Blue Angels Elementary School

2022-23 Schoolwide Improvement Plan

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Blue Angels Elementary School

1551 DOG TRACK RD, Pensacola, FL 32506

www.escambiaschools.org

Demographics

Principal: Jayne Murphy P

Start Date for this Principal: 9/26/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
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 (50%) 2018-19: A (65%) 2017-18: B (61%)
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.](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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1551 DOG TRACK RD, Pensacola, FL 32506

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

Our mission at Blue Angels Elementary School is to promote joy in learning in a safe, child-centered environment.

Provide the school's vision statement.

Our vision is to meet the academic needs of each student at Blue Angels Elementary School while helping to develop well rounded citizens.

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
Murphy, Jayne	Principal	Instructional Leader
Morris, Dawn	Assistant Principal	Instructional Leader
Griffin, Vanessa	School Counselor	
Southworth, Gary	School Counselor	
Tanton, Lauren	Other	

Demographic Information

Principal start date
Monday 9/26/2022, Jayne Murphy P

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Total number of teacher positions allocated to the school
60

Total number of students enrolled at the school
781

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	133	161	133	128	115	102	0	0	0	0	0	0	0	772
Attendance below 90 percent	10	35	23	17	17	17	0	0	0	0	0	0	0	119
One or more suspensions	1	4	4	3	0	3	0	0	0	0	0	0	0	15
Course failure in ELA	0	3	2	6	2	3	0	0	0	0	0	0	0	16
Course failure in Math	0	1	1	4	3	3	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	9	13	0	0	0	0	0	0	0	32
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	13	23	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	3	0	6	9	10	0	0	0	0	0	0	0	29

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated
Monday 9/26/2022

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	138	126	119	120	106	129	0	0	0	0	0	0	0	738
Attendance below 90 percent	12	34	17	25	21	21	0	0	0	0	0	0	0	130
One or more suspensions	0	2	2	1	3	2	0	0	0	0	0	0	0	10
Course failure in ELA	0	8	4	2	6	1	0	0	0	0	0	0	0	21
Course failure in Math	0	3	1	3	6	5	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	10	12	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	13	25	0	0	0	0	0	0	0	41
Number of students with a substantial reading deficiency	12	16	14	15	11	12	0	0	0	0	0	0	0	80

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	5	3	3	5	2	0	0	0	0	0	0	0	18

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	17	12	1	3	0	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	138	126	119	120	106	129	0	0	0	0	0	0	0	738
Attendance below 90 percent	12	34	17	25	21	21	0	0	0	0	0	0	0	130
One or more suspensions	0	2	2	1	3	2	0	0	0	0	0	0	0	10
Course failure in ELA	0	8	4	2	6	1	0	0	0	0	0	0	0	21
Course failure in Math	0	3	1	3	6	5	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	10	12	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	13	25	0	0	0	0	0	0	0	41
Number of students with a substantial reading deficiency	12	16	14	15	11	12	0	0	0	0	0	0	0	80

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	5	3	3	5	2	0	0	0	0	0	0	0	18

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	17	12	1	3	0	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	68%	51%	56%				68%	53%	57%
ELA Learning Gains	55%						61%	55%	58%
ELA Lowest 25th Percentile	40%						43%	52%	53%
Math Achievement	57%	46%	50%				70%	57%	63%
Math Learning Gains	43%						81%	60%	62%
Math Lowest 25th Percentile	39%						66%	52%	51%
Science Achievement	50%	52%	59%				69%	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	74%	56%	18%	58%	16%
Cohort Comparison		0%				
04	2022					
	2019	62%	52%	10%	58%	4%
Cohort Comparison		-74%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	64%	51%	13%	56%	8%
Cohort Comparison		-62%				

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	61%	55%	6%	62%	-1%
Cohort Comparison		0%				
04	2022					
	2019	71%	58%	13%	64%	7%
Cohort Comparison		-61%				
05	2022					
	2019	72%	55%	17%	60%	12%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	69%	55%	14%	53%	16%
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	34	31	20	29	34	24	22				
ASN	80			90							
BLK	49	40	10	36	23		28				
HSP	76	50		61	33						
MUL	70	55		53	33		35				
WHT	68	58	50	58	49	54	59				
FRL	61	49	42	47	42	35	37				

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	38	38	31	35	45	25	41				
ASN	92			92							
BLK	61	42		50	33		42				
HSP	63	42		69	75		64				
MUL	67	53		62	76		56				
WHT	63	50	42	58	64	38	57				
FRL	55	43	40	51	54	35	47				
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	35	40	26	35	71	69	43				
ASN	77	62		95	92						
BLK	47	41	36	55	65	46	41				
HSP	72	63		70	68		43				
MUL	75	74		67	93		80				
WHT	71	63	41	73	83	68	78				
FRL	58	51	38	61	80	72	59				

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	50
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	352
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

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	85
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	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	55
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	49
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	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?

Based on the school grade history analysis, our Math achievement and learning gains decreased 3pts and 20pts respectively. Our lower quartile learning gains for math was at 39pts.
Lower quartile learning gains for reading also decreased to 40pts.

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

Overall mathematics and students in the lower quartile for both reading and ELA. Compared to data from 2021, our math learning gains dropped 20pts, from 63 to 43. Learning gains for the lowest quartile in math dropped 2pt, from 41 to 39. Although there was an increase in overall ELA achievement, the learning gains for the ELA lowest quartile dropped 1pt, from 41 to 40.

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

Low math achievement and learning gains were impacted by attendance and gaps in learning due to COVID. Teachers will target instruction in math for all students with emphasis on small group differentiated instruction. The administration will continue to monitor iReady data and Reflex math will also be utilized to increase overall fact fluency. Teachers will monitor iReady usage and data and continue to assign lessons based on student needs. Monthly data meetings with the administrative team will continue to discuss instruction and interventions for students.

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

According to the school grade history analysis, overall ELA achievement increased 4pts, from 64 to 68. Third-grade ELA proficiency was 72pts.

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

Implementation of the BEST standards and small group instruction in ELA were contributing factors to ELA achievement gains. Use of iReady teacher-assigned lessons targeted individual deficiencies to address instructional needs. Utilization of iReady to focus on the domains of reading comprehension and vocabulary in 3rd-5th grade proved successful. Afterschool tutoring was also provided by teachers to address student needs.

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

An emphasis on math small group instruction and implementation of Reflex math for fact fluency will accelerate overall Math achievement for all students. Continued weekly walk-throughs to observe ELA and math instruction.
Daily "DEAR" time will be monitored by the media specialist.

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.

Scheduled iReady trainings with Curriculum Associates
A book study on Small Group Reading Strategies
Professional development early release days will focus on understanding and utilizing progress monitoring data to guide instructional groupings
The administration will participate in instructional coaching provided by learning walks

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

Rti coordinator will continue to assist by selecting appropriate interventions, monitoring grade level data, and meeting with teachers and parents to ensure student success

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 Small Group Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on our data analysis of achievement levels for math and reading, it is necessary to move beyond Core instruction to differentiate in small groups to meet the individual academic needs of students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In lieu of FSA data, we will monitor STAR assessments to predict growth in math achievement levels across all subgroups. Our goal is to meet or exceed prior years' math learning gain and achievement levels.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Star Math and Fast Cambium PM1 to PM3 will be utilized to monitor student learning gains.
Person responsible for monitoring outcome:	Jayne Murphy (jmurphy3@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Small groups differentiated instruction allows for flexible and individual student-based instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Small group differentiated instruction using enVision math reteach and enrichment pages provided through the district math adoption, iReady Math teacher-assigned lessons, Reflex Math fluency practice, and opportunities for after-school tutoring.

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.

IReady Professional Development each semester. Teachers are provided with a 40 minutes session with an representative from Curriculum Associates.

Implementation of Reflex Math to increase Math Fluency.

Person Responsible	Jayne Murphy (jmurphy3@ecsdfl.us)

Professional Learning Community Book Study. The PLC will use The Reading Strategies Book by Jennifer Serravallo.
There will also be a PLC Book Study during the Spring Semester. Book will be determined at a later date.

Person Responsible	Dawn Morris (dmorris2@ecsdfl.us)

Early Release Professiona Development Days will focus on Progress Monitoring Data and providing appropriate small group instruction.

Person Responsible	Lauren Tanton (ltanton@ecsdfl.us)

Positive Culture & Environment

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

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

Blue Angles Elementary strives to promote a positive learning environment and community atmosphere.
The social and emotional needs of our students are met by two guidance counselors, a Military Family Liasion Counselor, and Lakeview Counselor.
This year we have a Kindness Counts Campaign. Our goal is to help students develop empathy and build positive peer relationships.
Resiliency lessons are provided to students in grades 3-5 to focus on building positive relationships and communication skills.
We have a Positive Behavior Support program that encourages and rewards positive behaviors. Students are able to shop in the Flight Deck and/or attend PBS events.

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

Families: includes our PTA, SAC, Volunteers and Mentors
Community: includes SAC, Gulf Coast Kids House, Big Lagoon Kiwanis, NASP Service Members, Partners in Education
Students: Anchored For Life Comfort Crew, follow rules and respecting one another
Teachers: demonstrating and modeling kindness, providing instrution and afterschool tutoring
ESP: demonstrating and modeling kindness, provide support to ensure student growth
MFLC: support military dependents and classrooms teachers
Admin/Counselors/RTI Coordinator/Media Specialist: model positive behavior, kindness, expectations and maintain social media to share good news.