O. J. Semmes Elementary School

2021-22 Schoolwide Improvement Plan

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O. J. Semmes Elementary School

1250 E TEXAR DR, Pensacola, FL 32503

www.escambiaschools.org

Demographics

Principal: Susan Sanders E   Start Date for this Principal: 7/1/2020

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* Economically Disadvantaged Students*
School Grades History	2018-19: C (49%) 2017-18: C (48%) 2016-17: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
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	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

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

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SIP Authority

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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.

The mission of O. J. Semmes Elementary School is to provide an environment where all students can achieve their highest academic potential while developing physically, emotionally and socially into productive citizens.

Provide the school's vision statement.

The vision of O. J. Semmes Elementary School is to create a safe, nurturing environment conducive to teaching and learning.

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
Cross, Shannon	Principal	School Leadership
Roby, Amy	Assistant Principal	School Leadership
Hijuelos, Sarah	Teacher, K-12	RtI Coordinator
Johnson, Krystin	Teacher, ESE	Teacher, Parent Engagement Liaison
Paul, Aurora	Behavior Specialist	PBIS Behavior Coach

Demographic Information

Principal start date
Wednesday 7/1/2020, Susan Sanders E

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.*
2

Total number of teacher positions allocated to the school
21

Total number of students enrolled at the school

417

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.

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	61	69	68	61	50	55	0	0	0	0	0	0	0	364
Attendance below 90 percent	14	37	29	30	17	23	0	0	0	0	0	0	0	150
One or more suspensions	1	12	12	4	5	16	0	0	0	0	0	0	0	50
Course failure in ELA	0	7	16	8	4	14	0	0	0	0	0	0	0	49
Course failure in Math	0	6	14	7	2	10	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	18	34	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	11	40	0	0	0	0	0	0	0	52
Number of students with a substantial reading deficiency	9	48	47	22	23	31	0	0	0	0	0	0	0	180

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	1	12	15	9	5	18	0	0	0	0	0	0	0	60

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	10	5	2	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	1	0	2	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Monday 9/13/2021

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	58	80	68	52	69	67	0	0	0	0	0	0	0	394
Attendance below 90 percent	19	24	20	14	19	22	0	0	0	0	0	0	0	118
One or more suspensions	1	7	3	8	8	10	0	0	0	0	0	0	0	37
Course failure in ELA	0	5	8	2	3	5	0	0	0	0	0	0	0	23
Course failure in Math	0	3	2	0	2	1	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	12	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	8	0	0	0	0	0	0	0	13
	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	4	4	2	9	0	0	0	0	0	0	0	23

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	4	5	0	0	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	1	1	6	0	0	0	0	0	0	0	8

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	58	80	68	52	69	67	0	0	0	0	0	0	0	394
Attendance below 90 percent	19	24	20	14	19	22	0	0	0	0	0	0	0	118
One or more suspensions	1	7	3	8	8	10	0	0	0	0	0	0	0	37
Course failure in ELA	0	5	8	2	3	5	0	0	0	0	0	0	0	23
Course failure in Math	0	3	2	0	2	1	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	12	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	8	0	0	0	0	0	0	0	13
	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	4	4	2	9	0	0	0	0	0	0	0	23

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	4	5	0	0	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	1	1	6	0	0	0	0	0	0	0	8

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				33%	53%	57%	24%	49%	56%
ELA Learning Gains				56%	55%	58%	46%	46%	55%
ELA Lowest 25th Percentile				83%	52%	53%	52%	40%	48%
Math Achievement				51%	57%	63%	45%	55%	62%
Math Learning Gains				44%	60%	62%	71%	57%	59%
Math Lowest 25th Percentile				43%	52%	51%	76%	48%	47%
Science Achievement				30%	54%	53%	22%	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	31%	56%	-25%	58%	-27%
Cohort Comparison						
04	2021					
	2019	33%	52%	-19%	58%	-25%
Cohort Comparison		-31%				
05	2021					
	2019	34%	51%	-17%	56%	-22%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	55%	0%	62%	-7%
Cohort Comparison						
04	2021					
	2019	42%	58%	-16%	64%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-55%				
05	2021					
	2019	38%	55%	-17%	60%	-22%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	55%	-26%	53%	-24%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

STAR was utilized for Fall, Winter, and Spring ELA and Math progress monitoring. The science district quarterly assessment was used for science progress monitoring. The numbers reflect the membership, students tied to the school during both surveys 2 and 3.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27/32.9%	31/36.9%	25/29.4%
	Economically Disadvantaged	23/32.4%	24/32.9%	22/29.7%
	Students With Disabilities	0/0%	4/36.4%	1/9.1%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30/38.0%	34/41.5%	32/39.0%
	Economically Disadvantaged	24/35.3%	29/40.8%	27/38.0%
	Students With Disabilities	1/11.1%	4/36.4%	2/20.0%
	English Language Learners	n/a	n/a	n/a

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21/34.4%	23/38.3%	24/38.7%
	Economically Disadvantaged	20.35.7%	21/38.2%	22/38.6%
	Students With Disabilities	2/25.0%	1/12.5%	3/30.0%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/13.1%	13/21.0%	10/15.9%
	Economically Disadvantaged	7/12.5%	12/21.1%	8/13.8%
	Students With Disabilities	2/22.2%	2/20.0%	1/10%
	English Language Learners	n/a	n/a	n/a

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14/26.4%	19/38.0%	14/29.8%
	Economically Disadvantaged	12/25.0%	17/37.8%	10/23.8%
	Students With Disabilities	2/28.6%	2/66.7%	2/50.0%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/21.6%	20/41.7%	22/47.8%
	Economically Disadvantaged	9/19.6%	16/37.2%	18/43.9%
	Students With Disabilities	3/42.9%	2/66.7%	3/75.0%
	English Language Learners	n/a	n/a	n/a

Grade 4				
English Language Arts	**Number/% Proficiency**	Fall	Winter	Spring
	All Students	8/15.1%	8/15.4%	6/11.8%
	Economically Disadvantaged	5/11.1%	5/11.6%	4/9.3%
	Students With Disabilities	3/25.0%	2/22.2%	2/15.4%
	English Language Learners	n/a	n/a	n/a
Mathematics	**Number/% Proficiency**	Fall	Winter	Spring
	All Students	6/11.1%	7/12.3%	11/21.6%
	Economically Disadvantaged	4/8.7%	6/12.8%	8/18.6%
	Students With Disabilities	3/23.1%	2/15.4%	5/38.5%
	English Language Learners	n/a	n/a	n/a

Grade 5				
English Language Arts	**Number/% Proficiency**	Fall	Winter	Spring
	All Students	3/5.6%	6/12.5%	6/11.3%
	Economically Disadvantaged	2/4.1%	5/12.2%	4/8.7%
	Students With Disabilities	1/10.0%	1/10.0%	1/10.0%
	English Language Learners	0/0%	n/a	n/a
Mathematics	**Number/% Proficiency**	Fall	Winter	Spring
	All Students	7/12.7%	7/14.9%	11/20.8%
	Economically Disadvantaged	7/14.0%	6/15.0%	10/21.7%
	Students With Disabilities	0/0.0%	1/10.0%	1/10.0%
	English Language Learners	1/100.0%	n/a	n/a
Science	**Number/% Proficiency**	Fall	Winter	Spring
	All Students	20/39.2%	9/17.0%	11/22.4%
	Economically Disadvantaged	19/42.2%	7/15.2%	9/21.4%
	Students With Disabilities	3/37.5%	1/10.0%	1/11.1%
	English Language Learners	1/100.0%	0/0.0%	n/a

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	19	8		14	8		10				
BLK	9	8	8	16	6	17	6				
WHT	50			46							
FRL	13	8	7	19	8	15	6				
	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	13	47		40	37						
BLK	30	55	83	50	45	45	26				
FRL	32	54	81	51	45	45	27				
	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	9	46	53	29	71	79	10				
BLK	19	42	52	43	69	74	19				
WHT	80										
FRL	24	45	52	46	74	75	21				

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	14
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	95
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
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	10
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	48
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	11
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?

Although state assessment data is incomplete, preliminary results and school progress monitoring data indicate that during the 2020-2021 school year OJ Semmes showed a significant drop in all academic areas and an increase in early warning system indicators. More students had poor attendance, behavior declined and suspensions increased, and more students are failing both reading and mathematics. Preliminary science scores also show a significant decrease.

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

While all areas of our data indicate a need for improvement, the most significant areas of need are in reading proficiency across all grade levels and science achievement. As the science assessment consists of a significant amount of reading, and the school scores for English Language Arts are also low, most likely student difficulties with reading impact science achievement.

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

Several factors contributed to the decline in student performance during the 2020-2021 school year. The greatest factor was and still is a teacher shortage that has lasted the entire 2020-2021 school year and continues to the present. This teacher shortage led to diminished services, especially for those students with higher needs such as lower quartile students and students with disabilities. In addition, teachers and students participated in remote, virtual, and traditional instruction throughout the school year. This caused frequent changes to and disruptions in instruction. Due to the pandemic, students were not provided with mentors and volunteers who add to their social and educational experience. In addition, community factors such as job loss, lack of housing, and the stress of a pandemic added to student and family stress and made education less of a priority. These stressors increased student absences and led to an increase in discipline problems at school.
New actions that would need to be taken to address the need for improvement would be securing a full staff of highly trained teachers and support staff, increasing parent involvement in education, allowing students to have the assistance of volunteers and mentors, and requiring face to face instruction for all students.

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

Progress monitoring data showed slight improvements in the performance of students with disabilities in most grade levels in reading and mathematics. 2019 state assessment data showed an increase in English Language Arts lowest quartile learning gains.

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

Improvement in the growth of students with disabilities and in the lowest quartile can be attributed to a deliberate focus on small group interventions in both reading and mathematics. During the 2020-2021school year, we also implemented small pull-out groups for lowest quartile students which focused on reading and after-school tutoring in reading and mathematics for students in grades 2-5.

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

In order to accelerate learning during the 2021 - 2022 school year, we need to improve student attendance to ensure that students are on campus for instruction. Students need to be taught appropriate social-emotional and social skills such that their behavior is appropriate and does not disrupt learning. Mentors and volunteers could support students in building a culture of respect, responsibility, safety, and empathy. In addition, we will need to ensure that instruction in all grades in reading, science, and mathematics is rigorous, effective, and meets Florida standards. In addition, teachers and support staff will need to provide students with direct, small group instruction in order to approach and meet grade-level skills. In addition, students will need to be tutored after school in order to decrease the achievement gap and to gain skills lost from missed instruction. In addition, we will begin a schoolwide emphasis on reading to include encouraging students to spend more time reading both at school and at home.

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.

Over the course of the 2021-2022 school year, teachers and staff will be provided with professional learning opportunities to increase their understanding of trauma, positive behavior supports, and interventions. They will be given opportunities to learn more about reading instruction and our new reading curriculum. Time will be devoted to training teachers in effective lesson planning and the design of instructional units. We will also learn more about ESE inclusion support, the differentiation of instruction, and appropriate, research-based interventions.

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

Additional services will be provided in order to continue academic, social, and instructional improvement at OJ Semmes including:
After school and Saturday tutoring
Volunteer and mentor services for students and teachers (when allowed)
Professional learning for teachers and staff on trauma-sensitive schools, positive behavior interventions and support, reading instruction, inclusion, and instructional planning.
Increased efforts to improve student attendance - child study meetings, visits from the social worker, referrals to truancy
Full-time social services provided to students and families by a CHS Navigator
Full-time dedicated PBI Behavior Support Coach
An additional highly-trained staff member to support the Response to Intervention process.
Increased paid time for professional learning and instructional planning
Recruitment of certified teachers and support staff
Frequent and meaningful parent engagement in school activities (as allowed)
Involving students in the process of monitoring their own learning - data tracking and conferences

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Description of Area of Focus: Teachers, administration, and staff at OJ Semmes will work collaboratively to plan and provide direct, explicit, and targeted small group reading instruction in English Language Arts in order to improve schoolwide proficiency in English Language Arts on the Florida Standards Assessment. Rational for Area of Focus: Standards-based assessment data including FSA results (2019), STAR scores from 2019-2020 and 2020-2021, common district assessments, and walkthrough information collected from the 2020- 2021 school year indicate that many OJ Semmes students perform below grade level in English Language Arts. Kindergarten proficiency in English Language Arts was 25% on the spring STAR assessment. Proficiency in first grade was 29.4% on the spring STAR assessment. Second-grade proficiency was 38.7%B on the same STAR ELA assessment. Similarly, proficiency on the English language Arts portion of the 2021 FSA was 29% in third grade, 9% in fourth grade, and 16% for fifth grade. Improving direct, small group instruction focused on basic reading skills including vocabulary, phonics, phonemic awareness, fluency, and comprehension will increase student participation in tasks aligned to state standards.
Measurable Outcome:	By October of 2021, at least 75% of teachers will have been provided with professional learning on implementing effective enhanced, direct, and explicit small group reading instruction. By January 2022, 100% of teachers will provide effective enhanced, direct, and explicit small group reading instruction which can be focused on vocabulary, phonics, phonemic awareness, fluency, or comprehension. Common Assessment Data - STAR, district, and teacher-made tests - will show at least 40% of students performing at or above proficiency in every grade from K-5. In order to meet the standards expected by the Reading Achievement Initiative for Scholastic Excellence (RAISE), we will show that at least 50% of students in grade K-2 will reach ELA proficiency on the spring 2022 STAR test. The percentage of students scoring proficient on the English Language Arts portion of the Florida Standards Assessment in 2021 will increase from the current 16% to at least 50%.
Monitoring:	Progress will be monitored using student proficiency on STAR, iReady, district, and teacher-made tests throughout the school year. Success in the area of focus will be measured by comparing results of the STAR early literacy and reading assessments in grade K-5 as well as student proficiency on the English Language Arts portion of the Florida Standards Assessment.
Person responsible for monitoring outcome:	Shannon Cross (scross@ecsdfl.us)
Evidence-based Strategy:	Direct and Explicit Comprehension Strategy Instruction Direct and explicit instruction involves a series of steps that include explaining and modeling the strategy, using the strategy for guided practice, and using the strategy for independent practice. Explaining and modeling include defining each of the strategies for students and showing them how to use those strategies when reading a text. Guided practice involves the teacher and students working together to apply the strategies to texts they are reading. Independent practice occurs once the teacher is convinced that students can use the strategies on their own and practice applying the strategies to a new text.
Rationale for	What Works Clearinghouse states that research has shown that providing students with multiple, explicit comprehension strategies improves reading comprehension by actively

Evidence-based Strategy:	involving students in the comprehension process. Teachers will be supported through weekly common planning and professional learning focused on teaching reading comprehension. John Hattie's Effect Size for Interventions for Students with Learning Needs - 0.77 John Hattie's Effect Size for Direct Instruction 0.60 IES Practice Guide: Improving Adolescent Literacy https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=22

Action Steps to Implement

Create a schoolwide Literacy Leadership team and develop a schoolwide reading plan.

Person Responsible Amy Roby (aroby@ecsdfl.us)

- Establish weekly planning and data sharing sessions for each grade level.
- Establish the expectations for grade-level planning and data sharing meetings.

Person Responsible Shannon Cross (scross@ecsdfl.us)

- Provide teachers with resources that provide high-quality texts, specific, direct instruction routines, and reliable data. These will include HMH Into Reading, Junior Great Books, Ready Reading, STAR, iReady, and district standards-based assessments.
- Provide teachers with professional learning to support high quality, explicit reading instruction

Person Responsible Amy Roby (aroby@ecsdfl.us)

Establish expectations for small group instruction and ensure fidelity with implementation using data, walkthroughs, and grade-level meetings.

Person Responsible Shannon Cross (scross@ecsdfl.us)

Meet at least monthly with grade-level teams to review proficiency data on the STAR early literacy and reading assessments in grades K-5. Compare student growth to predictions and performance on classroom and district assessments. Revise instructional groupings and interventions as needed.

Person Responsible Shannon Cross (scross@ecsdfl.us)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Description of Area of Focus - Teachers and staff at OJ Semmes will offer targeted, explicit, differentiated instruction to students with disabilities in order to improve their performance in reading and mathematics. Rational of Area of Focus - According to the ESSA Federal Index, Students with Disabilities at OJ Semmes are performing at 34% which is below the requirement of 41%. This indicates that our students with disabilities are not making as much progress as other students. In addition, the 2019 Florida Standards Assessment results in Mathematics indicate that only 44 percent of students in grades three, four, and five made learning gains, and only 43 percent of those in the lowest quartile made learning gains. As students with disabilities comprise a large portion of our lowest quartile, increasing the performance of these students will increase our learning gains, learning gains in the lowest quartile, and our ESSA Federal Index for Students with Disabilities.
Measurable Outcome:	By September of 2021, all students will have been given baseline testing to determine their skill level in reading and mathematics. This data will be used to group the students strategically into small groups for targeted instruction. By October of 2021, at least 75% of teachers will provide direct small group mathematics instruction using instructional materials that are systematic and explicit. They will include clear models of easy and difficult problems, with accompanying teacher think-alouds. Lessons will allow students to solve problems in a group and communicate problem-solving strategies. A cumulative review will be included with each lesson. By January 2021, 100% of teachers will provide small group mathematics instruction as described above. Common Assessment Data - STAR, iReady, district, and teacher-made tests - will show at least one year of growth for at least 50% of all students and 50%of students with disabilities. The percentage of students in grades three, four, and five showing at least one year of growth on the FSA Mathematics assessment will be at least 55 percent of all students and at least 55 percent of students in the lowest quartile.
Monitoring:	Progress will be monitored using student proficiency on STAR, iReady, district, and teacher-made tests throughout the school year. Success in the area of focus will be measured by comparing results of the STAR math assessments in grades 1-5 as well as student proficiency on the Mathematics portion of the Florida Standards Assessment.
Person responsible for monitoring outcome:	Shannon Cross (scross@ecsdfl.us)
Evidence-based Strategy:	Explicit and Systematic Intervention Instruction Students who are struggling with mathematics, including those with disabilities, will be provided with explicit instruction that includes teachers provide clear models for solving a problem type using an array of examples, students receiving extensive practice in the use of newly learned strategies and skills. Students will be provided with opportunities to discuss their problem-solving strategies with peers and instructors. Students are provided with extensive feedback. In addition, instruction will ensure that students possess the foundational skills and conceptual knowledge necessary for understanding their grade-level mathematics.

Rationale for Evidence-based Strategy:	What Works Clearinghouse states that research has shown that mathematics instruction during intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. John Hattie's Effect Size for Interventions for Students with Learning Needs - 0.77 John Hattie's Effect Size for Direct Instruction - 0.60 IES Practice Guide: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf#page=32

Action Steps to Implement

Use baseline testing data to group students according to mathematical ability. Use this data to guide instruction of each group according to need, ensuring that students possess the foundational skills and conceptual knowledge necessary for understanding their grade-level mathematics.

Person Responsible   Amy Roby (aroby@ecsdfl.us)

Provide teachers with professional development in order to improve their mathematical instruction for small groups - specifically teaching them how to think aloud while problem solving, encourage mathematical discussions, and provide effective feedback.

Person Responsible   Sarah Hijuelos (shijuelos@ecsdfl.us)

Establish expectations for small group instruction and ensure fidelity with implementation using data, walkthroughs, and grade-level meetings.

Person Responsible   Shannon Cross (scross@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.

The website SafeSchoolsforAlex.org reports OJ Semmes as a school with a high rate of discipline incidents, number 909 out of 1395 elementary schools in Florida for the school year 2019-2020. Most of the incidents are considered violent, either physical attacks or threats/ intimidation. No incidents were reported for property damage or drug use. The website also reports OJ Semmes as being very high for the rate of out-of-school suspensions, 51 reported for the 2019-2021 school year.

For the 2021-2022 school year, the OJ Semmes faculty and staff will continue to expand and improve our Positive Behavior Support and Intervention program and increase professional learning in trauma-informed care. We will continue to provide students with incentives for good behavior, teach them appropriate social

skills, and build relationships with them in order to reduce the number of referrals and out-of- school suspensions. All teachers have a dedicated block of instruction for the first 30 minutes of the school day which is dedicated to Community Meetings and social skills lessons. Teachers will be provided with training that develops their skills in social skills instruction and relationship building. Actively teaching students socially and behaviorally appropriate skills to replace problem behaviors using strategies focused on both individual students and the whole classroom will reduce the need for referrals and suspensions. Teachers and staff will participate in

professional learning that will increase their understanding of childhood trauma and how it affects student behavior. OJ Semmes has become an officially recognized PBIS school. We have hired a full-time PBIS behavior coach who will lead the program, supporting students and faculty. Plans have been implemented for schoolwide and classroom incentives including a Dolphin Store and Classroom and schoolwide celebrations for good behavior. Increasing incentives for positive behavior increases desired behaviors and reduces the need for referrals and suspensions. Both the PBIS Coach and our guidance counselor will work with small groups of students who need behavior interventions in order to reduce violent behaviors and the number of suspensions associated with them. We will also provide some parent classes on behavior management and de-escalation in order to spread resources beyond the school. The success of this program will be monitored using major and minor infractions as reported in Focus with the goal of reducing both the number of incidents and the violent behaviors.

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.

Parent and community involvement is emphasized in all areas at OJ Semmes Elementary School. Some of the following continue to be limited due to safety measures implemented to reduce exposure to the Covid virus.

Our teachers and administration have planned many family events this year including an interactive open house program that will allow families to review student data and learn how to improve reading skills with fun activities at home. Each year the school also provides quarterly parent programs including reading, math, science, and wellness events. We hold parent conferences and/or home visits with the families of all students. School musicals and other performances are held each quarter. Parents are invited to participate in field trips, volunteer in the school, and share lunch with their children. Teachers and administrators also contact parents and families frequently with positive phone calls and thank you cards. Parents are invited to attend activities through the automated call-out messenger system, fliers sent home, and posts on our school's Facebook page and website. Parents and community members are invited to participate in our School Advisory Council which allows them to participate in school decisions and budgeting. School Advisory Council

meetings are held at least four times per year. We also have an annual Title I meeting at the beginning of each school year where concerns and goals are discussed.

OJ Semmes is supported by many local churches and businesses. These organizations maintain landscaping and flower beds, donate school supplies and funds, and participate in volunteer activities. They provide teacher support in the form of meals, cards, and even renovations. In addition, some local churches invite families to food drives and other health and wellness programs.

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

Stakeholders who participate in the culture and environment at OJ Semmes are many and extend throughout the community. Our first priority and main stakeholders are the students we serve, more than 400 children from age 3 to 13 in Pre-K through fifth grade, including special service units for ESE Pre-K and ESE Behavior. Next are our teachers and support staff who give their all to encourage learning and growth for all of our students. Our school is also composed of all of the families who send their students to our school including the parents, grandparents, guardians, aunts, uncles, and siblings. These families influence our school culture and affect all areas of student learning from attendance, academics, and behavior. OJ Semmes is also served by many district employees and departments who assist in serving our students from transportation, food services, and maintenance, to ESE specialists, PBIS and behavior coaches, curriculum specialists, and superintendents. We are also closely affiliated with many community agencies that provide services to our students such as Lakeview mental health services, a Children's Home Society social worker, volunteers and mentors from Ready Escambia, the Early Learning Coalition and Headstart, the Pensacola Police Department, and other volunteers and mentors who support individual students and classrooms. OJ Semmes is also supported by several area churches, St. Christopher's Lutheran, Echo Life Church, and East Brent Baptist Church. These churches provide food for needy families, collect and donate school supplies, treat teachers to meals and supplies, provide generous holiday gifts, and monetary donations. We also partner with local businesses including Dolce and Gelato, Phil Hall, PA, East Hill Neighborhood Association, and Angel's Garden. These groups have provided cash donations, school supplies, sponsored school t-shirts, and have even adopted teachers and classrooms. Together, all of these stakeholders build OJ Semmes into a positive and supportive school environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	$0.00

2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00