

Escambia County School District

O. J. Semmes Elementary School



2022-23 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: 7/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: F (31%) 2018-19: C (49%) 2017-18: C (48%)
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	CSI

* 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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O. J. Semmes Elementary School

1250 E TEXAR DR, Pensacola, FL 32503

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	94%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	F		C	C

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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. We are united for every student to succeed.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Sanders, Susan	Principal	Oversee all functions of the school in an effort to create a culture in which all students can succeed.
Roby, Amy	Assistant Principal	Support the principal in the overall functions of the school.
Hijuelos, Sarah	Curriculum Resource Teacher	Works with Principal and Assistant Principal to facilitate effective teaching practices in all subject areas through modeling, co-teaching, and collaboration to ensure that best practice and learning approaches are being used to facilitate growth in students not demonstrating grade level proficiency. Monitors the MTSS process and facilitates grade level collaboration for provided students with research based interventions based on student needs.
Moss, Andrea	Teacher, PreK	Serves as grade level chair person for Pre-K. She attends monthly leadership meetings. Leadership meetings include discussion about school policies, procedures, safety, curriculum, and concerns. She facilitates and shares information, to her grade level, on a weekly basis.
Adams, Angela	Teacher, K-12	Serves as grade level chair person for Kindergarten. She attends monthly leadership meetings. Leadership meetings include discussion about school policies, procedures, safety, curriculum, and concerns. She facilitates and shares information, to her grade level, on a weekly basis.
Ellis, Angel	Teacher, K-12	Serves as grade level chair person for first grade. She attends monthly leadership meetings. Leadership meetings include discussion about school policies, procedures, safety, curriculum, and concerns. She facilitates and shares information, to her grade level, on a weekly basis.
Graves, Nicole	Teacher, K-12	Serves as grade level chair person for second grade. She attends monthly leadership meetings. Leadership meetings include discussion about school policies, procedures, safety, curriculum, and concerns. She facilitates and shares information, to her grade level, on a weekly basis.
Hanson, Henry	Teacher, K-12	Serves as grade level chair person for third grade. He attends monthly leadership meetings. Leadership meetings include discussion about school policies, procedures, safety, curriculum, and concerns. He facilitates and shares information, to his grade level, on a weekly basis.
Rhoads, Jetaun	Teacher, K-12	Serves as grade level chair person for fourth grade. She attends monthly leadership meetings. Leadership meetings include discussion about school policies, procedures, safety, curriculum, and concerns. She facilitates and shares information, to her grade level, on a weekly basis.
Scott, April	Teacher, K-12	Serves as grade level chair person fifth grade. She attends monthly leadership meetings. Leadership meetings include discussion about school policies,

Name	Position Title	Job Duties and Responsibilities
Johnson, Krystin	Teacher, ESE	<p>procedures, safety, curriculum, and concerns. She facilitates and shares information, to her grade level, on a weekly basis.</p> <p>Serves as grade level chair person for ESE. She attends monthly leadership meetings. Leadership meetings include discussion about school policies, procedures, safety, curriculum, and concerns. She facilitates and shares information, to her grade level, on a weekly basis.</p>
Briski, Susie	Teacher, K-12	<p>Serves as grade level chair person for Special Area. She attends monthly leadership meetings. Leadership meetings include discussion about school policies, procedures, safety, curriculum, and concerns. She facilitates and shares information, to her grade level, on a weekly basis.</p>

Demographic Information

Principal start date

Friday 7/1/2022, Susan Sanders E

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

0

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

308

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

25

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	52	39	35	59	22	45	0	0	0	0	0	0	0	252
Attendance below 90 percent	12	22	17	31	12	17	0	0	0	0	0	0	0	111
One or more suspensions	0	2	4	6	3	10	0	0	0	0	0	0	0	25
Course failure in ELA	0	1	5	20	0	6	0	0	0	0	0	0	0	32
Course failure in Math	0	0	3	7	2	11	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	3	24	0	0	0	0	0	0	0	37
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	4	20	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	2	5	12	30	3	9	0	0	0	0	0	0	0	61

Using the table above, complete the table below with the number of students by current grade level who have 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	3	8	17	2	12	0	0	0	0	0	0	0	42

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	1	10	0	1	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	3	0	1	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Tuesday 8/16/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	29%	51%	56%				33%	53%	57%
ELA Learning Gains	40%						56%	55%	58%
ELA Lowest 25th Percentile	38%						83%	52%	53%
Math Achievement	33%	46%	50%				51%	57%	63%
Math Learning Gains	34%						44%	60%	62%
Math Lowest 25th Percentile	24%						43%	52%	51%
Science Achievement	16%	52%	59%				30%	54%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	31%	56%	-25%	58%	-27%
Cohort Comparison		0%				
04	2022					
	2019	33%	52%	-19%	58%	-25%
Cohort Comparison		-31%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	34%	51%	-17%	56%	-22%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	55%	0%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	42%	58%	-16%	64%	-22%
Cohort Comparison		-55%				
05	2022					
	2019	38%	55%	-17%	60%	-22%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	29%	55%	-26%	53%	-24%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	16	50		17	20		18				
BLK	23	34	35	26	29	18	8				
HSP	27			55							
WHT	63	64		63	58						
FRL	27	38	42	32	34	29	13				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	31
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	214
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	0
Native American Students	
Federal Index - Native American Students	

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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Part III: Planning for Improvement

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?

Student proficiency across all grade levels for all students, SWD, Black students, and Economically Disadvantaged students performed below the district and state proficiency level in reading, math, and science.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Science proficiency shows the largest gap between the state and district levels with all subgroups. ELA and Math proficiency, particularly with Black students and SWD, are also areas that need a significant 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?

The decline in Science achievement could be attributed to multiple factors including a lack of consistent, effective instruction due to multiple teacher resignations and inexperience, shortage of ESE inclusion staff, and frequent discipline issues. Another contributing factor is the significant amount of reading required on the science assessment. ELA scores have been historically low and this impacts students' ability to read and comprehend science content and respond to questions.

The actions needed for improvement included a full staff of experienced and effective teachers. This will not only impact academic performance, but will also improve student behavior, effort, and motivation.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The most improvement shown was ELA Lowest Quartile improved from 7 to 38, a 31 point increase. Math Learning Gains also showed improvement from 9 to 34, a 25 point increase.

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

Many lower-quartile students participated in after school tutoring up to 3 days a week. Lower quartile students also worked with a teacher assistant in small groups to meet their targeted needs prior to state testing. School-wide data tracking and goal setting also contributed to the success of students. Implementation of the Sondag System for small group reading intervention, and paid extra planning time for teachers also contributed to improvement.

The new actions implemented were the Sondag System, after-school tutoring, and extra planning time.

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

Standards based planning with district subject area coaches will be conducted with teachers in grades 3, 4, and 5. The planning process will follow a formal protocol to develop lessons that support accelerating learning for all students, including those below grade level and who are a part of one of the following subgroups: black students, students with disabilities, and economically disadvantaged students. The coaches will also model, observe, and give feedback to classroom teachers.

Data notebooks will be used for each student to track their progress, and monitor goals and

achievement.

A reading intervention teacher has been added to the staff and will work with Tier 3 and other struggling students in small groups.

Tutors will be hired from the district who will work with struggling kindergarten, first grade, and second grade students.

Sylvan Learning Company will provide tutoring services for retained third grade students.

Teachers will use the 95 Phonics Booster kits to close gaps in phonics instruction in grades K-3.

The following strategies will continue to be implemented this year: after-school tutoring, lowest-quartile targeted small group interventions, data tracking, and Sunday System.

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.

Whole Brain Teaching Professional Development will be provided for all teachers. The strategies learned will help teachers gain skills to improve student engagement and classroom management. Increasing student engagement and improved classroom management will lead to increased student achievement. The school based Literacy Team will provide PD for teachers throughout the year on the reading curriculum and B.E.S.T. standards.

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

The district subject area coaches and school leadership will meet with grade levels to implement planning protocols and will give feedback on teaching practices that will grow and increase capacity for instruction that will last beyond this school year. The Literacy Leadership Team will implement a school-wide, independent reading plan meant to increase student achievement by encouraging students to read more.

Students will be recognized and celebrated for success and growth on a regular basis in an effort to motivate continued growth and achievement.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus****Description and****Rationale:**

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

ELA proficiency was at 29%, math proficiency was at 33%, and science proficiency was at 16%. Data indicates the need for intentional planning and implementation of BEST standards to increase student achievement to 41 % in ELA, math, and science.

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

Students will reach 41% or above proficiency in ELA, Math, and Science by the end of the 2022-23 school year on summative district and state assessments: FAST, SSA Science, & Star 360. All subgroups will increase to 41% proficiency or higher. The SWD and Black/African American subgroups will close the achievement gap between overall students, raising all ESSA subgroups to 41% or above.

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

FAST, STAR, and district quarterly assessments will be used to monitor. Administration will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. Administration will also review school wide data after each assessment. They will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Susan Sanders (ssanders@ecsdfl.us)

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

Explicitly teach students to decode, analyze, write and recognize words. Students apply during reading of decodable text. Teach academic language skills, including the use of inferential and narrative language and vocabulary knowledge and give students the opportunity to encounter it in the natural context of discussion. Systematic reading strategy instruction and practice in visualization, self-monitoring and clarifying, prediction, asking and answering questions, making inferences and retelling. Students read connected text daily to support reading accuracy, fluency, and comprehension. Expose students to multiple math problem-solving strategies. Teach how to use visual representations in math. Connect and integrate abstract and concrete representations of concepts in science and math. Teach comprehension and writing strategies using science content.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. According to the What Works Clearinghouse Practice, comprehension is hindered when a student lacks the ability to apply decoding strategies, vocabulary, and background knowledge. Students need explicit instruction in reading comprehension strategies such as visualization, questioning, making inferences, and retelling.
2. According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades found on What Works Clearinghouse, explicit word problem instruction proved to have a positive effect on student performance.
3. Based on "Teaching Elementary School Students to Be Effective Writers" from What

Works Clearing House, the use of writing in science shows a strong impact on student achievement.

4. Based on “Improving Reading Comprehension in Kindergarten Through 3rd Grade” from

What Works Clearing House, teaching students reading comprehension strategies in

science also shows a strong impact on student achievement.

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.

1. Reading Achievement Initiative for Scholastic Excellence (RAISE) will provide professional development for K-2 General education and ESE teachers in the 5 Key Practices for Effective Literacy Instruction and foundational reading skills, reading comprehension strategies, decoding strategies for multi-syllabic words, and the alignment to B.E.S.T. standards.
2. District coaches will provide weekly planning support with ELA, Math, and Science benchmarks. Prior to the designated subject area planning days, teachers review the upcoming content so they are familiar with it.
The district coaches provide lesson plans aligned with the benchmarks and district pacing one week in advance. They model and answer questions the teachers may have in regard to the prepared lessons. The coaches create additional resources that support the lessons. They also review the previous week's lesson to see if the teachers have questions or concerns. Teachers continue planning as a grade level and individually on subsequent days following the planning session with the coaches. An administrator is assigned to each grade level and attends each planning session. They also monitor progress.
3. The Literacy Leadership Team will develop a school-wide independent reading plan to ensure students read connected text daily.
4. The Rtl Coordinator and MTSS team will meet to identify student needs and match them to interventions based on the intervention decision trees.
5. Administration will conduct walkthroughs and provide feedback to teachers regarding the implementation of planning protocols.

Person Responsible Susan Sanders (ssanders@ecsdfi.us)

#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

<p>Area of Focus</p> <p>Description and Rationale:</p> <p>Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>School grade data and BSI walks indicated a need for explicit and intentional leadership support to implement feedback strategies that result in quality benchmark aligned instruction. The school will implement Get Better Faster (GBF) Observation and Feedback practices and action steps to improve benchmark aligned instruction.</p>
<p>Measurable Outcome:</p> <p>State the specific measurable outcome the school plans to achieve.</p> <p>This should be a data based, objective outcome.</p>	<p>GBF Observation and feedback strategies will improve teacher practices that produce increased student performance in achievement with a goal of 41% or higher achieving on grade level performance (level 3) on the FAST assessment.</p>
<p>Monitoring:</p> <p>Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>The School Transformation Office (STO) will be supporting the school-based leadership team to monitor the implementation of the observation and feedback system through monthly Principal meetings, and monthly classroom walks. Feedback about implementation will be provided through STO on a monthly basis.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Hollie Wilkins (hwilkins@ecsdfl.us)</p>
<p>Evidence-based Strategy:</p> <p>Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<p>The leadership team will utilize a systematic observation and feedback structure. Through this system the leaders are able to provide immediate support for teachers to have a positive effect size on student academic achievement.</p>

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

This systematic approach to coaching teachers is a blend of directive and nondirective techniques. The focus is on small, specific, and focused moves and responses that have an immediate positive effect on student achievement. These are followed up by direct rehearsal and practice of the moves with the leader. The learning for the teachers is not rote or formulaic. It helps the teacher to anticipate and adjust to ensure learning is occurring. The objective is mindful behavior with management and rigor. Through the guidance of the BSI field team and the STO department, the school leadership team will be learning and implementing this system throughout the entire year receiving feedback from the STO and BSI teams.

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.

Outline and monitor before-planning expectations (Identify understandings of the benchmark, review curriculum resources, solve assessment questions, review student learning data for prior learning)

Person Responsible Hollie Wilkins (hwilkins@ecsdfi.us)

Attend structured planning with STO/District coaches and school-based coaches utilizing a planning protocol to align Tier 1 instruction to the explicit intent of the standards. (Review benchmarks, identify practice, sequence the instructional strategies, determine tasks and item progression, and practice and solve benchmark aligned tasks and questions)

Person Responsible Hollie Wilkins (hwilkins@ecsdfi.us)

Schedule weekly classroom walks for identified teachers/ grade levels to monitor implementation of planning.

Person Responsible Hollie Wilkins (hwilkins@ecsdfi.us)

Conduct weekly classroom walk (when needed utilize coach/specialist to calibrate walk) and identify an action step from Get Better Faster (GBF) for teacher based on GBF waterfall and schedule feedback meeting with teacher. (Utilize GBF waterfall, plans, and video lesson)

Person Responsible Hollie Wilkins (hwilkins@ecsdfi.us)

Write feedback script (GBF script protocol- See it, Name it, Do it)- utilize coach/specialist to support script writing.

Person Responsible Hollie Wilkins (hwilkins@ecsdfi.us)

Conduct follow up classroom walks to identify implementation of action steps, provide feedback to teacher, and determine if action step will be continued or changed based on data.

Person Responsible Hollie Wilkins (hwilkins@ecsdfi.us)

Document teacher action steps, classroom observations, feedback meeting scripts, and notes on teacher tracker for stakeholder alignment. (School-based admin, coaches/ specialist, district, BSI)

Person Responsible Hollie Wilkins (hwilkins@ecsdfi.us)

#3. Positive Culture and Environment specifically relating to Attendance and Behavior

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the 21-22 school year, 44% of the student body were absent 5 or more days per quarter. This equates to the average daily attendance rate being below 90%. On average this means that 44% of the students are missing at least 1 day of school every 2 weeks. The students with office discipline referrals was also high during the 21-22 school year. 26% of the student body, with a higher concentration of 3rd-5th grade students, had at least 1 referral per quarter. Behavior leading to referrals and absences drastically impact student learning and are part of the decline in the school data. If students are disrupting the classroom they and their peers are being impacted. Absences also add to the decline in the amount of instruction students are receiving. Therefore, student attendance and behavior is a critical area of focus for the 22-23 school year.

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

Economically Disadvantaged, SWD, and Black student subgroups will increase ADA and reduce the percentage receiving office discipline referrals. 44% of students in the 2021-2022 school year had an ADA of 90 percent or less. During the 2022-2023 school year, we will decrease the percentage to 39%. The percentage of African American students receiving referrals was 26% during the last quarter of the 2021-2022 school year. The percentage of Economically Disadvantaged students receiving referrals was 24% during the last quarter of the 2021-2022 school year. We will decrease the amount of ODR by 5% in both categories.

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

Absence data will be run weekly for O. J. Semmes. The data will be shared with the leadership team to discuss ongoing absence rates throughout the year. Office discipline referral data will be reviewed quarterly by administration and shared with the leadership team.

Person responsible for monitoring outcome:

Susan Sanders (ssanders@ecsdf1.us)

Evidence-based Strategy: Describe the evidence-based strategy being implemented

1. Data and absence discussions with parents and students.
2. Navigator (social worker) will support families to overcome barriers to attendance.
3. Positive Behavior Intervention System (PBIS) will be in place to reward positive behavior.

for this Area of Focus.

Rationale for Evidence-based

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

According to "Chronic Absenteeism in the Nation's Schools" by the United States Education Department low attendance can critically impact student learning. Using the navigator to help families, and having discussions with families about the impact of absenteeism on achievement, students will limit absences and increase achievement. According to "The Impact of School-Wide Positive Behavioral Interventions and Supports (PBIS) on the Organizational Health of Elementary Schools" the implementation of PBIS is associated with a reduction in office discipline referrals.

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.

1. The school leadership team will review and discuss absences and students weekly.
2. The Navigator will work with families of student who reach 5 unexcused absences to identify barriers to student attendance. The Navigator will align resources and support to increase student attendance.
3. Teachers will implement the use PBIS rewards app to reward students for good behavior.
4. The counselor and PBIS Coach will meet with students who have frequent minor infractions to discuss strategies to improve behavior and prevent office discipline referrals.

Person Responsible Susan Sanders (ssanders@ecsdfi.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The following data was used to determine the critical need:

Kindergarten ELA proficiency rate was 51% on the Spring 2022 STAR Early Literacy Assessment.
 First grade ELA proficiency rate was 23% on the Spring 2022 STAR Early Literacy Assessment.
 Second grade ELA proficiency rate was 24% on the Spring 2022 STAR Reading Assessment.

Students who score at the 53rd percentile on STAR Early Literacy or STAR Reading are considered proficient. The number of students who were not considered proficient at the end of 2021-2022 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The following data was used to determine the critical need:

Third grade ELA proficiency rate was 38% on the 2022 FSA.

Fourth grade ELA proficiency rate was 25% on the 2022 FSA.

Fifth grade ELA proficiency rate was 23% on the 2022 FSA.

Achievement in ELA for grades 3rd - 5th has (not) reached 41% proficiency in all subgroups:

Economically Disadvantaged (27%)

ELL (N/A)

Students with Disabilities (17%)

African American (23%)

Hispanic (N/A)

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

ELA proficiency as determined by those scoring at or above the 53rd percentile on STAR Early Literacy or STAR Reading in 2022 will increase from 51% in K, 23% in 1st grade, and 24% in 2nd grade on STAR AP4 to 50% proficiency or higher on FAST-STAR PM3

Grades 3-5: Measureable Outcome(s)

ELA proficiency will increase from 38% in 3rd grade, 25% in 4th grade, and 23% in 5th grade on the 2022 FSA to 50% or higher in each grade on the 2023 FAST.

The ELA Proficiency for all identified ESSA subgroups will increase to 50% or higher on new 2023 FAST Progress Monitoring assessments by 23-24.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

1. To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter. We will identify students in need of intervention according to the intervention decision tree.
 - a. Kindergarten: STAR Early Literacy results and percent of students earning satisfactory performance on the standards-based grading rubric.
 - b. First grade: STAR Early Literacy/Reading results and track the percent of students meeting benchmark on the first grade quarterly decoding probe per classroom.
 - c. Second grade: STAR Reading results and track the percent of students whose fluency rate is average per the time of year on the Hasbrouck and Tindal fluency norms chart.
 - d. Grades 3-5: analyze results by classroom of district module assessments.
2. Administration will conduct weekly classroom walkthroughs to observe delivery of Pre-K to Grade 5 literacy instruction and suggest improvements through the use of the Literacy Practice Profile tool.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Sanders, Susan, ssanders@ecsdfi.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- o Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- o Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- o Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Semmes Elementary uses HMH Into Reading 2022 for its Comprehensive Core Reading/Language Arts Program (CCRP)

The district's K-12 Comprehensive Evidence-based Reading Plan outlines in detail how the various components Into Reading meets Florida's definition of evidence-based. The district ELA Department mapped B.E.S.T. and created curriculum frameworks to ensure that Tier I instruction is standards-aligned.

In order to ensure the measurable outcomes are reached in K-5, our school will 1) focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 CERP and 2) provide intensive, systematic instruction on foundational reading skills according to the K-12 CERP Intervention Decision Trees.

Tier 1 instruction is monitored by the school's administration team through weekly classroom walkthroughs and by being present during collaborative lesson planning. Teachers and Rtl teams monitor the effectiveness of interventions with individual students by collecting data and tracking student progress.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The use of Houghton Mifflin Into Reading 2022 as a Comprehensive Core Language Arts/Reading Program is supported by recommended practices in the The Institute of Education Sciences Practice Guides as described in the K-12 CERP. The core curriculum includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning.

A focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) with this comprehensive curriculum will increase the proficiency of our students in K-5.

Furthermore, following the Institute of Education Sciences recommendations (strong evidence) for interventions, teachers follow the K-12 CERP Intervention Decision Trees to provide interventions in decoding and building fluency, matched to student need during a dedicated intervention period daily.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Action Step 1: Literacy Leadership-

- Develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth.
- Provide professional development regarding the B.E.S.T. ELA Standards.
- Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve.

Hijuelos, Sarah,
shijuelos@ecsdfi.us

Action Step 2: Literacy Coaching-

- District coaches and/or school mentor teachers will facilitate common lesson planning using the district adopted curriculum and pacing guides, including how to effectively deliver instruction of B.E.S.T. ELA Standards, engagement strategies, etc.).
- Administration seeks coaching support from district coaches and the State Regional Literacy Director for walkthroughs and intervention support.

Sanders, Susan,
ssanders@ecsdfi.us

Action Step 3: Assessment

- Our school utilizes the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention.
- Grade level teams will meet to discuss the use of formative assessment to guide differentiation in the classroom; analyze core reading material assessment results, and use STAR for screening, diagnostics, and progress monitoring.

Roby, Amy,
aroby@ecsdfi.us

Action Step 4: Professional Learning -

We will provide training to teachers at our school on the following:

- Use of STAR360 reports, core reading program data, and the intervention decision trees
- Differentiation during the 90 minute block, and use of Tier 2 and Tier 3 interventions during the language arts intervention period.
- Five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 Comprehensive Evidence-Based Reading Plan
- The B.E.S.T. ELA standards and the science of reading

Hijuelos, Sarah,
shijuelos@ecsdfi.us

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The school will utilize P.B.I.S. (Positive Behavior Intervention System) to promote positive school culture and environment. We will provide professional development around the expectations for the classroom, bathroom, hallway, and on the bus. We will also post visual reminders around the school. Students will be rewarded with "Dolphin Dollars" to spend at the school store monthly.

O.J. Semmes values the partnership between families and school. Parents are invited to be involved in their student's education through conferences and family night activities that are planned throughout the year. Family nights allow families to learn fun ways to work with students at home. They will receive materials and/or activity packs to use for at home learning. Teachers will reach out with a positive interaction during the first two weeks of school for every student.

O. J. Semmes is supported by many local churches and businesses. These organizations maintain landscaping and flower beds, donate supplies and funds, and participate in volunteer activities. They also provide teacher support in the form of meals, cards, and renovations.

Students are recognized frequently for success and growth in areas such as assessments, grades, AR points, and positive behavior.

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

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, from age 3 to 13 in Pre-K through fifth grade, including specialized units for ESE Pre-K and Varying Exceptionalities. 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 department heads. 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, Hillcrest Baptist Church, St. Mark United Methodist Church and East Brent Baptist Church. These churches provide food for needy families and school family nights, 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 Connell and Company Realty, 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.