Blue Angels Elementary School

2014-15 School Improvement Plan

Blue Angels Elementary School

1551 DOG TRACK RD, Pensacola, FL 32506

www.escambia.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	50%

Alternative/ESE Center	Charter School	Minority
No	No	40%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Blue Angels Elementary School hosts an Orientation Day before school begins so that students and parents are able to meet with staff. The staff at Blue Angels spends the week before school begins calling each parent to welcome them to our school. All instructional staff are provided Parent Conference days to meet with each and every parent. During this meeting relationships are strengthened and cultural differences are celebrated.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Blue Angels Elementary School takes great pride in our secure campus. Just this week our office area has been enhanced with a more protected entrance. We have cameras in and outside of our building that record data for up to thirty days. Our beautiful campus is fenced and secured each evening by our trailer resident.
Our duty team greets students each morning and afternoon in the car-rider line and on the bus ramp. We also welcome our walkers and bicycle riders. Adults are highly visible on campus inside and outside our building. We are available to escort students to class or to assist parents with questions or concerns.
Blue Angels Elementary is a PBS (Positive Behavior System) school. Each morning our students recite the following Blue Angels pledge: " As a member of the Blue Angels Family....I will jet to RESPECT....I will be eager to LEARN.....I will tell the TRUTH....and I will show RESPONSIBILITY." We as a staff recognize students throughout the day who exhibit the behaviors noted above. We distribute, "Soaring High" tickets to promote this positive behavior and culture within our school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our goal at Blue Angels Elementary is for our children to transition to their classrooms in a safe and orderly fashion. We are utilizing the, "Grab and Go Breakfast" plan to ensure that children are in their classrooms and ready for instruction each morning. Our school PBS goals are posted throughout the school as reminders for our children. Our Administrative Team met with our children the first week of school. We shared that we would be there to support them throughout the upcoming school year. Our Principal, Guidance Counselors and Assistant Principal are available to assist staff/students

regarding disciplinary issues. The PBS Team presented our school-wide plan to our staff on their first day back this school years.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Blue Angels Elementary has two Guidance Counselors who work to meet the social-emotional needs of our students. Our School Psychologist works closely with them to monitor students in need of services. Blue Angels also has mentors who work with designated students who will benefit from their presence.Classroom staff are critical links to securing services for their children.Our Principal and Assistant Principal also assist staff and students to ensure that emotional needs are addressed in a timely fashion.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Blue Angels Elementary School monitors students who are frequently tardy and absent. We conduct, "Attendance Child Study" meetings with parents to create a plan to address these issues. We monitor the data on suspensions and this is shared by our Guidance Counselor, Vanessa Griffin quarterly during our Faculty meetings. We monitor those students who are struggling in the areas of ELA (Reading) and Mathematics. RtI is in place for retained students and those who appear to be struggling academically or with behavior. Our first grade and third grade teams have extra Reading assessments that help them to more closely monitor the progress of their students. These are the mandatory retention grades if a child is not successful in Reading.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6	15	12	11	15	9	68
One or more suspensions	0	0	3	2	0	4	9
Course failure in ELA or Math	0	6	0	2	1	6	15
Level 1 on statewide assessment	0	0	0	5	40	18	63

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	1	3	4	5	
Students exhibiting two or more indicators	1	2	8	7	18

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Blue Angels Elementary School monitors students who are frequently tardy and absent. We conduct, "Attendance Child Study" meetings with parents to create a plan to address these issues. We monitor the data on suspensions and this is shared by our Guidance Counselor, Vanessa Griffin quarterly

during our Faculty meetings. We monitor those students who are struggling in the areas of ELA (Reading) and Mathematics. RtI is in place for retained students and those who appear to be struggling academically or with behavior. Our first grade and third grade teams have extra Reading assessments that help them to more closely monitor the progress of their students. These are the mandatory retention grades if a child is not successful in Reading.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/171477.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Blue Angels Elementary School has many, "Partners in Education" who work to support our staff and students. During the week before school started this year, our local Walmart donated a pallet of school supplies to our staff. We were contacted by the support team of the United States Navy Blue Angels. This group came to our August Faculty Meeting and brought backpacks filled with school supplies. This group of Petty Officers wanted to supply, "Backpacks for Baby Blues." Sonic, Papa John's and Pizza Hut provide monetary givebacks to our staff. These resources compliment our academic program as we assist our students with Florida Standards curriculum.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Montgomery, Karen	Principal
Nixon, Christine	Assistant Principal
Griffin, Vanessa	Guidance Counselor
Southworth, Gary	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal/Assistant Principal-Provide a common vision for the use of data-based decision making, ensure that our school based team is implementing MTSS, conducts assessments of MTSS skills of school staff, ensures professional development to support MTSS implementation and communicates with parents/staff regarding school based MTSS plans and activities.
Teachers: Provide information regarding classroom performance and instruction, collect student data, deliver Tier 1 instruction/strategies, work with other staff to implement Tier 2 interventions and integrate Tier 1 with Tier 2/3 activities.
Exceptional Education/Inclusion Teachers: Participates in student data collection, integrates curriculum into Tier 3 instruction and collaborates with the general education teacher.
School Guidance Counselor(s): Provide support to student, parent and teacher, assist and facilitates data collection activities, assist in data analysis and coordinates implementation of Tier 1, 2 and 3 Intervention Plans.
School Psychologist: Participates in collection, interpretation and analysis of data, facilitates development of intervention plans; provides support for interventions; fidelity and documentation; provides professional development and problem solving; and facilitates data-based decision making activities.
Speech Language Pathologist: Informs the team the role language plays in curriculum, assessment and instruction as a basis for appropriate program design; assists in the selection of screening measures, and helps identify systemic patterns of student need in regarding to language skills
Student Services Personnel: Provides a link with child-serving and community agencies to the students and families to ensure academic, emotional, behavioral and social success of the students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The School Improvement Plan will be shared with the committee. We will review each month to check progress towards goal. The MTSS Leadership Team also meets with the School Advisory Council (SAC) and the principal to help develop the School Improvement Plan. The team provides data and information on Tier 1, 2 and 3 targets academic and social /emotional areas that need to be addressed; strategies for setting clear expectations for instruction; ideas to facilitate the development of a systemic approach to teaching and aligned processes and procedures.
The coordination and integration of federal, state and local funds reduces duplication of services and ensures that all needs of our economically disadvantaged students are met.
*Title I, Part A-needs assessment and program plan design,parent involvement,services to students enrolled in private schools,high-quality teachers and paraprofessionals,coordination of services for homeless students in non-Title I schools,support for Title I Focus and Priority schools andcomparability.
*Title I, Part C Migrant-Title I migrant education is a federally-funded program that assists selected local school districts in providing supplemental education services needed by migratory children. The program helps children develop oral and written language, and other communication skills. It also focuses on reading, mathematics, and other core subjects to improve student achievement.
*Title I Part D-Federal Neglected and Delinquent funds are provided to enable failing and at-risk neglected, delinquent, and incarcerated youth to have the same opportunity as students in other Title I instructional programs. Such youth receive supplementary programs and services to improve their achievement in reading, mathematics, and language arts, have access to vocational life-skills training, and are engaged in working toward a successful transition to obtain a high school diploma in a regular school setting, earn a GED or HSED at the institution, find employment, or enroll in a postsecondary program.

*Title II-Part A -- Teacher and Principal Training and Recruiting FundPart B -- Mathematics and Science PartnershipsPart C -- Innovation for Teacher QualityPart D -- Enhancing Education Through Technology.
Title III-Title III, NCLB, provides additional financial assistance to local school districts with immigrant students. Funds flow through state educational agencies in the form of discretionary grants. For purposes of this program, the term “immigrant children” is defined as children who were not born in this country and who have been attending schools in one or more states for less than three complete academic years. Grant activities include: (a) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children; (b) supplemental support of personnel, including teacher aides who have been specially trained, or are being trained, to provide services to immigrant children and youth; (c) Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth; (d) Identification and acquisition of curricular materials, educational software, and technologies to be used in the program; (e) Basic instructional resources that are directly attributable to the presence in the school district of immigrant children and youth, including the payment of costs of providing additional classroom supplies, transportation, or such other costs as are directly attributable to such additional basic instruction services; (f) Other supplemental services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as orientation to the educational system or civics education.
*Title VI-Title VI is designed to provide flexibility to assist states in the development of strategies to target Federal funds to Federal programs that most effectively address the unique needs of States and localities. Funds will be provided to enhance state and local assessment systems and to improve the dissemination of information on student achievement and school performance to parents, community and other interested parties. States and local educational agencies will have the flexibility to target Federal funds to Federal programs that most effectively address the unique needs of States and localities. Additionally, there are allocations for certain activities authorized under this act.
*Part B-The Mathematics and Science Partnership Program discretionary grant is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between high-need school districts and the science, technology, engineering, and mathematics (STEM) faculty in institutions of higher education are at the core of these improvement efforts. Other partners may include state education agencies, public charter schools or other public schools, businesses, and nonprofit or for-profit organizations concerned with mathematics and science education.
* Title X Homeless-Every school district must designate a local homeless liaison. This person will ensure homeless students and their families are identified, enrolled, and receive required educational and community social services, including preschool program services, and insure that parents are allowed to participate in the education of their children. Every school must follow best interest provisions by keeping the child in the school of origin for the duration of homelessness except when contrary to the parents/guardians wishes, to provide transportation, to remove barriers to enrollment and to resolve disputes. Every school district must coordinate programs and services for homeless children and youth across all ESEA programs, especially Title 1. Each district receiving Title 1 funds is to reserve some funds for serving homeless children and youth.
*Supplemental Academic Instruction (SAI)-English Language Acquisition: Title III-A of the No Child Left Behind (NCLB) Act of 2001 provides federal monies to local school districts as formula grants to implement supplemental instructional programs for ELLs. These funds may be used to pay for personnel salaries, instructional materials, parent involvement activities and professional development. Grant applications are part of each district’s ESEA Consolidated application (and online application) and are reviewed by Title III staff at the Department of Public Instruction.
*Violence Prevention Programs-This assessment tool is designed to assist elementary, middle, and high schools identify gaps and strengths in their violence prevention program. The indicators within the assessment are recognized as best practices in the area of school violence prevention and contain six components: School Environment, Curriculum and Instruction, Student Programs, Pupil Services, Adult Programs, and Family and Community.

*Nutrition Programs- Staff members in Community and School Nutrition Teams provide nutrition information and program guidance to sponsors of the National School Lunch Program, the School Breakfast Program, Child and Adult Care Food Program, the Summer Food Service Program, the Special Milk Program, and the USDA Commodity Food Distribution Program. The Teams are also responsible for a variety of nutrition education initiatives that involve collaboration with other state agencies, UW-Extension, and regional and statewide child nutrition advocacy groups.
*Housing Programs-Provision of food, clothing, shelter, transportation, health care and safety. Relationship with Homeless Coalition and Head Start agencies.
*Head Start-The Florida Head Start State Collaboration Office must work in partnership with entities in the public and private sector to improve the support and services available to families. The office also works closely with the Head Start community (both through the Florida Head Start Association and directors of programs) in the overall direction of the grant.
*Adult Education-Florida's adult education system includes a range of instructional programs that help adults get the basic skills they need to be productive workers, family members, and citizens. The major program areas are Adult Basic Education (ABE), Adult Secondary Education (ASE), and English for Speakers of Other Languages (ESOL). These programs emphasize basic skills such as reading, writing, math, and English language competency. Adult education programs also help adult learners gain the knowledge and skills they need to enter and succeed in postsecondary education. Adult learners enrolled in ASE can earn a high school diploma or its equivalent by successfully passing the General Education Development (GED) tests.
Adult education programs are available to individuals that:
•Are 16 years or older and have legally left the secondary school system.
•Do not have a high school diploma or its equivalent.
•Want to learn to speak, read, and write the English language.
•Have earned a high school diploma, or its equivalent, but require remediation to obtain employment or pursue postsecondary education.
*CTE-All curriculum frameworks for Career and Technical Education (CTE) programs in Florida have had Essential Skills integrated into the content. Essential Skills are the knowledge and skills considered by industry to be essential for successful entry into careers across all career clusters. Students preparing for careers at any level should be able to demonstrate this knowledge and these skills in the context of their chosen cluster and career path.The resources below are intended to be of assistance to teachers when creating lesson plans for Essential Skills.
*Job Training-How Job Training Programs is organized:
•Federal - Federally funded training programs
•sorted by State - State specific training programs
•sorted by Skills - skill specific training programs
•sorted by Education - minimum education level required
•Stimulus plan - President Obama's Economic Stimulus Plan benefits

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Karen J. Montgomery	Principal
Jen Keaton	Parent
Christine Nixon	Principal
Natalie Russo	Education Support Employee
Charles Dickin	Parent
Crystal Woods	Parent
Saumaleato Fuimaono	Parent
Marie Mohan	Teacher
Carissa Bergosh	Business/Community
Amber Aaron	Parent
Tu-oanh Viray	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council reviewed our School Improvement Plan from 2013-14. They were pleased with the progress that our students made as evidenced by our school grade of an, "A."

Development of this school improvement plan

The School Advisory Council reviews the School Improvement Plan on an annual basis.

Preparation of the school's annual budget and plan

The School Advisory Council is made aware of the following budgets utilized at Blue Angels Elementary:
1. School Budget
2. Title One Budget
3. Military Grant Budget

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Montgomery, Karen	Principal
Nixon, Christine	Assistant Principal
Brooks, Rachel	Teacher, K-12
Corley, Melynda	Teacher, K-12
McMillan, Rose	Teacher, K-12
Brown, Suzanne	Teacher, K-12
Allen, Tonya	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

*Promote AR(Accelerated Reader)
*Organize AR Rally (Rock and Roll Theme) August, 2014
*Host Family Reading Nights
* Turn kids onto reading
*Provide higher level thinking questions for students to answer
*Enrich vocabulary school-wide
*Gather and compare AR data with grade levels on a monthly basis
*Book Study for the Reading Literacy Team led by Media Specialist

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Blue Angels Elementary School works to promote positive working relationships for staff.We provide day long substitutes for entire grade levels to plan collaboratively for the upcoming school year. This provides uninterrupted planning sessions and bonding time to strengthen relationships.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We utilize Student Teachers from the University of West Florida. Administration
We meet periodically with our new staff to ensure that their needs
are met here at Blue Angels. Administration and Lead Mentor
We hire NCLB Highly Qualified Teachers Administration
START Teachers will be utilized to assist
brand new teachers to Blue Angels Elementary START Teachers

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

*Special Note....enrollment is currently up and we will gain two teachers after the initial eight day count. Our numbers have increased from 850 to 921 students.
START teacher(s) will be assigned to any brand new hires. Theresa Ward will serve as a buddy teacher to fourth grade teacher, Tonya Allen. Katie Catalani will serve as a buddy teacher to fourth grade teacher, Kim Metras-Ferriera.
START teacher will conduct scheduled meetings and observations each nine weeks. Paperwork is submitted by START teacher. This paperwork is submitted to our district contacts at the end of each

school year. The Administrative Team at Blue Angels keeps frequent contact with our new teachers/staff through the means of classroom walk-throughs and monthly meetings.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Blue Angels Elementary ensures that our core instructional programs and materials are aligned to Florida's state standards. This is accomplished as instructional staff utilize Math, Science and Reading (ELA) Pacing Guides and Key Fluency documents. These guides and documents have been prepared by our district's curriculum specialists along with the assistance of teachers.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Blue Angels Elementary School uses data from FLKRS, First Grade Reading Assessment Data, Discovery Education, FCAT and Third Grade Reading Portfolio results to differentiate instruction for our K-5 and ESE students.
Inclusion teachers work to meet the needs of our ESE students:
K-1 ESE Teacher Mary Crisson
2-3 ESE Teacher Angie Karalekas
4-5 ESE Teacher Jennifer Crisson
We utilize Title One funding to work with our students who are struggling in the areas of Reading and Mathematics. We also are blessed to have received the Military Grant to be used specifically with our third,
fourth and fifth grade students. Our focus is STEM and we will have a Fall and Spring session where we work with approximately one hundred students each time.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,840

The Department of Defense Education Activity (DoDEA) recently awarded a $1.6 million grant to the Escambia County School District. Blue Angels Elementary School will share the grant with three other schools. These funds are designated to be spent over a three-year time frame. Implementation of school garden programs and technology-infused physical fitness equipment will assist in reducing obesity in our targeted schools.

Strategy Rationale

Blue Angels Elementary School will utilize grant monies to improve academic achievement and overall student wellness in a variety of initiatives that include greater infusion of technology into classroom instruction, enhanced physical education instruction, after-school mathematics and science enrichment, and student-maintained community gardens. Students will also be provided opportunities to attend week-long summer camps on board the National Museum of Naval Aviation's Flight Adventure Deck and the National Flight Academy—both housed on Naval Air Station Pensacola.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Montgomery, Karen, kmontgomery@escambia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Interim Outcomes:
By June 2015, military dependent students at the target schools in grades 1, 3, and 6 will have BMI levels within nine percentage points of the norm, as measured by the standard BMI calculator, an improvement of two percentage points over the SY13-14 baseline level.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Programs for prekindergarten to kindergarten transition are in place. Opportunities for a "pre-visit" to the "big school" have been offered each year. We welcome groups from Corry Station's on-site daycare and Blue Angels Day Care.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. Increase student engagement in the areas of Mathematics, Reading and Science.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student engagement in the areas of Mathematics, Reading and Science. 1a

G041040

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	68.0
AMO Reading - All Students	74.0
FCAT 2.0 Science Proficiency	78.0

Resources Available to Support the Goal 2

- K-5 basal reading series: Reading Wonders
- Florida State Standards correlated to basal mathematics GOMath (supplemental materials)
- 6 Traits Writing Curriculum
- Professional Development provided by both district -wide, state-wide and nationally recognized programs. Special emphasis in new district initiatives, software and curriculum materials.

Targeted Barriers to Achieving the Goal 3

- Students working at varying levels
- Low level of performance upon entering grade level
- Students absences and tardies

Plan to Monitor Progress Toward G1. 8

At predetermined intervals, we will decide as a team to continue, intensify, modify, or terminate strategies, revisit barriers, or modify the goal itself based on data.

Person Responsible
Karen Montgomery

Schedule
Monthly, from 8/28/2014 to 5/29/2015

Evidence of Completion
School grade continues as an "A" with increases in total school grade points earned.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

G1. Increase student engagement in the areas of Mathematics, Reading and Science. 1

G041040

G1.B1 Students working at varying levels 2

B099581

G1.B1.S1 Discovery Education Assessment Software will help to identify students at various levels. Data Power Teams assist teachers with identifying student areas of deficiency. "Bubble" students will be identified based on previous FCAT 2.0 Reading and Math. 4

S110884

Strategy Rationale

Our rationale is if we consistently monitor student progress we will be able to individualize what we do for children and help them to progress towards their targeted goal.

Action Step 1 5

PD opportunities in additional training in the core areas of Reading and Mathematics utilizing Discovery Education Assessment software.

Person Responsible

Karen Montgomery

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Reports analyzed from AP 1 to AP 2 to AP 3 Probes are created and assigned to students for Reading and Mathematics.Completion of probes are monitored by classroom teachers. Blue Angels ranked at the 74th percentile in Reading on the 2014 state assessment. We want to increase our Reading percentile ranking by two percent on the 2015 state assessment. Blue Angels ranked at the 51st percentile in Mathematics on the 2014 state assessment. We want to increase our Mathematics percentile ranking by two percent on the 2015 state assessment.

Action Step 2 5

Continued PD for Data Power Teams.

Person Responsible

Karen Montgomery

Schedule

Quarterly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Principal will collect evidence during classroom walk-throughs to document PD implementation.

Action Step 3 5

PD and Content instruction (STEM) for grade level specific teams. Print reports from Discovery Ed. by grade level.

Person Responsible

Karen Montgomery

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Reports analyzed from AP 1 to AP 2 to AP 3

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Discovery Ed. reports
FLKRS Data (Kindergarten) first week in December

Person Responsible

Karen Montgomery

Schedule

Monthly, from 8/28/2014 to 8/28/2014

Evidence of Completion

Classroom walkthroughs, Weekly Jet Log, Monthly Calendar, Minutes from Grade Level Meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Data Notebooks...Student Grades.....Assessment Results

Person Responsible

Karen Montgomery

Schedule

Monthly, from 8/28/2014 to 5/29/2015

Evidence of Completion

Results will support increased student proficiency in the areas of Reading, Mathematics and Science

G1.B2 Low level of performance upon entering grade level 2

B099582

G1.B2.S1 Discovery Education Assessment Software will help to identify students at various levels. Data Power Teams assist teachers with identifying student areas of deficiency. 4

S110885

Strategy Rationale

Data results will impact education plan for students in Reading and Mathematics. Remediation and enrichment are provided for students.

Action Step 1 5

Teacher PD will be provided each quarter to enhance teacher engagement with DE utilizing Title One funding.

Person Responsible

Karen Montgomery

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Discovery Education Assessment data will be monitored for each student.

Action Step 2 5

Teacher PD will be provided each quarter to enhance teacher engagement with DE utilizing Title One funding.

Person Responsible

Karen Montgomery

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Discovery Education Assessment data will be monitored for each student.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Data Power Teams will monitor student data and address areas of deficiency.

Person Responsible

Karen Montgomery

Schedule

On 5/29/2015

Evidence of Completion

Assessment software will provide data for individual students.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor Focus Software that identifies tardy and habitually absent students.

Person Responsible

Karen Montgomery

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Tardy and attendance data will be utilized as we plan, "Attendance Child Study" meetings on a monthly basis.

G1.B3 Students absences and tardies 2

B099583

G1.B3.S1 The new "FOCUS" software attendance program is assisting with immediate identification of tardy and habitually absent students. 4

S110886

Strategy Rationale

We are tracking absentees and tardy students. Parents participate in, "Attendance Child Study" meetings to address these concerns.

Action Step 1 5

FOCUS software

Person Responsible

Karen Montgomery

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Identification of tardy and habitually absent students

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Principal will monitor student engagement with fidelity by creating automatic reminders on her GroupWise calendar.

Person Responsible

Karen Montgomery

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Principal will monitor student engagement with fidelity by creating automatic reminders on her GroupWise calendar.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Increase student engagement by monitoring Discovery Education reports after each assessment.

Person Responsible

Karen Montgomery

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

On-line Discovery Education reports will indicate progress or lack of for each assessment

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	PD opportunities in additional training in the core areas of Reading and Mathematics utilizing Discovery Education Assessment software.	Montgomery, Karen	9/22/2014	Reports analyzed from AP 1 to AP 2 to AP 3 Probes are created and assigned to students for Reading and Mathematics.Completion of probes are monitored by classroom teachers. Blue Angels ranked at the 74th percentile in Reading on the 2014 state assessment. We want to increase our Reading percentile ranking by two percent on the 2015 state assessment. Blue Angels ranked at the 51st percentile in Mathematics on the 2014 state assessment. We want to increase our Mathematics percentile ranking by two percent on the 2015 state assessment.	5/29/2015 quarterly
G1.B3.S1.A1	FOCUS software	Montgomery, Karen	8/18/2014	Identification of tardy and habitually absent students	5/29/2015 monthly
G1.B2.S1.A1	Teacher PD will be provided each quarter to enhance teacher engagement with DE utilizing Title One funding.	Montgomery, Karen	9/22/2014	Discovery Education Assessment data will be monitored for each student.	5/29/2015 quarterly
G1.B1.S1.A2	Continued PD for Data Power Teams.	Montgomery, Karen	9/8/2014	Principal will collect evidence during classroom walk-throughs to document PD implementation.	5/29/2015 quarterly
G1.B2.S1.A2	Teacher PD will be provided each quarter to enhance teacher engagement with DE utilizing Title One funding.	Montgomery, Karen	9/22/2014	Discovery Education Assessment data will be monitored for each student.	5/29/2015 quarterly
G1.B1.S1.A3	PD and Content instruction (STEM) for grade level specific teams. Print reports from Discovery Ed. by grade level.	Montgomery, Karen	9/22/2014	Reports analyzed from AP 1 to AP 2 to AP 3	5/29/2015 quarterly
G1.MA1	At predetermined intervals, we will decide as a team to continue, intensify, modify, or terminate strategies, revisit barriers, or modify the goal itself based on data.	Montgomery, Karen	8/28/2014	School grade continues as an "A" with increases in total school grade points earned.	5/29/2015 monthly
G1.B1.S1.MA1	Data Notebooks...Student Grades.....Assessment Results	Montgomery, Karen	8/28/2014	Results will support increased student proficiency in the areas of Reading, Mathematics and Science	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Discovery Ed. reports FLKRS Data (Kindergarten) first week in December	Montgomery, Karen	8/28/2014	Classroom walkthroughs, Weekly Jet Log, Monthly Calendar, Minutes from Grade Level Meetings	8/28/2014 monthly
G1.B2.S1.MA1	Monitor Focus Software that identifies tardy and habitually absent students.	Montgomery, Karen	8/18/2014	Tardy and attendance data will be utilized as we plan, "Attendance Child Study" meetings on a monthly basis.	5/29/2015 monthly
G1.B2.S1.MA1	Data Power Teams will monitor student data and address areas of deficiency.	Montgomery, Karen	8/18/2014	Assessment software will provide data for individual students.	5/29/2015 one-time
G1.B3.S1.MA1	Increase student engagement by monitoring Discovery Education reports after each assessment.	Montgomery, Karen	8/18/2014	On-line Discovery Education reports will indicate progress or lack of for each assessment	5/29/2015 quarterly
G1.B3.S1.MA1	Principal will monitor student engagement with fidelity by creating automatic reminders on her GroupWise calendar.	Montgomery, Karen	8/18/2014	Principal will monitor student engagement with fidelity by creating automatic reminders on her GroupWise calendar.	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student engagement in the areas of Mathematics, Reading and Science.

G1.B1 Students working at varying levels

G1.B1.S1 Discovery Education Assessment Software will help to identify students at various levels. Data Power Teams assist teachers with identifying student areas of deficiency. "Bubble" students will be identified based on previous FCAT 2.0 Reading and Math.

PD Opportunity 1

PD opportunities in additional training in the core areas of Reading and Mathematics utilizing Discovery Education Assessment software.

Facilitator

Discovery Education Team (K-5), Tech Coord., Administration

Participants

Adminstrative Team and Teacher(s), Data Power Team

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

PD Opportunity 2

Continued PD for Data Power Teams.

Facilitator

Data Power Team and Tech Coord., Administrative Team, District Curriculum Specialists

Participants

Adminstrative Team and Teacher(s), Data Power Team

Schedule

Quarterly, from 9/8/2014 to 5/29/2015

PD Opportunity 3

PD and Content instruction (STEM) for grade level specific teams. Print reports from Discovery Ed. by grade level.

Facilitator

University of West Florida Professors District Curriculum Specialists

Participants

Adminstrative Team and Teacher(s), Data Power Team

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

G1.B2 Low level of performance upon entering grade level

G1.B2.S1 Discovery Education Assessment Software will help to identify students at various levels. Data Power Teams assist teachers with identifying student areas of deficiency.

PD Opportunity 1

Teacher PD will be provided each quarter to enhance teacher engagement with DE utilizing Title One funding.

Facilitator

Curriculum Specialists

Participants

K-5 and ESE Staff

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

PD Opportunity 2

Teacher PD will be provided each quarter to enhance teacher engagement with DE utilizing Title One funding.

Facilitator

Curriculum Specialists

Participants

K-5 and ESE Staff

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: Increase student engagement in the areas of Mathematics, Reading and Science.	0
Grand Total	**0**

Goal 1: Increase student engagement in the areas of Mathematics, Reading and Science.		
Description	**Source**	**Total**
B1.S1.A1 - Funds are budgeted for substitutes for each grade level to participate in Professional Development.	Title I Part A	0
B1.S1.A1		0
B1.S1.A1		0
Total Goal 1		**0**