

Escambia County School District

Byrneville Elementary School, Inc. School



2023-24

Schoolwide Improvement Plan (SIP)

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Byrneville Elementary School, Inc.

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www.escambiaschools.org

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.

Byrneville Elementary School is committed to the constant improvement of skills and knowledge to provide an appropriate and safe learning environment in which students can develop their academic, emotional, physical and social abilities to their fullest extent.

Provide the school's vision statement.

The vision of Byrneville Elementary School is for our students to have success today, be prepared for success in secondary education, and to flourish as a responsible citizen.

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
Trawick, Ashley	Principal	
Johnston, Jacke'	Teacher, K-12	
Slade, Ashley	Teacher, K-12	
Thornton, Candi	Teacher, K-12	
Weaver, Deana	Teacher, K-12	

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.

School Advisory Council Meetings
School Leadership Team Meetings

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))

A mid year review will be conducted to monitor for effective implementation and impact.

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)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	31%
2022-23 Economically Disadvantaged (FRL) Rate	85%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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) 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: B 2019-20: B 2018-19: B 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	4	15	10	14	10	16	0	0	0	69
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	1	6	1	0	0	0	0	8
Course failure in Math	0	0	0	1	1	1	0	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	1	1	2	0	0	0	4

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	1	4	1	1	0	0	0	7

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	2	0	0	2	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	1	0	0	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
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	4	6	10	10	7	11	0	0	0	48
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	3	0	0	0	0	0	3
Course failure in Math	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	3	2	4	0	0	0	9
Level 1 on statewide Math assessment	0	0	0	1	1	4	0	0	0	6
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	1	3	0	0	0	4

The number of students identified retained:

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

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 days	4	6	10	10	7	11	0	0	0	48
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	3	0	0	0	0	0	3
Course failure in Math	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	3	2	4	0	0	0	9
Level 1 on statewide Math assessment	0	0	0	1	1	4	0	0	0	6
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	1	3	0	0	0	4

The number of students identified retained:

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

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*	51	48	53	50	51	56	67		
ELA Learning Gains				55			63		
ELA Lowest 25th Percentile				50					
Math Achievement*	55	50	59	65	46	50	63		
Math Learning Gains				51			57		
Math Lowest 25th Percentile				43					

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	44	52	54	61	52	59	78		
Social Studies Achievement*					55	64			
Middle School Acceleration					45	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress		62	59						

* 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)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	209
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	375
Total Components for the Federal Index	7
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	15	Yes	1	1
ELL				
AMI				
ASN				
BLK	29	Yes	1	1
HSP				
MUL	15	Yes	2	2
PAC				
WHT	63			
FRL	55			

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	45			
ELL				
AMI				
ASN				
BLK	41			
HSP				
MUL	25	Yes	1	1
PAC				
WHT	65			
FRL	46			

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	51			55			44					
SWD	0			30							2	
ELL												
AMI												
ASN												
BLK	25			33							2	
HSP												
MUL	10			20							2	
PAC												
WHT	59			65			57				4	
FRL	55			55			42				4	

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	50	55	50	65	51	43	61					
SWD	30			60								
ELL												
AMI												
ASN												
BLK	27			55								
HSP												
MUL	17			33								
PAC												
WHT	61	64		73	56		73					
FRL	36	46	50	60	43		42					

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	67	63		63	57		78					
SWD	50			50								
ELL												

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
AMI												
ASN												
BLK												
HSP												
MUL	55			50								
PAC												
WHT	76	76		71	71		83					
FRL	51	53		49	47		59					

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
05	2023 - Spring	47%	49%	-2%	54%	-7%
04	2023 - Spring	65%	57%	8%	58%	7%
03	2023 - Spring	50%	44%	6%	50%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	61%	51%	10%	59%	2%
04	2023 - Spring	58%	58%	0%	61%	-3%
05	2023 - Spring	38%	47%	-9%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	51%	-7%	51%	-7%

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.

Multiracial subgroup in both ELA and Math. ELA consistently decreased from 50 in 18-19 to 17 in 21-22 to 9 in 22-23. The district proficiency is 50 and state is 54. Math has also consistently decreased from 70 to 33 to 18. District is 52, state is 58.

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

In ELA SWD decreased 10% and Multiracial decreased 7.9%
In Math the greatest decrease was SWD with a decrease of 30% and Black with a decrease of 21.7%

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.

5th grade science has a gap of -7% with the state average (44% as compared to 51%)
Math has a gap of -3% with the state average (55% compared to 58%)

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

ELA Economically Disadvantaged improved from 36 to 58.8 which is 22.8%

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

During the 2022-2023 school 69 students missed more than 10% of school.

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

Science Proficiency (Has historically gone from 58% to 59% to 61% to 44%)

Math Learning Gains (went from 62 to 51 on the 21-22 FSA)

Multiracial Subgroup ELA and Math (ELA went from 50 to 17 to 9/Math went from 70 to 33 to 18)

Attendance (69 students missed 10% or more school days)

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 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 ELA for multiracial students has not reached 41% proficiency and has historically decreased from 50% (2018-2019) to 17% (2021-2022) to 9% (2022-2023).

Measurable Outcome:

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

The achievement gap in ELA proficiency* between the multiracial ESSA subgroup and overall students will decrease by 50%, going from a 48 point gap on the 2023 ELA FAST PM3 to a 24 point gap or less on the 2024 ELA FAST PM3.

* Proficiency levels indicated for 2023 are based on levels set as of July 2023

Monitoring:

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

The data metrics that will be utilized to monitor the ELA goal will be FAST PM 1 and 2 scores, STAR testing results, iReady scores and district created probes. The admin will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The admin, leadership team and teacher will also review data quarterly. This team will discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Ashley Trawick (atrawick@ecsdfl.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.)

Strengthen the multi-tiered system of supports for all students

Principals expect teachers to collect data (as applicable to the grade level and course) from FAST, STAR, iReady, ESGI (kindergarten), First Grade Decoding Probes, Schoolnet Into Reading module assessments, and Sondag System mastery checks. Teachers use the data to monitor student progress and offer re-teach or enrichment opportunities to students. School MTSS teams use individual student progress monitoring data to determine students in need of intervention by following the reading intervention decision trees which outline benchmarks to follow.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In analyzing the 2023 FAST data and historical ESSA data, student ELA scores have declined. According to

"Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades" found on What Works Clearinghouse, strengthening the Multi Tiered System of Support for Students showed strong evidence of impact.

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.

1. Review assessment data quarterly and hold Quarterly data meetings to identify students in need of intervention. Data meetings will include the administrator and grade level teachers.
2. Use the ELA Decision tree to determine targeted evidence based interventions for identified students through the MTSS process and review at RTI meetings every 6 weeks for Tier 2 and every 9 weeks for Tier 3.
3. Monitor implementation of interventions through Rtl meetings (Every 6 weeks for Tier 2 and every 9 weeks for Tier 3) and monthly administrator walkthroughs

Person Responsible: Ashley Trawick (atrawick@ecsdfi.us)

By When: End of year

#2. Instructional Practice specifically relating to Math**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 Math for multiracial students has not reached 41% proficiency and has historically decreased from 70% (2018-2019) to 33% (2021-2022) to 18% (2022-2023).

There was a decrease in Math learning gains overall from 62 in 2018-2019 to 51 in 2021-2022.

Measurable Outcome:

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

The achievement gap in Math proficiency* between the multiracial ESSA subgroup and overall students will decrease by 50%, going from a 37 point gap on the 2023 Math FAST PM3 to a 19 point gap or less on the 2024 Math FAST PM3.

* Proficiency levels indicated for 2023 are based on levels set as of July 2023

Math learning gains will increase from 51% on 2021-2022 FSA to at least 60% after 2023-2024 FAST PM3.

Monitoring:

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

The data metrics that will be utilized to monitor the Math goal will be FAST PM 1 and 2 scores, STAR testing results, iReady scores and district created probes. The admin will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The admin, leadership team and teacher will also review data quarterly. This team will discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Ashley Trawick (atrawick@ecsdfl.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.)

Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In analyzing the 2023 FAST data and historical ESSA data, student Math scores have declined. According to

"Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades" found on What Works Clearinghouse, providing systematic instruction during intervention showed strong evidence of improving student understanding of mathematical ideas.

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.

1. Review assessment data quarterly and hold Quarterly data meetings to identify students in need of intervention. Data meetings will include the administrator and grade level teachers.
2. Monitor implementation of interventions through RtI meetings (Every 6 weeks for Tier 2 and every 9 weeks for Tier 3) and monthly administrator walkthroughs

Person Responsible: Ashley Trawick (atrawick@ecsdfi.us)

By When: End of year

#3. 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.

During the 2022-2023 school year there was a decline in Science proficiency. Proficiency rates decreased from 61% in 2021-2022 to 44% in 2022-2023.

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 44% proficiency on the 2023 Science Assessment to 54% on the 2024 Science Assessment.

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 admin will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The admin, leadership team and teacher will also review data quarterly. This team will discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Ashley Trawick (atrawick@ecsdfl.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.)

Increase student engagement in learning

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for this strategy is evidenced-based research by John Hattie and Robert Marzano that overt direct instruction, student engagement with the content, and teacher feedback have a high effect size.

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.

1. Teachers will utilize reports generated from district quarterly tests, and the focus grade book. Teachers will review student assessment and progress monitoring to conduct student data chats, providing feedback to gain a high yield effect size.
2. Teachers will utilize specific engagement strategies such as ""cold call"", ""turn and talk"", and ""calling on all students"" to increase classroom engagement.
3. Teachers will incorporate labs and/or hands on activities into the curriculum.

Person Responsible: Ashley Trawick (atrawick@ecsdfl.us)

By When: End of year

#4. 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.

During the 2022-2023 school year 37% of students (69 students) missed more than 10% of school.

Measurable Outcome:

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

The percentage of students who miss more than 10% of school will decrease from 37% to 25%.

Monitoring:

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

The data metrics that will be utilized to monitor the Attendance goal will be daily absence listings and attendance reports. The data specialist and administrator will review the daily absence listing and FOCUS alerts for students who have frequent absences. The District attendance protocol will be followed for these students. The administrator will review attendance reports at the end of each quarter and provide a reward for students with attendance of 90% or greater.

Person responsible for monitoring outcome:

Ashley Trawick (atrawick@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.)

Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In analyzing the 2022-2023 Early Warning System data related to Attendance, 37% of students missed more than 10% of school days. According to "Preventing Dropout in Secondary Schools" found on What Works Clearinghouse, monitoring the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems showed strong evidence of impact.

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.

1. Leadership will establish school-wide protocols for attendance.
2. The protocols will be monitored by quarterly data review and parent communication will be prioritized. Parents will be contacted immediately when a student receives an attendance alert on FOCUS and quarterly by letter if student attendance falls below 90%.
3. Teachers and students will receive feedback about attendance on a quarterly basis.

Person Responsible: Ashley Trawick (atrawick@ecsdfi.us)

By When: End of Year

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, SIP progress is regularly shared and discussed through the School

Advisory Council. Regardless of membership status, all stakeholders are invited to attend School Advisory Council meetings. It is also regularly reviewed at quarterly data meetings with the faculty.

Links to the school's SIP are posted on the school's homepage as well as the schools Our Title I Family page.

<https://www.escambiaschools.org/byrnes>

<https://www.escambiaschools.org/title1>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

During the 23-24 school year, parent conferences will be held by all teachers to share the progress of each student. FAST data will be reviewed with families. An academic Family Night is scheduled to build the capacity of families in Science. Teachers will share strategies which can be used at home. Teachers send daily and/or weekly information home to parents regarding their child's academic and social progress.

The Parent & Family Engagement Plan is shared with families during the Title I Annual Meeting, posted on our website, and available in the Parent Center.

The Parent & Family Engagement Plan is accessible from our school's website

<https://www.escambiaschools.org/byrnes>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Quarterly data meetings, weekly walk throughs, explicit instruction in Reading and Math, intervention for struggling students are all ways that we will strengthen the academic program and address our area of focus.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

IDEA: Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We partner with the Children's Home Society to provide mental health services to our students in needs. Referrals can be made by teachers or requested by families.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We use the RTI process to address student needs.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Subs will be provide and each teacher will have the opportunity to spend time in another classroom and do peer observations. Reflection sheets will identify what new strategies were learned and how they can be implemented in the observing teacher's classroom.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a