

Escambia County School District

Escambia Boys' Base



2021-22 Ungraded Schoolwide Improvement Plan

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Escambia Boys' Base

640 ROBERTS AVE, Pensacola, FL 32511

www.escambiaschools.org

Demographics

Principal: Kerri Coots L

Start Date for this Principal: 8/17/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Escambia Boys' Base Learning Center is committed to the task of ensuring that every student has the opportunity to meet or exceed his educational goals. The purpose of Escambia Boys' Base is to provide students with a well-rounded educational program. Students are given a chance to increase their knowledge and skills in basic education subjects. Opportunities are provided for students to develop positive attitudes toward learning. Ideally, the skills and attitudes learned at our school will enhance the students' chances for success when they return to their school and to the community.

Provide the school's vision statement.

Our vision is success for all students and staff. Students participating in our school program will learn and demonstrate the following:

1. Confidence as a learner and person.
2. Self-direction as a learner.
3. Concern and respect for others.
4. Comprehension and application of knowledge.
5. Higher level thinking skills in the areas of problem solving, decision making, and critical thinking skills.
6. Effective communication skills.

All students, upon re-entry into their community, will become responsible and productive citizens.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Escambia Boys' Base is a Department of Juvenile Justice residential facility for adjudicated male students in grades 6 – 12. We have a very diverse population because our students come from all over Florida. The majority of our students have discipline issues and are not in their age appropriate grade level. Students are given the opportunity to increase or retrieve credits for grade promotion or graduation. Eligible students may also pursue obtaining their GED diploma. Teachers work closely with all students to meet their individual needs and to insure the students are making progress and that they become independent learners. Each student has an AMI case manager, a mental health specialist, and a transition coordinator that assist and guide all students during individual and group sessions, and transitioning back to their community.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
McLaughlin, Dean	Teacher-in-Charge	General administrative duties Supervision of staff Planning, preparing, and implementing activities Monitor student progress Maintain records Schedule and attend meetings with school staff as well as AMI personnel Monitor and document student behavior and discipline

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Tuesday 8/17/2021, Kerri Coots L

Number of teachers with professional teaching certificates?

3

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

3

Total number of students enrolled at the school.

9

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.

1

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	0	0	0	0	0	0	0	0	0	1	5	3	3	0	12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	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	1	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	1	1	0	3
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	2	2	1	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	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	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 9/10/2021

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	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	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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					49%	56%		52%	56%
ELA Learning Gains					47%	51%		51%	53%
ELA Lowest 25th Percentile					33%	42%		40%	44%
Math Achievement					42%	51%		44%	51%
Math Learning Gains					48%	48%		51%	48%
Math Lowest 25th Percentile					41%	45%		40%	45%
Science Achievement					59%	68%		60%	67%
Social Studies Achievement					62%	73%		69%	71%

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
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

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
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
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	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

We did not have enough data because we had so few students.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

We did not have enough data because we had so few students.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

We did not have enough data because we had so few students.

What trends emerge across grade levels, subgroups and core content areas?

We did not have enough data because we had so few students.

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

We did not have enough data because we had so few students.

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.

Professional development will be on going as determined by the needs of the students and faculty.

Part III: Planning for Improvement

Areas of Focus:

#1. DJJ Components specifically relating to Common Assessment Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Although 81% of the students showed a gain from entry test to exit test the Math entry test scores were significantly lower than the ELA entry test scores. Also, the Math gains from entry to exit were also less than the ELA gains.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students' average entry to exit Common Assessment score will increase by 5 percentage points.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will be given the Common Assessment entry test within their first 5 school days. Students will take the Common Assessment exit test before leaving the program (circumstances permitting).

Person responsible for monitoring outcome:

Dean McLaughlin (smclaughlin@ecsdfi.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The different types of knowledge and skills that algebra students are expected to master are classified into three domains: conceptual knowledge, procedural knowledge, and procedural flexibility.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students 2019

These strategies are proven to be effective. The learning gains were statistically significant for students who used iReady personalized instruction.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

In the math classroom students will spend 50 minutes a week with teacher orchestrated activities promoting the evidence based strategies. The students also spend 100 minutes per week with personalized instruction with iReady Math.

Person Responsible

Dean McLaughlin (smclaughlin@ecsdfi.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The Common Assessment entry and exit test will be administered to all students including all ESSA subgroups to help determine the instructional methods to meet the individual needs of each student.

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.

When a student enters the program the student is tested and counseled individually. We are a very small program with a maximum of 24 students and 2 classroom teachers. This allows for individual interaction with each new student that arrives at our program. We are able to gather information through an informal interview process in which we not only determine school course placement but are able to learn personal information as well. Pertinent information is shared with all teachers and staff. All personnel will consider family members as a resource and obtain their input in planning and problem solving.

Before and after school the students are supervised by AMI staff. During school the students attend school and participate in classes and courses under the supervision of certified teachers. School rules and expectations are clearly defined and explained to each new student as they enter the program. They sign and receive a copy of these rules and any questions they may have can be answered during the interview process. These rules and expectations coincide with the behavior modification system used by the AMI staff.

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

The primary stakeholders are the students, teachers, AMI staff which includes administrative staff, direct care staff, case managers, mental health staff, and medical staff. Each stakeholder plays a critical role in supporting education as a positive tool for student success.