Kingsfield Elementary School

2021-22 Schoolwide Improvement Plan

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Kingsfield Elementary School

900 W KINGSFIELD RD, Cantonment, FL 32533

www.escambiaschools.org

Demographics

Principal: Quinn Evans

Start Date for this Principal: 7/26/2021

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: B (59%) 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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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 PK-5	No	41%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

Year	2020-21	2019-20	2018-19
Grade		B	B

School Board Approval

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Kingsfield Elementary is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their full potential through personalized learning. We set high expectations for all students. Our entire school community shares the belief that all children can and will learn.

Provide the school's vision statement.

Reaching the hearts and minds of every student every day.

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
Cunningham, Sabrena	Principal	Principal: Provide a common vision for the use of data-based decision making to ensure the implementation of MTSS/RtI components. Work to ensure the safety of all faculty, staff and students while working to include all stakeholders in the decision making process.
Cowart, Maureen	Assistant Principal	Assistant Principal: Provide a common vision for the use of data-based decision making to ensure the implementation of MTSS/RtI components. Work to ensure the safety of all faculty, staff and students while working to include all stakeholders in the decision making process.
Windham, Chelsea	School Counselor	School Counselor: Provide a common vision for the use of data-based decision making to ensure the implementation of MTSS/RtI components. School counselor and the school psychologist will conduct assessment of Rti skills of the school staff and communicate with parents regarding school-based RtI plans and activities.
Shelnut, Stacey	Teacher, K-12	RtI Coordinator: Provide a common vision for the use of data-based decision making to ensure the implementation of MTSS/RtI components. Provide information about the core instruction, participate in student data collection, collaborate with other staff to implement Tier II interventions, and integrate Tier I materials/instruction with Tier II/III activities.
Reynolds, Katherine	Teacher, ESE	ESE Teacher (Behavior Coach): Participates in the Tier process to provide support and offer strategies to the general education teacher. Communicate the needs of students to the administrative staff to create an atmosphere of support and well being. The ESE teacher (behavior coach) will also help implement identified BPIE targeted areas.
Brown, Elizabeth	Teacher, K-12	General Education Teacher: Provide information about the core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier II interventions, and integrate Tier I materials/instruction with Tier II/III activities.
Strength, Katie	Teacher, K-12	General Education Teacher: Provide information about the core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier II interventions, and integrate Tier I materials/instruction with Tier II/III activities.

Demographic Information

Principal start date
Monday 7/26/2021, Quinn Evans

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.*

6

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

820

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

8

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

9

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	139	141	159	142	115	114	0	0	0	0	0	0	0	810
Attendance below 90 percent	10	34	25	19	14	25	0	0	0	0	0	0	0	127
One or more suspensions	0	1	2	0	3	6	0	0	0	0	0	0	0	12
Course failure in ELA	0	9	10	5	0	2	0	0	0	0	0	0	0	26
Course failure in Math	0	4	1	3	1	3	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	8	21	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	14	27	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	1	19	12	19	17	16	0	0	0	0	0	0	0	84
	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	4	7	3	0	6	0	0	0	0	0	0	0	20

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	13	5	4	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	1	1	0	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Friday 8/20/2021

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	98	142	123	107	107	116	0	0	0	0	0	0	0	693
Attendance below 90 percent	8	17	21	15	10	15	0	0	0	0	0	0	0	86
One or more suspensions	0	2	1	1	5	1	0	0	0	0	0	0	0	10
Course failure in ELA	0	3	3	3	0	0	0	0	0	0	0	0	0	9
Course failure in Math	0	2	2	2	2	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	5	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	6	0	0	0	0	0	0	0	8

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

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

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	9	14	0	0	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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	98	142	123	107	107	116	0	0	0	0	0	0	0	693
Attendance below 90 percent	8	17	21	15	10	15	0	0	0	0	0	0	0	86
One or more suspensions	0	2	1	1	5	1	0	0	0	0	0	0	0	10
Course failure in ELA	0	3	3	3	0	0	0	0	0	0	0	0	0	9
Course failure in Math	0	2	2	2	2	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	5	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	6	0	0	0	0	0	0	0	8

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

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

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	9	14	0	0	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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%		49%	56%
ELA Learning Gains				49%	55%	58%		46%	55%
ELA Lowest 25th Percentile				50%	52%	53%		40%	48%
Math Achievement				67%	57%	63%		55%	62%
Math Learning Gains				66%	60%	62%		57%	59%
Math Lowest 25th Percentile				57%	52%	51%		48%	47%
Science Achievement				63%	54%	53%		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	73%	56%	17%	58%	15%
Cohort Comparison						
04	2021					
	2019	64%	52%	12%	58%	6%
Cohort Comparison		-73%				
05	2021					
	2019	54%	51%	3%	56%	-2%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	55%	20%	62%	13%
Cohort Comparison						
04	2021					
	2019	71%	58%	13%	64%	7%
Cohort Comparison		-75%				
05	2021					
	2019	58%	55%	3%	60%	-2%
Cohort Comparison		-71%				

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 Early Literacy - 1st Grade
STAR 360 - 2nd-5th Grades

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48.9	67.6	79.5
	Economically Disadvantaged	46.3	65.4	73.4
	Students With Disabilities	44.4	46.4	80.8
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	53.6	67.1	78.9
	Economically Disadvantaged	51.3	64.1	75
	Students With Disabilities	50	65.4	80.8
	English Language Learners	N/A	N/A	N/A

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48.7	61.9	63.1
	Economically Disadvantaged	51.7	57.4	57.8
	Students With Disabilities	23.1	23.1	23.1
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.9	50	60.7
	Economically Disadvantaged	32.7	41.3	51.6
	Students With Disabilities	41.7	28.6	38.5
	English Language Learners	N/A	N/A	N/A

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.9	49.5	56.1
	Economically Disadvantaged	34.4	39.6	53.2
	Students With Disabilities	10.5	14.3	28.6
	English Language Learners	50	50	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.9	57.1	60.2
	Economically Disadvantaged	32.8	56.3	55.3
	Students With Disabilities	21.1	38.5	42.9
	English Language Learners	50	50	50

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.1	45.2	45.9
	Economically Disadvantaged	33.3	47.9	44.7
	Students With Disabilities	36	31.8	23.8
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34.9	48.1	54.1
	Economically Disadvantaged	24.5	37.5	42.6
	Students With Disabilities	33.3	40.9	45.5
	English Language Learners	N/A	N/A	N/A

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41.9	46.4	46.8
	Economically Disadvantaged	32.7	29.5	34.1
	Students With Disabilities	0	5.3	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.4	51.8	58.6
	Economically Disadvantaged	20	34.1	34.1
	Students With Disabilities	5	10.5	10.5
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	55.9	70.7	67.3
	Economically Disadvantaged	41.3	58	50
	Students With Disabilities	10.5	33.3	16.7
	English Language Learners	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	25	53	58	25	5		26				
BLK	34	29		28	14		38				
HSP	44			50			50				
MUL	61			67							
WHT	64	70	80	67	58	31	82				
FRL	50	49	36	44	33	21	64				
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	20	44	52	36	48	48	26				
BLK	42	63	53	47	68	67	54				
HSP	65	40		61	67						
MUL	60	50		65	64		64				

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
WHT	65	47	52	71	65	52	66				
FRL	51	49	50	54	64	53	61				
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

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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	366
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	29
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	48
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	64
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	65
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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 with Disabilities are identified as having the highest need across all grade levels and content areas. In 1st grade, SWD showed the most growth throughout the school year. In 2nd grade ELA students did not show growth while in Math, the number of proficient students declined from AP1 in the fall to AP3 in spring. In 3rd grade, the number of SWD proficient almost doubled but still remained below 30% in ELA. In 3rd grade Math 21.1% of students were proficient in the fall and 42.9% were proficient in spring. The number of 4th grade SWD proficient declined from AP1 to AP3. In spring 36% of students were proficient while in fall 23.8% of students were proficient. In Math, proficiency increased from 33.3% to 45.5%. In 5th grade ELA proficiency in AP1 was 0% in spring and remained 0% at AP3. Math proficiency in fall was 5% increasing to 10.5% at winter and remaining there at the spring assessment. Science proficiency for SWD was 10.5% in fall and 16.7% in spring.

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

Based on available school grade data and progress monitoring data, the data component demonstrating the greatest need for improvement is ELA proficiency in the subgroup of Students with Disabilities.

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

While there were many factors that we feel contributed to this need for improvement, one key factor is the pandemic. In the 2019-2020 school year, students missed approximately nine weeks of face to face instruction. In the 2020-2021 school year, several of these students were either remote or virtual and many of the students that attended traditional school were excluded for extended periods of time due to COVID illness or exposure. This also affected instruction even though material and remote instruction were provided to all students. Remote instruction is not the same as actual face to face interaction with a teacher. Our focus this school year is to provide intensive interventions to students to work on remediating skills and meeting their needs while working on increasing attendance and face to face instructional time.

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

The data component that showed the most improvement was Math across all grade levels. Students in the subgroup of economically disadvantaged showed the most growth in math.

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

Tutoring was provided to address concerns and to remediate skill deficits for students due to the loss of instructions. We believe that this could have been a contributing factor to this improvement.

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

This year, we have implemented a school wide reading intervention block to address identified reading deficits. We also have an RtI coordinator that will work with all teachers to identify research based strategies and interventions to be used in the classroom. Teachers in 1st and 2nd grade have or will be trained in Phonics Chip Kit, an intervention reading program that will be used in their classrooms.

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.

Phonics Chip Kit training
i-Ready training
STAR professional development
Professional development provided by the ELA department
Notice and Note book study

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

Continued support by school based RtI coordinator
Continued support by ELA department
Continued school based professional development as needs are identified

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	In analyzing 2019 FSA/FSAA data, 20% of students in the subgroup of students with disabilities demonstrated proficiency when assessed in English Language Arts Standards.
Measurable Outcome:	The ESSA subgroup of students with disabilities will increase ELA proficiency from 20% to 25% when comparing 2019 FSA/FSAA ELA proficiency scores to 2022 FSA/FSAA proficiency scores.
Monitoring:	The area will be monitored through progress monitoring assessments with STAR 360 throughout the school year.
Person responsible for monitoring outcome:	Sabrena Cunningham (scunningham@ecsdfl.us)
Evidence-based Strategy:	Teach students to decode words, analyze word parts and write and recognize words.
Rationale for Evidence-based Strategy:	Eighteen studies that examined the effects of teaching students to decode words, analyze word parts, and write words meet WWC group design standards and include a relevant outcome. In total, 13 studies had positive effects on word reading and/or encoding outcomes: 11 of these studies had positive impacts on word reading outcomes, and four of these studies had positive impacts on encoding outcomes. No study that meets WWC group design standards examined morphology outcomes. The 13 studies that found positive effects contributed to the strong level of evidence. Six of these studies examined interventions that aligned with five or six of the six components of Recommendation 3, and an additional three studies were relevant to three or four of the components. Seven of the studies meet WWC group design standards without reservations. The studies included diverse student samples K-3rd; eight studies examined students at risk for reading difficulties.

Action Steps to Implement

Have ESE teachers trained in Sonday Systems for Tier III instruction
Have 1st - 2nd grade teachers trained in Phonics Chip Kit
Train all 3rd - 5th grade teachers in ELA instruction practices focusing on small group instruction including decoding decoding words and analyzing word parts.
Have WIN (What I Need) Time where students move for differentiated instruction based on needs for a thirty minute block.
Follow up with classroom walkthroughs
Meet with ESE teachers following STAR AP2 to review data for progress monitoring
Continue process throughout the year.

Person Responsible	Maureen Cowart (mcowart@ecsdfl.us)

#2. Other specifically relating to 4th Grade	
Area of Focus Description and Rationale:	4th Grade ELA proficiency rate was 50% on the 2021 FSA.

Measurable Outcome:	4th grade ELA proficiency will reach 55% proficiency rate on the 2022 FSA.
Monitoring:	The area of focus will be monitored through ongoing progress monitoring assessments in STAR and with the results of the 2022 Spring FSA ELA.
Person responsible for monitoring outcome:	Sabrena Cunningham (scunningham@ecsdfl.us)
Evidence-based Strategy:	Teach students to decode words, analyze word parts and write and recognize words.
Rationale for Evidence-based Strategy:	Eighteen studies that examined the effects of teaching students to decode words, analyze word parts, and write words meet WWC group design standards and include a relevant outcome. In total, 13 studies had positive effects on word reading and/or encoding outcomes: 11 of these studies had positive impacts on word reading outcomes, and four of these studies had positive impacts on encoding outcomes. No study that meets WWC group design standards examined morphology outcomes. The 13 studies that found positive effects contributed to the strong level of evidence. Six of these studies examined interventions that aligned with five or six of the six components of Recommendation 3, and an additional three studies were relevant to three or four of the components. Seven of the studies meet WWC group design standards without reservations. The studies included diverse student samples K-3rd; eight studies examined students at risk for reading difficulties.

Action Steps to Implement

Have ESE teachers trained in Sonday Systems for Tier III instruction
Train all 3rd - 5th grade teachers in ELA instruction practices focusing on small group instruction including decoding decoding words and analyzing word parts.
Have WIN (What I Need) Time where students move for differentiated instruction based on needs for a thirty minute block.
Follow up with classroom walkthroughs
Meet with ESE teachers following STAR AP2 to review data for progress monitoring
Continue process throughout the year.

Person Responsible	Sabrena Cunningham (scunningham@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.

Primary Area of Concern: Physical Aggression and Mental Health Concerns
Secondary Area of Concern: Bullying Incidents

Monitoring: PBIS implementation school wide and continuation of Capturing Kids Hearts Strategies within the School. All classes will participate in weekly Suite 360 Social Skills lessons. Teachers and students have access to EdClick and a safety team meets regularly to review new referrals and conference on open referrals. The PBIS team will meet monthly to review behavior data and look at needs as well as next steps for implementation within the school.

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.

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.

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

Stakeholder groups more proximal to the school include teachers, students, families of students, volunteers, and school board members. Broad stakeholder groups include early childhood volunteers. Broad stakeholder groups include 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.

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: Other: 4th Grade	$0.00
		Total:	$0.00