

Escambia County School District

N. B. Cook Elementary School



2021-22 Schoolwide Improvement Plan

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N. B. Cook Elementary School

1310 N 12TH AVE, Pensacola, FL 32503

www.escambiaschools.org

Demographics

Principal: Knight Larry

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 KG-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)	44%
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: A (71%) 2017-18: A (72%) 2016-17: A (67%)
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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N. B. Cook Elementary School

1310 N 12TH AVE, Pensacola, FL 32503

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	42%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

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

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SIP Authority

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<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.

N.B. Cook Elementary School of the Arts is committed to providing a positive learning environment which integrates the creative and technological abilities of children into the academic curriculum. Our mission is to provide children with learning experiences that will enable them to become productive members of society, of worth to themselves and others, by encouraging academic, technological, and social growth while developing aesthetic values in the creative and performing arts.

Our personnel believe a creative and performing arts program offers the emotional, social, and academic enhancements that will provide for the development of well-rounded, self-confident, motivated, and socially conscious individuals. We also feel that the arts are a natural way for children to experience success while learning. We know that children love singing, moving, drawing, and pretending. We want to capitalize on these avenues as a way of enhancing the academics.

Provide the school's vision statement.

N.B. Cook Elementary School of the Arts is committed to providing a positive learning environment which integrates the creative and technological abilities of children into the academic curriculum. Our mission is to provide children with learning experiences that will enable them to become productive members of society, of worth to themselves and others, by encouraging academic, technological, and social growth while developing aesthetic values in the creative and performing arts.

Our personnel believe a creative and performing arts program offers the emotional, social, and academic enhancements that will provide for the development of well-rounded, self-confident, motivated, and socially conscious individuals. We also feel that the arts are a natural way for children to experience success while learning. We know that children love singing, moving, drawing, and pretending. We want to capitalize on these avenues as a way of enhancing the academics.

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
Knight, Larry	Principal	
Cothran, Laurie	Assistant Principal	
Tidwell, Michelle	Teacher, K-12	
Kilpatrick, Betsy	Teacher, K-12	
Simmons, Jennifer	School Counselor	
Pernia, Terri	Teacher, K-12	
Eligio, Mark	Teacher, K-12	
Hayes, Michael	Teacher, K-12	
Habayeb, Megan	Teacher, ESE	
Johnson, Niya	Other	
Jackson, Dawn	Instructional Media	
Bleam, Nora	Teacher, K-12	

Demographic Information

Principal start date

Monday 7/26/2021, Knight Larry

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.*

4

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.*

4

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

569

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

0

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

6

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	111	99	96	90	86	87	0	0	0	0	0	0	0	569
Attendance below 90 percent	8	12	9	16	10	7	0	0	0	0	0	0	0	62
One or more suspensions	0	0	1	2	0	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	2	0	2	1	0	0	0	0	0	0	0	0	5
Course failure in Math	0	1	0	1	1	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	7	10	9	8	6	5	0	0	0	0	0	0	0	45

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	0	1	2	0	0	0	0	0	0	0	0	4
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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	8	4	0	1	0	0	0	0	0	0	0	0	0	13
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Date this data was collected or last updated

Monday 7/26/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Number of students enrolled	100	90	90	92	93	98	0	0	0	0	0	0	0	563
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Attendance below 90 percent	2	9	5	6	1	5	0	0	0	0	0	0	0	28
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One or more suspensions	0	1	0	0	1	1	0	0	0	0	0	0	0	3
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Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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Level 1 on 2019 statewide Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
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The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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	2	0	1	0	0	0	0	0	0	0	0	0	6
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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	100	90	90	92	93	98	0	0	0	0	0	0	0	563
Attendance below 90 percent	2	9	5	6	1	5	0	0	0	0	0	0	0	28
One or more suspensions	0	1	0	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	0	1	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data 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				82%	53%	57%	79%	49%	56%
ELA Learning Gains				67%	55%	58%	65%	46%	55%
ELA Lowest 25th Percentile				57%	52%	53%	55%	40%	48%
Math Achievement				83%	57%	63%	80%	55%	62%
Math Learning Gains				71%	60%	62%	75%	57%	59%
Math Lowest 25th Percentile				55%	52%	51%	77%	48%	47%
Science Achievement				80%	54%	53%	74%	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	84%	56%	28%	58%	26%
Cohort Comparison						
04	2021					
	2019	85%	52%	33%	58%	27%
Cohort Comparison		-84%				
05	2021					
	2019	78%	51%	27%	56%	22%
Cohort Comparison		-85%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	83%	55%	28%	62%	21%
Cohort Comparison						
04	2021					
	2019	84%	58%	26%	64%	20%
Cohort Comparison		-83%				
05	2021					
	2019	82%	55%	27%	60%	22%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	80%	55%	25%	53%	27%
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 assessments. The science district quarterly assessment through Schoolnet was used for science progress monitoring. The numbers 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	84 / 64.3%	83 / 86.7%	85 / 85.9%
	Economically Disadvantaged	34 / 50%	34 / 88.2%	34 / 76.5%
	Students With Disabilities	9 / 33.3%	9 / 77.8%	9 / 66.7%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	84 / 64.3%	80 / 77.5%	84 / 69%
	Economically Disadvantaged	33 / 57.6%	31 / 64.5%	33 / 51.5%
	Students With Disabilities	9 / 66.7%	7 / 85.7%	9 / 66.7%
	English Language Learners	NA	NA	NA
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	86 / 58.1%	86 / 76.6%	88 / 77.3%
	Economically Disadvantaged	44 / 45.5%	44 / 70.5%	45 / 66.7%
	Students With Disabilities	7 / 42.9%	7 / 71.4%	7 / 71.4%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	88 / 38.6%	86 / 60.5%	86 / 74.4%
	Economically Disadvantaged	45 / 28.9%	44 / 45.5%	43 / 69.8%
	Students With Disabilities	7 / 0%	7 / 57.1%	7 / 85.7%
	English Language Learners	NA	NA	NA

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	87 / 67.8%	86 / 81.4%	87 / 82.8%
	Economically Disadvantaged	38 / 57.9%	35 / 77.1%	36 / 75%
	Students With Disabilities	8 / 37.5%	9 / 55.6%	8 / 50%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	87 / 69%	86 / 75.6%	87 / 86.2%
	Economically Disadvantaged	38 / 65.8%	35 / 71.4%	36 / 77.8%
	Students With Disabilities	8 / 50%	9 / 55.6%	8 / 87.5%
	English Language Learners	NA	NA	NA
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	87 / 72.4%	87 / 79.3%	86 / 83.7%
	Economically Disadvantaged	32 / 65.6%	32 / 71.9%	31 / 77.4%
	Students With Disabilities	8 / 62.5%	11 / 72.7%	11 / 72.7%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	87 / 71.2%	87 / 82.8%	86 / 83.7%
	Economically Disadvantaged	32 / 50%	32 / 75%	31 / 71%
	Students With Disabilities	8 / 75%	11 / 90.9%	11 / 90.9%
	English Language Learners	NA	NA	NA

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	94 / 58.5%	93 / 67.7%	92 / 68.5%
	Economically Disadvantaged	45 / 44.4%	42 / 52.4%	42 / 61.9%
	Students With Disabilities	9 / 11.1%	8 / 12.5%	8 / 12.5%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	94 / 44.7%	93 / 55.9%	92 / 69.6%
	Economically Disadvantaged	45 / 35.6%	42 / 47.6%	42 / 61.9%
	Students With Disabilities	9 / 11.1%	8 / 12.5%	8 / 12.5%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	85 / 70.6%	92 / 69.6%	88 / 69.3%
	Economically Disadvantaged	42 / 59.5%	44 / 59.1%	41 / 65.9%
	Students With Disabilities	5 / 20%	6 / 33.3%	7 / 0%
	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	59			59							
BLK	44	25	8	59	18	18	29				
HSP	85			75							
MUL	89			95							
WHT	83	49		88	53		86				
FRL	68	43	12	75	34	29	65				
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	52	57		59	50						
BLK	55	54	39	61	62	53	50				
HSP	81	73		81	73						
MUL	90	68		90	68		82				

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	90	70	78	89	74	61	89				
FRL	72	60	50	75	59	48	65				
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	32	50	50	52	78	83	50				
BLK	52	54	45	58	68	87	44				
HSP	73			80							
MUL	86	67		90	93						
WHT	88	70	65	87	75	72	89				
FRL	68	60	52	67	67	80	54				

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	1
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	59
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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	80
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	92
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	72
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	47
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?

For the Spring 2021 FSA test, our Lowest Quartile earned 10% learning gains in ELA and 32% in Math. Digging deeper, the data revealed that our African American Lowest Quartile students scored 39% learning gains while our White Lowest Quartile students scored 78% learning gains. This is a significant gap in achievement.

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

Evidence is that our lowest quartile students, particularly those whose race is not primarily White, need to make the most gains and need the most support.

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

In March of 2020, our country experienced a near shut-down due to the COVID pandemic. Our district closed its doors to in-person learning. Our teachers worked to prepare distance learning experiences for their students. For the majority of our students we know that, while the attempt was made, the comparison of at home learning versus in person learning shows a teacher's skill in introducing and reinforcing topics and standards in instruction. During the 2020 - 2021 school year, many of our Lowest Quartile students' families elected to attend school remotely for most of, if not the entire, school year. This reduced the amount of face to face instructional time provided for students. Due to social distancing many of our classrooms were not able to work in small groups for more concentrated and differentiated work.

To address the gaps in learning created in large part to remote learning and the COVID pandemic, our school will increase the number of data meetings held throughout the year. During the data meetings, each teacher's classroom data will be analyzed with a member of the administrative team for areas of improvement and areas of success. We will identify which students are struggling in a systematic way and work to differentiate their instruction. We will ensure these students are placed in the Rtl process. For those students who are already identified as having different learning styles, we will continue to work on the goals address on their IEPs.

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

Our science scores show an overall proficiency of 72%. Our ELA scores show an overall proficiency of 75%. Our math overall proficiency is an 81%.

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

Our entire school teaches science throughout the year. When our 5th grade students are presented with the state Science Assessment the standards have been thoroughly taught. As a team, our school places an importance on Science along with the other core subjects. Our 5th grade teachers did individual hands on activities with our students in science to enhance science concepts.

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

Using ESSER funds, our school has implemented an after school tutoring program to target students who are struggling as well as those students who are deemed "bubble" students for proficiency and learning gains. Our teachers will work with small groups of students after school in the areas of reading, math, and/or science.

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.

Our school will enlist the help of our district academic teams to provide quarterly planning and school-specific needs related professional development.

Our inclusion support teachers will also attend various trainings on the new Sonday system, which targets reading and decoding gaps in our struggling readers. Systematic and analytical application of Sonday system in coordination with iReady.

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

In coordination of our school improvement plan goals, our faculty and staff will attend professional development provided by our district's fine arts department on how to effectively incorporate the arts into the classroom to enrich the academic environment. Our arts teachers will also receive a parallel training on how to implement academics into their arts classrooms. Collaborative planning sessions where the classroom teachers and fine arts teachers work together will further enhance the lessons.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus**

Description and Rationale: Learning Gains for our Lowest Quartile students is only at 10% in ELA.

Measurable Outcome:

ELA proficiency will go from 75% on the 2021 FSA ELA test to a 77% or higher on the 2022 FSA ELA test. Our students' ELA learning gains will go from 44% to 50% or higher. The achievement gap in proficiency between our White students and African American students will decrease from 39 percentage points to 30 or more percentage points.

Monitoring:

Data from STAR360 and iReady will be kept in a data tracking spreadsheet in which the teachers will input their students' scores after each Diagnostic assessment. The administrative team will meet with each grade level to review and go over data. School administrators will conduct classroom walkthroughs and will review school-wide data at least twice a month. They will monitor the progress of students receiving intervention and share findings with teachers. Our Rtl coordinator will participate in the data meetings to determine the effectiveness of Tier II and Tier III interventions for individual students. She will also monitor students who fall below the proficiency performance level to ensure those students are in the Rtl process.

Person responsible for monitoring outcome:

Larry Knight (lknight2@ecsdfi.us)

We will teach students how to use reading comprehension strategies: question generation, visualization, text structure, self-monitoring, inference, and retelling.

Evidence-based Strategy:

We will also ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Decoding words, analyzing word parts, and writing/recognizing words are also a way we will enhance our reading instruction.

Rationale for Evidence-based Strategy:

Comprehension is hindered when a student lacks ability to apply decoding strategies, lacks vocabulary, & lacks background knowledge. Furthermore as text complexity increases from grades K - 3 to grades 4 & 5, students need explicit & differentiated instruction in comprehension strategies such as visualization, questioning, making inferences, & retelling. Embedding instruction for intentional mental actions in improving comprehension will help students navigate more complicated texts in grades 4 & 5. The practices selected are based on recommendations of The What Works Clearinghouse Practice Guides: Foundational Skills to Support Reading for Understanding Kindergarten Through 3rd Grade (WWC), and Improving Reading Comprehension in Kindergarten Through 3rd Grade. Fourth and fifth grade students needing interventions in foundational skills and/or comprehension benefit from instruction aligned to the recommendations outlined in these WWC practice guides for K - 3. These strategies align to the Escambia County K - 12 Comprehensive Evidence Based Reading Plan.

Action Steps to Implement

Participate in High Quality Reading Project for K - 2 teachers to increase teacher knowledge and provide evidence-based foundational skills instruction. The leadership team will review student performance on 2021 FSA data, 2021 progress monitoring data, and analysis of the STAR goals for the 2021 - 2022 school year; The leadership team will meet with teachers to review ongoing data, identify students in

ESSA subgroups and develop goals for students; Teachers will meet with their students to develop goals based on student data.

Person Responsible Larry Knight (lknight2@ecsdfl.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.

N/A

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.

School culture and school climate are intangible, but are essential elements within a school environment. Positive school culture provides a safe, supportive, encouraging, inviting and challenging environment for students, faculty, and staff which, in turn, allows students' academic achievement to evolve. We include our whole school community in building and maintaining our school's positive culture and climate. It becomes a way of life throughout the entire school community. The teachers buy-in via their classroom spaces, it is spread throughout social media and usually focuses on a specific theme or concept.

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

Everybody takes part in building the culture and climate of the school as it takes all stakeholders to maintain it. The leadership team hosts monthly moral boosting measures for faculty and staff and many fun activities for students to participate in. We have high parental and community involvement on our campus that continuously promotes positive relationships between all stakeholders.