District Schools

Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

■■■■■■ Elementary School

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[no web address on file]

Demographics

Principal: ■■■■■■■■   Start Date for this Principal: 7/1/2019

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: D
School Grades History	2017-18: C 2016-17: B 2015-16: C 2014-15: C 2013-14: D
2018-19 Differentiated Accountability (DA) Information*	
SI Region	■■■■■■
Regional Executive Director	
Turnaround Option/Cycle	N
Year	A
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information [click here](#).

School Board Approval

This plan is pending approval by the ▮▮▮▮▮ School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

█████████ School is dedicated to developing a nurturing community that fosters academic excellence, skills, and character.

Provide the school's vision statement

█████████ School will be a district and state leader in education and every student will be successful.

School Leadership Team

Membership

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

Name	Title
██████████ Principal	Principal
██████████ Guidance Counselor	Guidance Counselor
██████████ Teacher, K-12	Teacher, K-12
██████████ Teacher, K-12	Teacher, K-12
██████████ Teacher, K-12	Teacher, K-12
██████████ Assistant Principal	Assistant Principal

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	63	58	53	76	66	66	0	0	0	0	0	0	0	382
Attendance below 90 percent	22	17	13	17	23	18	0	0	0	0	0	0	0	110
One or more suspensions	2	7	10	13	17	19	0	0	0	0	0	0	0	68
Course failure in ELA or Math	0	3	2	2	2	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	27	33	30	0	0	0	0	0	0	0	90
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	4	15	23	18	0	0	0	0	0	0	0	64

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	2	2	9	2	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

36

Date this data was collected or last updated

Wednesday 7/24/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	30	20	35	35	29	16	0	0	0	0	0	0	0	165
One or more suspensions	7	7	17	17	31	10	0	0	0	0	0	0	0	89
Course failure in ELA or Math	0	2	4	0	0	2	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	44	40	16	0	0	0	0	0	0	0	100

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	6	13	27	28	12	0	0	0	0	0	0	0	90

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	29	20	31	34	29	15	0	0	0	0	0	0	0	158
One or more suspensions	7	7	17	17	31	10	0	0	0	0	0	0	0	89
Course failure in ELA or Math	0	3	10	14	7	0	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	44	40	16	0	0	0	0	0	0	0	100

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	6	13	27	28	12	0	0	0	0	0	0	0	90

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	36%	55%	57%	41%	50%	56%
ELA Learning Gains	40%	59%	58%	41%	49%	55%
ELA Lowest 25th Percentile	38%	57%	53%	40%	45%	48%
Math Achievement	42%	56%	63%	48%	57%	62%
Math Learning Gains	45%	54%	62%	53%	57%	59%
Math Lowest 25th Percentile	40%	42%	51%	38%	46%	47%
Science Achievement	39%	53%	53%	50%	50%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	63 (0)	58 (0)	53 (0)	76 (0)	66 (0)	66 (0)	382 (0)
Attendance below 90 percent	22 (30)	17 (20)	13 (35)	17 (35)	23 (29)	18 (16)	110 (165)
One or more suspensions	2 (7)	7 (7)	10 (17)	13 (17)	17 (31)	19 (10)	68 (89)
Course failure in ELA or Math	0 (0)	3 (2)	2 (4)	2 (0)	2 (0)	0 (2)	9 (8)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	27 (44)	33 (40)	30 (16)	90 (100)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	46%	61%	-15%	58%	-12%
	2018	41%	57%	-16%	57%	-16%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	37%	58%	-21%	58%	-21%
	2018	43%	51%	-8%	56%	-13%
Same Grade Comparison		-6%				
Cohort Comparison		-4%				
05	2019	30%	56%	-26%	56%	-26%
	2018	38%	50%	-12%	55%	-17%
Same Grade Comparison		-8%				
Cohort Comparison		-13%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	62%	-9%	62%	-9%
	2018	47%	63%	-16%	62%	-15%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	43%	59%	-16%	64%	-21%
	2018	43%	59%	-16%	62%	-19%
Same Grade Comparison		0%				
Cohort Comparison		-4%				
05	2019	41%	54%	-13%	60%	-19%
	2018	57%	57%	0%	61%	-4%
Same Grade Comparison		-16%				
Cohort Comparison		-2%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	39%	54%	-15%	53%	-14%
	2018	52%	54%	-2%	55%	-3%
Same Grade Comparison		-13%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	36	50	23	52	54					
ELL	30			50							
BLK	18	33		23	25						
HSP	50			43							
MUL	41	46		59	38						
WHT	39	39	33	48	51	31	48				
FRL	33	39	39	41	43	43	30				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	18	29	36	27	29	29					
BLK	30	45	44	34	36	33	44				
HSP	48	38		67	69						
MUL	54	46		56	58						
WHT	40	36	36	49	57	44	48				
FRL	38	40	41	45	53	36	49				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index

ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	280
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

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

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

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)
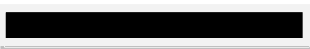
Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

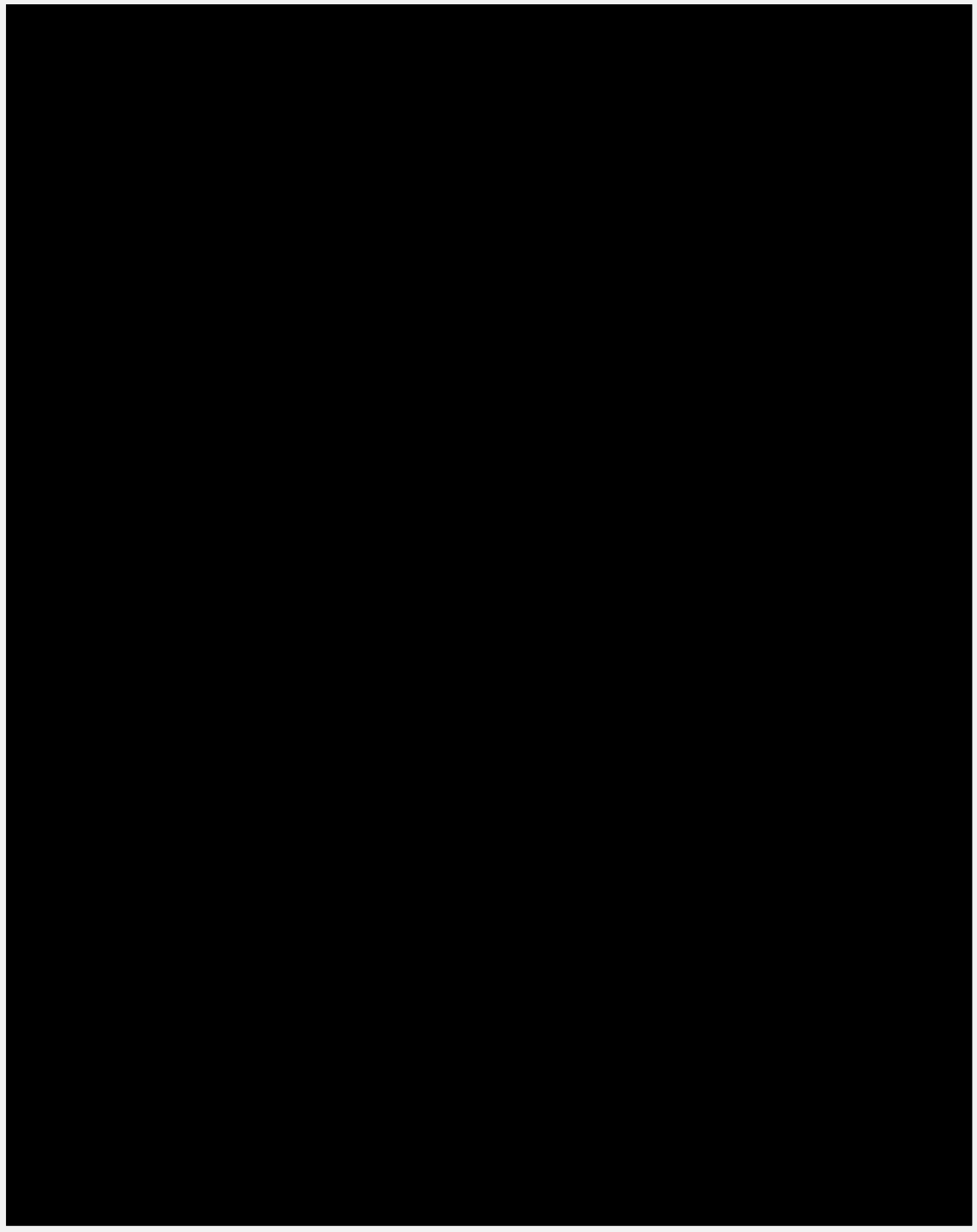## Part III: Planning for Improvement

Areas of Focus:

#1	
Title	
Rationale	

State the measureable outcome the school plans to achieve	
Person responsible for monitoring outcome	
Evidence-based Strategy	
Rationale for Evidence-based Strategy	

instructional practices to improve student outcome.
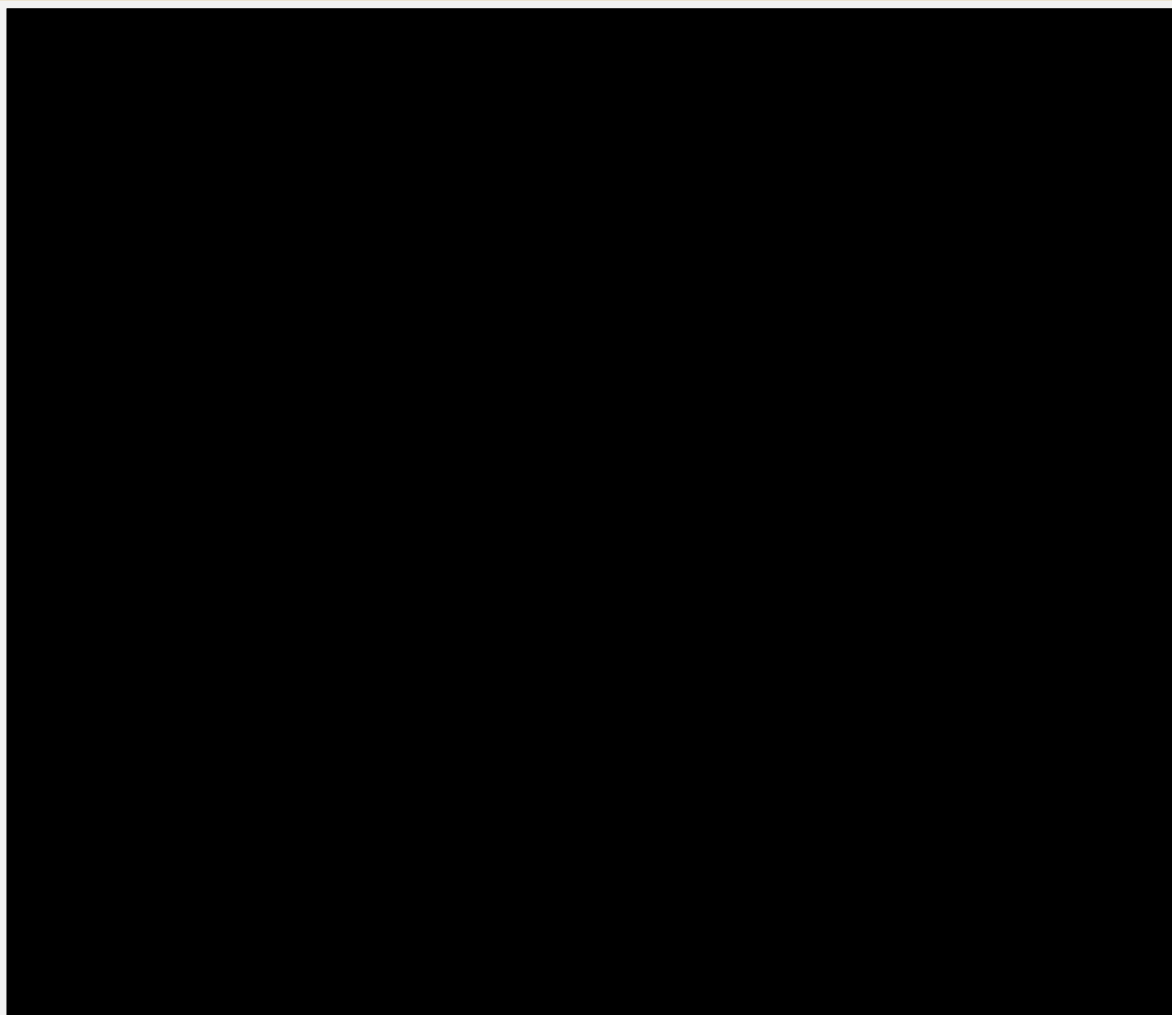
Action Step

Description

**Person
Responsible**
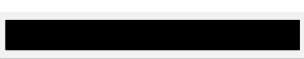
#2	
Title	
Rationale	
State the measureable outcome the school plans to achieve	
Person responsible for monitoring outcome	
Evidence-based Strategy	
Rationale for Evidence-based Strategy	

Action Step

Description	

Person Responsible

██████████████████████████

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

██

Part IV: Title I Requirements

Additional Title I Requirements

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

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

██

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

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

███████████████████████████

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

███████████████████████████

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

Part V: Budget					
1 III.A	Areas of Focus: ████ Elementary will increase students learning gains, in the areas of reading, math, and science by identifying specific student needs using appropriate data to plan and provide interventions and instruction.				$175,448.64
Function	Object	Budget Focus	Funding Source	FTE	2019-20
5100	120-Classroom Teachers	████████████			
5100	130-Other Certified Instructional Personnel				
5100	130-Other Certified Instructional Personnel				
5100	130-Other Certified Instructional Personnel				
5100	150-Aides				
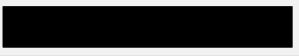
Notes: (151) 2 paraprofessionals, 5.75 hours a day to provide small group and one-on-one instruction to identified students under the supervision of a teacher.

5100	210-Retirement	
5100	220-Social Security	
5100	230-Group Insurance	
5100	240-Workers Compensation	
5200	130-Other Certified Instructional Personnel	
5200	130-Other Certified Instructional Personnel	
5200	210-Retirement	
5200	220-Social Security	
5200	230-Group Insurance	
5200	240-Workers Compensation	
5100	510-Supplies	
6400	310-Professional and Technical Services	
7800	790-Miscellaneous Expenses	

2 III.A	Areas of Focus: ████████ Elementary will implement morning meetings that focus on restorative practices and building positive relationships, in order to decrease the number of discipline referrals by 5%.				$28,488.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20
6190	150-Aides				
6190	210-Retirement				
6190	220-Social Security				
6190	230-Group Insurance				
6190	240-Workers Compensation				
6400	510-Supplies				
				Total:	$208,973.88