Escambia Virtual Academy Franchise

2022-23 Schoolwide Improvement Plan

Table of Contents

Escambia Virtual Academy Franchise

30 E TEXAR DR, Pensacola, FL 32503

www.escambiaschools.org

Demographics

Principal: Christopher Everette L

Start Date for this Principal: 8/10/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	19%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: A (63%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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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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)
Combination School KG-12	No	19%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

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

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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.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Escambia Virtual Academy is dedicated to delivering a high quality, technology-based education that provides the skills and knowledge students need for success.

Provide the school's vision statement.

Escambia Virtual Academy, in partnership with our contracted on-line vendors, provides a quality, student-centered education utilizing challenging, innovative and collaborative learning.

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
Everette, Chris	Principal	Provide leadership for and coordination of the overall activities of assessing, developing, providing, and implementing the virtual instruction programs. Coordinate the selection of curricula, materials, and equipment needed for virtual instruction programs. Coordinate the alignment of the school's instructional program with applicable content and course descriptions and standards, state statutes, state board rules, and school board policies and procedures. Coordinate the documentation to the state of required data reporting elements regarding students and teachers. Assist teachers in the identification of needs and areas for growth. Coordinate the hiring, developing, and mentoring of instructional and classified staff, in cooperation with the principal. Supervise, monitor, observe, and evaluate teachers and staff. Lead professional development for school staff and serve as a liaison with virtual providers. Coordinate the development and negotiation of contracts with curriculum providers and turn-key providers. Develop, coordinate, and maintain effective marketing and public relations strategies. Coordinate the state, district, and school assessment programs for the school. Meet stakeholder and customer satisfaction standards. Cultivate a collaborative working environment that encourages innovation, communication, and continual learning. Coordinate and monitor the development and implementation of school instructional goals, strategies, and outcome measures. Coordinate, provide leadership, and monitor the school improvement planning process. Coordinate teacher data team and PLC meetings to ensure student success. Coordinate and evaluate student attendance and other records and intervene to correct problems when or before they occur. Coordinate and supervise students at special live events, testing centers, and other events as needed. Maintain visibility with customers and other stakeholders. Coordinate regular meetings with contracted providers to ensure compliance with contract language and statute. Effectively communicate and coordinate with administration at all district schools. Coordinate the development of and monitoring of the school budget through the wise use of the financial resources of the school. Monitor accounts payable to virtual providers. Coordinate the development of the staff handbook and the student/parent handbook, and recommend content, layout, and format until document is completed. Make all decisions and perform all tasks in accordance with district's strategic plan, vision, mission, organizational values, operational beliefs, and operational expectations. Work independently with minimal supervision. Actively participate in curriculum contact meetings and other meetings or professional development activities as assigned. Communicate effectively, both orally and in writing, with students, parents, teachers and other professionals on a regular basis. Collaborate with peers in other counties to enhance the instructional environment for students and teachers. Fulfill the terms of any affected written contract and adhere to the Codes of Ethics and Principles of Professional Conduct of the Education Profession in Florida. Provide outstanding customer service, and use positive interpersonal communication skills. Ensure compliance with Board rules and applicable federal laws and regulations
Cather, Charles	Teacher, K-12	

Name	Position Title	Job Duties and Responsibilities
Truett, Chet	Teacher, K-12	
Patti, Linda	Teacher, K-12	
Rayburn, Kimberly	Teacher, K-12	

Demographic Information

Principal start date

Wednesday 8/10/2022, Christopher Everette 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.*

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.*

4

Total number of teacher positions allocated to the school

9

Total number of students enrolled at the school

200

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

1

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	

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

Date this data was collected or last updated
Wednesday 8/24/2022

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	70%	22%	55%				64%	64%	61%
ELA Learning Gains	61%						51%	51%	59%
ELA Lowest 25th Percentile	53%						41%	41%	54%
Math Achievement	51%	23%	42%				65%	65%	62%
Math Learning Gains	50%						47%	47%	59%
Math Lowest 25th Percentile	38%								52%
Science Achievement	72%	18%	54%				71%	71%	56%
Social Studies Achievement	78%	32%	59%				69%	69%	78%

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	60%	42%	18%	54%	6%
Cohort Comparison		0%				
07	2022					
	2019	39%	43%	-4%	52%	-13%
Cohort Comparison		-60%				
08	2022					
	2019	67%	50%	17%	56%	11%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	60%	36%	24%	55%	5%
Cohort Comparison		0%				
07	2022					
	2019	61%	50%	11%	54%	7%
Cohort Comparison		-60%				
08	2022					
	2019	0%	21%	-21%	46%	-46%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	57%	42%	15%	48%	9%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	58%	25%	67%	16%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	54%	8%	71%	-9%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	62%	21%	70%	13%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	52%	34%	61%	25%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	47%	-1%	57%	-11%

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
BLK	68	63		24	33			65			
WHT	72	59	60	59	51		77	88		100	57
FRL	54	44		38	43			69		100	48
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
BLK	73	60		42	40						
WHT	75	57	50	58	43		83	92	64	100	44
FRL	81	57		55	46		80	93		100	33
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	68	57	50	63	46		74	68	82	94	50
FRL										95	33

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)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	700
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	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	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
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	57
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?

EVA has made gains in overall over the past two years. EVA has also experienced lower success rate among science and social studies.

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

Math Lowest Q had the least amount of improvement across all subgroups and grade levels.

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

Virtual/remote learning has had a severe impact on student learning specifically math. Students in the lowest Q for math need more face to face interaction and instruction. After two years without having this component created learning gaps for the lowest Q. For the 22-23 school year we will return to having classroom instruction & live lessons in addition to the online content.

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

ELA Lowest Q showed the most improvement.

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

While no new actions were taken, there were several improvements within the state curriculum that tied into direct feedback needed for State assessments. The curriculum improvements helped with student success in ELA.

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

More course offerings available to Middle School 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.

EVA is a franchise of FLVS. While we do not design the course content we do determine the student schedule and course offerings.

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

EVA has added more full time instructors and staff for the 22-23 school year. We have implemented weekly live lessons & on site instruction for those who need support.

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 Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Increase Math student proficiency as measured by the state Math 2022-2023 assessments. Indirect student contact or lack of face to face interaction creates learning barriers. Promoting collaborations and live lessens will provide an opportunity for student gains.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Escambia Virtual Academy will increase on the 2023 FSA Math overall proficiency rate by 5%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Combination of collaborative and professional learning group activities will provide learning gains in area of need.
Person responsible for monitoring outcome:	Charles Cather (ccather@escambia.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Combination of collaborative and professional learning group activities will provide learning gains in area of need.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Promote live lesson learning will all teachers and require collaboration projects among students to compensate for the indirect contact and provide an opportunity for learning gains.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monthly Staff development with Google Meets/Zoom.
2. Quarterly Classroom Walk through monitoring of Educator classrooms
3. Provide Professional Development for the math teachers to observe, reflect, and the present model lessons during the school day.
4. *Purchase advanced technology in the classroom for all core classes and increase student's achievement levels.
5. *Use Professional Development to foster the growth minds of the students by focused collaborative student centered project across the curriculum.

Person Responsible	Charles Cather (ccather@escambia.k12.fl.us)

#2. 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.**	Increase ELA student proficiency as measured by the state ELA 2022- 2023 assessments. Indirect student contact with teachers. Virtual students work mostly independently and promoting collaboration can promote gains in achievement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Escambia Virtual Academy will increase on the 2023 FSA ELA overall proficiency rate by 5%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Combination of collaborative and professional learning group activities will provide learning gains in area of need.
Person responsible for monitoring outcome:	Kimberly Rayburn (krayburn@escambia.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Combination of collaborative and professional learning group activities will provide learning gains in area of need.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Promote live lesson learning will all teachers and require collaboration projects among students to compensate for the indirect contact and provide an opportunity for learning gains.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monthly Staff development with Google Meet/Zoom.
2. Review collaboration sessions in the administrative portal.
Recorded links in Educator.
3. Provide Professional Development for the ELA teachers to
observe, reflect, and the present model lessons during the school day.
4. *Purchase advanced technology in the classroom for all core
classes and increase student's achievement levels.
5. *Use Professional Development to foster the growth minds of the
students by focused collaborative student centered project across the
curriculum

Person Responsible   Kimberly Rayburn (krayburn@escambia.k12.fl.us)

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

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

n/a

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

n/a

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

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.

n/a

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?

n/a

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?

n/a

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

n/a

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.

EVA wants to increase parent participation in open houses, new student orientation, field trips, student award receptions, and volunteer opportunities. Our parents are required to communicate with each teacher on a monthly basis regarding their student's progress. However, there is a lack of participation in extra opportunities for parents, including participation in the above activities. Lead teachers will increase communication with parents of at-risk students by contacting them monthly as well to update overall student performance. EVA currently requires all parents to attend new student orientation with their student
and this has improved teacher/student relationships.

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.