

Monroe County School District

Big Pine Academy



2021-22 Schoolwide Improvement Plan

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Big Pine Academy

30220 OVERSEAS HWY, Big Pine Key, FL 33043

<https://bigpineacademy.com/>

Demographics

Principal: Sarah Williams

Start Date for this Principal: 9/23/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	30%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners White Students Economically Disadvantaged Students
School Grades History	2018-19: A (79%) 2017-18: A (72%) 2016-17: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Monroe County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	15%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	34%

School Grades History

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

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our school empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.

Provide the school's vision statement.

Our vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practice the core values of the school: respect, tolerance & inclusion, and excellence.

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
Williams, Sarah	Principal	<p>Staff</p> <p>Bimonthly payroll: salary and hourly employees</p> <p>Retirement: 401K plan administrator, audit reports, calculations for deductions, monthly payments to plan, staff personal loan management</p> <p>Health care: shop for plans, choose 3, enroll employees, calculate and assign deductions, calculate BPA portion, document deductions in each staff's folder</p> <p>Sick leave: track sick leave requests, find substitutes and orchestrate coverage, balance accrued leave and maintain records for audit, calculate annual sick leave payout</p> <p>Determine job assignments and responsibilities</p> <p>Maintain current w-4's and I-9's for each employee</p> <p>Stay compliant with district HR for background checks and certification levels</p> <p>Professional development: Manage every teacher's points towards certification renewal, find appropriate PD, assign, accept and approve conclusion work to award points and log them with fildoe, Submit certifications renewals</p> <p>Monthly safety training with staff as required by law</p> <p>Monthly staff meetings</p> <p>Annual performance reviews, quarterly formal observations, assign ratings into FOCUS</p> <p>Curriculum mapping</p> <p>Benchmark goals</p> <p>Data review of students</p> <p>Students</p> <p>Physical needs: clothes, food, injuries, sickness</p> <p>Lice checks</p> <p>Mental/Emotional: referral and background for counseling, schedule counseling, connect the student to the counselor, follow up with official intake process with parents and Guidance Care Center</p> <p>Discipline, behavior management</p> <p>Custody issues/parent contacts and restrictions</p> <p>IEP meetings, fighting to get appropriate records from other schools for transfer students</p> <p>Contract ESE services: Speech pathologist, Occupational Therapist, meet with school psychologist for each child's review, schedule services within the school day to meet required minutes to be served</p> <p>Document and upload all necessary forms for MTSS students (those not yet identified as ESE) schedule the 4 parent meetings per child in the MTSS process within 90 days of initial intervention</p> <p>Award Ceremonies, goals, and rewards for academic achievements</p> <p>Organize field trips, waivers, payments, scheduling, bussing, supervision</p> <p>COVID: health checks, tracing, reporting, documenting, following quarantine window for each student/family, arrange at-home learning during quarantine, communicate with district and DOH</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Student meals: work with Sugarloaf's cafeteria manager for appropriate numbers served</p> <p>Classroom Furniture needs Annual supply orders Textbook needs, order Technology: solve all IT problems, update all online subscriptions, update all online class rosters for each app, maintain records of every student's login and password for every site, Grades: Reports run through FOCUS, parent copies printed, make report card folders, Progress monitor testing through STAR, analyze data, needs assessment Spend time in each class to celebrate the students' hard work Order and update technology as needed and as money allows. This involves getting a quote, submitting to District IT for approval, then submitting it to district finance for approval, making the purchase and paying the bill, then submitting receipts and narrative for reimbursement</p> <p>Building Monthly meeting with code enforcement Repairs and maintenance put in work orders to the district, or fix it myself Rodent control (literally setting traps and bait) Cafeteria rental Car maintenance Construction involvement: plans, engineering, bids, timelines, punch lists Landscaping and lawn care: discuss the need with lawn care providers, Olaydis and I do the landscaping Meet all safe school federal regulations Provide updated maps of the interior, exterior, electrical, and water Create traffic flow chart and parking designation Pest control through Orkin Fire alarm upkeep and occasional false alarm on a Sunday afternoon Liability insurance, annual binder, providing necessary documents, listing additional insured Keys to all the building, key log, key maintenance Internet access: have an understanding of the main panel room, know where all fiber optics are run, maintain the working order of all boosters</p> <p>Finance Budget: annual projected, quarterly adjustments, monitor account monthly Annual Cost reports due to the district (a lot of coding, and assignments for different allocated funds) Grants: apply, accounting, submit</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Projections of student count (categorically by age and need) and budget submission to the state, quarterly. Completely different format for this submission</p> <p>Narrative plans and accounting documentation for each of the following fund allotments: ELL, Mental Health, School Hardening, Safe Schools, Tech Refresh, and Reopening plans. All of this money is part of our monthly FEFP funding. We depend on it.</p> <p>Audit: Help Sylvia gather all requested documents, communicate with accountant and auditor, meet and review, submit to the district for approval</p> <p>Teacher salary increase reports due to the state bi-annually</p> <p>Safety and Security</p> <p>ERIP platform for all school safety and security plans. Update at least weekly. There is a plan, team, and practice for everything from chemical spills to active shooter.</p> <p>FSSAT report to the state annually, then local visit and inspection, more reporting, then state inspection and audit.</p> <p>Schedule, complete, and revise for improvement 10 fire drills and 10 active assailant drills per year. State regulations</p> <p>Behavioral threat assessment reports on students and team meetings to follow each</p> <p>Visitor screening, license scan, and Id badge</p> <p>Incident reports</p> <p>Gate monitor schedule</p> <p>Security camera system</p> <p>Schedule safety presentations for students with local agencies</p> <p>Community/PR/Communication</p> <p>Website upkeep</p> <p>Facebook announcements and moderating</p> <p>Emergency all call and keeping the platform "Blackboard Connect" updated with all student contact information.</p> <p>Electric sign: maintenance with software and updated messages</p> <p>Public fundraisers and events for the students</p> <p>PTO</p> <p>Communicating with everyone, all of the time</p> <p>Making copies and distributing necessary forms and public announcements for families</p> <p>Assessments</p> <p>I am the assessment coordinator and assessment administrator: training, scheduling dates, the roster for accurate student count and identification, conduct FSA training for the staff and document completion, schedule room assignments with testing instructors, assign students with accommodations, get coverage for classroom teachers, communicate all times with parents,</p> <p>Take inventory of assessment materials coming and going</p> <p>Submit all legal documents to the state</p> <p>Package and return test after completion</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Analyze data when returned</p> <p>Attend district meetings (3 full days) throughout the year</p>
		<p>Charter / Principal</p> <p>Submit monthly financials and board meeting minutes to the district</p> <p>Host monthly board meetings: plan agenda, communicate times and locations</p> <p>Upload minutes from the meeting to the website</p> <p>Stay in compliance with the charter contract and MCSD sponsor. This year the charter is up for renewal. It will have to go before the school board for approval after negotiations are settled with the district/charter liason</p> <p>Monthly district principal meetings and training (full day)</p> <p>Weekly leadership meetings (2 hours, virtual)</p> <p>Provide student handbook annually updated</p> <p>Provide staff handbook annually updated</p> <p>Emergency plan and contact information for all staff members, and backup communication</p>
		<p>Daily fires and routines</p> <p>Open the campus every morning</p> <p>Greet staff and students upon arrival</p> <p>Answer the telephone, and return messages left after 4 pm</p> <p>Receive mail/packages and distribute</p> <p>Answer the gate to visitors</p> <p>Enroll new students, give new families tours</p> <p>Give tours and schmooze district leadership or board members when they show up for a surprise visit</p> <p>Clean up vomit, plunge toilets</p> <p>Sell T-shirts, collect tuition and student fees</p> <p>Address specific parent concerns or questions</p> <p>Replace canopy shades</p> <p>Do a store run for last-minute supplies, snacks, maintenance/repair materials</p>
Scarborough, Leah	Teacher, K-12	<p>The essential function of the position within the organization is to provide an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical, and psychological growth. The Instructor organizes and implements an instructional program that results in students achieving academic success in accordance with State policies and laws.</p> <p>Primary Duties:</p> <p>This list represents the essential tasks performed by the position.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Employees may be assigned additional duties by management as required.</p> <ol style="list-style-type: none"> 1. Plan, prepare, and implement instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences 2. Identify, select, create and modify instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs 3. Assist in assessing changing curricular needs and offer plans for improvement 4. Maintain effective and efficient record keeping procedures 5. Provide a positive environment in which students are encouraged to be actively engaged in the learning process 6. Communicate with students, parents, and internal and external professionals within established timelines 7. Collaborate with peers to enhance the instructional environment for students by participating in activities which include, but are not limited to, team teaching, meetings, staff development, communities of practice, and various committees 8. Model professional and ethical standards when dealing with students, parents, peers, and community members 9. Ensure that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification 10. Establish and maintain cooperative working relationships with students, parents, schools, and colleagues measured by MCSD survey results 11. Meet specific course and school-wide student performance goals 12. Demonstrate gains in student performance 13. Participate in research and presentations about pedagogy; this may include activities such as, authoring articles, hosting workshops, sharing of information for professional growth, and student outreach events and activities 14. Participate in blended learning models, within the classroom.
Palma, Sylvia	Administrative Support	<p>The essential function of the position within the organization is to manage daily office operations for an assigned department or program of the District. The position is responsible for coordinating or supervising clerical support staff, ensuring office effectiveness and efficiency, providing professional customer service at all times, and performing general administrative, clerical, bookkeeping and/or specialized duties as assigned. The position works under general</p>

Name	Position Title	Job Duties and Responsibilities
		<p>supervision independently developing work methods and sequences.</p> <p>Primary Duties:</p> <p>This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.</p> <p>Provides office management for assigned department, division or program, ensuring effective and efficient office operations and compliance with all applicable policies, procedures and standards of safety and quality.</p> <p>Provides training, instruction and/or supervision of assigned subordinate staff; may assist in selecting new staff; coordinates workflow and provides advice and assistance as needed.</p> <p>Assists in developing and implements office policies and procedures. Provides administrative assistance to supervisors and staff by performing such duties as preparing and typing correspondence, scheduling and coordinating meetings, maintaining calendars, compiling information and preparing materials for supervisor's use, and making travel arrangements.</p> <p>Answers the telephone; provides information and assistance to callers and/or forwards calls to appropriate personnel; takes messages; greets and assists office visitors.</p> <p>Receives, reviews and responds to inquiries, requests for assistance and complaints in areas of supervision.</p> <p>Establishes and maintains effective and efficient record-keeping systems, including hard copy files and electronic files.</p> <p>Assists in researching, compiling, organizing and/or processing student, staff and/or program information, documentation or statistical data; enters and retrieves data into/from computerized recordkeeping systems; maintains databases; prepares, assembles and /or distributes information and reports; researches department records, database records, internet sites and other resources as needed.</p> <p>Prepares and maintains employee leave and payroll records; prepares Worker's Compensation claims as needed; prepares FTE and accident reports.</p> <p>Receives, reviews, processes, prepares, types, proofreads and/or submits a variety of routine and specialized reports and documents and correspondence.</p> <p>May assist in preparing and administering grants.</p> <p>Receives, receipts, records and deposits various fees and other payments; processes accounts payable</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and receivable; assists in preparing department budget and budget documents; monitors account balances and prepares related reports.</p> <p>Performs routine administrative/clerical work as required, including but not limited to entering and retrieving computer data, preparing spreadsheets, processing daily mail, ordering supplies and maintaining supply inventory, copying and filing documents, sending and receiving faxes, assembling materials, maintaining lists and directories.</p> <p>Coordinates the maintenance and repair of office equipment; maintains inventory records.</p> <p>Coordinates and/or assists with special programs or projects as assigned.</p> <p>Attends training, meetings, seminars or workshops as necessary to enhance job knowledge and skills.</p>
Rodriguez, Trina	Teacher, PreK	<p>The essential function of the position within the organization is to be responsible for the day-to-day operation of a relatively small portion of a Head Start center within a program; may include some supervision, maintenance of administrative records, enrollment and waiting lists. Under the general direction of the Family Services/ERSEA Manager and Early Childhood Supervisor/Head Start Director. The Site Coordinator is responsible for building positive relationships and maintaining open communication with parents, the community and with school staff. Serves as a resource for family service staff, parents, and volunteers. Collaborates with community agencies and adult education resources. Monitor and facilitate: enrollment, family records, parent training, center meetings, and other activities for children and families. Is responsible for meeting deadlines and submitting monthly reports as required. Provide professional and courteous customer service at all times, and performing related work as required.</p> <p>PRIMARY DUTIES: This list represents the essential tasks performed by the position. These essential job functions are not to be construed as a complete statement of all duties performed. Employees will be required to perform other duties as assigned.</p> <p>Facilitates recruitment and enrollment for Head Start families: income verification, class assignments, revisions, maintains wait list, attendance, monthly reports, and Program information report (PIR).</p> <p>Is responsible for: communication/newsletters, home visits as needed, parent committees/policy council, transition activities, tracking and record keeping, family goal setting/follow-up, arrange student transportation and maintain family contact log.</p> <p>Assists in referrals to Child Find/ESE.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Communicates to principal, teachers, and or director as necessary.</p> <p>Ensures the maintenance of accurate and complete student records.</p> <p>Coordinates and implements parent workshops as included in each child's family needs assessment and according to the program regulations of mandated trainings; serves as liaison with parents as necessary at their site(s).</p> <p>Compiles data for and prepares records and reports as required by the school, District and/or other agencies.</p> <p>Performs general administrative work as required, including but not limited to entering and retrieving computer data, preparing reports and correspondence, copying and filing documents, sending and receiving faxes and e-mails, answering the telephone, ordering supplies.</p> <p>Attends meetings, training, workshops and conferences as appropriate to enhance job knowledge and skills.</p>

Zimmerman,
Amy Other

Demographic Information

Principal start date

Thursday 9/23/2021, Sarah Williams

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.*

5

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.*

Total number of teacher positions allocated to the school

9

Total number of students enrolled at the school

95

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

3

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	0	0	0	0	
Attendance below 90 percent	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	
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 FSA ELA assessment	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	
Number of students with a substantial reading deficiency	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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/23/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA														
Course failure in Math														
Level 1 on 2019 statewide FSA ELA assessment														
Level 1 on 2019 statewide FSA Math assessment														

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	
Attendance below 90 percent	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	
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	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	

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	
Students with two or more indicators	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	
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				85%	70%	57%	77%	68%	56%
ELA Learning Gains					55%	58%	67%	58%	55%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Lowest 25th Percentile					46%	53%		49%	48%
Math Achievement				86%	71%	63%	77%	62%	62%
Math Learning Gains				65%	64%	62%	52%	50%	59%
Math Lowest 25th Percentile					56%	51%		48%	47%
Science Achievement					66%	53%	88%	67%	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	86%	70%	16%	58%	28%
Cohort Comparison						
04	2021					
	2019	0%	58%	-58%	58%	-58%
Cohort Comparison		-86%				
05	2021					
	2019	0%	62%	-62%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	95%	62%	33%	62%	33%
Cohort Comparison						
04	2021					
	2019	60%	60%	0%	64%	-4%
Cohort Comparison		-95%				
05	2021					
	2019	0%	66%	-66%	60%	-60%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	65%	-65%	53%	-53%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

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
WHT	88			58			80				
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	87			86	64						
FRL				100							
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
WHT	77	65		77	50		87				
FRL	76	80		81	53		80				

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	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	258
Total Components for the Federal Index	5
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
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	75
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	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
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?

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

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

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

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

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

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.

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

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

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.

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.

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

Part V: Budget

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

Total:	\$0.00
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