

Escambia County School District

C. A. Weis Elementary School



2021-22 Schoolwide Improvement Plan

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C. A. Weis Elementary School

2701 N Q ST, Pensacola, FL 32505

www.escambiaschools.org

Demographics

Principal: Kimberly Thomas N

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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* Black/African American Students* Hispanic Students Multiracial Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: D (37%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
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.

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2701 N Q ST, Pensacola, FL 32505

www.escambiaschools.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>91%</p>

School Grades History

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

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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.

Uniting our school, families, and community for shared success and well-being.

Provide the school's vision statement.

C. A. Weis Elementary is a beacon of hope, deeply rooted in compassionate partnerships that are relevant to the growth of our students and community's well being.

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
Thomas, Dr. Kimberly	Principal	<ul style="list-style-type: none"> •Daily walkthroughs/ feedback to grade levels •Staff communication weekly •Plan Professional Development for staff (based on needs) *Maintain Master Data Spreadsheet/Data Chats *Support Teachers / Build capacity Family Nights •Evaluations: 1st / 4th / 5th / Behavior Coaches / Reading Intervention / CC / AP / Trittschuh / ESE Inc 4th and ESE Inc. 5th •LEA for IEP's: KDG •Lead SLT Meetings •Lead Safety/Crisis Meetings •School Advisory Council (SAC) •Faculty Handbook •Maintain school-wide calendar •Abuse/Neglect reporting •Discipline (serious infractions) •5th Grade Awards/Banquet
Comerford, Trudy	Assistant Principal	<ul style="list-style-type: none"> •Daily walkthroughs/ feedback •Plan Professional Development for staff (based on needs) *Maintain Master Data Spreadsheet *Support Teachers / Build capacity * Reward for Unit Assessments -4th Grade *TREAT WAGON Family Nights Baptist Christmas Facebook •Evaluations: K / 3rd / 2nd / Special Area / Pre-K / Kirkland / ESE inc 3rd

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> •LEA for IEP's: 3rd •Build Master Schedule •Testing Coordinator •Maintain school-wide calendar •Inservice Points Coordinator •Safety drills and records •Field Trips •Abuse/Neglect reporting •Discipline •5th Grade Awards/Banquet
Duran, Natacha	Other	<ul style="list-style-type: none"> •Daily walkthroughs/ feedback •Plan Professional Development for staff (based on needs) *Maintain Master Data Spreadsheet *Support Teachers / Build capacity * Reward for Unit Assessments - 5th Grade *TREAT WAGON Family Nights •Evaluate ESP's LEA for IEP's: 1st & 2nd •Testing Coordinator (assist) •Maintain school-wide calendar •Textbook Coordinator •Abuse/Neglect reporting •Discipline •Volunteer Coordinator

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> •5th Grade Awards/Banquet
Mendoza, Abby	Other	<ul style="list-style-type: none"> •Email each teacher the list of students in RTI for the upcoming year *Train and Support teachers in Rtl (processes and procedures) *Maintain Master Data Spreadsheet *Keep up with current schedule in Weis Master Information Document. * Reward for Unit Assessments - 1st Grade *TREAT WAGON •Intervention Walkthroughs •Rtl Meetings Title I Family Nights •Monitor attendance & tardies weekly and report to admin (with Guidance) •Email teachers monthly follow up regarding attendance and tardies *LEA for IEP's: 4th & 5th •Work with Tier 2 and Tier 3 identified students •5th Grade Awards/Banquet
Gilreath, Shelby	Other	<p>Suite 360 Coordinator</p> <ul style="list-style-type: none"> *Teacher support/Building capacity with classroom management and PBIS model *Ensuring follow up with Tier 1 plans *Work with teachers to create procedures and proactive interventions for behavior. Family Nights Facebook •Buses/Transportation *RTI-B data and follow up

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> *FOCUS referral processing and follow up PBIS Celebrations Weis Mart PBIS Walk throughs Behavior Calls PBIP documentation
Stewart, Nekeisha		<ul style="list-style-type: none"> •Plan Professional Development for staff (based on needs) •Support Teachers / Build Capacity *Maintain Master Data Spreadsheet *Keep up with current schedule in Weis Master Information Document. *Stewart - Reward for Unit Assessments - 3rd Grade *TREAT WAGON Family Nights •Attend RTI meetings as LEA •Maintain a log of classroom visits and professional development opportunities •Meet bi-weekly with administration to discuss and update goals and plans related to ELA •Work with Tier 2 and Tier 3 identified students •5th Grade Awards/Banquet
Ilias, Sierra		<ul style="list-style-type: none"> •Plan Professional Development for staff (based on needs) •Support Teachers / Build Capacity *Maintain Master Data Spreadsheet *Keep up with current schedule in Weis Master Information Document. *Ilias - Reward for Unit Assessments - 2nd Grade *TREAT WAGON Family Nights

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> •Attend RTI meetings as LEA •Maintain a log of classroom visits and professional development opportunities •Meet bi-weekly with administration to discuss and update goals and plans related to ELA •Work with Tier 2 and Tier 3 identified students •5th Grade Awards/Banquet

		<p>Suite 360 Coordinator</p> <ul style="list-style-type: none"> *Teacher support/Building capacity with classroom management and PBIS model *Ensuring follow up with Tier 1 plans *Work with teachers to create procedures and proactive interventions for behavior. <p>Family Nights</p> <p>Facebook</p>
Hill, Bridget	Other	<ul style="list-style-type: none"> •Buses/Transportation *RTI-B data and follow up *FOCUS referral processing and follow up <p>PBIS Celebrations</p> <p>Weis Mart</p> <p>PBIS Walk throughs</p> <p>Behavior Calls</p> <p>PBIP documentation</p>

Demographic Information

Principal start date
 Thursday 7/1/2021, Kimberly Thomas N

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.*

3

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.*

3

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

455

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

16

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

17

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	56	87	69	75	65	80	0	0	0	0	0	0	0	432
Attendance below 90 percent	18	50	35	35	25	48	0	0	0	0	0	0	0	211
One or more suspensions	0	8	3	5	3	8	0	0	0	0	0	0	0	27
Course failure in ELA	0	12	19	16	4	9	0	0	0	0	0	0	0	60
Course failure in Math	0	10	9	13	9	10	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	26	37	0	0	0	0	0	0	0	68
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	28	50	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	5	25	16	18	15	7	0	0	0	0	0	0	0	86
	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	14	18	17	7	13	0	0	0	0	0	0	0	69

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	10	16	2	7	0	2	0	0	0	0	0	0	0	37
Students retained two or more times	0	0	1	1	1	3	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Thursday 8/19/2021

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	49	99	79	78	84	76	0	0	0	0	0	0	0	465
Attendance below 90 percent	19	34	24	25	24	22	0	0	0	0	0	0	0	148
One or more suspensions	0	7	2	9	10	9	0	0	0	0	0	0	0	37
Course failure in ELA	0	10	16	9	2	0	0	0	0	0	0	0	0	37
Course failure in Math	0	3	4	9	3	7	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide ELA assessment	0	0	0	0	11	23	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide Math assessment	0	0	0	0	10	31	0	0	0	0	0	0	0	41

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	8	11	5	8	0	0	0	0	0	0	0	38

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	0	1	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	3	10	0	0	0	0	0	0	0	13

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	49	99	79	78	84	76	0	0	0	0	0	0	0	465
Attendance below 90 percent	19	34	24	25	24	22	0	0	0	0	0	0	0	148
One or more suspensions	0	7	2	9	10	9	0	0	0	0	0	0	0	37
Course failure in ELA	0	10	16	9	2	0	0	0	0	0	0	0	0	37
Course failure in Math	0	3	4	9	3	7	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide ELA assessment	0	0	0	0	11	23	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide Math assessment	0	0	0	0	10	31	0	0	0	0	0	0	0	41

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	8	11	5	8	0	0	0	0	0	0	0	38

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	0	1	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	3	10	0	0	0	0	0	0	0	13

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				31%	53%	57%	18%	49%	56%
ELA Learning Gains				51%	55%	58%	33%	46%	55%
ELA Lowest 25th Percentile				61%	52%	53%	52%	40%	48%
Math Achievement				42%	57%	63%	27%	55%	62%
Math Learning Gains				61%	60%	62%	46%	57%	59%
Math Lowest 25th Percentile				55%	52%	51%	42%	48%	47%
Science Achievement				32%	54%	53%	43%	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	32%	56%	-24%	58%	-26%
Cohort Comparison						
04	2021					
	2019	27%	52%	-25%	58%	-31%
Cohort Comparison		-32%				
05	2021					
	2019	31%	51%	-20%	56%	-25%
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	31%	55%	-24%	62%	-31%
Cohort Comparison						
04	2021					
	2019	48%	58%	-10%	64%	-16%
Cohort Comparison		-31%				
05	2021					
	2019	42%	55%	-13%	60%	-18%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	55%	-22%	53%	-20%
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 will be utilized for Fall, Winter, and Spring in ELA and Math to progress monitor. The science district quarterly assessment will be used for science progress monitoring. We host Data/Professional Development meetings weekly to discuss student progress toward goals and best practices. Teachers established class goals to target and align with attaining school wide goals. Additionally, each teacher has met with students to establish individual goals for formative and summative assessments. We have created a school wide Master Data spreadsheet to capture quarterly, weekly, and assessment measures as well as individual student goals for both FSA, STAR 360, AR, and weekly assessments. The numbers below reflect the membership, students tied to the school during both survey 2 and 3.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16/18.6%	25/26.6%	25/28.7%
	Economically Disadvantaged	14/17.3%	23/26.1	21/25.9%
	Students With Disabilities	1/6.7%	1/63%	1/7.1%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21/24.7%	26/31.3%	28/30.4%
	Economically Disadvantaged	18/22.5%	23/29.9%	24/27.9%
	Students With Disabilities	2/15.4%	4/25%	3//18.8%
	English Language Learners	0/0%	0/0%	0/0%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12/18.2%	17/25.8%	16/24.6%
	Economically Disadvantaged	11/18%	16/25.8%	14/23.3%
	Students With Disabilities	2/25%	3/33.3%	2/25%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9/13.2%	16/25%	15/22.7%
	Economically Disadvantaged	8/12.7%	15/25%	12/19.7%
	Students With Disabilities	2/22.2%	2/22.2%	2/22.2%
	English Language Learners	n/a	n/a	n/a

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9/12.9%	16/22.5%	14/20.6%
	Economically Disadvantaged	5/7.9%	11/17.5%	10/16.7%
	Students With Disabilities	0/0%	1/8.3%	0/0%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/15.7%	17/27.9%	12/21.4%
	Economically Disadvantaged	9/14.3%	12/22.6%	9/18.8%
	Students With Disabilities	2/16.7%	2/16.7%	0/0%
	English Language Learners	n/a	n/a	n/a
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14/18.4%	13/17.1%	14/20.3%
	Economically Disadvantaged	11/15.9%	10/14.7%	11/18.3%
	Students With Disabilities	4/21.1%	2/11.1%	3/18.8%
	English Language Learners	n/a	0/0%	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/16.4%	16/22.5%	19/26.8%
	Economically Disadvantaged	9/13.6%	14/22.6%	18/29%
	Students With Disabilities	0/0%	0/0%	3/16.7%
	English Language Learners	n/a	0/0%	n/a

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9/14.5%	15/21.7%	16/25.4%
	Economically Disadvantaged	7/12.3%	11/17.7%	12/21.4%
	Students With Disabilities	1/5.3%	0/0%	2/10%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10/17.2%	13/19.7%	18/29%
	Economically Disadvantaged	7/13.2%	10/16.9%	14/25.5%
	Students With Disabilities	0/0%	0/0%	2/10%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	13/24.5%	33/57.9%	17/31.5%
	Economically Disadvantaged	10/20.8%	30/56.6%	12/25.5%
	Students With Disabilities	0/0%	6/33.3%	1/5.6%
	English Language Learners	0/0%	0/0%	0/0%

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	18		10	26	45	15				
BLK	18	39	53	15	35	60	22				
HSP	54			46							
WHT	62			48							
FRL	24	41	53	19	36	56	30				
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	9	33	44	24	53	47	29				
BLK	25	50	59	37	60	53	24				
WHT	59	60		59	80						
FRL	30	53	59	40	61	57	31				

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	2	26	30	9	31	36	17				
BLK	18	32	46	26	45	39	36				
MUL	9			9							
WHT	17			42							
FRL	18	35	57	27	49	50	44				

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	37
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	261
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	
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	35
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	55
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	37
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?

Students in the third grade stability group increased proficiency by 10% on ELA STAR 360 assessment from AP1 to AP3. Students in the fourth grade stability group increased proficiency by 9% on ELA STAR 360 assessment from AP1 to AP3. The fifth grade stability group increased proficiency on the STAR assessment by 16% on the ELA assessment. 30% of fifth grade students in the quartile made learning gains on the FSA ELA. Overall 18% of fifth grade students made learning gains on the FSA ELA.

Students in the third grade stability group increased proficiency by 7% on the math STAR 360 assessment from AP1 to AP3. Students in the fourth grade stability group increased proficiency by 11% from AP1 to AP3 on the STAR 360 math assessment. Fifth grade stability group students increased proficiency by 18% on the STAR 360 math assessment by 18%. 67% of fifth grade students in the lower quartile made learning gains of the FSA math assessment. Overall, 27% of fifth grade students made learning gains on the FSA math. In our ESSA subgroups for 2020-2021, 28% of our Econ. Disadvantaged students were proficient on the ELA. 12% of our SWD students were proficient on the ELA. 0% of ELL students were proficient on the ELA FSA assessment. Our ESSA subgroups for math reveal that 24% of our Econ. Disadvantaged students were proficient in math. 14% of SWD were proficient in math and 0% of our ELL students were proficient in math.

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

Based upon the data, the greatest need for improvement are our students with disabilities and our ELL students. We have strategically scheduled ESE teachers and assistants to provide small group instruction within the classrooms during core instructional time. Additionally, we have two reading intervention teachers who will also provide additional support to our greatest needs. We are using district approved research-based intervention instruction 95% as well as phonics chips to address early literacy and foundational skills where gaps have been identified.

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

To address this need for improvement, we will ensure that students IEP's are up to date, use interventions provided by the district, such as ELA decision tree and district math interventions, along with grouping students with our reading intervention teachers and integrating other content areas throughout instruction. We will also establish targets for progress monitoring and celebrate successes more frequently.

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

Based on FSA subgroup data, the greatest percentage improvements were the learning gains for math. Overall 3rd, 4th and 5th went from 31% to 53% in learning gains.

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

To sustain and increase in the area of math, we will continue to use supplemental products to increase and improve math proficiency. We will also establish target for students for progress monitoring and celebrate successes more frequently.

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

Continue progress monitoring, have quarterly data chats with teachers to discuss data trends in progress monitoring assessments and make recommendations for improvement. Empowering teachers and modeling frequent data chats with students as well. Ensure that students are receiving tier 2 and tier 3 interventions and are also exposed to grade-level content.

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.

To support teachers and leaders there will be several opportunities for professional development provided by our district subject area representatives. These professional development opportunities will be to enhance teacher planning with the new HMH curriculum as well as to help teachers to master and navigate all components of the HMH curriculum. There will also be professional development provided on MTSS/RTI, PBIS for behavior, and iReady and curriculums that support both reading and math interventions.

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

We will follow up with teachers and conduct classroom walkthroughs to make sure that teachers are providing researched based instruction as well as tier 2 and 3 interventions. The MTSS/RTI Coordinator will model research based interventions, make periodic walk throughs to ensure small groups are utilizing proven interventions. In order to ensure sustainability for next year and beyond, we will convene with our school's leadership team to discuss successes and make recommendations for needed improvements.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

3rd-5th FSA 2020-2021

Area of**Focus**

After reviewing the data, proficiency and learning gains are areas for improvement in ELA.

Description

We noticed a decline in performance from the 2018-2019 data to the 2020-2021 data.

and**Rationale:**

Proficiency in ELA declined from 31% to 26%. Learning gains in ELA declined from 51% to 39% and students with disabilities learning gains declined from 33% to 18%.

3rd-5th FSA 2020-2021

Measurable

ELA Proficiency Goal: 35%

Outcome:

ELA Learning Gains Goal: 50%

ELA SWD Learning Gains Goal: 40%

Monitoring:

We strategically scheduled targeted students with reading intervention teachers and ESE teachers to monitor progress towards goals. We will also strategically utilize our teacher assistants so that they are working with small groups of students with targeted lessons based on students' needs. We will meet weekly to bi-weekly and analyze formative data to determine if adjustments are needed.

Person responsible for monitoring outcome:

Dr. Kimberly Thomas (kthomas2@ecsdfl.us)

Evidence-based Strategy:

We will utilize our reading intervention resources and adjust groups as needed. Our teachers have worked collaboratively with the ELA department to implement new research based materials targeted to students' needs. We will also intentionally adjust ELA iReady lessons as needed to meet the needs of the student.

Rationale for Evidence-based Strategy:

With guidance with our ELA district department, we are implementing recommended resources (ELA pacing guides, 95% Groups Phonics Core Intervention, 95% Multisyllabic Routine Intervention, Daily 5, and Sunday Systems) and will make adjustments as needed.

Action Steps to Implement

1. Schedule Common-Planning for grade levels.
2. Schedule after-school extra planning for grade levels with stipends for teachers.
3. Schedule bi-weekly data meetings.
4. Schedule bi-weekly Professional Development, as needed.
5. Determine "Target" students for Proficiency and establish goals for STAR, FSA, and Unit Assessments.
6. Monitor quality of instruction in class walkthroughs and provide feedback for growth.
7. Monitor Unit Assessment Data and STAR360 Progress Monitoring Data and make adjustments as needed.

Person Responsible

Dr. Kimberly Thomas (kthomas2@ecsdfl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	3rd-5th FSA Math 2020-2021 After reviewing the data, proficiency and learning gains are areas for improvement in Math. We noticed a decline in performance from the 2018-2019 data to the 2020-2021 data. Proficiency in Math declined from 42% to 19%. Learning Gains in Math declined from 61% to 38%. Learning Gains for SWD declined from 53% to 27%.
	3rd-5th FSA Math 2020-2021
Measurable Outcome:	Math Proficiency Goal: 40% Math Learning Gains Goal: 55% Math SWD Learning Gains Goal: 45%
Monitoring:	We will strategically schedule targeted students with Intervention teachers and ESE teachers to monitor progress towards goals. We will also strategically utilize our teacher assistants so that they are working with small groups of students with targeted lessons based on students' needs. We will meet weekly to bi-weekly and analyze formative data to determine if adjustments are needed.
Person responsible for monitoring outcome:	Trudy Comerford (tcomerford@ecsdf.us)
Evidence-based Strategy:	We will utilize our intervention resources and adjust groups as needed. We will be utilizing a fluency program school-wide to increase proficiency in basic math operations (addition, subtraction, multiplication, and division). We will be adjusting students' i-Ready lessons as needed. We will create remediation plans that are standard-specific and student-specific following the Quarter 1, Quarter 2, and Quarter 3 Math assessments
Rationale for Evidence-based Strategy:	With guidance from our district's Math department, we are backwards planning and implementing recommended resources.

Action Steps to Implement

1. Schedule Common-Planning for grade levels.
2. Schedule after-school extra planning for grade levels with stipends for teachers.
3. Schedule bi-weekly data meetings.
4. Schedule bi-weekly Professional Development, as needed.
5. Determine "Target" students for Proficiency and establish goals for STAR, FSA, and Unit Assessments.
6. Monitor quality of instruction in class walkthroughs and provide feedback for growth.
7. Monitor Unit Assessment Data and STAR360 Progress Monitoring Data and make adjustments as needed.
8. Create Math remediation plans after Quarter 1, Quarter 2, and Quarter 3 Math assessments.

Person Responsible Trudy Comerford (tcomerford@ecsdf.us)

#3. Instructional Practice specifically relating to ELA

Area of Focus	After analyzing STAR 360 K-2 data from AP3 (2020-2021) in ELA, see proficiency results below:
Description and Rationale:	K: 52% 1st: 40% 2nd: 42%

2021-2022 ELA STAR 360 Proficiency Goals

Measurable Outcome:	K: 55% 1st: 50% 2nd: 50%
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Monitoring: We strategically scheduled targeted students with reading intervention teachers and ESE teachers to monitor progress towards goals. We will also strategically utilize our teacher assistants so that they are working with small groups of students with targeted lessons based on students' needs. We will meet weekly to bi-weekly and analyze formative data to determine if adjustments are needed.

Person responsible for monitoring outcome: Dr. Kimberly Thomas (kthomas2@ecsdfl.us)

Evidence-based Strategy: We will utilize our reading intervention resources and adjust groups as needed. Our teachers have worked collaboratively with the ELA department to implement new research based materials targeted to students' needs. We will also intentionally adjust ELA iReady lessons as needed to meet the needs of the student. We will also use 95% Groups Phonics Core Intervention, Soday Systems, Beverly Tyner, and Heggerty Phonemic Awareness resources.

Rationale for Evidence-based Strategy: With guidance with our ELA district department and the ELA Decision Tree, we are implementing recommended resources (ELA pacing guides, 95% Groups Phonics Core Intervention, Beverly Tyner, Daily 5, Heggerty Phonemic Awareness, and Soday Systems) and will make adjustments as needed.

Action Steps to Implement

1. Schedule Common-Planning for grade levels.
2. Schedule after-school extra planning for grade levels with stipends for teachers.
3. Schedule bi-weekly data meetings.
4. Schedule bi-weekly Professional Development, as needed.
5. Determine "Target" students for Proficiency and establish goals for STAR, FSA, and Unit Assessments.
6. Monitor quality of instruction in class walkthroughs and provide feedback for growth.
7. Monitor Unit Assessment Data and STAR360 Progress Monitoring Data and make adjustments as needed.

Person Responsible Dr. Kimberly Thomas (kthomas2@ecsdfl.us)

#4. Instructional Practice specifically relating to Math

Area of Focus	After analyzing STAR 360 1-2 data from AP3 (2020-2021) in Math, see proficiency results below:
Description and Rationale:	1st: 44% 2nd: 32%

Measurable Outcome: Math STAR 360 Proficiency Goals 2021-2022

1st: 50%
2nd: 45%

Monitoring: We strategically scheduled targeted students with intervention and ESE teachers to monitor progress towards goals. We will also strategically utilize our teacher assistants so that they are working with small groups of students with targeted lessons based on students' needs. We will meet weekly to bi-weekly and analyze formative data to determine if adjustments are needed.

Person responsible for monitoring outcome: Trudy Comerford (tcomerford@ecsdfi.us)

Evidence-based Strategy: We will utilize our intervention resources and adjust groups as needed. We will be utilizing a fluency program school-wide to increase proficiency in basic math operations (addition, subtraction, multiplication, and division). We will be adjusting students' i-Ready lessons as needed. We will create remediation plans that are standard-specific and student-specific following the Quarter 1, Quarter 2, and Quarter 3 Math assessments

Rationale for Evidence-based Strategy: With guidance from our district's Math department, we are backwards planning and implementing recommended resources.

Action Steps to Implement

1. Schedule Common-Planning for grade levels.
2. Schedule after-school extra planning for grade levels with stipends for teachers.
3. Schedule bi-weekly data meetings.
4. Schedule bi-weekly Professional Development, as needed.
5. Determine "Target" students for Proficiency and establish goals for STAR, FSA, and Unit Assessments.
6. Monitor quality of instruction in class walkthroughs and provide feedback for growth.
7. Monitor Unit Assessment Data and STAR360 Progress Monitoring Data and make adjustments as needed.
8. Create Math remediation plans after Quarter 1, Quarter 2, and Quarter 3 Math assessments.

Person Responsible: Trudy Comerford (tcomerford@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.

Our school culture and environment will be monitored through the lens of behavior and discipline data by consistently adhering to our school's school-wide behavior plans which embed Trauma Informed Practices. We will utilize our PBIS Behavior Coaches and Behavior-Technicians to provide supports in this area. Students will be invited to monthly grade-level PBIS celebrations based on discipline data. Students will be recognized for positive behavior in the classroom. We will analyze minor and major infractions in FOCUS by teacher, grade level, student, time of day, and type of infraction. Upon analysis, plans will be created in order to build student capacity and ability to self-regulate and remain in class to learn.

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.

C. A. Weis Elementary school is focused and determined to incorporate Trauma Informed Care in teaching practices of every classroom. We have implemented the Positive Behavior Intervention System (PBIS) with fidelity at our school. This will ensure that each classroom and every level has clear guidelines and expectations throughout the entire school. This also ensures that our students know and understand what are the consequences both good and bad for behavior. This helps our faculty members work on building relationships first and creating an environment that feels safe for our students, and ensure that they have the best learning environment.

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

The stakeholders identified to promote a positive culture and environment are:
Dr. Kimberly Thomas-Principal
Trudy Comerford-Assistant Principal
Detria Harris-Curriculum Coordinator
Emily Riles-Behavior Coach
Bridget Hill-Behavior Coach
Lisa Coleman-Children Home Society Agency Director
Latonya Jones-Connors-School Navigator