

Escambia County School District

Beulah Middle School



2022-23 Schoolwide Improvement Plan

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Beulah Middle School

6001 W NINE MILE RD, Pensacola, FL 32526

www.escambiaschools.org

Demographics

Principal: Frank Murphy J

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	89%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (49%) 2018-19: C (50%) 2017-18: No Grade
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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">89%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">56%</p>

School Grades History

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

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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.

Our mission is to develop an inclusive community of self-confident, innovative, critical and creative thinkers who practice resiliency, show empathy, and take initiative for learning while embracing technology. Beulah Middle School believes that all students have the ability to learn and be successful. We believe that we have the responsibility to our students to accept them as individuals, to assess their needs and interests, and to provide a varied, well-organized curriculum which will promote positive academic, social, physical, and emotional growth. Students, staff and the community will work together to help every child realize their potential to become responsible citizens and life-long learners.

Provide the school's vision statement.

We strive to...

Be a safe, caring, nurturing environment in which all students can feel supported emotionally, intellectually, and physically. Encourage critical thinking, integrity, self-confidence, and a desire for excellence. Achieve academic excellence by embracing technology and encouraging students to try new things in order for them to reach their highest potential. Recognize that each student is unique. Build positive personal characteristics such as tolerance, cooperation, honesty, and encourage respect for the individual differences that make each of us unique. Support creativity, individuality, and innovative thinking; in order to prepare students to become leaders who can meet the challenges facing our world both today and tomorrow

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
Sullivan, Michael	Principal	Guide the school's staff in creating a safe school which supports continuous improvements to student academic and behavioral outcomes.
Foster, Erica	Assistant Principal	To support the principal in guiding the school's staff in creating a safe school which supports continuous improvements to student academic and behavioral outcomes.
Thomas, Juanda	Assistant Principal	To support the principal in guiding the school's staff in creating a safe school which supports continuous improvements to student academic and behavioral outcomes.
Lavaway, Jason	Dean	To support the principal in guiding the school's staff in creating a safe school which supports continuous improvements to student academic and behavioral outcomes.
Hyder, Cheri	Behavior Specialist	To support the principal in guiding the school's staff in creating a safe school which supports continuous improvements to student academic and behavioral outcomes.
Burke, Brandee	Teacher, K-12	Department Head guides ELA peers in implementing adopted curriculum and monitoring student academic progress.
Fandrick, Lindsey	Teacher, K-12	Department Head guides Science peers in implementing adopted curriculum and monitoring student academic progress.
Payne, Stephanie	Teacher, K-12	Department Head guides ESE peers in supporting teachers in implementing adopted curriculum and monitoring student academic progress.
Quinn, Brian	Teacher, K-12	Department Head guides Electives peers in implementing adopted curriculum and monitoring student academic progress.
Wilcox, Krysta	Teacher, K-12	Department Head guides Social Science peers in implementing adopted curriculum and monitoring student academic progress.
Atkatsch, Ron	Teacher, K-12	Department Head guides Math peers in implementing adopted curriculum and monitoring student academic progress.
Rogers, Garrett	Teacher, K-12	Department Head guides PE peers in implementing adopted curriculum and monitoring student academic progress.
Madison, Julie	School Counselor	Supports students and families to ensure proper class placement and academic and behavioral support is provided.

Name	Position Title	Job Duties and Responsibilities
Narvaez, Zoraida	School Counselor	Supports students and families to ensure proper class placement and academic and behavioral support is provided.
Westmark, Tamura	School Counselor	Supports students and families to ensure proper class placement and academic and behavioral support is provided.

Demographic Information

Principal start date

Friday 7/1/2022, Frank Murphy J

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.*

10

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

960

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

14

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

12

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	299	346	315	0	0	0	0	960
Attendance below 90 percent	0	0	0	0	0	0	82	80	87	0	0	0	0	249
One or more suspensions	0	0	0	0	0	0	31	84	59	0	0	0	0	174
Course failure in ELA	0	0	0	0	0	0	11	20	17	0	0	0	0	48
Course failure in Math	0	0	0	0	0	0	18	24	5	0	0	0	0	47
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	60	82	93	0	0	0	0	235
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	91	128	93	0	0	0	0	312
Number of students with a substantial reading deficiency	0	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	65	95	77	0	0	0	0	237

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	1	4	2	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	5	6	2	0	0	0	0	13

Date this data was collected or last updated

Thursday 9/8/2022

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	308	304	367	0	0	0	0	979
Attendance below 90 percent	0	0	0	0	0	0	106	46	60	0	0	0	0	212
One or more suspensions	0	0	0	0	0	0	29	25	67	0	0	0	0	121
Course failure in ELA	0	0	0	0	0	0	14	21	19	0	0	0	0	54
Course failure in Math	0	0	0	0	0	0	22	11	22	0	0	0	0	55
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	54	94	105	0	0	0	0	253
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	98	122	125	0	0	0	0	345
Number of students with a substantial reading deficiency	0	0	0	0	0	0	9	29	50	0	0	0	0	88

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	21	19	37	0	0	0	0	77

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	5	10	9	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	9	3	5	0	0	0	0	17

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	308	304	367	0	0	0	0	979
Attendance below 90 percent	0	0	0	0	0	0	106	46	60	0	0	0	0	212
One or more suspensions	0	0	0	0	0	0	29	25	67	0	0	0	0	121
Course failure in ELA	0	0	0	0	0	0	14	21	19	0	0	0	0	54
Course failure in Math	0	0	0	0	0	0	22	11	22	0	0	0	0	55
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	54	94	105	0	0	0	0	253
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	98	122	125	0	0	0	0	345
Number of students with a substantial reading deficiency	0	0	0	0	0	0	9	29	50	0	0	0	0	88

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	21	19	37	0	0	0	0	77

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	5	10	9	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	9	3	5	0	0	0	0	17

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	40%	42%	50%				47%	48%	54%
ELA Learning Gains	41%						58%	52%	54%
ELA Lowest 25th Percentile	32%						56%	45%	47%
Math Achievement	41%	33%	36%				43%	46%	58%
Math Learning Gains	50%						47%	47%	57%
Math Lowest 25th Percentile	40%						46%	43%	51%
Science Achievement	49%	43%	53%				40%	43%	51%
Social Studies Achievement	69%	50%	58%				51%	58%	72%

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
06	2022					
	2019	51%	42%	9%	54%	-3%
Cohort Comparison						
07	2022					
	2019	42%	43%	-1%	52%	-10%
Cohort Comparison		-51%				
08	2022					
	2019	42%	50%	-8%	56%	-14%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	27%	36%	-9%	55%	-28%
Cohort Comparison						
07	2022					
	2019	57%	50%	7%	54%	3%
Cohort Comparison		-27%				
08	2022					
	2019	30%	21%	9%	46%	-16%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	38%	42%	-4%	48%	-10%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	48%	54%	-6%	71%	-23%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	68%	52%	16%	61%	7%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	17	35	29	18	40	36	20	43	47		
ASN	63	38		60	53						
BLK	29	37	28	20	37	34	29	54	72		
HSP	40	33	50	41	60	42	44	74	72		
MUL	44	43		48	46		55	80	77		
WHT	48	44	38	56	59	51	62	77	77		
FRL	34	39	29	32	43	41	40	58	70		

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	22	29	20	21	29	22	23	38	67		
ASN	81	67		69	42						
BLK	29	34	25	21	23	19	26	57	76		
HSP	56	54		42	25		30	82	92		
MUL	55	59	45	46	44	36	53	82	76		
WHT	52	46	32	49	35	27	50	77	77		
FRL	34	37	26	32	29	23	29	63	83		

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	21	56	49	17	35	35	9	29			
ELL	31	58		25	46						
ASN	67	92		60	62						
BLK	29	50	54	24	38	40	24	31	50		
HSP	63	64	64	54	58		38	75			
MUL	51	60		54	63		62	44			
WHT	57	62	52	52	50	51	49	64	67		
FRL	39	53	55	34	42	45	28	39	55		

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	49
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	438
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	54
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	56
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	57
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	43
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?

There was a clear decrease in ELA Achievement and Learning Gains across all subgroups and grade levels. 6th grade, and the SWD subgroup seemed most impacted. The SWD subgroup continues to be the lowest performing subgroup in both ELSA and Math. The African American subgroup although having not changed in ELA remains the second lowest performing subgroup.

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

The greatest need for improvement continues to be with the SWD in both ELA and Math along with needs of improvement for the African American subgroup primarily in ELA.

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

Two years of non-regular supports being provided due to COVID along with several students on IEPs needing Reading Interventions and/or needing to be placed in an Overage Class to recover credits may have been a factor. Teacher departures and arrivals within the year at approximately 25% also may have had an impact. Another cultural factor reported by some members of the community was that some students were not made to feel welcome.

First and foremost is to ensure as many as possible SWD receive first best instruction in a General Education setting with either an ESE or TAS member providing support. Second is to provide accommodations and modifications with fidelity. For those who are in additional support, tutoring will be made available beyond the school day both in the AM and PM. A key component that will lead to improved academic outcomes for our other subgroups will be the building of a Positive Culture with both Academic and Behavioral Supports through our Guidance Department, Behavior Team, Clinical Psychologist, Military Family Life Counselor and Navigator.

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

Math and Science both had improved outcomes for all subgroups.

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

The improvements are attributed to SWD being better supported in General Education Classes. In addition, Data Chats and improving Differentiation being used by multiple Math and Science teachers, along with Tutoring appears to have made a difference.

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

First best instruction for all students based on grade level standards with Differentiation being provided as needed within the classrooms. Additional supports such as Tutoring and Counseling being implemented as a targeted Intervention. Building Positive School and Classroom Culture using PBIS Training for staff and Recognition for 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.

We will be holding staff PD focusing on Classroom Student engagement Strategies and PBIS along with Data Talks to guide Differentiation Strategy implementation. We will be doing a Book Study on 'The Boy Crisis' in order to better engage our students in learning. ECSD has contracted with Insight to provide school leaders training on how to improve Walk-Throughs focused on standards implementation.

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

Our ELA and Math teachers continue to receive BEST Standards and newly adopted curriculum training from Our Reading Teachers receive ILit training. ECSD provides PD based on subject area needs.

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.

Math Achievement has not reached the minimum 41% proficiency in the following sub groups for the last two years. Students with Disabilities 2021 (21%) 2022 (18%), (32%) overall in 2022, and African American 2021 (21%) & 2022 (20%). (38%) overall in 2022.

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

Math proficiency will go from 41% on the 2022 FSA to 46% or higher on the 2023 FAST. This year, the achievement gap in proficiency between SWD and overall students will be narrowed by going from 18% on the 2022 Math FSA to 25% or higher on the 2023 Math FAST. This year, the achievement gap in proficiency between African American students and overall students will be narrowed by going from 20% on the 2022 Math FSA to 27% or higher on the 2023 Math FAST.

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

Progress monitoring will be accomplished within classrooms by Math Teachers using adopted curriculum standards based assessments and Quarterly District assigned assessments. As a school, Math FAST Progress Monitoring Assessments will be used. The Administrative Team will conduct walkthroughs to monitor the implementation of BEST Standards for Math along with First Best Instruction, Differentiation and proper provision of Accommodations for ESE students. The Administrative team will work closely with Math district personnel to ensure Math staff are supported in implementing the BEST Math standards. The Administrative Team will review school wide data with the Math teachers to determine areas of instructional practices that may need to be modified and additional resources which may be needed.

Person responsible for monitoring outcome:

Michael Sullivan (msullivan@ecsdfl.us)

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

1. Teach students how to use visual representations to assist in both reading word problems and solving problems.
2. Teach students multiple problem-solving strategies for various problems.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

1. According to Improving Mathematical Problem-Solving in Grades 4-8 from What Works Clearing House, teaching students how to use visual representations shows a positive impact on student achievement.
2. According to Improving Mathematical Problem-Solving in Grades 4-8 from What Works Clearing House, exposing students to multiple problem-solving strategies shows a positive impact on student achievement.

Action Steps to Implement

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

1. The Administrative Team will meet with teachers by subject area to collaboratively analyze progress monitoring results from, quarterly assessments, and the FAST Progress Monitoring Assessments.
2. The Administrative Team team will increase the frequency of walkthroughs to monitor the implementation of BEST Standards for Math along with First Best Instruction, Differentiation and proper provision of Accommodations for ESE students.

Person Responsible Michael Sullivan (msullivan@ecsdfi.us)

#2. Instructional Practice specifically relating to ELA

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>ELA Achievement has not reached the minimum 41% proficiency in the following sub groups for the last two years. Students with Disabilities 2021 (22%) 2022 (17%), (32%) overall in 2022, and African American 2021 & 2022 (29%). (38%) overall in 2022.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>ELA proficiency will go from 40% on the 2022 FSA to 45% or higher on the 2023 FAST. This year, the achievement gap in proficiency between SWD and overall students will be narrowed by going from 17% on the 2022 ELA FSA to 24% or higher on the 2023 ELA FAST. This year, the achievement gap in proficiency between African American students and overall students will be narrowed by going from 29% on the 2022 ELA FSA to 36% or higher on the 2023 ELA FAST.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>Progress monitoring will be accomplished within classrooms by ELA Teachers using My Perspectives SAVVAS Unit Tests. As a school, ELA FAST Progress Monitoring Assessments will be used. The Administrative Team will conduct walkthroughs to monitor the implementation of BEST Standards for ELA along with First Best Instruction, Differentiation and proper provision of Accommodations for ESE students. The Administrative team will work closely with ELA district personnel to ensure ELA staff are supported in implementing the BEST ELA standards. The Administrative Team will review school wide data with the ELA teachers to determine areas of instructional practices that may need to be modified and additional resources which may be needed.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Michael Sullivan (msullivan@ecsdf.l.us)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being implemented</p>	<ol style="list-style-type: none"> 1. Teaching of Reading and Writing strategies taught in all classes. 2. Provide explicit vocabulary instruction in all subjects, including electives. 3. Reading and Writing Class placement as needed.

for this Area of Focus.

Rationale for Evidence-based

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

1. According to Teaching Secondary Students to Write Effectively from What Works Clearing House (2016), "combining reading and writing together in an activity or assignment helps students learn about important text features" (p.31).
2. According to Improving Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearing House (2008), "giving students explicit instruction in vocabulary, teachers help [students] learn the meaning of new words and strengthen their independent skills of constructing the meaning of text" (p. 11).

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. The Administrative Team will meet with teachers by subject area to collaboratively analyze progress monitoring results from curricular unit assessments, quarterly assessments, and the FAST Progress Monitoring Assessments.
2. The Administrative Team team will increase the frequency of walkthroughs to monitor the implementation of BEST Standards for ELA along with First Best Instruction, Differentiation and proper provision of Accommodations for ESE students.

Person Responsible Michael Sullivan (msullivan@ecsdfi.us)

Positive Culture & Environment

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

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

We will look at the data from FOCUS to compare the previous year's data to the current year's data every nine weeks to determine if specific behaviors need to be addressed. We will develop and implement a PBIS model by the end of the 2022-2023 school year, creating an environment where behaviors are consistently and positively supported throughout the learning environment. Teachers will use MTSS and school-wide expectations to support positive behavior throughout the 2022-2023 school year.

We have already begun to provide staff opportunities to recognize both their students and their peers as

students and teachers of the month. Students will receive certificates, rewards and special privileges. Teachers will receive recognition via a teacher of the month plaque .

We will keep our students and community involved through parent family engagements nights, all calls, website updates, and surveys.

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

PBIS Team Members

1. Mr. Michael Sullivan Principal
2. Dr. Erica Foster Asst. Principal
3. Julie Madison Counselor
4. Zoraida Narvaez Counselor
5. Tammy Westmark Counselor
6. Jason Lavaway Dean
7. Cheri Hyder Teacher
8. William Bele'n Community Member
9. Natalie Nickerson Student