

Escambia County School District

Jim Allen Elementary School



2022-23 Schoolwide Improvement Plan

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Jim Allen Elementary School

1051 N HIGHWAY 95A, Cantonment, FL 32533

www.escambiaschools.org

Demographics

Principal: Shannon Cross L

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)	98%
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: B (59%) 2018-19: B (55%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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Jim Allen Elementary School

1051 N HIGHWAY 95A, Cantonment, FL 32533

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	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Jim Allen Elementary is to ensure that every student has the self-confidence, desire, knowledge, and skills needed to lead a responsible, contributing, and satisfied life.

Provide the school's vision statement.

It is the goal of Jim Allen School to prepare each child who enters here to function effectively and responsibly in a challenging society by providing learning experiences appropriate to individual needs, interests, aspirations, abilities, and creative potential. We believe that to achieve, to succeed and to accomplish are important goals but not at the expense of the human values that make a community a place that sustains all its members. We therefore strive not only to maintain a positive and supportive atmosphere in which each child can develop into his/her highest potential but also to instill a sense of discipline and responsibility toward self, family, school, community and country.

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
Cross, Shannon	Principal	Instructional and organizational leader, management of facilities and employees
Dorman, Susan	Assistant Principal	Instructional and organizational leader
Helton, Michelle	Teacher, K-12	instruction of students
Smith, Jessica	Teacher, K-12	instruction of students
Massey, Cheryl	Teacher, K-12	instruction of students
Sherbrook, Jennifer	Teacher, K-12	instruction of students
Bauer, Lisa	Teacher, ESE	instruction of students
Lambert, Amanda	Teacher, K-12	instruction of students
Hoffman, Robyn	Teacher, K-12	instruction of students
Sexton, Gregory	Teacher, K-12	instruction of students

Demographic Information

Principal start date

Friday 7/1/2022, Shannon Cross L

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.*

4

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.*

6

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

675

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

4

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

4

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	100	113	90	101	106	118	0	0	0	0	0	0	0	628
Attendance below 90 percent	15	34	21	28	29	24	0	0	0	0	0	0	0	151
One or more suspensions	0	4	1	8	4	2	0	0	0	0	0	0	0	19
Course failure in ELA	0	4	2	6	3	2	0	0	0	0	0	0	0	17
Course failure in Math	0	3	1	3	5	4	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	12	21	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	12	24	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	27	17	27	26	25	26	0	0	0	0	0	0	0	148
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	10	9	12	0	0	0	0	0	0	0	35

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	7	4	0	0	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/29/2022

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	73	87	93	100	113	87	0	0	0	0	0	0	0	553
Attendance below 90 percent	23	17	33	28	34	25	0	0	0	0	0	0	0	160
One or more suspensions	0	0	4	3	6	7	0	0	0	0	0	0	0	20
Course failure in ELA	0	1	11	5	6	1	0	0	0	0	0	0	0	24
Course failure in Math	0	0	4	4	5	3	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	15	4	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	9	3	9	6	0	0	0	0	0	0	0	27

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	1	2	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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	73	87	93	100	113	87	0	0	0	0	0	0	0	553
Attendance below 90 percent	23	17	33	28	34	25	0	0	0	0	0	0	0	160
One or more suspensions	0	0	4	3	6	7	0	0	0	0	0	0	0	20
Course failure in ELA	0	1	11	5	6	1	0	0	0	0	0	0	0	24
Course failure in Math	0	0	4	4	5	3	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	15	4	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	9	3	9	6	0	0	0	0	0	0	0	27

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	1	2	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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	57%	51%	56%				58%	53%	57%
ELA Learning Gains	59%						58%	55%	58%
ELA Lowest 25th Percentile	45%						50%	52%	53%
Math Achievement	62%	46%	50%				60%	57%	63%
Math Learning Gains	70%						64%	60%	62%
Math Lowest 25th Percentile	59%						39%	52%	51%
Science Achievement	61%	52%	59%				57%	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	59%	56%	3%	58%	1%
Cohort Comparison		0%				
04	2022					
	2019	54%	52%	2%	58%	-4%
Cohort Comparison		-59%				
05	2022					
	2019	59%	51%	8%	56%	3%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	55%	0%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	58%	58%	0%	64%	-6%
Cohort Comparison		-55%				
05	2022					
	2019	67%	55%	12%	60%	7%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	59%	55%	4%	53%	6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	29	31	15	31	53	53	28				
BLK	35	40	21	43	48	36	35				
HSP	64			82							
MUL	62			57							
WHT	61	64	62	66	73	62	68				
FRL	51	53	43	54	64	52	63				
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	20	31	50	29	75	70	27				
BLK	25	38		36	77		23				
WHT	57	45	55	58	69	70	61				
FRL	49	45	40	46	67	64	40				
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	19	47	52	20	44	40	13				
BLK	38	41	43	40	53	35	36				
MUL	64	64		71	64						
WHT	62	62	55	64	67	43	61				
FRL	52	51	48	53	60	40	47				

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)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	413

ESSA Federal Index	
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students 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	73
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	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	65
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

The results of state assessments and school progress monitoring indicate that during the 2021-2022 school year Jim Allen showed an increase in most academic areas although there was a decrease in the performance of the lowest quartile in reading and a decrease in learning gains of all students and the lowest quartile in math. In addition, average daily attendance improved for all subgroups, however, there is still a significant portion of the school population who arrive late to school, 21.28%, and who have 5 or more absences during a marking period, 33.55%. Most school grade components are above the district average. Students with disabilities have the lowest performance of all subgroups.

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

The most significant areas of need improvement are increasing the learning gains of our lowest quartile students in both reading and mathematics. Specifically, fourth- and fifth-grade learning gains for students in the lowest quartile were significantly low in reading. The subgroups of students with disabilities and black students also struggled to make lowest quartile learning gains in reading.

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

As students with disabilities are struggling with both proficiency and learning gains, their performance is likely impacting the results of our lowest quartile. In order to make significant improvements, we need to revitalize the instruction provided to our students with disabilities, ensuring that we meet their needs with increased differentiated small group instruction and inclusion programs.

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

The largest improvement made on the 2022 state assessment was in learning gains for all students in English Language Arts which increased from 44% in 2021 to 59% in 2022.

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

Jim Allen focused on reading during the 2021-2022 school year, encouraging all students to increase time spent reading grade-level text. In addition, Title I funding was used to hire two resource teachers who provided small group interventions in reading to third, fourth, and fifth-grade students. Also, some fifth-grade teachers departmentalized instruction, allowing more focus on reading instruction.

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

In order to accelerate learning, teachers and instructional leaders will improve their focus on data to be used for planning for high-quality, differentiated instruction. We will increase small group instruction. We will improve our RTI/MTSS process, ensuring that Tier II and Tier III strategies are properly implemented. We will provide ongoing professional development in the B.E.S.T. standards and their implementation in reading and mathematics instruction. We will continue to use iReady and provide teachers with professional learning to improve their use of this tool. We will also provide after-school tutoring for struggling students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Over the course of the 2022-2023 school year, teachers and staff will be provided with professional learning opportunities to increase their use of data to plan for and monitor instruction. They will be given opportunities to learn more about reading instruction and the new B.E.S.T. standards. Time will be devoted to training teachers in the effective use of iReady. We will also learn more about ESE inclusion support, the differentiation of instruction, and appropriate, research-based interventions.

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

Additional services will be provided in order to continue academic, social, and instructional improvement at Jim Allen including:

Use of Title I and SAI funding to provide two instructional resource teachers

After school tutoring

Frequent data meetings with school leadership

Volunteer and mentor services for students and teachers

Professional learning for teachers and staff on B.E.S.T. standards, reading instruction, iReady, inclusion, and instructional planning.

Increased efforts to improve student attendance - child study meetings, visits from the social worker, referrals to truancy, incentive programs

An additional highly-trained staff member to support the Response to Intervention process.

Frequent and meaningful parent engagement in school activities

Involving students in the process of monitoring their own learning - data tracking and conferences

Areas of Focus

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

:

#1. 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.	<p>Transformational leaders know how to encourage, inspire and motivate employees to perform in ways that create meaningful change. The result is an engaged workforce that's empowered to innovate and help shape an organization's future success. Increasing the number of classroom walkthroughs and improving the feedback provided to teachers empowers teachers to provide high-quality instruction. Improving classroom instruction will increase student performance. While instruction and performance at Jim Allen have always been good, they have been stagnant over the last few years. In order to improve and increase student performance, teachers need to improve their own performance and target student needs.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Increasing teacher performance by providing regular, actionable feedback will result in improved student performance. This can be measured with the number of walkthroughs completed, the feedback provided on walkthroughs using a standardized feedback form, and an assessment of the effectiveness of the feedback (a change in the teacher's performance). This will result in increased student performance, which will result in all grade levels achieving at least 60% proficiency on both reading and mathematics FAST assessments.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Shannon Cross, principal at Jim Allen, will participate in a training program with InSight Education over the course of the 2022- 2023 school year. The focus of the four sessions of learning walks and instructional leadership coaching sessions is to assist her in providing quality and actionable feedback with regard to Florida's B.E.S.T Standards implementation for English Language Arts and Mathematics Benchmarks. Ms. Cross and her Assistant Principal, Susan Dorman, will conduct weekly classroom walkthroughs focusing on instruction. Consultants with InSight Education will provide feedback and the next steps for Ms. Cross to implement during her walkthroughs. The administrative leadership team will review the data from the walks captured in the digital tracker tool twice a month. The data metrics utilized to monitor student performance will be FAST assessments, district quarterly assessments, and school-based assessments.</p>
Person responsible for monitoring outcome:	<p>Shannon Cross (scross@ecsdf.us)</p>
Evidence-based Strategy: Describe the evidence-based	<p>According to the What Works Clearing House, chronically low-performing schools need to maintain a sharp focus on improving instruction at every step of the reform process. To improve instruction, schools should use data to set goals for instructional improvement, make changes to immediately and directly affect instruction, and continually reassess student learning and instructional practices to refocus the goals. While Jim Allen is not a low-performing school, implementing these strategies will still result in improvements.</p>

**strategy
being
implemented
for this Area
of Focus.**

John Hattie's Effect Size for Feedback - 0.75

IES Practice Guide Turning Around Chronically Low-Performing Schools
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/Turnaround_pg_04181.pdf

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

While instruction and performance at Jim Allen have always been good, they have been stagnant over the last few years. In order to improve and increase student performance, teachers need to improve their own performance and target student needs. Teacher performance can be improved when they are provided with timely, actionable feedback after classroom walkthroughs.

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.

Shannon Cross will participate in four sessions of learning walks and instructional leadership coaching sessions to assist her in providing quality and actionable feedback with regard to Florida's B.E.S.T Standards implementation for English Language Arts and Mathematics Benchmarks.

Person Responsible Shannon Cross (scross@ecsdfl.us)

Ms. Cross will share her learning and classroom walkthrough tools with her assistant principal. Both administrators will use a classroom walkthrough tool to provide teachers with feedback at least once a week.

Person Responsible Shannon Cross (scross@ecsdfl.us)

Teachers will implement strategies suggested in the feedback they have been provided.

Person Responsible Shannon Cross (scross@ecsdfl.us)

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Description of Area of Focus - Teachers and staff at Jim Allen will offer targeted, explicit, differentiated instruction to students with disabilities in order to improve their performance in reading and mathematics.

Rational of Area of Focus - According to the ESSA Federal Index, students with disabilities at Jim Allen are performing at 34% which is below the federal requirement of 41%.

This indicates that our students with disabilities are not making as much progress as other students. In addition, the 2019 Florida Standards Assessment results in Mathematics indicate that only 44 percent of students in grades three, four, and five made learning gains, and only 43 percent of those in the lowest quartile made learning gains. As students with disabilities comprise a large portion of our lowest quartile, increasing the performance of these students will increase our learning gains, learning gains in the lowest quartile, and our ESSA Federal Index for Students with Disabilities.

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

Students with disabilities will increase their federal index by 7 percentage points going from a federal index of 34% for 2022 to 41% federal index on the 2023 state assessment.

By September of 2022, all students will have been given baseline testing to determine their skill level in reading. This data will be used to group the students strategically into small groups for targeted instruction.

By October of 2022, at least 75% of teachers will provide intensive, systematic instruction on up to three foundational reading skills in small groups at least three times a week for 20 - 40 minutes.

By January 2023, 100% of teachers will provide small group reading instruction as described above.

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

Common Assessment Data - STAR, iReady, district, and teacher-made tests - will show at least one year of growth for at least 50% of all students and 50% of students with disabilities. The percentage of students in with disabilities who earn proficient scores on the Florida Assessment of Student Thinking (FAST) will increase to more than 28%.

Progress will be monitored using student proficiency on STAR, iReady, district, and teacher-made tests throughout the school year. Success in the area of focus will be measured by comparing results of the STAR reading assessments in grades 2-5 as well as student proficiency on the reading portion of the FAST test.

Person responsible for monitoring outcome:

Shannon Cross (scross@ecsdfl.us)

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

Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week for 20 to 40 minutes. Use a curriculum that addresses the components of reading instruction (comprehension, fluency, phonemic awareness, phonics, and vocabulary) and relates to students' needs and developmental levels. Implement this program three to five times a week, for approximately 20 to 40 minutes. Build skills gradually and provide a high level of teacher-student interaction with opportunities for practice and feedback.

for this Area of Focus.**Rationale for Evidence-based****Strategy: Explain the rationale for selecting this specific strategy.**

What Works Clearinghouse states that struggling students will improve reading skills when provided intensive, systematic instruction on up to three foundational reading skills in small groups that meet between three and five times a week for 20 to 40 minutes.

John Hattie's Effect Size for Interventions for Students with Learning Needs - 0.77
John Hattie's Effect Size for Direct Instruction - 0.60

Describe the resources/criteria used for selecting this strategy.

IES Practice Guide: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf

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.

Use baseline testing data to group students according to reading ability. Use this data to guide instruction of each group according to need, ensuring that students possess the foundational skills and conceptual knowledge necessary for understanding their grade-level reading materials.

Person Responsible Amanda Hall (ahall4@ecsdfl.us)

Provide teachers with professional development in order to improve their small group reading instruction.

Person Responsible Shannon Cross (scross@ecsdfl.us)

Establish expectations for small group instruction and ensure fidelity with implementation using data, walkthroughs, and grade-level meetings.

Person Responsible Shannon Cross (scross@ecsdfl.us)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Description of Area of Focus: Teachers, administration, and staff at Jim Allen will work collaboratively to plan and provide direct, explicit standards-based instruction in reading comprehension and vocabulary in order to improve schoolwide proficiency in English Language Arts on the Florida Assessment of Student Thinking (FAST).</p> <p>Rational for Area of Focus: Standards-based assessment data including FSA results (2022), STAR scores, and common district assessments from the 2021- 2022 school year indicate that an area of weakness at Jim Allen is reading comprehension and vocabulary skills. Kindergarten proficiency in English Language Arts based on the AP3 STAR Early Literacy assessment was 59%. Proficiency in first grade was 70% on the AP3 STAR assessment. Second-grade proficiency was 50% on the STAR Reading assessment. Similarly, proficiency in the English language Arts portion of the 2022 FSA was 63% in third grade, 51% in fourth grade, and 60% in fifth grade. While all of these proficiency scores are above the 41% ESSR threshold, two subgroups scored below the threshold: Students with Disabilities (28%) and Black students (35%). In addition, data from spring 2022 assessments and preliminary data from the beginning of the 2022-2023 school year, indicate schoolwide areas of weakness in reading comprehension and vocabulary. Improving direct, explicit instruction focused on basic reading skills including vocabulary and comprehension will increase student performance in English Language Arts and mastery of the B.E.S.T. standards for all subgroups.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>By October of 2022, teachers will have been provided with professional learning on implementing effective reading instruction using the B.E.S.T. standards, with a focus on reading comprehension and vocabulary.</p> <p>By January 2023, 100% of teachers will provide effective enhanced, direct, and explicit reading instruction which will be focused on vocabulary and comprehension strategies. Common Assessment Data - STAR, district, and teacher-made tests - will show at least 65% of students performing at or above proficiency in every grade from K-5. The percentage of students scoring proficient on the English Language Arts portion of the Florida Assessment of Student Thinking (FAST) in 2023 will increase from the current 57% to at least 65%. In addition, all subgroups including students with disabilities and black students will score 50% proficiency or higher.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Progress will be monitored using student proficiency on STAR, iReady, district, and teacher-made tests throughout the school year. Success in the area of focus will be measured by comparing results of the STAR assessments in grades K-5 as well as student proficiency on the English Language Arts portion of the Florida Assessment of Student Thinking (FAST) in progress monitoring periods 1, 2, and 3.</p> <ul style="list-style-type: none"> -Kindergarten: STAR Early Literacy results and percent of students earning satisfactory performance on the standards-based grading rubric. -First grade: STAR Early Literacy/Reading results and the percent of students meeting benchmark on the first grade quarterly decoding probe per classroom. -Second grade: STAR Reading results and student fluency rates -Grades 3-5: analyze results of district module assessments and FAST progress monitoring <p>Also, the administration will conduct weekly classroom walkthroughs to observe literacy instruction and suggest improvements using high-quality, direct standards-based instruction.</p>
Person responsible	<p>Shannon Cross (scross@ecsdfl.us)</p>

**for
monitoring
outcome:**

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

Direct and Explicit Comprehension Strategy Instruction

Direct and explicit instruction involves a series of steps that include explaining and modeling the strategy, using the strategy for guided practice, and using the strategy for independent practice. Explaining and modeling include defining each of the strategies for students and showing them how to use those strategies when reading a text. Guided practice involves the teacher and students working together to apply the strategies to texts they are reading. Independent practice occurs once the teacher is convinced that students can use the strategies on their own and practice applying the strategies to a new text.

Recommendations include:

Teach students how to use several research-based reading comprehension strategies.

Teach reading comprehension strategies individually or in combination.

Teach reading comprehension strategies by using a gradual release of responsibility.

Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.

Explain how to identify and connect the parts of narrative texts.

Provide instruction on common structures of informational texts.

**Rationale for
Evidence-
based**

**Strategy:
Explain the
rationale for
selecting
this specific
strategy.**

What Works Clearinghouse states that research has shown that providing students with multiple, explicit comprehension strategies improves reading comprehension by actively involving students in the comprehension process. Teachers will be supported through common planning and professional learning focused on teaching reading comprehension.

John Hattie's Effect Size for Direct Instruction 0.60

IES Practice Guide: Improving Adolescent Literacy

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=22

**Describe the
resources/
criteria used
for selecting
this
strategy.**

IES Practice Guide Improving Reading Comprehension in Kindergarten through 3rd Grade
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf

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.

Literacy Leadership-

The literacy leadership team will develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth.

Teacher literacy leaders will provide professional development regarding the B.E.S.T. ELA Standards.

Teachers and administrators will review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve.

Person

Responsible

Shannon Cross (scross@ecsdf.us)

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.

Person Responsible Shannon Cross (scross@ecsdfl.us)

Professional Learning -

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

Use of STAR360 reports, core reading program data, and iReady data.

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)

The B.E.S.T. ELA standards and the science of reading

Person Responsible Shannon Cross (scross@ecsdfl.us)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

Parent and community involvement is emphasized in all areas at Jim Allen Elementary School. Our teachers and administration have planned many family events this year including an interactive open house program that allowed families to review student data and learn how to improve reading skills with fun activities at home. Each year the school also provides quarterly parent programs including reading, math, science, and wellness events. We hold parent conferences and/or home visits with the families of all students. School musicals and other performances are held each quarter. Parents are invited to participate in field trips, volunteer in the school, and share lunch with their children. Teachers and administrators also contact parents and families frequently with positive phone calls. Parents are invited to attend activities through the automated call-out messenger system, fliers sent home, and posts on our school's PTA Facebook page and website. Volunteers and mentors spend countless hours working with our students both academically and socially. Parents and community members are invited to participate in our School Advisory Council which allows them to participate in school decisions and budgeting. School Advisory Council meetings are held at least four times per year. We also have an annual Title I meeting at the beginning of each school year where concerns and goals are discussed. Jim Allen is supported by many local churches and businesses. These organizations donate school supplies and food for the weekend backpack program, provide funds, and participate in volunteer activities. They provide teacher support in the form of meals, cards, and gifts. In addition, some local churches invite families to food drives and other health and wellness programs. We rely on the input of others to make changes and additions to our programs for the success of all of our students.

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

Stakeholders who participate in the culture and environment at Jim Allen are many and extend throughout the community. Our first priority and main stakeholders are the students we serve, more than 675 children from age 3 to 12 in Pre-K through fifth grade, including special service units for ESE Pre-K and a multi-grade ESE classroom. Next are our teachers and support staff who give their all to encourage learning and growth for all of our students. Our school is also composed of all of the families who send their students to our school including the parents, grandparents, guardians, aunts, uncles, and siblings. These families influence

our school culture and affect all areas of student learning from attendance to academics, and behavior. Jim Allen is also served by many district employees and departments who assist in serving our students from transportation, food services, and maintenance, to ESE specialists, behavior coaches, curriculum specialists, and superintendents. We are also closely affiliated with many community agencies that provide services to our students such as Lakeview mental health services, the Early Learning Coalition and Headstart, and other volunteers and mentors who support individual students and classrooms. Jim Allen is also supported by several area churches. These churches provide food for needy families, collect and donate

school supplies, and provide monetary donations. We also partner with local businesses including International Paper and Ascend who provide generous donations, school supplies, and teacher celebrations including lunches and treats. Together, all of these stakeholders build Jim Allen into a positive and supportive school environment.