

Escambia County School District

C. A. Weis Elementary School



2022-23 Schoolwide Improvement Plan

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C. A. Weis Elementary School

2701 N Q ST, Pensacola, FL 32505

www.escambiaschools.org

Demographics

Principal: Kimberly Thomas N

Start Date for this Principal: 7/1/2021

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: C (46%) 2018-19: C (48%) 2017-18: D (37%)
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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www.escambiaschools.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>90%</p>

School Grades History

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

School Board Approval

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SIP Authority

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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.

Uniting our school, families, and community for shared success and well-being.

Provide the school's vision statement.

C. A. Weis Elementary is a beacon of hope, deeply rooted in compassionate partnerships that are relevant to the growth of our students and community's well being.

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
		<ul style="list-style-type: none"> •Daily walkthroughs/ feedback to K and 3rd, Parrott •Plan Professional Development for staff (based on needs) *Maintain Master Data Spreadsheet *Support Teachers / Build capacity Family Nights Callouts •Evaluations: K / 3rd / 2nd / Special Area / CC / AP/ ESE VE-Parrott/Tech Coordinator
Thomas, Dr. Kimberly	Principal	<ul style="list-style-type: none"> •LEA for IEP's: 3rd, 4th •Lead SLT Meetings •Lead Safety/Crisis Meetings •School Advisory Council (SAC) •Faculty Handbook •Maintain school-wide calendar •Abuse/Neglect reporting •Discipline (serious infractions) •5th Grade Awards/Banquet
Comerford, Trudy	Assistant Principal	<ul style="list-style-type: none"> •Daily walkthroughs/ feedback to 4th and 5th and Prek, Lawson •Plan Professional Development for staff (based on needs) *Maintain Master Data Spreadsheet *Support Teachers / Build capacity *Staff Weekly News (TGIF) Family Nights Baptist Christmas Facebook Callouts •Evaluations: PreK/1st / 4th / 5th / Behavior Coaches / Reading Intervention/ Trittschuh / Wilcox/James/Loyd/ESE VE-Lawson/Guidance

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> •LEA for IEP's: Kdg. & 5th •Build Master Schedule •Testing Coordinator (assist) •Maintain school-wide calendar •Safety drills and records •Field Trips •Performs other duties as assigned •Abuse/Neglect reporting •Discipline •5th Grade Awards/Banquet •Title I E-Binder
		<ul style="list-style-type: none"> •Daily walkthroughs/ feedback to 1st and 2nd •Plan Professional Development for staff (based on needs) *Maintain Master Data Spreadsheet *Support Teachers / Build capacity
Tribbey, Nichaka	Curriculum Resource Teacher	<p>Family Nights</p> <p>Callouts</p> <ul style="list-style-type: none"> •Evaluate ESP's/TA's/Custodians/Office Staff/Behavior Techs/ LEA for IEP's: 1st & 2nd •Testing Coordinator •Maintain school-wide calendar •Textbook Coordinator •Inservice Points Coordinator •Performs other duties as assigned

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> •Abuse/Neglect reporting •Discipline •Volunteer Coordinator/Mentor Coordinator •5th Grade Awards/Banquet •Title I Family Night Events
James, Cassandra	Teacher, K-12	<ul style="list-style-type: none"> •Email each teacher the list of students in RTI for the upcoming year *Train and Support teachers in Rtl (processes and procedures) *Maintain Master Data Spreadsheet *Keep up with current schedule in Weis Master Information Document. •Intervention Walkthroughs •Rtl Meetings Title I Family Nights •Monitor attendance & tardies weekly and report to admin (with Guidance) •Email teachers monthly follow up regarding attendance and tardies *LEA for IEP's: 4th & 5th •Performs other duties as assigned •Work with Tier 2 and Tier 3 identified students •5th Grade Awards/Banquet
Stewart, Nekeisha	Reading Coach	<ul style="list-style-type: none"> •Plan Professional Development for staff (based on needs) •Support Teachers / Build Capacity *Maintain Master Data Spreadsheet *Keep up with current schedule in Weis Master Information Document. Family Nights •Attend RTI meetings as LEA •Maintain a log of classroom visits and professional development opportunities

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> •Meet bi-weekly with administration to discuss and update goals and plans related to ELA •Performs other duties as assigned •Work with Tier 2 and Tier 3 identified students •5th Grade Awards/Banquet
Ilias, Sierra	Reading Coach	<ul style="list-style-type: none"> •Plan Professional Development for staff (based on needs) •Support Teachers / Build Capacity *Maintain Master Data Spreadsheet *Keep up with current schedule in Weis Master Information Document. Family Nights •Attend RTI meetings as LEA •Maintain a log of classroom visits and professional development opportunities •Meet bi-weekly with administration to discuss and update goals and plans related to ELA •Performs other duties as assigned •Work with Tier 2 and Tier 3 identified students •5th Grade Awards/Banquet
		<ul style="list-style-type: none"> •Individual and/or group counseling •Suite 360 Coordinator
Krug, Kristie	School Counselor	<ul style="list-style-type: none"> •Attendance & Tardy child study meetings (Assist with monitoring attendance & tardies) Family Nights •Monitor attendance & tardies weekly and report to admin (With Rti) *Student of the Month •504 plans/meetings •Gifted screenings

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> •Vanderbilt (providing scores and contacting parents) •Performs other duties as assigned •Abuse/Neglect reporting •School Social Worker referrals •Self-Harm Situations •Social Security Disability paperwork *Student of the Month *Parent of the Month
		<p>Suite 360 Coordinator</p> <ul style="list-style-type: none"> *Teacher support/Building capacity with classroom management and PBIS model *Ensuring follow up with Tier 1 plans *Work with teachers to create procedures and proactive interventions for behavior. <p>Family Nights</p>
Hill, Bridget	Behavior Specialist	<ul style="list-style-type: none"> •Buses/Transportation *RTI-B data and follow up *FOCUS referral processing and follow up <p>PBIS Celebrations</p> <p>Weis Mart</p> <p>PBIS Walk throughs</p> <p>Behavior Calls</p> <p>PBIP documentation</p>
Gilreath, Shelby	Behavior Specialist	<p>Suite 360 Coordinator</p> <ul style="list-style-type: none"> *Teacher support/Building capacity with classroom management and PBIS model

Name	Position Title	Job Duties and Responsibilities
		<p>*Ensuring follow up with Tier 1 plans</p> <p>*Work with teachers to create procedures and proactive interventions for behavior. Family Nights</p> <p>•Buses/Transportation</p> <p>*RTI-B data and follow up</p> <p>*FOCUS referral processing and follow up</p> <p>PBIS Celebrations</p> <p>Weis Mart</p> <p>PBIS Walk throughs</p> <p>Behavior Calls PBIP documentation</p>
Kemp, Jennifer	Instructional Media	<p>Identifies, selects, or develops short- and long-range goals for the media program involving school-based personnel and curriculum needs. ? Assists principal in development, implementation, and improvement of media programs and media budget management. ? Coordinates District instructional materials adoption involving program specialists, school personnel, and lay citizens. ? Serves as administrative contact for media programs and materials selection. ? Represents District at national, regional, and state conferences. ? Oversees school technology renewals. ? Oversees school-wide inventory and ordering/transferring of materials. ? Assists in developing educational specifications for media center for new construction and renovation purposes. ? Disseminates information and materials from external agencies to schools. ? Provides a centralized media collection to support teachers and learning to eliminate the need to replicate in school or Center. ? Interacts with schools, outside agencies, and the community to enhance understanding of District goals and objectives. ? Implements an effective public relations program to promote media resources and programs. ? Supports and participates in the school improvement process when requested. ? Provides technical assistance to school media personnel. Communicates with administrators, teachers, and news media the principles of intellectual freedom and adherence to copyright laws. ? Serves as liaison in the school's participation in library networking, resource sharing, and other cooperative activities. ? Provides in-service activities to support teachers in the classroom teaching process. ? Establishes, maintains, and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>promotes a collection of current professional resources for media specialists and teachers. ? Attends local, state, and national conferences and meetings to stay abreast of recent trends and programs. ? Responds to inquiries in a timely and courteous manner. ? Prepares or oversees the preparation of all required reports and maintains appropriate records. ? Represents, consistently, the District in a positive and professional manner. ? Performs other duties as assigned.</p>
Sanchez, Joshua	Teacher, K-12	<p>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.</p>
Duran, Natacha	Teacher, K-12	<p>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.</p>

Name	Position Title	Job Duties and Responsibilities
Mendoza, Abby	Teacher, K-12	<p>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.</p>
English, Brianna	Teacher, K-12	<p>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.</p>
Olige Brannon, Priteyja	Teacher, K-12	<p>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.</p>

Name	Position Title	Job Duties and Responsibilities
Cooks, Brianna	Teacher, K-12	<p>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.</p> <p>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.</p>

Demographic Information

Principal start date

Thursday 7/1/2021, Kimberly Thomas N

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

20

Total number of students enrolled at the school

465

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

12

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	89	60	76	98	41	57	0	0	0	0	0	0	0	421
Attendance below 90 percent	20	32	40	53	20	25	0	0	0	0	0	0	0	190
One or more suspensions	0	11	12	23	11	11	0	0	0	0	0	0	0	68
Course failure in ELA	0	0	25	21	3	4	0	0	0	0	0	0	0	53
Course failure in Math	0	0	8	19	5	9	0	0	0	0	0	0	0	41
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	21	12	23	0	0	0	0	0	0	0	56
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	14	22	0	0	0	0	0	0	0	49
Number of students with a substantial reading deficiency	0	1	26	21	2	4	0	0	0	0	0	0	0	54

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	5	21	29	11	24	0	0	0	0	0	0	0	90

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	9	0	0	21	2	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	8	0	0	0	0	0	0	0	0	0	8

Date this data was collected or last updated

Wednesday 8/31/2022

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	56	87	69	75	65	80	0	0	0	0	0	0	0	432
Attendance below 90 percent	18	50	35	35	25	48	0	0	0	0	0	0	0	211
One or more suspensions	0	8	3	5	3	8	0	0	0	0	0	0	0	27
Course failure in ELA	0	12	19	16	4	9	0	0	0	0	0	0	0	60
Course failure in Math	0	10	9	13	9	10	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	26	37	0	0	0	0	0	0	0	68
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	28	50	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	5	25	16	18	15	7	0	0	0	0	0	0	0	86
	0	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	14	18	17	7	13	0	0	0	0	0	0	0	69

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	10	16	2	7	0	2	0	0	0	0	0	0	0	37
Students retained two or more times	0	0	1	1	1	3	0	0	0	0	0	0	0	6

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	56	87	69	75	65	80	0	0	0	0	0	0	0	432
Attendance below 90 percent	18	50	35	35	25	48	0	0	0	0	0	0	0	211
One or more suspensions	0	8	3	5	3	8	0	0	0	0	0	0	0	27
Course failure in ELA	0	12	19	16	4	9	0	0	0	0	0	0	0	60
Course failure in Math	0	10	9	13	9	10	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	26	37	0	0	0	0	0	0	0	68
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	28	50	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	5	25	16	18	15	7	0	0	0	0	0	0	0	86
	0	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	14	18	17	7	13	0	0	0	0	0	0	0	69

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	10	16	2	7	0	2	0	0	0	0	0	0	0	37
Students retained two or more times	0	0	1	1	1	3	0	0	0	0	0	0	0	6

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	26%	51%	56%				31%	53%	57%
ELA Learning Gains	57%						51%	55%	58%
ELA Lowest 25th Percentile	50%						61%	52%	53%
Math Achievement	36%	46%	50%				42%	57%	63%
Math Learning Gains	66%						61%	60%	62%
Math Lowest 25th Percentile	69%						55%	52%	51%
Science Achievement	21%	52%	59%				32%	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	32%	56%	-24%	58%	-26%
Cohort Comparison		0%				
04	2022					
	2019	27%	52%	-25%	58%	-31%
Cohort Comparison		-32%				
05	2022					
	2019	31%	51%	-20%	56%	-25%
Cohort Comparison		-27%				

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	31%	55%	-24%	62%	-31%
Cohort Comparison		0%				
04	2022					
	2019	48%	58%	-10%	64%	-16%
Cohort Comparison		-31%				
05	2022					
	2019	42%	55%	-13%	60%	-18%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	55%	-22%	53%	-20%

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	21	54	38	24	63		7				
BLK	22	55	48	32	66	70	13				
MUL	50			50							
WHT	27			45							
FRL	25	56	48	33	64	69	19				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	10	18		10	26	45	15				
BLK	18	39	53	15	35	60	22				
HSP	54			46							
WHT	62			48							
FRL	24	41	53	19	36	56	30				
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	9	33	44	24	53	47	29				
BLK	25	50	59	37	60	53	24				
WHT	59	60		59	80						
FRL	30	53	59	40	61	57	31				

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	46
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	325
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	44
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 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	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	36
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
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?

Since data collected in 2021 was following the pandemic/remote learning time period, it is not possible to identify valid patterns and trends. There were decreases from 2019 to 2021 (following pandemic/remote learning) and then considerable increases when comparing 2021 data to 2022 data (following a complete, typical school year).

- Proficiency for ELA 3rd grade (14%) was less than 4th (27%) and 5th grade (35%).
- SWD more than doubled in proficiency for ELA. It was 9% in 2019, 10% in 2021, and then 21% in 2022.
- Proficiency for ELA and Math for Economically Disadvantaged students is lower now than it was in 2019 (currently 25% for ELA and 33% for Math).
- Proficiency for both ELA and Math for Black students is lower now than in 2019 (currently 22% for ELA and 32% for Math).
- 3rd Grade-ELA STAR360 AP1 to AP3 increased by 13 points from 9% to 22%. 14% were proficient on FSA.
- 4th Grade- ELA STAR360 AP1 to AP3 increased by 16 points from 13% to 29%. 26% were proficient on FSA.
- 5th Grade -ELA STAR360 AP1 to AP3 increased by 8 points from 12% to 20%. 35% were proficient on FSA.
- 3rd Grade-MATH STAR360 AP1 to AP3 increased by 8 points from 16% to 24%. 35% were proficient on FSA.
- 4th Grade-MATH STAR360 AP1 to AP3 increased by 20 points from 10% to 30%. 46% were proficient on FSA.

-5th Grade-MATH STAR360 AP1 to AP3 increased by 4 points from 9% to 13%. 31% were proficient on FSA.

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

Based upon the data, the greatest needs for improvement include the following:

- ELA proficiency for 3rd grade
- Math proficiency for SWD
- Science proficiency for 5th grade

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 the following:

- The 2021-2022 was a complete, "typical" year for most students. However, it was very much a year focused on recouping learning that was lost during the pandemic/remote learning time period. Gaps were larger than usual, specifically in the 3rd grade (this cohort of students lost the last quarter of 1st grade and many were remote-learners for a portion of the year during the 2nd grade). Additionally, 2nd grade teachers were weaker in their teaching abilities than other grade levels during that school year.
- Math proficiency is an area of weakness, however learning gains were significant. Closing the achievement gaps are prerequisites to proficiency.
- Science proficiency was affecting significantly by instruction and lack of content & pedagogy.

New Actions:

- We are continuing to strategically schedule intervention for ELA for all grades, but an emphasis has been placed on two grade levels, one of which is the 3rd grade. Closing the achievements gaps must be the focus to bring students to proficiency. All students who scored less than the 10th percentile on STAR have been tested and placed in Intervention Groups with reading endorsed teachers.
- Due to a large number of retained 3rd graders, we added an additional 3rd grade classroom to reduce numbers in each classroom.
- We are strategically scheduling Reading Intervention teachers, Rtl Coordinator/teacher, ESE teachers and assistants to provide small group Math intervention for SWD.
- The two teachers responsible for Science are no longer teaching 5th grade Science this school year.
- PD worked.

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

A data component that showed the most improvement was Students with Disabilities for ELA. In 2019, this was 9%. In 2021, it was 10%. In 2022, it grew to 21%.

The greatest percentage improvements were in the area of Math Learning Gains. Overall for 3rd-5th grade, this increased by 31 percentage points (from 35% to 66%). Math Learning Gains for our students in the lowest quartile also increased by 13 percentage points (from 53% to 69%). Math Proficiency overall increased by 16 percentage points (from 20% to 36%). Of all three tested grade levels, proficiency for Math was the highest in the 4th grade at 42%.

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

Contributing factors to improvement include:

- SWD in ELA grew to 21% (from 10% the previous year) as a result of our teachers being allowed and encouraged to intervene and teach students at their current level in order to reduce the achievement

gap. Students received meaningful intervention including 95% Group Multisyllabic Routine, 95% Phonics Core Program, Souday System, Souday System 2, Jan Richardson, or 95% Phonics Lessons Library.

-4th grade Math data played a significant role in overall scores for proficiency, learning gains, and learning gains for the lowest quartile for Math for 3rd-5th. This was contributed to the strength of the knowledge of the content and pedagogy.

-The goals established at the beginning of the year for students and the constant progress monitoring played a role in these improvements as well as the incentives set in place, specifically including Treat Wagon following unit assessments, and the STAR Shopping Center and STAR Carnival following STAR AP2 and AP3 assessments.

-The use of the online Reflex Fluency Math program and the weekly monitoring of this data was also a contributing factor for success.

-Peer-to-peer observations and weekly/bi-weekly professional development worked.

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

-We will need to continue progress monitoring district & state assessments as well as unit assessments.

-We will need to continue having data chats with teachers to discuss trends in progress monitoring and and make recommendations for improvement.

-Empowering teachers and modeling data chats with students is also an action needed to continue to accelerate learning.

-We also need to ensure that students receiving Tier II and Tier III interventions are set in place correctly and strategically and being completed with fidelity. This will specifically be a focus to accelerate learning for 3rd grade in ELA which will in turn increase proficiency at the end of the 2022-2023 school year.

-We will continue to establish student, class, and grade level goals for Reading & Math as well as Science for 5th Grade. These goals will be discussed regularly and students are incentivized to achieve their individual goals.

-5th grade classes are departmentalized and a skilled teacher is responsible for Math for all 5th grade students. These students were strategically scheduled so that instruction can be differentiated.

-We will continue Peer-to-Peer observations and weekly/bi-weekly professional development based on needs.

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.

Professional Development will be based on needs of teachers and will not be served in a "one size fits all" concept. PD is determined based on student data, walkthrough observations, and new legislation.

PD that has been planned includes:

-Understanding Our Student Data

-Goal Setting

-Understanding the School Improvement Plan and how Student, Class, and Grade Level Goals Align to the SIP -Peer-to-Peer Observations (strategically planning for teachers to observe other teachers)

-Understanding the *New* FAST Assessment

-RtI/MTSS training (and the SSS platform in FOCUS)

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

-We will follow up with teachers regularly and conduct regular classroom walkthroughs to monitor that there is evidence of data-conversations being held with students.

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 ELA**Area of Focus****Description and****Rationale:**

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

After reviewing FSA data from 2021-2022, it has been noted that proficiency for ELA is an area that has been noted for improvement. We noticed a slight decline in performance from the 2020-2021 data to the 2021-2022 data. Proficiency declined by 1 percentage point from 27% to 26%. This was significantly impacted by the proficiency in 3rd grade specifically (14%).

3rd-5th FAST 2022-2023

ELA Proficiency for 3rd-5th Grades will increase their federal index by 21 percentage points going from a federal index of 26% for 2022 to 47% federal index on the 2023 FAST assessment.

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

-3rd Grade: increase by 22 percentage points, from 14% for 2022 to 36% on the 2023 FAST assessment.

-4th Grade: increase by 34 percentage points, from 27% for 2022 to 61% on the 2023 FAST assessment.

-5th Grade: increase by 17 percentage points, from 35% for 2022 to 52% on the 2023 FAST assessment.

-SWD: increase by 9 percentage points, from 21% for 2022 to 30% on the 2023 FAST assessment.

-Black Students: increase by 13 percentage points, from 22% for 2022 to 35% on the 2023 FAST assessment.

-Male Students: increase by 12 percentage points, from 18% for 2022 to 30% on the 2023 FAST assessment.

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

-We strategically scheduled students with reading intervention teachers and ESE teachers to provide meaningful and quality reading intervention. Their progress from level to level (mastery) will be collected and noted.

-Goals have been established for individual students, classes, and grade levels for unit assessments. Following unit assessments, progress is monitored and students receive incentives for reaching goals.

-Goals have been established for individual students, classes, and grade levels for FAST. Following PM2, progress will be reviewed and students receive incentives for being on track (making adequate progress towards their PM3 goal).

-Teachers will meet biweekly to analyze data and determine plans or adjustments for improvement.

Person responsible for monitoring outcome:

Dr. Kimberly Thomas (kthomas2@ecsdfl.us)

Evidence-based**Strategy:**

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

We strategically scheduled students with reading intervention teachers and ESE teachers to provide meaningful and quality reading intervention (95% Group Multisyllabic Routine, 95% Phonics Core Program, Sondag System, Sondag System 2, Jan Richardson, or 95% Phonics Lessons Library).

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. We are continuing to provide meaningful and quality reading intervention for students in ELA, with guidance from our district ELA department. This strategy proved to be effective during the 2021-2022 school year and will be continuing.

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. Schedule Common-Planning for grade levels at least one day per week.
2. Schedule after-school extra planning for grade levels with stipends for teachers.
3. Schedule bi-weekly data meetings.
4. Schedule bi-weekly Professional Development, as needed.
5. Determine "Target" students for Proficiency and establish goals for FAST and Unit Assessments.
6. Monitor quality of instruction in class walkthroughs and provide feedback for growth.
7. Monitor Unit Assessment Data and FAST Progress Monitoring Data and make adjustments as needed.

Person Responsible Dr. Kimberly Thomas (kthomas2@ecsdfi.us)

#2. 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.**

After reviewing FSA data from 2021-2022, it has been noted that proficiency for MATH is an area that has been noted for improvement. We noticed a significant increase in performance from the 2020-2021 data to the 2021-2022 data. Proficiency increased by 16 percentage points from 20% to 36%. However, the 2018-2019 data shows that Math proficiency was 42%. Even though there was a large increase, proficiency is still down overall compared to the school year data prior to the pandemic/remote learning time period.

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

MATH Proficiency for 3rd-5th Grades will increase their federal index by 15 percentage points going from a federal index of 36% for 2022 to 51% federal index on the 2023 FAST assessment.

-3rd Grade: increase by 7 percentage points, from 36% for 2022 to 43% on the 2023 FAST assessment.

-4th Grade: increase by 17 percentage points, from 42% for 2022 to 59% on the 2023 FAST assessment.

-5th Grade: increase by 28 percentage points, from 30% for 2022 to 58% on the 2023 FAST assessment.

-SWD: increase by 8 percentage points, from 17% for 2022 to 25% on the 2023 FAST assessment.

-Black Students: increase by 9 percentage points, from 32% for 2022 to 41% on the 2023 FAST assessment.

-We strategically are utilizing our teacher assistants so that they are working with small groups of students with targeted lessons based on students' needs.

-Goals have been established for individual students, classes, and grade levels for unit assessments. Following unit assessments, progress is monitored and students receive incentives for reaching goals.

-Goals have been established for individual students, classes, and grade levels for FAST. Following PM2, progress will be reviewed and students receive incentives for being on track (making adequate progress towards their PM3 goal).

-Teachers will meet biweekly to analyze data and determine plans or adjustments for improvement.

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

**Person
responsible for
monitoring
outcome:**

Trudy Comerford (tcomerford@ecsdfl.us)

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

We will utilize our intervention resources and adjust groupings as needed. We will continue to utilize the Reflex Fluency Math program to increase proficiency in basic math operations. We are adjusting students' i-Ready pathways as needed and assigning teacher-assigned lessons as needed.

**Rationale for
Evidence-based
Strategy:**

With guidance from our district's Math department, we are backwards planning and implementing recommended resources.

Explain the rationale for selecting this specific strategy. 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.

1. Schedule Common-Planning for grade levels at least one day per week.
2. Schedule after-school extra planning for grade levels with stipends for teachers.
3. Schedule bi-weekly data meetings.
4. Schedule bi-weekly Professional Development, as needed.
5. Determine "Target" students for Proficiency and establish goals for FAST and Unit Assessments.
6. Monitor quality of instruction in class walkthroughs and provide feedback for growth.
7. Monitor Unit Assessment Data and FAST Progress Monitoring Data and make adjustments as needed.

Person Responsible Trudy Comerford (tcomerford@ecsdfl.us)

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

After reviewing FSA data from 2021-2022, it has been noted that proficiency for Science is an area that has been noted for improvement. We noticed a significant decline in performance from the 2020-2021 data to the 2021-2022 data. Proficiency declined by 11 percentage points from 32% to 21%.

Measurable Outcome:

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

Science Proficiency for 5th Grade will increase their federal index by 24 percentage points going from a federal index of 21% for 2022 to 45% federal index on the 2023 Florida Standards Assessment.

Monitoring:

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

-Goals have been established for individual students and classes for unit assessments for 5th Grade. Following unit assessments, progress is monitored and students receive incentives for reaching goals.
-Additionally, goals have been established for individual students and classes for FSA. Following Quarterly assessments, progress will be reviewed and students receive incentives for being on track (making adequate progress) towards their End-of-Year (FSA) Goal.
-Teacher will meet biweekly with administration to analyze data and determine plans or adjustments for improvement.

Person responsible for monitoring outcome:

Nichaka Tribbey (ntribbey@ecsdfl.us)

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

With the guidance from our Science department, students will be learning the 5th grade Science standards using the district-provided curriculum, the district-providing pacing guides with recommended, supplemental resources, specifically the standards-based (hands-on) lab experiments.

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

Students will be learning using a hands-on approach in our Science lab at least once during each Science unit. This hands-on application of learning allows for students to better understand the content conceptually which will result in a higher rate of proficiency.

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. Schedule after-school extra planning for grade levels with stipends for teachers.
2. Schedule bi-weekly data meetings with administration.
3. Schedule bi-weekly Professional Development, as needed. Request guidance from the district Science department as needed.
4. Determine "Target" students for Proficiency and establish goals for FSA and Unit Assessments.
5. Monitor quality of instruction in class walkthroughs and provide feedback for growth.
6. Monitor Unit Assessment Data and Quarterly Assessment data and make adjustments as needed.

Person Responsible

Nichaka Tribbey (ntribbey@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 49% on the Spring 2022 STAR Early Literacy Assessment.

First grade ELA proficiency rate was 39% on the Spring 2022 STAR Early Literacy Assessment.

Second grade ELA proficiency rate was 26% 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 14% on the 2022 FSA.

Fourth grade ELA proficiency rate was 27% on the 2022 FSA.

Fifth grade ELA proficiency rate was 35% on the 2022 FSA.

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

Students with Disabilities (21%)

White (27%)

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 2022 will increase from 49% in K, 39% in 1st grade, and 26% in 2nd grade on STAR AP4 to 50% on FAST-STAR PM3 (Early Literacy) for Kindergarten and 1st Grade and to 40% FAST-STAR PM3 (Reading) for 2nd Grade.

Grades 3-5: Measureable Outcome(s)

ELA proficiency will increase from 14% in 3rd grade, 27% in 4th grade, and 35% in 5th grade on the 2022 FSA to 47% or higher in each grade on the 2023 FAST.

The ELA Proficiency for all identified ESSA subgroups will increase to 40% 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.

Tribbey, Nichaka, ntribbey@ecsdfl.us

Evidence-based Practices/Programs:

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

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

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

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

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

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

Rationale for Evidence-based Practices/Programs:

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

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

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

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

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

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth.</p> <p>Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve.</p>	<p>Tribbey, Nichaka, ntribbey@ecsdfi.us</p>
<p>Our school utilizes the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention.</p> <p>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.</p>	<p>James, Cassandra, cjames@ecsdfi.us</p>

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.

C. A. Weis Elementary school is focused and determined to incorporate Trauma Informed Care practices in every classroom. We have implemented the Positive Behavior Intervention System (PBIS) with fidelity at our school. This system ensures each student understands guidelines and expectations of our school. With these expectations, students are aware of the rewards of positive behaviors, and consequences of negative behaviors. Administrators, teachers, and staff focus on building relationships with students, which creates a positive, predictable, and safe learning environment.

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

The stakeholders identified to promote a positive culture and environment are:

Dr. Kimberly Thomas- Principal

Trudy Comerford- Assistant Principal

Nichaka Tribbey- Curriculum Coordinator

Shelby Gilreath- Behavior Coach

Bridget Hill- Behavior Coach

Lisa Coleman- Children Home Society Agency Director

Latonya Jones- Connors- School Navigator