

Escambia County School District

Beulah Academy Of Science School



2023-24

Schoolwide Improvement Plan (SIP)

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Beulah Academy Of Science

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

It is the mission of the Beulah Academy of Science to provide a quality, community based education to children in grades 6-8. We are committed to providing a teaching environment that fosters a love of learning, promotes academic achievement, and generates self-esteem for children of varying levels of ability. We strive to prepare our students to become responsible, productive adults able to meet the challenges of the 21st century.

Provide the school's vision statement.

At Beulah Academy we are committed to providing all Bobcats with a safe, nurturing environment that fosters academic excellence, while developing responsible leaders and citizens. Creating a school culture based on pride, respect, success, and acceptance. Focusing on the individual and academic needs of each student. Challenging them to achieve their maximum potential and teach them to thrive beyond the classroom.

Living each day, the Bobcat Way!

The Bobcat Way!

B – Be respectful, honest & kind!

O – Own it...everything, every day!

B – Be active and engaged in learning!

C – Challenge yourself daily and strive for greatness!

A – Attitude is everything...keep yours positive!

T – Take pride in your school, your work, & yourself!

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Bailey, Sherry	Principal	Everything
Williams, Marisa	Other	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our stakeholders play an integral part in our students achievements. We use a "whole team", student-focused approach that we term "support team". Our "support teams" include but are not limited to, parents/guardians, students, teachers, staff members, admin, mental health counselors, community members, and outside agencies. This approach allows us to meet the needs of our students and capitalize on their strengths while also allowing us the ability to identify areas that need improvement. By utilizing the support team approach, each team member is able to encourage and support the student along their academic journey.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Subject Area and Grade level teams will meet weekly to review academic data to determine individual student gains/gaps. Teams will then meet with Leadership team to discuss findings and any revisions made or student needs not being met. This process will be done weekly throughout the school year.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	28%
2022-23 Economically Disadvantaged (FRL) Rate	34%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	13	10	18	41	
One or more suspensions	0	0	0	0	0	0	1	0	0	1	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	0	0	1	
Course failure in Math	0	0	0	0	0	0	3	0	0	3	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
Absent 10% or more school days											
One or more suspensions											
Course failure in English Language Arts (ELA)											
Course failure in Math											
Level 1 on statewide FSA ELA assessment											
Level 1 on statewide FSA Math assessment											
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.											

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	50	40	49	46	42	50	49		
ELA Learning Gains				45			37		
ELA Lowest 25th Percentile				39			30		
Math Achievement*	62	45	56	54	33	36	39		
Math Learning Gains				51			31		
Math Lowest 25th Percentile				58			35		
Science Achievement*	31	40	49	36	43	53	46		
Social Studies Achievement*	76	59	68	74	50	58	63		
Middle School Acceleration	44	73	73	67	47	49	49		
Graduation Rate					41	49			
College and Career Acceleration					57	70			
ELP Progress		39	40		79	76			

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	263
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	9
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	4	3
ELL				
AMI				
ASN				
BLK	22	Yes	1	1
HSP	63			
MUL	40	Yes	1	
PAC				
WHT	55			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	2
ELL				
AMI				
ASN				
BLK	41			
HSP	51			
MUL	59			
PAC				
WHT	53			
FRL	52			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	50			62			31	76	44			
SWD	18			39			20	36			4	
ELL												
AMI												
ASN												
BLK	23			30			13				3	
HSP	63			63							2	
MUL	37			42							2	
PAC												
WHT	52			67			33	78	45		5	
FRL	44			61			33	74	48		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	46	45	39	54	51	58	36	74	67			
SWD	27	29	17	23	38	33						
ELL												
AMI												
ASN												
BLK	26	35	33	31	48	55	40	56				
HSP	48	50		62	44							
MUL	50	45		69	73							
PAC												
WHT	50	46	39	55	51	61	34	77	66			
FRL	46	45	39	54	51	58	36	74	67			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	49	37	30	39	31	35	46	63	49			
SWD	22	39	29	17	26	21						
ELL												
AMI												
ASN												
BLK	35	25	23	23	17	15	31	73				
HSP	56	47		50	40							
MUL	42	36		33	45							
PAC												
WHT	51	38	34	42	34	39	49	62	50			
FRL	49	38	26	37	26	32	60	60				

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	48%	37%	11%	47%	1%
08	2023 - Spring	40%	38%	2%	47%	-7%
06	2023 - Spring	51%	37%	14%	47%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	73%	41%	32%	54%	19%
07	2023 - Spring	70%	48%	22%	48%	22%
08	2023 - Spring	44%	31%	13%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	30%	36%	-6%	44%	-14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	38%	42%	50%	30%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	48%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	55%	21%	66%	10%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

8th grade Science had a proficiency of 30.5% which is a 17% difference from the state. Contributing factors were teacher inability to deliver the curriculum in an effective manner which in turn created a lack of student engagement.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA decreased by 9.1% from the prior year. Contributing factors were lack of attendance, student engagement, and teacher turnover.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

8th grade Science had a proficiency of 30.5% which is a 17% difference from the state. Contributing factors were teacher inability to deliver the curriculum in an effective manner which in turn created a lack of student engagement. Teacher turnover and poor attendance were also contributing factors.

Which data component showed the most improvement? What new actions did your school take in this area?

Math showed a 14.2% improvement. Teachers offered tutoring after school as well as during their planning periods for students that needed more one on one assistance. Teachers also provided smaller, more frequent assessments in order to track data and give feedback. This allowed teachers to modify curriculum if needed and identify individual student needs.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance and student engagement have been identified as areas of concern. When looking at the data, 41 total students had below 90% attendance rate.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

ELA Lower Quartile: Gains can be made in a year. Gains in lower quartile impact ELA learning gains and over time ELA Proficiency.

Science: Increasing experiences reading more science text and connecting to hands-on experiences will impact Science and ELA cells.

Acceleration: Weighted more than any other cells. Focus needs to be in accelerated Science.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to Early Warning Systems (EWS) 13% of students have an attendance rate below 90%.

Measurable Outcome:

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

The number of students with below 90% attendance rate per quarter will decrease by 5 points going from 13% to 8% or lower.

Monitoring:

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

The data metrics that will be utilized to monitor the Positive Culture and Environment goal will be PMDR quarterly data and attendance data in Focus. The leadership team will review attendance data twice a month. The team will meet with the teachers, parents, and students to discuss the data and determine needed support.

Person responsible for monitoring outcome:

Marisa Williams (mwilliams@basience.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Schools have a multitiered system in place that supports the behavioral practices—from the school wide to the individualized levels (10 Keys to Behavior- Tier 1)

School decisions are guided by school wide discipline data. (10 Keys to Behavior- Tier 1)

Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. (Preventing Dropout in Secondary Schools- Tier 2)

Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems. Preventing Dropout in Secondary Schools- (Tier 2)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. According to 10 Keys to Behavior Practice Guide from The Meadow Center, having a multitiered system in place that supports the behavior practices from the school wide to the individualized levels shows a positive impact on student achievement, behavior, and attendance. (Tier 1)
2. According to 10 Keys to Behavior, school decisions guided by school wide discipline data show a positive impact on student behavior and attendance. (Tier 1)
3. According to Preventing Dropout in Secondary Schools, providing intensive, individualized support to students who have fallen off track and face significant challenges to success has a positive impact on student achievement, behavior, and attendance. (Tier 2)
4. According to Preventing Dropout in Secondary Schools, monitoring the progress of all students, and

proactively intervening when students show early signs of attendance, behavior, or academic problems has a positive impact on student achievement, behavior, and attendance. (Tier 2)

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Data: 1. The Behavior team will meet twice a month to review attendance data. The purpose of these meetings will be to identify students for attendance child study teams. At these meetings, students missing more than 5 days of school or more per quarter will be identified and referred to guidance an attendance child study.

Communication: The leadership team will establish school-wide protocols for attendance and behavior. Teachers, students, and parents will receive feedback about student attendance on a monthly basis. The feedback will be provided to teachers at the quarterly school meetings and once a semester at the parent night meetings. Teachers will utilize Google Classroom and/or calls home to provide feedback about attendance to individual students and parents at least once a month for identified students who are below the 90% attendance rate. This will create a transparent environment about the status and needs of the school. The feedback will show comparative data from each month about overall student attendance, faculty attendance, and numbers/types of referrals.

Plans: Monthly incentive programs for students who display positive behavior, attendance, and leadership skills (outlined in the School-wide positive culture and environment plan) and 95% or higher attendance will be established. The program incentives will include PBIS points to go to the school PBIS store, quarterly Ice Cream truck, and semester socials. The school will work with the PTA and community partners to donate incentives for the PBIS store and quarterly/semester incentives. The school will also recognize students meeting identified behavior and attendance goals monthly on the school news show.

Person Responsible: Marisa Williams (mwilliams@basience.com)

By When: Ongoing throughout the school year.

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

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Achievement in Science has not reached 41% proficiency for the past 2 years and shows deficiencies in the following subgroups based on the 2022-2023 SSA: Students with Disabilities (20%).

Measurable Outcome:

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

Science proficiency will go from 30.5% on the 2023 SSA to 41% or higher on the 2024 SSA school-wide.

Monitoring:

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

The data metrics that will be utilized to monitor the Science goal will be district created probes, unit tests, and quarterly progress monitoring. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school wide data twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Sherry Bailey (sbailey@ecsdfi.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Provide direct and explicit comprehension strategy instruction with Science text. (Tier 1)
2. Provide opportunities for extended discussion of text meaning and interpretation. (Tier 2)
3. Connect and integrate abstract and concrete representations of concepts in Science. (Tier 2)
4. Utilizing writing for a variety of purposes including conveying scientific information, making a scientific argument, enhancing understanding of scientific reading, or to share a scientific experience (Tier 1)
5. Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing. (Tier 1)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearing House, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement.

According to Organizing Instruction and Study to Improve Student Behavior from What Works Clearing House, connecting and integrating abstract and concrete representations shows positive impact on student achievement.

According to the Teaching Secondary Students to Write Effectively from What Works Clearing House, utilizing writing for a variety of purposes shows positive impact on student achievement.

According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The

Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Data: The leadership team will meet with teachers to discuss SSA and prior year data for overall population and specific subgroups at the beginning of the year. The leadership team will analyze data metrics from Schoolnet probes, unit tests, and quarterly progress monitoring assessments, and meet with teachers for data chats once a month. Teachers will have data chats with SWD students once a month for the unit assessments during their research class. Teachers will also meet with all students once a quarter to review the Science quarterly test. The administration will review data chat documentation once a month.

Professional Development: Professional development will include the following: implementation of the Science curriculum which includes comprehension strategies, vocabulary, writing, abstract to concrete through labs, and student discourse. The professional development will be embedded in the weekly planning provided by the Science specialist.

Planning/PLC: Structured planning with the teachers and principal will occur 1 time a week. The School-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards. During planning teachers will utilize the test item specifications to ensure activities and questioning align to the intended rigor of the benchmarks. Teachers will also practice collaborative structures and create exemplars for student answers, lab work, and written evidence of understanding. Teachers will have unstructured planning at least once a week with other grade level science teachers to focus on developing the components outlined in the lesson plan to include gathering materials for labs, creating card sorts, and developing tasks in Canvas.

Classroom walks/feedback: The leadership team, specifically the principal will conduct classroom walks once every two weeks in 6th and 7th grade science classrooms and once a week in 8th grade science and Biology classrooms to monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers after each visit and determine coaching support based on the data metrics and class walks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Coaching/Teacher Feedback: In-depth coaching will be provided to science teachers by the district science specialist based on qualitative and quantitative data points. The coaching will be focused around content knowledge, SIP evidence-based strategies, and instructional practices. The coaching will be monitored by the School Leadership Team and District Content Specialist to determine the focus of the on-going coaching cycle. The assistant principal will also support within the moment coaching during class visits and feedback meetings with the science teachers.

Person Responsible: Sherry Bailey (sbailey@ecsdf.us)

By When: Ongoing throughout the school year.