

Escambia County School District

Escambia Virtual Academy Franchise School



2023-24

Schoolwide Improvement Plan (SIP)

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Escambia Virtual Academy Franchise

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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.

Escambia Virtual Academy is dedicated to delivering a high quality, technology-based education that provides the skills and knowledge students need for success.

Provide the school's vision statement.

Escambia Virtual Academy, in partnership with our contracted on-line vendors, provides a quality, student-centered education utilizing challenging, innovative and collaborative learning.

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
Everette, Chris	Principal	<p>Provide leadership for and coordination of the overall activities of assessing, developing, providing, and implementing the virtual instruction programs. Coordinate the selection of curricula, materials, and equipment needed for virtual instruction programs. Coordinate the alignment of the school's instructional program with applicable content and course descriptions and standards, state statutes, state board rules, and school board policies and procedures. Coordinate the documentation to the state of required data reporting elements regarding students and teachers. Assist teachers in the identification of needs and areas for growth.</p> <p>Coordinate the hiring, developing, and mentoring of instructional and classified staff, in cooperation with the principal. Supervise, monitor, observe, and evaluate teachers and staff. Lead professional development for school staff and serve as a liaison with virtual providers. Coordinate the development and negotiation of contracts with curriculum providers and turn-key providers. Develop, coordinate, and maintain effective marketing and public relations strategies. Coordinate the state, district, and school assessment programs for the school. Meet stakeholder and customer satisfaction standards. Cultivate a collaborative working environment that encourages innovation, communication, and continual learning. Coordinate and monitor the development and implementation of school instructional goals, strategies, and outcome measures.</p> <p>Coordinate, provide leadership, and monitor the school improvement planning process. Coordinate teacher data team and PLC meetings to ensure student success. Coordinate and evaluate student attendance and other records and intervene to correct problems when or before they occur. Coordinate and supervise students at special live events, testing centers, and other events as needed. Maintain visibility with customers and other stakeholders. Coordinate regular meetings with contracted providers to ensure compliance with contract language and statute. Effectively communicate and coordinate with administration at all district schools. Coordinate the development of and monitoring of the school budget through the wise use of the financial resources of the school. Monitor accounts payable to virtual providers. Coordinate the development of the staff handbook and the student/parent handbook, and recommend content, layout, and format until document is completed. Make all decisions and perform all tasks in accordance with district's strategic plan, vision, mission, organizational values, operational beliefs, and operational expectations. Work independently with minimal supervision. Actively participate in curriculum contact meetings and other meetings or professional development activities as assigned. Communicate effectively, both orally and in writing, with students, parents, teachers and other professionals on a regular basis. Collaborate with peers in other counties to enhance the instructional environment for students and teachers. Fulfill the terms of any affected written contract and adhere to the Codes of Ethics and Principles of Professional Conduct of the Education Profession in Florida. Provide outstanding customer service, and use positive interpersonal communication skills. Ensure compliance with Board rules and applicable federal laws and regulations</p>
Rayburn, Kimberly	Teacher, K-12	

Name	Position Title	Job Duties and Responsibilities
Cather, Charles	Teacher, K-12	
Patti, Linda	Teacher, K-12	
Truett, Chet	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.

Scheduled leadership meetings with small group collaboration and discussion concerning trending academic data and perception data.

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))

The effectiveness of the academic and behavioral portions of this plan will be monitored by administration through observation and monthly leadership meetings. Classroom walkthroughs, progress monitoring, and feedback from students and parents will also be used to monitor the effectiveness of the plan.

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)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	27%
2022-23 Economically Disadvantaged (FRL) Rate	19%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Black/African American Students (BLK) White Students (WHT)

(subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
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	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 ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide 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	

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	0	0	0	

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	0	0	

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	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 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 ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide 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	

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	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 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 ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide 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*	77	23	53	70	22	55	74		
ELA Learning Gains				61			58		
ELA Lowest 25th Percentile				53			50		
Math Achievement*	58	17	55	51	23	42	58		
Math Learning Gains				50			47		
Math Lowest 25th Percentile				38			57		
Science Achievement*	73	23	52	72	18	54	74		
Social Studies Achievement*	60	23	68	78	32	59	90		
Middle School Acceleration	55	47	70	73	33	51	54		
Graduation Rate	98	69	74	100	22	50	100		
College and Career Acceleration	38	22	53	54	37	70	39		
ELP Progress			55		57	70			

* 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)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	459
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	98

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	700
Total Components for the Federal Index	11
Percent Tested	99
Graduation Rate	100

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				
ELL				
AMI				
ASN				
BLK	72			
HSP				
MUL	60			
PAC				
WHT	69			

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%
FRL	64			

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				
ELL				
AMI				
ASN				
BLK	51			
HSP				
MUL				
PAC				
WHT	69			
FRL	57			

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	77			58			73	60	55	98	38	
SWD												
ELL												
AMI												
ASN												
BLK	79			64							2	
HSP												
MUL										20	2	

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
PAC												
WHT	77			57			76	54		49	6	
FRL	67			61						26	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	70	61	53	51	50	38	72	78	73	100	54	
SWD												
ELL												
AMI												
ASN												
BLK	68	63		24	33			65				
HSP												
MUL												
PAC												
WHT	72	59	60	59	51		77	88		100	57	
FRL	54	44		38	43			69		100	48	

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	74	58	50	58	47	57	74	90	54	100	39	
SWD												
ELL												
AMI												
ASN												
BLK	73	60		42	40							
HSP												
MUL												
PAC												
WHT	75	57	50	58	43		83	92	64	100	44	
FRL	81	57		55	46		80	93		100	33	

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
10	2023 - Spring	91%	40%	51%	50%	41%
07	2023 - Spring	65%	37%	28%	47%	18%
08	2023 - Spring	81%	38%	43%	47%	34%
09	2023 - Spring	64%	38%	26%	48%	16%
06	2023 - Spring	87%	37%	50%	47%	40%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	53%	41%	12%	54%	-1%
07	2023 - Spring	59%	48%	11%	48%	11%
08	2023 - Spring	77%	31%	46%	55%	22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	67%	36%	31%	44%	23%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	38%	38%	50%	26%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	48%	-16%	48%	-16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	56%	31%	63%	24%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	55%	10%	66%	-1%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	54%	19%	63%	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.

Overall Math proficiency was the lowest data component. While we improved from the previous year overall this seems to be a trend with virtual franchises.

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

Social Studies proficiency showed the greatest decline from the prior year. We believe small factors as late enrollment and attendance with live lesson played a factor in the decline.

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.

ELA had the greatest gap when compared to the state. We contribute the push for in person workshops and live lessons.

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

ELA had the greatest improvement. We contribute the push for in person workshops and live lessons,

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

n/a

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

Math proficiency, Middle School Acceleration, College & Career Acceleration, ELA Proficiency.

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 Collaborative Planning**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.

Increase ELA student proficiency as measured by the state ELA 2023- 2024 assessments. Indirect student contact with teachers. Virtual students work mostly independently and promoting collaboration can promote gains in achievement.

Measurable Outcome:

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

Escambia Virtual Academy will increase on the 20243 ELA overall proficiency rate by 5%.

Monitoring:

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

Combination of collaborative and professional learning group activities will provide learning gains in area of need.

Person responsible for monitoring outcome:

Kimberly Rayburn (krayburn@escambia.k12.fl.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.)

Combination of collaborative and professional learning group activities will provide learning gains in area of need.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Promote live lesson learning will all teachers and require collaboration projects among students to compensate for the indirect contact and provide an opportunity for learning gains.

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 3 - Promising 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. Monthly Staff development with Google Meet/Zoom.
2. Review collaboration sessions in the administrative portal.
Recorded links in Educator.
3. Provide Professional Development for the ELA teachers to observe, reflect, and the present model lessons during the school day.
4. *Purchase advanced technology in the classroom for all core classes and increase student's achievement levels.
5. *Use Professional Development to foster the growth minds of the

students by focused collaborative student centered project across the curriculum

Person Responsible: Kimberly Rayburn (krayburn@escambia.k12.fl.us)

By When: Results will be monitored throughout the year through PM1-3.

#2. Positive Culture and Environment specifically relating to Other

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.

Improvement in Teacher performance

Measurable Outcome:

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

Increased teacher performance will lead to improved student performance. We want to improve student performance in both reading and math by achieving at least 60% proficiency.

Monitoring:

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

Providing regular, actionable feedback that can be measured with the number of walkthroughs completed, the feedback provided on walkthroughs using a standardized feedback form, and an assessment of the effectiveness of the feedback.

Person responsible for monitoring outcome:

Chet Truett (ctruett@escambia.k12.fl.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.)

Standardized feedback form, and an assessment of the effectiveness of the feedback or change in the teacher's performance. John Hattie's Effect Size for Feedback - 0.75

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Engaged staff that are empowered to lead will be more creative, innovative and help shape the school's future success.

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 3 - Promising 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.

No description entered

Person Responsible: [no one identified]

By When:

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)).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The following data was used to determine the critical need:

36% of Second grade ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.

Students who score below the 40th percentile on STAR Early Literacy or STAR Reading are not considered proficient. The number of students who were not considered proficient at the end of 2022-2023 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

The following data was used to determine the critical need:

Third grade ELA students scoring below proficiency rate was 60% on the 2023 FAST.

Fifth grade ELA students scoring below proficiency rate was 69% on the 2023 FAST.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

ELA proficiency as determined by those scoring at or above the 40th percentile on STAR Early Literacy or STAR Reading 2023 will increase for 2nd grade (36%) to 50% on FAST-STAR PM3.

Grades 3-5 Measurable Outcomes

The ELA proficiency rate will increase for grades third (40%) and fifth (31%) to 50% or higher in each grade on the 2024 FAST PM3.

The ELA Proficiency for all identified ESSA subgroups will increase to 50% or higher on the 2024 FAST PM3.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter. We will identify students in need of intervention according to the intervention decision tree.

- a. Kindergarten: STAR Early Literacy results and percent of students earning satisfactory performance on the standards-based grading rubric.
 - b. First grade: STAR Early Literacy/Reading results and the percent of students meeting benchmark on the first grade quarterly decoding probe per classroom. (See FOCUS report)
 - c. Second grade: STAR Reading results and the percent of students whose fluency rate is average per the time of year on the Hasbrouck and Tindal fluency norms chart. (See Amira)
 - d. Grades 3-5: analyze results by classroom of district module assessments.
2. Administration will conduct weekly classroom walkthroughs to observe delivery of Pre-K to Grade 5 literacy instruction and suggest improvements through the use of the Florida Literacy Practice Profiles.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Everette, Chris, ceverette@escambia.k12.fl.us

Evidence-based Practices/Programs

Description:

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

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

Escambia Virtual Academy uses HMH Into Reading 2022 for its Comprehensive Core Reading/ Language Arts Program (CCRP)

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

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

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

Rationale:

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

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

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

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

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

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Action Step 1: Literacy Leadership-

Develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth.

Provide professional development regarding the B.E.S.T. ELA Standards, including writing.

Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve.

Action Step 2: Literacy Coaching-

District coaches and/or school mentor teachers will facilitate use of the literacy practice profiles in the delivery of instruction with B.E.S.T. ELA Standards, including writing.

Administration seeks coaching support from district coaches and the State Regional Literacy Director for walkthroughs and intervention support.

Action Step 3: Assessment

Our school utilizes the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention.

Grade level teams will meet to discuss the use of formative assessment to guide differentiation in the classroom; analyze core reading material assessment results, and use STAR for screening, diagnostics, and progress monitoring.

Action Step 4: Professional Learning -

We will provide training to teachers at our school on the following:

Use of STAR360 reports, core reading program data, and the intervention decision trees

Differentiation during the 90 minute block, and use of Tier 2 and Tier 3 interventions during the language arts intervention period.

Five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 Comprehensive Evidence-Based Reading Plan

The B.E.S.T. ELA standards and the science of reading.

Budget to Support Areas of Focus**Part VII: Budget to Support Areas of Focus**

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No