

Escambia County School District

Ensley Elementary School



2022-23 Schoolwide Improvement Plan

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Ensley Elementary School

501 E JOHNSON AVE, Pensacola, FL 32514

www.escambiaschools.org

Demographics

Principal: Rhonda Sh UF Ord O

Start Date for this Principal: 7/1/2018

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* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: D (36%) 2018-19: C (48%) 2017-18: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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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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	81%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

All children at Ensley Elementary enter a supportive, encouraging, safe, and orderly environment where they learn at high levels and are encouraged to go forth being helpful, productive citizens.

Provide the school's vision statement.

Through united partnerships with every child, family and teacher we work together to increase student proficiency and close the achievement gap.

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
Shuford, Rhonda	Principal	To implement the vision and mission daily and monitor the School Improvement Plan (SIP) to ensure evidence based strategies are being utilized to help Ensley meet our ELA and Math goals for 2022-2023.
Everette, Nicole	Assistant Principal	To implement the vision and mission daily and monitor the School Improvement Plan (SIP) to ensure evidence based strategies are being utilized to help Ensley meet our ELA and Math goals for 2022-2023.
Sims, Megan	Curriculum Resource Teacher	To implement the vision and mission daily and monitor the School Improvement Plan (SIP) to ensure evidence based strategies are being utilized to help Ensley meet our ELA and Math goals for 2022-2023.
Grepke, Tracy	Reading Coach	To implement the vision and mission daily and monitor the School Improvement Plan (SIP) to ensure evidence based strategies are being utilized to help Ensley meet our ELA and Math goals for 2022-2023.
Morrissette, Cynthia	Reading Coach	To implement the vision and mission daily and monitor the School Improvement Plan (SIP) to ensure evidence based strategies are being utilized to help Ensley meet our ELA and Math goals for 2022-2023.
Smolensky, Regina	Teacher, K-12	To implement the vision and mission daily and monitor the School Improvement Plan (SIP) to ensure evidence based strategies are being utilized to help Ensley meet our ELA and Math goals for 2022-2023.
Lynn, Amy	Teacher, K-12	To implement the vision and mission daily and monitor the School Improvement Plan (SIP) to ensure evidence based strategies are being utilized to help Ensley meet our ELA and Math goals for 2022-2023.
Boch, Ashley	Teacher, K-12	To implement the vision and mission daily and monitor the School Improvement Plan (SIP) to ensure evidence based strategies are being utilized to help Ensley meet our ELA and Math goals for 2022-2023.
Bryan, Megan	Teacher, K-12	To implement the vision and mission daily and monitor the School Improvement Plan (SIP) to ensure evidence based strategies are being utilized to help Ensley meet our ELA and Math goals for 2022-2023.
Hawks, Malinda	Teacher, K-12	To implement the vision and mission daily and monitor the School Improvement Plan (SIP) to ensure evidence based strategies are being utilized to help Ensley meet our ELA and Math goals for 2022-2023.
Wright, Susannah	Teacher, ESE	To implement the vision and mission daily and monitor the School Improvement Plan (SIP) to ensure evidence based strategies are being utilized to help Ensley meet our ELA and Math goals for 2022-2023.

Name	Position Title	Job Duties and Responsibilities
Brady, Patricia	Teacher, K-12	To implement the vision and mission daily and monitor the School Improvement Plan (SIP) to ensure evidence based strategies are being utilized to help Ensley meet our ELA and Math goals for 2022-2023.
Hansom, Detra	Teacher, K-12	To implement the vision and mission daily and monitor the School Improvement Plan (SIP) to ensure evidence based strategies are being utilized to help Ensley meet our ELA and Math goals for 2022-2023.
Gibson, Cathy	School Counselor	To implement the vision and mission daily and monitor the School Improvement Plan (SIP) to ensure evidence based strategies are being utilized to help Ensley meet our ELA and Math goals for 2022-2023.
Springer-Alonzo, Mary	Instructional Media	To implement the vision and mission daily and monitor the School Improvement Plan (SIP) to ensure evidence based strategies are being utilized to help Ensley meet our ELA and Math goals for 2022-2023.
Knight, Francheska	Teacher, K-12	To implement the vision and mission daily and monitor the School Improvement Plan (SIP) to ensure evidence based strategies are being utilized to help Ensley meet our ELA and Math goals for 2022-2023.

Demographic Information

Principal start date

Sunday 7/1/2018, Rhonda Sh UF Ord O

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.*

0

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.*

7

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

413

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

9

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

6

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	73	61	51	101	54	69	0	0	0	0	0	0	0	409
Attendance below 90 percent	16	27	15	44	18	22	0	0	0	0	0	0	0	142
One or more suspensions	0	3	2	4	6	2	0	0	0	0	0	0	0	17
Course failure in ELA	0	3	1	13	1	2	0	0	0	0	0	0	0	20
Course failure in Math	0	1	1	14	4	7	0	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	23	15	29	0	0	0	0	0	0	0	67
Level 1 on 2022 statewide FSA Math assessment	0	0	0	17	22	39	0	0	0	0	0	0	0	78
Number of students with a substantial reading deficiency	2	17	18	46	15	29	0	0	0	0	0	0	0	127

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	4	1	10	8	17	0	0	0	0	0	0	0	40

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	3	4	2	24	1	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	8	0	0	0	0	0	0	0	0	0	8

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	41	47	77	70	68	58	0	0	0	0	0	0	0	361
Attendance below 90 percent	11	30	35	32	33	24	0	0	0	0	0	0	0	165
One or more suspensions	0	1	0	1	3	5	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	13	13	11	10	0	0	0	0	0	0	0	47
Course failure in Math	0	0	4	11	12	8	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	28	7	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	1	8	19	14	29	19	0	0	0	0	0	0	0	90

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	10	11	13	10	0	0	0	0	0	0	0	45

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	1	0	2	1	1	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	2	2	3	0	0	0	0	0	0	0	7

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	41	47	77	70	68	58	0	0	0	0	0	0	0	361
Attendance below 90 percent	11	30	35	32	33	24	0	0	0	0	0	0	0	165
One or more suspensions	0	1	0	1	3	5	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	13	13	11	10	0	0	0	0	0	0	0	47
Course failure in Math	0	0	4	11	12	8	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	28	7	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	1	8	19	14	29	19	0	0	0	0	0	0	0	90

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	10	11	13	10	0	0	0	0	0	0	0	45

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	1	0	2	1	1	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	2	2	3	0	0	0	0	0	0	0	7

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	27%	51%	56%				41%	53%	57%
ELA Learning Gains	47%						55%	55%	58%
ELA Lowest 25th Percentile	56%						48%	52%	53%
Math Achievement	17%	46%	50%				49%	57%	63%
Math Learning Gains	38%						58%	60%	62%
Math Lowest 25th Percentile	36%						44%	52%	51%
Science Achievement	29%	52%	59%				38%	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	56%	52%	4%	58%	-2%
Cohort Comparison		-31%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	26%	51%	-25%	56%	-30%
Cohort Comparison		-56%				

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	38%	55%	-17%	62%	-24%
Cohort Comparison		0%				
04	2022					
	2019	66%	58%	8%	64%	2%
Cohort Comparison		-38%				
05	2022					
	2019	31%	55%	-24%	60%	-29%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	55%	-25%	53%	-23%
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	11	29		6	21						
ELL	18	45	60	18	34						
BLK	17	42	46	9	35	35	14				
HSP	31	47		20	30		30				
WHT	56	62		32	62						
FRL	23	45	62	14	36	38	26				

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	10	18		11	30						
ELL	24	38		24	50		33				
BLK	23	21		11	6		6				
HSP	26	33		21	62		23				
WHT	52			40							
FRL	28	33	18	20	26		24				
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	33	40	16	47	55					
ELL	37	56	45	49	55		31				
BLK	35	57	50	41	54	46	22				
HSP	34	55	50	46	50		31				
MUL	81	69		69	77						
WHT	36	44		54	63						
FRL	40	56	57	46	59	52	34				

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	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	308
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
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	39

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	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	28
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	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	53
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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?

ELA

ELA overall grade level proficiency: 3rd-21%, 4th-34%, 5th-39%; overall proficiency for ELA grades 3-5-27%

ELA LG: 4th-53%; 5th-46%

ELA LG for LQ: 4th-62%; 5th-13%

Math

Math overall grade level proficiency: 3rd-17%; 4th-21%; 5th-41%; overall proficiency for Math in grades 3-5-17%

Math LG: 4th-33%; 5th-43%

Math LG for LQ: 4th-23%; 5th-29%

Science

Science overall grade level proficiency: 5th-34%

ESSA Subgroups

Economically Disadvantaged- 35%

ELL-35%

SWD-17%

Black-28%

Hispanic-32%

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

The greatest need is to improve proficiency in ELA, Math and Science.

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

We had one new teacher in 3rd, 4th, and 5th grades. All teachers taught ELA with the newly adopted HMH Reading curriculum in which their only training was a virtual PD. All subgroups and content areas were impacted by teacher turnover and vacancies, as well as continued quarantines from COVID. Factors ranged from student absences, teacher absences, and classes being split across all grade levels K-5 due to lack of substitute teachers.

We began this school year fully staffed in grades K-5, ESE and ESOL. Teachers are in their second year

using HMH Reading curriculum. In ELA, Math, and Science, teachers in grades 3-5 will actively participate in weekly planning with district content area experts. We are also departmentalizing in 3rd, 4th and 5th grade, with the exception of one traditional 5th grade class.

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

Our ELA learning gains and ELA learning gains for the lowest quartile in 4th grade showed the most improvement.

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

Factors that contributed to this gain included teachers working in small groups to differentiate instruction and hold students accountable for reading rigorous texts wherein they had to answer complex comprehension questions and provide justification of their responses. Teachers data chatted with students and had them redo missed items by looking back into the text to locate details to support their answers.

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

Ensley will focus on Standards Based planning for tier I instruction. The planning will include protocols for tier I instruction, small group differentiating of tier I, and small group tp close the learning gaps. 3rd-5th grade teachers will meet twice a week for an hour to plan with content specialists. The implementation of the planning will be monitored by data reviews, classroom walkthroughs, feedback, and coaching. K-2nd will plan weekly with school based leaders to mirror the rigor of planning expectations schoolwide. The principal meets on a monthly basis with the STO director and specialist on school improvement goals, areas of concerns, next steps for implementation, and feedback to teachers and staff. The BSI specialist will also be providing support and feedback around the action steps and implementation of these steps throughout the year.

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.

Schoolwide Routines and Procedures were established in pre-school and will be monitored quarterly for compliance. Improved Student Culture will increase time on task and decrease loss of instructional minutes. As a way to help accelerate math, we have a schoolwide daily Do Now morning work routine during which all students work on math fluency skills to help build their overall math foundations and conceptual understanding. We have established a daily, designated, school-wide intervention/acceleration block during which teachers work with students to meet their needs. Teachers utilize data to provide research based interventions and/or acceleration. Teachers will receive PD with an emphasis on ELA, Math, and Science evidence based strategies outlined in the focus areas. School admin are participating in leadership book studies through the STO and are increasing their knowledge of leveraging leadership through focused instructional walkthroughs with Get Better Faster techniques for feedback and coaching cycles.

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

The establishment of Schoolwide Routines and Procedures put in place this school year will help with needed systemic improvements in student and staff culture. The 3rd-5th standards aligned planning sessions with district level content area expertise will help to build capacity of teachers as well as admin's knowledge of the new standards. K-2nd weekly planning with school based leaders will ensure all stakeholders utilize planning sessions to analyze data and use that information to drive quality,

rigorous, standards aligned instruction. School administration walkthroughs with targeted look fors, feedback, and coaching cycles will help build teacher's confidence in their ability to grow as teachers, which will empower them and ensure sustainability as we continue to improve this year and into each year beyond.

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.

21-22 FSA test results indicated a proficiency of 27% in ELA, 17% proficiency in Math, and 29% proficiency in Science. Additionally, daily admin classroom walkthroughs indicate a need for weekly planning with a higher level of support from the district level subject area specialists in an effort to improve the depth of planning to ensure teachers have a thorough understanding of the content and are confident in their ability to deliver instruction.

Planning will adhere to the planning protocol with before, during, and after components:
 Before - reading text/problems, identifying benchmarks, review student data
 During - review specific parts of text or problems, benchmark clarifications, formative assessments, view modeling and practice teaching components, determine evidence of mastery
 After - time stamp instructional tasks, determine accommodations and differentiation needs, prepare materials, and review data.

The Steps for Monitoring Planning Routine will be used during each planing session:
 1. Study the objective and end goal assessment- Does the objective align to the rigor of the state assessment?
 2. Look at the exit ticket- Does it meet the bar for rigor set by the assessment for that objective?
 3. Explore the week's lesson- Do the other lessons in the sequence meet the bar for rigor?
 4. Check out the independent practice- Does it prepare students to succeed on the exit ticket- Does it prepare students to succeed on the exit ticket and is there sufficient time?
 5. Examine the planned instructional strategies- Is the teaching strategy conducive to the students learning what they need in order to succeed on independent practice?
 6. Observe instruction- Observe teachers providing instruction to determine if the lessons reflected the planning sessions.

Quality planning will result in improved, targeted individualized instruction with evidence of teaching to the depth of standards.

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

Students will achieve 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, Science, & Star 360. The achievement gap between Students with Disabilities and overall students will reduce from 21 points to 10 points. The achievement gap between overall students and the Black/African American subgroup will close, raising all ESSA subgroups to 41% or above.

Monitoring: Describe how this Area of Focus will be monitored for

1. Data from STAR 360 for K-2 and FAST for 3-5 will be analyzed after each progress monitoring test session. Results will be reviewed with an emphasis on teacher and subgroup data analysis.
2. Core ELA, Math, and Science assessment data will be reviewed after each testing

window. Data will be shared during planning sessions in order to ensure areas of deficiency are examined and plans reflect differentiation strategies so learning gaps are closed.

the desired outcome.

3. School administrators will conduct weekly walkthroughs with targeted look fors. Follow up feedback cycles, and coaching sessions will be held with teachers in an ongoing format based on walks and data.

4.rTi/MTSS and ESE team will meet to determine effectiveness of interventions and instruction for our students in need of most support.

Person responsible for monitoring outcome:

Rhonda Shuford (rshuford@escambia.k12.fl.us)

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

ELA/Science

1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (promising evidence)
2. Teach students to decode words, analyze word parts, and write and recognize words (strong evidence)
3. Teach students how to use reading comprehension strategies: question generation, visualization, text structure, self-monitoring, inference, and retelling - intentional mental actions during reading that improve reading comprehension (strong evidence)

Math

1. Representations- Set of concrete representations to support students' learning of mathematical concepts and procedures.
2. Word Problems-Provide deliberate instruction on word problems to deepen students' learning of mathematical understanding and support their capacity to apply math ideas.
3. Teach students to understand the concepts of Number Sense, Fluency, Math concepts, and hands on visual representations, problem solving strategies, show and explain work in oral and written forms, technology when appropriate, differentiated instruction, precise math language, beliefs, and attitudes about math.

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

ELA/Science

Comprehension is hindered when a student lacks ability to apply decoding strategies, lacks vocabulary and background knowledge. As text complexity increases from grades K-3 to grades 4-5 students need explicit instruction in reading comprehension strategies such as visualization, questioning, making inferences, and retelling. Embedding instruction in how to use intentional mental actions to improve comprehension will help students navigate the more complicated texts they encounter in grades 4-5. The practices selected are based on recommendations of the What Works Clearinghouse Practice Guides.

Math

Mathematical understanding is hindered when a student lacks ability to understand the concrete to representational to the abstract thought process. Students need explicit instruction in thinking through math thought processes. The practices are based on the What Works Clearinghouse practice guides: Assisting students Struggling with Mathematics: Intervention in the Elementary Grades. The 10 Key Mathematics Practices for Elementary has strong evidence of effectiveness.

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.

Professional development embedded in planning will include a focus on the new math curriculum and continued development in ELA curriculum, and Science. Embedded Math PD will place emphasis on student discourse, problem solving strategies, use of visual representations, mathematical language, Embedded ELA PD will occur with an emphasis on comprehension strategies, vocabulary, and writing. Embedded Science PD will occur as teachers plan for and rehearse hands on science lab experiments focused on making abstract to concrete connections.

Person Responsible Rhonda Shuford (rshuford@escambia.k12.fl.us)

Structured planning with Escambia County Publics School's content area teams will be held weekly for 3-5 grade teachers in the subject areas of ELA and Math; 5th grade will also have weekly Science planning with this level of support (Principal will be present for Science and Math planning and Assistant Principal will be presents for ELA planning). Structured planning with Ensley leadership team support will occur weekly and will mirror the planning expectations being used in 3-5 grades (Curriculum Coordinator - Kinder; Reading Teacher - First; Reading Teacher - Second).

Person Responsible Rhonda Shuford (rshuford@escambia.k12.fl.us)

Coaching will be provided to teachers based on qualitative and quantitative data points. Principal and Assistant Principal will use the GBFSS (Get Better Faster Scope and Sequence) to help monitor and provide targeted feedback in phases with an emphasis on management and rigor trajectories with teachers in grades 3-5. K-2 coaching will follow this same format and will be provided by Curriculum Coordinator in Kinder, Reading Teacher in grade 1 and grade 2. Coaching will be monitored by the School Leadership Team and will focus on evidence based instructional strategies.

Person Responsible Rhonda Shuford (rshuford@escambia.k12.fl.us)

The leadership team will conduct classroom walks on a weekly basis in the core content areas to monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and classroom walkthroughs. The team will determine future instructional practices and identify needs for remediation, reteaching, or acceleration opportunities based on qualitative and quantitative data.

Person Responsible Rhonda Shuford (rshuford@escambia.k12.fl.us)

The leadership team will meet with teachers to discuss FSA and prior year data for overall population and specific subgroups. The leadership team will analyze data metrics from STAR, progress monitoring specific subgroups and will meet with teachers monthly and teachers will conduct data chats with students monthly.

Person Responsible Rhonda Shuford (rshuford@escambia.k12.fl.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)

Meet with identified teacher for feedback meeting (follow GBF feedback meeting protocol) to discuss, practice, and stamp learning for teacher action step and schedule follow up classroom walk.

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. Attendance and behavior data from the 2021-2022 school year indicated a need for a review and restructuring of a systematic approach to improve positive school wide culture and environment. During the 21-22 school year, our daily average attendance was 88.66% and we had 74 office managed behavior referrals.

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

School year 2022-23, the daily attendance rate will improve to 90% or higher and students with 5 or more absences in a quarter will decrease to 25% or lower per grade level. The number of office discipline referrals will also decrease from 74 to 37 (50% decrease). Economically Disadvantaged, English Language Learners, Students with Disabilities and Black student subgroups will also increase Average Daily Attendance by decreasing students absent 5 or more days and reducing percentage receiving office discipline referrals.

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

Through daily tracking of inputted minor and major infractions in FOCUS, Data analysis of attendance, behavior, and academic progress is monitored and discussed during monthly data meetings. Our guidance counselor and curriculum coordinator will meet each month to monitor and plan school wide events to promote positive behavior. There will be an obvious presence of administrative team visibility on campus through utilization of meeting and greeting at the car rider and bus ramp, daily announcements with positive messages, and daily classroom walkthroughs. Admin will utilize the Student Culture rubric and conduct quarterly school wide culture checks. The student culture rubric includes concise expectations for arrival, lunch, dismissal, transitions, student engagement, and classroom environment. Teachers will receive specific feedback on a rubric checklist from admin after each culture check with each indicator marked as advanced, proficient, working toward, or needs improvement.

Person responsible for monitoring outcome:

Rhonda Shuford (rshuford@escambia.k12.fl.us)

Evidence-based

Strategy: Describe the evidence-based

Admin will use the GBFSS (Get Better Faster Scope and Sequence) and student culture rubric to monitor staff and student culture quarterly.

**strategy
being
implemented
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.**

This specific strategy and resource was selected as admin is working closely with the School Transformation Office to improve school student and staff culture.

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.

Administrative quarterly school wide student culture walkthrough using student culture rubric and ongoing GBFSS each week to monitor phase progress for faculty and staff.

Person Responsible Rhonda Shuford (rshuford@escambia.k12.fl.us)

Guidance Counselor and Curriculum Coordinator will meet monthly for FOCUS data review to monitor tracking of inputted minor and major infractions in FOCUS, Data analysis of attendance, behavior, and academic progress for subgroups. Quarterly school wide positive behavior celebrations will be planned to promote positive behavior, good attendance, and academic progress.

Person Responsible Rhonda Shuford (rshuford@escambia.k12.fl.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 29% 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 32% 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 21% on the 2022 FSA.

Fourth grade ELA proficiency rate was 34% on the 2022 FSA.

Fifth grade ELA proficiency rate was 39% on the 2022 FSA.

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

Economically Disadvantaged (23%)

ELL (18%)

Students with Disabilities (11%)

African American (17%)

Hispanic (31%)

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 29% in K, 23% in 1st grade, and 32% 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 21% in 3rd grade, 34% in 4th grade, and 39% 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.

Shuford, Rhonda, rshuford@escambia.k12.fl.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.

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

Ensley 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.

Everette, Nicole,
neverette@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.

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.

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

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.

We will promote and encourage our families to attend Parent University to help empower them to learn strategies they can use at home with their child to support academics and social emotional well being. We will send home monthly packets to include real world informational text in the form of Scholastic NEWS and Math strategies to help empower our families to work in the areas of both math and ELA to increase student interest and achievement in these subject areas. Ensley Elementary School's positive school culture and environment is reflective in our school community. All stakeholders are given the opportunity for input through various forms: meetings, surveys, and face-to-face opportunities. Our SAC (School Advisory Council) is comprised of parents, a teacher representative, an education support representative, a community member, and an administrator. This group, along with our staff, work together to carry out the strategies set forth in the School Improvement Plan.

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

Our administrative team promotes school-wide community culture by getting to know individual students, building relationships with families, and conducting daily walkthroughs for visibility.

Our guidance counselor will implement Navigator 360 lessons and meet with classes, small group, and/or individuals for counseling sessions based on needs. She will also coordinate the weekend feeding program for our families in need.

Our school social worker/Navigator will work with translating and communicating with our ESOL families. She will assist with health immunizations and physicals, and assist families with making appointments and other needs. In addition, she will provide uniform clothing to students in need.

Teachers will greet their students every morning as they enter the class to set the tone for the day. Each classroom will create a social contract wherein students have a part in creating the classroom expectations. Teachers will work to build relationships with families through our promotion of FOCUS parent portal accounts and Classroom Dojo to encourage families to be involved in academic and behavioral progress.