	68				
FRL	51	54	52	50	53	40	57				
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	16	22	15	35	42	32	27				
ASN	73			100							
BLK	38	27	6	40	44	38	29				
HSP	48	33		52	43		40				
MUL	48	50		52	72		40				
WHT	58	46	22	67	58	31	65				
FRL	43	34	13	53	50	28	50				

### 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	46
OVERALL Federal Index Below 41% All Students	NO
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	319
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	31
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	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	58
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 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	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
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%	

## 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?**

SWD's showed the lowest performance. They did show an upward trend but are still the lowest subgroup. Additionally, there is a large disparity between African American and Caucasian students in ELA, Math and Science in both proficiency and learning gains.

As a whole, learning gains showed marked improvement across all subgroup areas in both ELA and Math.

Our fifth grade did not achieve 50% proficiency in ELA on FSA testing.

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

We must improve the performance of our students with disabilities. SWD's score significantly lower across all areas; ELA, Math and Science, in both proficiency, learning gains, and lower quartile. Additionally, we must reduce the disparity between our African American and Caucasian students. The data demonstrates less than 40% proficiency in ELA and Math for our African American students, compared to 66% proficiency for our Caucasian students.

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

Teachers must review data regularly and focus on results in both subgroups. Better coordination between ESE teachers and Gen Ed teachers in lesson planning and learning methods will improve consistency for our SWD subgroup. Instruction must be differentiated and fine tuned to close specific learning gaps in the African American students. Professional Development, particularly with ELA and the new textbooks and BEST standards will be essential.

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

Our Free and Reduced students showed improvement in almost every category. These students showed an increase of 20% in ELA proficiency and 40% of LQ students made growth. These same students showed an increase of 12% in LQ learning gains. Additionally, our African American students showed about a 20 point gain in learning gains for ELA and Math.

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

The school focused on SRA instruction as well as improving use of i-Ready.

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

Implementing the new ELA BEST standards in grades K-2, and all grade levels utilizing the new textbook series with fidelity will be crucial to our success. Additionally, we have added an additional person to coordinate Rtl in grades K-3, which should help fine tune interventions and ensure the program is delivering exactly what each student needs.

#### **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.**

We have scheduled i-Ready trainings throughout the year. Professional development days will be utilized to improve understanding of the ELA series as well as the BEST standards. Data reviews at grade levels will focus on the use of Schoolnet and STAR360 to create effective groupings for instruction. Teachers and administration will closely monitor subgroup performance on i-Ready, AR, and STAR360. Reading endorsed teachers are teaching Tier 3 students during their intensive remediation block. Use of proven strategies will assist our teachers and ensure there is student growth.

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

Use of parent educators provides additional support to our lower grades. Creating a vibrant mentor program and volunteer program will increase one on one opportunities for our students. Our PTA support will assist with AR prizes and math motivational programs such as Magic 36 will encourage students to improve fluency. Establishing a Scholars Program that recognizes academic growth and achievement will increase motivation to learn. Incentives such as pictures of scholars on the closed circuit TV and in hallways, Scholar's lunches, and assigning a personal school based coach (students are paired with someone other than their classroom teacher who checks on them regularly and discusses academic goals) to lower quartile students will also motivate students and remove barriers to learning.

The school is increasing focus on K and first grade students, the goal being to reduce the need for retention and assuring students will read on grade level as they enter second grade.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of****Focus****Description and****Rationale:**

Over the past two reporting periods, the SWD subgroup has scored significantly lower than other subgroups in learning gains in both ELA and Math. At 34%, it is below the Federal Threshold of 41%.

**Measurable Outcome:**

Beulah Elementary school will increase learning gains in grades 3-5 SWD by 10% from 34% to 44% on the 2022 FSA testing in ELA and Math. Beulah Elementary will increase proficiency to 41% on the 2022 FSA test in ELA and Math, in grades 3-5, matching the federal threshold. SWD in grades K-2 will be monitored using the STAR 2022 assessment, with the goal being 50% proficiency.

**Monitoring:**

Teachers will target SWD's and track data to ensure they are making learning gains and progressing towards proficiency. Teachers will use STAR360, Schoolnet, AR scores, and i-Ready progress throughout the year to ensure the students remain on track. ESE teachers and Gen Ed teachers will meet every other week with their assigned grade level to discuss strategies used for improving student learning. ESE teachers will ensure accommodations are in place across all subject areas and not just in ELA and Math. Gen Ed and ESE teachers will discuss current and future lesson plans in order to include the necessary interventions for the students to succeed. This will allow for bell to bell support of the students, instead of only when the ESE teacher is present. ELA Decision Tree will be used to ensure teachers are targeting deficiencies with the correct intervention.

**Person responsible for monitoring outcome:**

Catherine Rudd (crudd2@ecsdfi.us)

**Evidence-based Strategy:**

Our students lack knowledge of decoding, and background knowledge, and have limited vocabularies. Additionally students need assistance in knowing which comprehension strategies to use when struggling with difficult text. Students need explicit instruction in comprehension strategies, vocabulary, decoding, and need repeated readings and increased time spent reading to improve fluency.

**Rationale for Evidence-based Strategy:**

The What Works Clearinghouse Practice Guides: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, and Improving Reading Comprehension in Kindergarten Through 3rd Grade recommend explicit instruction in reading comprehension strategies such as visualization, questioning, making inferences, and retelling. Embedding instruction in how to use intentional mental actions to improve comprehension will help students navigate the more complicated texts they encounter in grades 4 and 5. Students in K-3 also need explicit instruction and guided practice in decoding and vocabulary study.

**Action Steps to Implement**

1. Data will be monitored twice monthly by ESE/Gen Ed teacher and reviewed by administration monthly at minimum. Monitoring to include student work, test scores, AR, STAR 360, and i-Ready.
2. Data will be reviewed at leadership meetings.
3. ESE teachers will utilize Reading Mastery to improve decoding, fluency, and comprehension in grades K-3.
4. Professional development will focus on understanding and teaching using BEST standards as well as in increasing knowledge of the new reading series. Teachers will receive i-Ready training that will enable them to accurately assess student learning levels and adjust the learning path as needed.
5. Professional Development in the use of Multisyllabic Words will be provided for grades 3-5. PD will be

delivered by Kim Gunn.

6. All students and teachers will maintain a data notebook.

7. Admin will visit a minimum of 6 classrooms daily to focus on the instructional practices of all staff.

**Person Responsible** Catherine Rudd (crudd2@ecsdfi.us)

**#2. ESSA Subgroup specifically relating to Black/African-American**

**Area of Focus Description and Rationale:** While not flagged as an area needing immediate attention, our African American subgroup lags behind the overall school population. Achievement levels for Black students are about 20 points behind, ELA achievement is 66 vs 38, Math achievement is 66 vs 39. Learning gains also lag behind; ELA is 65 vs 45 and Math is 64 vs 36. Because our African American students in grades 3-5 do not meet the RAISE threshold of 50% we will be monitoring ELA performance in this subgroup by using STAR testing and the FSA.

**Measurable Outcome:** Beulah Elementary will increase the overall achievement level of African American students by 10 points in both ELA and Math based on 2022 FSA scores.

**Monitoring:**  
 1. Teachers will track data for this subgroup using i-Ready, AR, STAR360, and Schoolnet tests. Admin will follow up and ensure students are receiving differentiated instruction based on individual needs.  
 2. Students needing Tier 2 or Tier 3 interventions will be identified and given explicit instruction in any areas showing a deficit.

**Person responsible for monitoring outcome:** Catherine Rudd (crudd2@ecsdfi.us)

**Evidence-based Strategy:** Our students lack knowledge of decoding, and background knowledge, and have limited vocabularies. Additionally students need assistance in knowing which comprehension strategies to use when struggling with difficult text. Students need explicit instruction in comprehension strategies, vocabulary, decoding, and need repeated readings and increased time spent reading to improve fluency. Students will make use of number lines to improve Math understanding, as well as the use of numberless word problems. The school is also initiating timed math fluency tests.

**Rationale for Evidence-based Strategy:** According to the What Works Clearinghouse Practice Guide, Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades, there is strong evidence that use of number lines facilitates the learning of mathematical concepts and procedures and builds understanding of grade-level material. Word problems deepen student understanding and support the application of math concepts (strong evidence) and timed fluency activities are also supported with strong evidence.

**Action Steps to Implement**

All classrooms will have a number line visible in the classroom. Teachers will refer to the number line during instruction. Students will practice drawing their own number lines to illustrate math concepts. Magic 36 will be implemented first semester in 4th and 5th grades and in 3rd grade second semester. This multiplication incentive will increase fact fluency. School will also utilize Reflex math to improve fluency in all grade levels. Teachers will be trained on the benefits of numberless word problems (Rudd) and grades 3-5 will embed them in their instruction.

**Person Responsible** Catherine Rudd (crudd2@ecsdfi.us)

**#3. Leadership specifically relating to Specific Teacher Feedback**

**Area of Focus Description and Rationale:** Due to the number of new programs and standards, it will be essential to teacher performance that teachers receive real time, specific feedback on instructional practice. This will be achieved by using walk through forms, attending grade level meetings and discussing best practices, and data chats with teachers.

**Measurable Outcome:** During the 2021-2022 school year, teachers will receive feedback after each classroom visit by admin by way of a standardized walk through form. In order to be transparent, teachers will know what the main look fors are prior to the visit, for example, questioning strategies or the learning objective posted and the lesson matches the learning objective. Each classroom will have a walk through a minimum of one time monthly.

**Monitoring:** Leadership will schedule and review walk through forms monthly. Data chats will be quarterly, in grades 3-5. Teachers will review progress of student learning as well as discuss use of the best practice focused on during that walk through period. Walk through focus areas will include, but not be limited to, posting and communicating of learning objectives, questioning strategies, student engagement, small group instruction, and teaching to the depth of the standard.

**Person responsible for monitoring outcome:** Catherine Rudd (crudd2@ecsdfi.us)

**Evidence-based Strategy:** According to ACSD, walk throughs combined with trainings to improve practices are effective in increasing shared understandings of best practices in the classroom. Walk throughs are most effective when the look fors are announced in advance and feedback is immediate and presented as a learning tool and not evaluative of performance.

**Rationale for Evidence-based Strategy:** Kerr, K. A., Marsh, J. A., Ikemoto, G. S., Darilek, H., & Barney, H. (2006). Strategies to promote data use for instructional improvement: Actions, outcomes, and lessons from three urban districts. This article cited studies of walk throughs and what made them successful: immediate feedback; non threatening climate, and look fors communicated clearly. As the instructional leaders of the school, it is essential that administration promote and support best practices in a positive, results oriented climate. Changes to be implemented must be presented as ways to improve student learning, not as a condemnation of what is currently in place.

**Action Steps to Implement**

Walk throughs will be scheduled and look fors planned. Teachers will be informed in advance of the particular area(s) of attention. Immediate feedback will be provided to the teachers by way of walk through form developed by leadership team. Grade level meetings will discuss research and reasons for focus of walk through items and how it translates to learning gains for all students. Highlight and promote best practices as they are spotted in classrooms.

**Person Responsible** Catherine Rudd (crudd2@ecsdfi.us)

**#4. Other specifically relating to ELA****Area of****Focus****Description and****Rationale:**

Students at Beulah Elementary must achieve higher than 50% proficiency in ELA to meet or exceed the RAISE threshold.

**Measurable Outcome:**

Kindergarten through second grade will maintain a minimum of 50% ELA proficiency or higher on the Spring STAR reading assessment. During 2021, first grade was at 66% proficiency and 2nd was at 62%. K-2 scored at 45.5% proficiency (all students) at 45.5% on the Spring 2021 STAR Assessment.

5th grade will increase the overall proficiency on the 2022 ELA FSA test by 4% to a minimum score of 51% proficiency.

Third grade will maintain 62% proficiency on the 2022 ELA FSA.

4th grade will maintain 60% proficiency of the 2022 ELA FSA.

**Monitoring:**

We will use i-Ready progress and STAR testing scores to record progress towards our goals. Additional monitoring will include topic test scores from the HMH reading series.

**Person responsible for monitoring outcome:**

Catherine Rudd (crudd2@ecsdfi.us)

**Evidence-based Strategy:**

Our students lack knowledge of decoding, and background knowledge, and have limited vocabularies. Additionally students need assistance in knowing which comprehension strategies to use when struggling with difficult text. Students need explicit instruction in comprehension strategies, vocabulary, decoding, and need repeated readings and increased time spent reading to improve fluency.

**Rationale for Evidence-based Strategy:**

The What Works Clearinghouse Practice Guides: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, and Improving Reading Comprehension in Kindergarten Through 3rd Grade recommend explicit instruction in reading comprehension strategies such as visualization, questioning, making inferences, and retelling. Embedding instruction in how to use intentional mental actions to improve comprehension will help students navigate the more complicated texts they encounter in grades 4 and 5. Students in K-3 also need explicit instruction and guided practice in decoding and vocabulary study.

**Action Steps to Implement**

1. Data will be monitored by ESE/Gen Ed teacher and reviewed by administration quarterly at minimum. Monitoring to include student work, test scores, AR, STAR 360, and i-Ready.
2. Data will be reviewed at leadership meetings.
3. ESE teachers will utilize Reading Mastery to improve decoding, fluency, and comprehension in grades K-3.
4. Professional development will focus on understanding and teaching using BEST standards as well as in increasing knowledge of the new HMH reading series. Teachers will receive i-Ready training that will enable them to accurately assess student learning levels and adjust the learning path as needed.
5. Professional Development in the use of Multisyllabic Words will be provided for grades 3-5. PD will be delivered by Kim Gunn.
6. All students and teachers will maintain a data notebook.
7. Admin classroom visits will focus on the instructional practices of all staff.

**Person Responsible**

Catherine Rudd (crudd2@ecsdfi.us)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

**The school reported no incidents to the state. The school will continue the focus on rewarding and promoting positive behaviors. Teachers will continue to utilize the minor infractions system in Focus. The school behavior team will continue to meet regularly so that areas needing attention can be handled while issues are minor.**

### 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.

Beulah Elementary strives to promote a positive learning environment and a family atmosphere between faculty, staff, volunteers, parents, and the community. The school has a vibrant PTA, which supports the positive learning environment and atmosphere of the school.

The students and staff are reminded daily to always be kind in words and in actions. Thursdays are designated as purple days and the majority of the faculty and staff wear shirts that state the importance of kindness. This attitude is modeled from the top down. Administration doors are always open to assist as needed. Any issues that occur are dealt with in a calm, professional manner. Faculty and staff are expected to speak in calm, pleasant, professional tones in even the most difficult situations.

Bulletin boards in the hallways display positive messages. AR high achievers, math achievers, and other positive shout outs decorate the school walls. The morning news showcases all levels of student achievement, from collecting pop tops for the Ronald McDonald house to winning a martial arts composition.

Beulah Elementary involves the community throughout the year. The school currently promotes Sonny's and Papa Johns spirit nights, and monies raised are donated to the technology fund.

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

Students- follow rules and procedures, respect school as a bully free zone

Faculty- demonstrate and model kindness towards students, other faculty members, parents and staff.

Guidance- Suite 360 classes, backpack club

MFLAC- support military dependents and all classroom teachers with positive behavior lessons

Admin and staff- Model positive behavior expectations, support positive environment and activities  
 Parents- All Pro Dads program, PTA, Volunteers and Parent Educators, mentors  
 Community- Financial and resources support, mentors, GCKH training  
 Social Media- promotes positive Beulah news as it occurs, communicates changes due to construction or other issues (Covid)  
 SAC  
 Google Surveys

**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	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
3	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
4	III.A.	Areas of Focus: Other: ELA	\$0.00
<b>Total:</b>			<b>\$0.00</b>