Global Learning Academy

2022-23 Schoolwide Improvement Plan

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Global Learning Academy

100 N P ST, Pensacola, FL 32505

www.ecsd-fl.schoolloop.com

Demographics

Principal: Lalla Pierce T   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* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: D (37%) 2018-19: C (42%) 2017-18: D (37%)
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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100 N P ST, Pensacola, FL 32505

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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	91%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Global Learning Academy is to help students become successful and responsible citizens in our diverse societies.

Provide the school's vision statement.

The vision of the Global Learning Academy is to create a school where everyone who enters is exposed to other cultures, excited to learn and free to explore in a safe and encouraging environment.

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
Pierce, Lalla	Principal	JOB SUMMARY The purpose of this position is to provide the leadership necessary to design, develop, implement, and evaluate a comprehensive program of instructional and support services which optimize available resources which establish and maintain a safe, caring, and enriching environment to promote student success. ESSENTIAL JOB FUNCTIONS ? Provides instructional leadership and supervision for student achievement. ? Manages and administers the development, implementation, and assessment of the instructional program at the assigned school. ? Utilizes current research, performance data, and feedback from students, teachers, parents, and the community to make decisions related to improvement of instruction and student performance. ? Promotes highest student achievement. ? Coordinates program planning with District instructional staff. ? Manages the selection of textbooks, materials, and equipment, at the appropriate level. ? Manages and administers the testing program for the school. ? Aligns school initiatives with District, state, and school goals. ? Establishes and coordinates procedures for students, teachers, parents, and community evaluation of curriculum. ? Assigns teachers according to identified needs. ? Facilitates the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system. ? Facilitates, monitors, and coordinates the implementation of Exceptional Student Education (ESE) programs and services. ? Monitors Pre-Kindergarten programs and services at designated Kindergarten - Five (K-5) sites. ? Directs the development of the master schedule and assigns teachers according to identified needs. ? Provides leadership in the effective use of technology in the classroom. ? Supervises the establishment and maintenance of individual professional development plans for each instructional employee. ? Interviews and selects qualified personnel to be recommended for employment. ? Supervises assigned personnel, conducts annual performance appraisals, and makes recommendations for appropriate employment action. ? Implements and administers negotiated employee contracts at the school

Name	Position Title	Job Duties and Responsibilities
		site. ? Assigns and supervises school personnel to special projects for the enhancement of student learning. ? Establishes job assignments for school-site administrators, teachers, and support personnel. ? Develops and administers duty rosters for certificated and non-certificated staff as required. ? Manages and administers personnel development through training, inservice, and other developmental activities. ? Provides training opportunities and feedback to personnel at the assigned school. ? Supervises the operation and management of all activities and functions at the assigned school. ? Develops positive school/community relations and acts as liaison between the school and community. ? Accesses, analyzes, interprets, and uses data in decision-making. ? Establishes procedures for an accreditation program and monitors accreditation standards at the assigned school. ? Coordinates school maintenance and facility needs and monitors progress toward meeting those needs. ? Monitors the custodial program at the school to ensure a clean, healthy, and safe learning environment. ? Supervises the orderly movement and safety of transportation services on school grounds. ? Manages and supervises the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts. ? Establishes and manages accurate student accounting and attendance procedures at the assigned school. ? Coordinates the school food services program at the assigned school, including the free and reduced food services program requirements. ? Conducts staff meetings to discuss policy changes, instructional programs, potential problems, and resolution of existing problems. ? Communicates, through proper channels, to keep the Superintendent informed of pending problems or events of unusual nature.

Name	Position Title	Job Duties and Responsibilities
		? Directs the establishment of adequate property inventory records and ensures the security of school property. ? Implements School Board policies, state statutes, and federal regulations as they pertain to the assigned school. ? Supervises the preparation and maintenance of accurate and timely reports and records. ? Establishes school guidelines and enforces District guidelines for proper student conduct with implementation of disciplinary procedures and policies that ensure a safe and orderly environment. ? Facilitates a program of family and community involvement. ? Supervises the school guidance program and services to ensure that individual student educational and developmental needs are met. ? Establishes procedures to be used in the event of school crisis and/or civil disobedience and provides leadership in the event of such happenings. ? Coordinates the supervision of all extracurricular programs at the assigned school. ? Manages and supervises student activity programs, including the selection of club sponsors and coaches. ? Approves all school-sponsored activities, and maintains a calendar of all school events. ? Maintains visibility and accessibility on the school campus. ? Attends school-related activities and events. ? Coordinates the supervision of school health services and personnel. ? Monitors school attendance (absences, tardiness, and early departures) and follows through with designated procedures. ? Participates in county-wide management meetings and other meetings and activities appropriate for professional development. ? Communicates effectively, both orally and in writing, with parents, students, teachers, District personnel, and the community; oversees the PTA Board. ? Serves as a member of the Superintendent's District-Wide Leadership Team as requested. ? Sets high goals and standards for self, others, and organization. ? Participates in developing the District strategic plan, District school calendar, staffing plan, and manpower plan and manages and administers school functions relating to these items.

Name	Position Title	Job Duties and Responsibilities
		? Provides leadership in the school improvement process, implementation of the school improvement plan, and the School Advisory Council. ? Establishes a vision and mission for the school in collaboration with key stakeholders. ? Exercises proactive leadership in promoting the vision and mission of the District. ? Accesses District and community resources to meet school needs. ? Anticipates problems and difficult situations and plans appropriately to handle them. ? Acts quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. ? Provides recognition and celebration for staff, student, and school accomplishments. ? Builds teams to accomplish plans, goals, and priorities. ? Promotes and markets the school and its priorities. ? Performs other duties as assigned.
Adams, Kim	School Counselor	Ms. Adams is our Guidance Counselor, but is also considered Instructional Personnel. All of her responsibilities below are completed from the Guidance Department's focus, standards, criteria, etc. For example, her instructional responsibilities include mental health information for students and teachers, Gulf Coast Kids' House training for students and teachers, Child Abuse Training, etc. 1. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. 2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom

Name	Position Title	Job Duties and Responsibilities
		behavior and procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as required.
Brown, Cynthia	Teacher, K-12	1. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. 2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as required.
Dorough, Stephanie	Teacher, K-12	1. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. 2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to

Name	Position Title	Job Duties and Responsibilities
		communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as required.
Henry-Slater, Michel	Assistant Principal	? Assists in the development, implementation, and evaluation of the instructional program, including the use of technology. ? Supervises curricular and extracurricular activities as assigned. ? Provides recommendations to the Principal regarding curriculum improvement. ? Supervises textbook and equipment selection, acquisition, and inventory. ? Coordinates mentors and volunteers. ? Performs teacher evaluations. ? Assists the Principal in the administration of the summer school program. ? Assists with coordinating student field trips. ? Assists in developing the master schedule and assignment of students and staff. ? Assists in the administration of the testing program. ? Assists in gathering, analyzing, and interpreting data related to student performance. ? Assists in coordinating the school's accreditation program. ? Assists with the supervision of personnel, including orientation of new employees as assigned. ? Assists the Principal in developing personnel assignments and duty rosters. ? Assists with interviewing new personnel as requested by Principal. ? Assists in implementing and administering negotiated employee contracts. ? Assists in the coordination of the school's inservice program. ? Assists teachers in developing professional development plans and activities. ? Assists in monitoring and assisting substitute teachers. ? Assists the Principal with the daily operation of the school. ? Assists in supervising and monitoring the accurate and timely completion of

Name	Position Title	Job Duties and Responsibilities
		data collection and reporting requirements. ? Assists in the supervision of the maintenance and care of the physical plant. Elementary School Assistant Principal Escambia County School District Page 2 of 3 ? Oversees employee drug testing and results. ? Assists in developing and monitoring the school budget. ? Assists in maintaining property inventories. ? Assists in supervising school transportation services. ? Assists in identifying maintenance or facility needs. ? Uses technology resources effectively. ? Assists in monitoring student attendance. ? Assists in ensuring that the school's discipline policy is consistently and fairly administered. ? Assists with student supervision and discipline. ? Assists in interpreting and implementing the Student Progression Plan. ? Assists in developing, implementing, and evaluating the school's guidance program. ? Confers with students, parents, and teachers to resolve problems and facilitate learning. ? Monitors bus activity. ? Assists in coordinating schedules for extracurricular activities. ? Seeks to improve skills and knowledge through participation in inservice and other professional development activities. ? Models and maintains high standards of professional conduct. ? Demonstrates initiative in identifying needs or potential for improvement and takes appropriate action. ? Promotes and supports professional development for self and others. ? Maintains visibility and accessibility. ? Keeps the Principal informed about potential problems, unusual events, or possible opportunities for school improvement. ? Supports goals and priorities of the District and school. ? Provides leadership in developing and implementing goals and priorities of the District and school. ? Assumes duties and responsibilities of the Principal in his/her absence. ? Assists in planning and implementing the school's public relations program. ? Conducts faculty meetings when requested by the Principal. ? Serves on advisory committees as requested by the Principal. ? Supports and attends community functions. ? Works with advisory boards and school improvement teams. ? Uses appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.

Name	Position Title	Job Duties and Responsibilities
		? Sets high standards of performance for self, others, and the school. ? Performs other duties as assigned.
Isert, Dian	Teacher, K-12	1. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. 2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as required.
Parker, Debby	Teacher, K-12	1. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students. 2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. 3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students. 4. Employs instructional methods and materials that are most appropriate for meeting stated objectives. 5. Assesses the accomplishments of students on a regular basis and provides

Name	Position Title	Job Duties and Responsibilities
		progress reports as required. 6. Diagnoses the learning disabilities of students on a regular basis. 7. Counsels with colleagues, students and/or parents on a regular basis. 8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner. 9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance. 10. Strives to maintain and improve professional competence. 11. Attends staff meetings and serves on staff committees as required.

Demographic Information

Principal start date
Friday 7/1/2022, Lalla Pierce T

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.*

3

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

469

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

6

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

10

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	75	77	72	87	34	70	0	0	0	0	0	0	0	415
Attendance below 90 percent	18	37	29	42	20	35	0	0	0	0	0	0	0	181
One or more suspensions	0	2	4	6	5	23	0	0	0	0	0	0	0	40
Course failure in ELA	0	3	10	37	1	19	0	0	0	0	0	0	0	70
Course failure in Math	0	2	7	25	5	42	0	0	0	0	0	0	0	81
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	17	9	46	0	0	0	0	0	0	0	72
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	16	52	0	0	0	0	0	0	0	81
Number of students with a substantial reading deficiency	0	15	15	28	9	46	0	0	0	0	0	0	0	113

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	9	30	8	48	0	0	0	0	0	0	0	98

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	0	3	2	21	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	2	1	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	82	72	72	44	75	82	0	0	0	0	0	0	0	427
Attendance below 90 percent	19	41	39	26	44	47	0	0	0	0	0	0	0	216
One or more suspensions	1	1	0	2	3	12	0	0	0	0	0	0	0	19
Course failure in ELA	0	7	18	10	33	13	0	0	0	0	0	0	0	81
Course failure in Math	0	2	10	13	31	24	0	0	0	0	0	0	0	80
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	41	42	0	0	0	0	0	0	0	84
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	55	49	0	0	0	0	0	0	0	106
Number of students with a substantial reading deficiency	7	26	45	20	56	37	0	0	0	0	0	0	0	191

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	6	16	13	25	23	0	0	0	0	0	0	0	83

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	7	8	7	2	5	2	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	3	4	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	82	72	72	44	75	82	0	0	0	0	0	0	0	427
Attendance below 90 percent	19	41	39	26	44	47	0	0	0	0	0	0	0	216
One or more suspensions	1	1	0	2	3	12	0	0	0	0	0	0	0	19
Course failure in ELA	0	7	18	10	33	13	0	0	0	0	0	0	0	81
Course failure in Math	0	2	10	13	31	24	0	0	0	0	0	0	0	80
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	41	42	0	0	0	0	0	0	0	84
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	55	49	0	0	0	0	0	0	0	106
Number of students with a substantial reading deficiency	7	26	45	20	56	37	0	0	0	0	0	0	0	191

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	6	16	13	25	23	0	0	0	0	0	0	0	83

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	7	8	7	2	5	2	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	3	4	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	19%	51%	56%				32%	53%	57%
ELA Learning Gains	43%						48%	55%	58%
ELA Lowest 25th Percentile	58%						53%	52%	53%
Math Achievement	16%	46%	50%				27%	57%	63%
Math Learning Gains	41%						44%	60%	62%
Math Lowest 25th Percentile	53%						48%	52%	51%
Science Achievement	27%	52%	59%				41%	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	28%	56%	-28%	58%	-30%
Cohort Comparison		0%				
04	2022					
	2019	33%	52%	-19%	58%	-25%
Cohort Comparison		-28%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	28%	51%	-23%	56%	-28%
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	17%	55%	-38%	62%	-45%
Cohort Comparison		0%				
04	2022					
	2019	36%	58%	-22%	64%	-28%
Cohort Comparison		-17%				
05	2022					
	2019	28%	55%	-27%	60%	-32%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	44%	55%	-11%	53%	-9%
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	4	29		17	43	30	19				
BLK	16	47	63	12	41	55	25				
HSP	46	50		50	45						
MUL	23			8							
FRL	17	44	59	14	41	52	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	8	13		6	20						
BLK	15	19	31	9	10	14	17				
HSP	59			29							
MUL	23										
WHT	21			29							
FRL	19	21	35	10	18	20	15				
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	37	30	21	44	56	19				
BLK	27	47	53	21	42	54	33				
HSP	38			57	50						
MUL	48	54		33	46						
WHT	58	50		63	56						
FRL	32	49	52	26	44	49	40				

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	257
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%	3
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
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	16
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
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?

Current 5th graders have extremely low proficiency in reading and math.
Learning gains, and especially lower quartile learning gains, are bright spots in the data.
SWD subgroup has been deficient 3 years consecutively.
Homeless students and SWDs have the overall lowest grade.
Girls performed better than boys.

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

Current 5th grade proficiency is the area in greatest need of improvement. (Last year's 4th grade)
Current 5th grade 2022 ELA FSA proficiency (from fourth grade): 10%
Current 5th grade 2022 Math FSA proficiency (from fourth grade): 10%
All initial diagnostics at the beginning of the 2022-23 school year corroborate this data.

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

Contributing factors include:
Current 5th graders had a very high proportion of students who remained remote throughout the 2020-2021 school year, and we know many (most) of them were not doing any school work while at home. Only 25% of the current 5th grade cohort was physically in the brick and mortar building in the 2020-21 school year. 23% of them were not even GLA students at all.
High incidents of trauma led to many trauma responses which included escalated behaviors and disengagement with learning.
Last year, there were a number of teacher absences / vacancies in fourth grade, student absences, and a high number of discipline incidents.

To address need for improvement:
Attendance is being closely monitored and multiple methods to improve attendance are being employed.
Competitions for best attendance, rewards for good attendance, and sharing the importance of consistent attendance with parents are all strategies.
Behavioral expectations are being set high, parent involvement in behavior issues is expected and required, and consequences for infractions are being implemented quickly and consistently using the new district discipline matrix.
Strategies for academic concerns include teaching whole group standards aligned lessons, teaching small remedial groups targeting specific skills, tutoring. Two additional remedial teachers were hired. To target specific skills, all student data is being considered for each individual student. Students with

similar remedial needs are grouped together for interventions. Additional faculty and staff support fifth grade at different times of the day; some students receive two intervention group times.

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

Lower quartile learning gains showed the most improvement. Specifically, lower quartile learning gains for math showed a 37% increase from 2021 to 2022, from 21% to 58%.

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

We knew the effects of the pandemic would negatively impact proficiency and that we needed to focus on student growth. We frequently shared lower quartile lists with teachers, including special area teachers and others in connecting with these students, and created a schedule and structure allowing them to receive intensive interventions.

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

Strategies include:
*Protecting instructional time
*Small group instruction
*Restorative behavior practices
*Increase parent involvement
*Heavy focus on attendance
*Teacher training and coaching
*Intense and focused planning with subject area specialists
*Data Chats
*Weekly walks with a focus on strategies outlined in Get Better Faster

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.

*Weekly PD and planning sessions with subject area specialists: District subject area specialists will meet with each grade level weekly to plan lessons aligned to benchmarks. They will also complete walkthroughs and model lessons to support implementation of rigorous instruction.
*i-Ready: The i-Ready team will provide professional development in person three times a year, and via weekly updates asynchronously throughout the year to help teachers maximize i-Ready effectiveness.
*Disrupting Poverty: Faculty and Staff will participate in a Disrupting Poverty book study to explore how to have rigorous and equitable expectations in spite of the impoverished circumstances many of our students face.

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

*Increased parent training on involvement with and support of student's education: Three main Title 1 events will focus on providing parents with the tools, resources, and practical tips and directions on how to better support student learning at home. One will be ELA focused, one math focused, one science focused. Parents will also participate in Parent University.
*Tutoring: All students will have access to high quality tutoring provided by all willing and available instructional personnel after school twice weekly. Additionally, students in 1st or 2nd grades with a previous retention will receive tutoring during the school day through the R.A.I.S.E. High Quality Reading Project.
*Increased community resource access and support for families: Our Navigator is increasing

opportunities for families and students to request support through Google Forms, posters with QR codes, and increased face to face interaction at school events. Additionally, we are adding a food pantry to support students, families, faculty, and staff.

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.**	State test data (ELA 17.3% proficiency, Math 16.5% proficiency, Science 25% proficiency), administrative observations, and retention data indicate a need for frequent collaborative planning, with support from district STO coaches and subject area specialists, to improve instruction and learning to ensure all students are receiving targeted, individualized instruction to the depth of the standards.
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. The achievement gap between SWD and overall students will decrease from 16 points to less than 8 points, and the achievement gap for Multiracial students will decrease from 22 points to less than 11 points, raising all ESSA subgroups to 41% or above.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Formative assessment data (FAST, Star 360, i-Ready, Schoolnet) will be used to monitor progress.
Person responsible for monitoring outcome:	Lalla Pierce (lpierce1@ecsdfl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Students will be given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing. 2. Provide direct and explicit comprehension strategy instruction in ELA, science, and civics. 3. Provide opportunities for extended discussion of text meaning and interpretation. 4. Utilize writing for a variety of purposes to include conveying information, justifying opinions and view points, enhancing understanding of text, and sharing personal ideas and experiences. 5. Expose students to multiple problem-solving strategies (math). 6. Teach students how to use visual representations (math).
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works ClearingHouse, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on achievement. According to the Teaching Secondary Students to Write Effectively from What Works ClearingHouse, utilizing writing for a variety of purposes shows positive impact on achievement. According to 10 Key Vocabulary Strategies For All Students from The University

of Texas
at Austin/The Meadows Center giving multiple opportunities to encounter and use
academic vocabulary shows a positive impact on achievement.
According to Improving Mathematical Problem Solving in Grades 4 Through 8
found on
What Works Clearinghouse found on What Works Clearinghouse, explicit
mathematical
representation proved to have a positive effect size on achievement.
According to Improving Mathematical Problem Solving in Grades 4 Through 8
found on
What Works Clearinghouse, explicit word problem instruction proved to have a
positive
effect size on 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.

The leadership team will meet with teachers to discuss FSA, prior year data for overall population and specific subgroups, and current data. The leadership team will analyze data metrics from FAST, district progress monitoring, i-Ready and meet with teachers twice a month. Teachers will conduct data chats with students monthly. Focus on studying areas of weakness in data to be emphasized.

Person Responsible   Lalla Pierce (lpierce1@ecsdfl.us)

Professional development embedded in planning will include implementation of the curriculum, comprehension strategies, vocabulary, writing, student discourse, multiple problem solving strategies, use of visual representations, mathematical language, abstract to concrete connections in science with lab integration, co-teaching model for ESE teachers and data analysis strategies, including student goal setting.

Person Responsible   Lalla Pierce (lpierce1@ecsdfl.us)

Structured planning with district and school-based coaches will occur weekly (one day per core state-tested subject) in addition to common planning times. Planning focused on strong Tier 1 instruction and strong interventions and remedial instruction will take place at all grade levels.

Person Responsible   Lalla Pierce (lpierce1@ecsdfl.us)

In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, SIP evidence-based strategies, and instructional practices. The coaching will be monitored by the School Leadership Team and District Content Specialist to determine the on-going coaching cycle. Frequent classroom walkthroughs, with emphasis on standards aligned instructional practices, will occur.

Person Responsible   Lalla Pierce (lpierce1@ecsdfl.us)

#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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.
Person responsible for monitoring outcome:	Hollie Wilkins (hwilkins@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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.

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 occuring. 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@ecsdfl.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 taks and item progression, and practice and solve benchmark aligned tasks and questions)

Person Responsible   Hollie Wilkins (hwilkins@ecsdfl.us)

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

Person Responsible   Hollie Wilkins (hwilkins@ecsdfl.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@ecsdfl.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@ecsdfl.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@ecsdfl.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@ecsdfl.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@ecsdfl.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 a systematic approach to the school-based PBIS plan. During the 2021-2022 school year, 51% of students were absent more than ten days, 12% of students have 2 or more office discipline referrals, and there were 92 bus referrals.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	During the 2022-2023 school year, 51% of students being absent more than 10 days will decrease to less than 25% of students being absent more than ten days, 12% of students having 2 or more office discipline referrals will reduce to 6 % or less of students having office discipline referrals, and the 92 bus referrals will decrease to 50 or less referrals. Economically Disadvantaged, SWD and Black student subgroups will also increase ADA by decreasing students absent 10 or more days and reducing percentage receiving office discipline referrals.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	PBIS and Admin team will monitor Focus reports, minor and major, for discipline. Classroom walk throughs, specifically the student engagement rating, will also be an indicator.
Person responsible for monitoring outcome:	Dian Isert (disert@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Modify the classroom learning environment to decrease problem behavior.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Many effective classroom-focused interventions to decrease students' problematic behavior alter or remove factors that trigger them. These triggers can result from a mismatch between the classroom setting or academic demands and a student's strengths, preferences, or skills. Teachers can reduce the occurrence of inappropriate behavior by revisiting and reinforcing classroom behavioral expectations; rearranging the classroom environment, schedule, or learning activities to meet students' needs; and/or individually adapting instruction to promote high rates of student engagement and on-task behavior.

Describe the resources/ criteria used for selecting this strategy.

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.

*Implement proactive socio-emotional groups based on last year's students with high incidents of discipline issues.
*Increase PBIS effectiveness to include: implement positive office referrals, implement class popcorn parties, track students in need of tier 2 or 3 behavior interventions sooner and intervene, implement positive breakfast and lunch buddy groups to work on socio-emotional / behavioral skills.
*Monitor discipline data.
*Increase parent involvement when behavior problems occur.
*Implementing Get Better Faster coaching cycles will also positively affect discipline as student engagement increases.

Person Responsible   Dian Isert (disert@ecsdfl.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 46% on the Spring 2022 STAR Early Literacy Assessment.
First grade ELA proficiency rate was 38% on the Spring 2022 STAR Early Literacy Assessment.
Second grade ELA proficiency rate was 27% 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 16% on the 2022 FSA.
Fourth grade ELA proficiency rate was 10% on the 2022 FSA.
Fifth grade ELA proficiency rate was 28% on the 2022 FSA.
Achievement in ELA for grades 3rd - 5th has (not) reached 41% proficiency in all subgroups:
Economically Disadvantaged (17%)
ELL (N/A)
Students with Disabilities (4%)
African American (16%)
Multiracial (46%)

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 46% in K, 38% in 1st grade, and 27% 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 16% in 3rd grade, 10% in 4th grade, and 28% 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.

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?

GLA 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 RtI 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

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.

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.

Our mantra is "Let's Change the World." Teachers, students, parents, and community stakeholders hear and see this phrase often as we share it in our guiding documents, on our web page, Facebook page, and throughout our day. Each person at GLA goes above and beyond to put this mantra in action so that all constituents see we are a team working together for student success.

General guiding principles as a PBIS school also play into the positive school culture we build with our team. Our P.A.C.T. (Practice Honesty, Accept Responsibility, Choose Respect, and Think Safe) is communicated often and students are reminded of its importance using the Capturing Kids' Hearts four questions: What are you doing? What are you supposed to be doing? Are you doing it? What are we going to do about it?

Ways we involve all stakeholders and build a positive school culture includes the following:

Students are the focus of everything we do and we involve them in ownership of their education.
Parents are invited to be full participants in their child's learning. We have frequent communication with parents and always let them know, "We are willing to do whatever it takes for your student's success."
Faculty and Staff are given opportunities for training and professional development, asked to share expertise with one another, and are often thanked in specific and meaningful ways because we value their expertise and voice that is so important to our team efforts.
Community Stakeholders continue to be pivotal to our success and positive culture as they support our efforts, even as COVID-19 continues to thwart our efforts for a full return to community and parent involvement. Community stakeholders are involved through Partners in Education, SAC Committee, Mentoring, Volunteering, and less formal avenues (such as our Facebook Page) as they seek to understand our needs and offer support. Even though Community Involvement is modified due to COVID-19, its importance and the value of their involvement can't be overstated.

Some of the other ways the school addresses building a positive school culture and environment include the following:
*Elements geared toward students - Motivation Mondays (weekly PBIS classroom events), Magic Mondays (twice quarterly school-wide PBIS events), Capturing Kids' Hearts questions, Morning Meetings & SEL Lesson; *Elements geared toward families - Report Card Nights, Open House, Orientation, Conferences, Involving parents with the Capturing Kids' Hearts approach, positive phone calls, positive social media posts and engagement.
*Elements geared toward Faculty and Staff - Spirit Days, breakfast or lunch often provided, leave early Fridays, First Friday socials, positive social media posts, faculty shout outs, etc.

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

All Stakeholders:
*Work together to build positive relationships, teams, classrooms, structures, and supports for student success.

Administration:
*Creates and implements a theme that is incorporated throughout the year to motivate teachers, staff and students toward the path to success. (2021-22: ADVENTURE AWAITS!)
*Sets expectations for the development and sustainment of a school climate that supports student learning.
*Identifies barriers to a successful positive culture and environment.
*Works collaboratively with necessary parties to overcome barriers.

Leadership Team:
*Supports administration's efforts to implement, maintain, monitor, and improve a positive culture and environment.
*Bridges relationships and builds continuity between all stakeholder plans and foci, and supports the alignment of those plans to district and state standards and expectations.

Hospitality:
*Plans monthly faculty/staff birthday celebrations (Wednesdays as part of faculty meetings).
*Plans holiday get together (Thursday, December 2).
*Oversees Faculty and Staff Care and Concern cards, gifts.
*Plans other activities and positive efforts as determined by the committee.

All Faculty and Staff:
*Work in collaborative teams.
*Support the school's mission and vision.
*Communicate clearly, positively and frequently.
*Contribute toward the upkeep of the building's cleanliness, organization, and appearance. Grade levels assume responsibility for their pod decorations, bulletin boards, and collaboration areas, etc. Pride of place contributes to a positive culture.
*Strive toward Highly Effective in Domain 4f:
Teacher assumes a leadership role in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher displays the highest standards of ethical conduct.

PBIS Team:
*Promotes the P.A.C.T. school-wide expectation (Practice honesty, Accept responsibility, Choose respect, Think safe).
*Plans school-wide events to celebrate students who are following the P.A.C.T.
*Oversees the PBIS store.

Partners in Education:
*Provide support (monetary, resources, and volunteer support when allowed) for Family Engagement events.
*Provide donations for student incentives.
*Provide donations for teacher gifts.
*Donate supplies, materials, uniforms, etc.

Parents and Students:
Without parent and student support and participation, our positive culture and environment would not be complete. Our School-Family Compact outlines roles for each of these groups:

Parents:

*Ensure students are present at school every day and on time.
*Monitor homework - Read with your child every night.
*Sign the "Explorer Report/Special Area" Calendar daily.
*Communicate often with the teacher.
*Attend school events - Participate in your child's education.

Students - Follow the P.A.C.T.
P - Practice Honesty (tell the truth the first time in every situation).
A - Accept Responsibility (for academics, actions, words, attitudes, behavior).
C - Choose Respect (for self, others and property).
T - Think Safe (at all times in every place).