

Walton County School District

Maude Saunders Elementary School



2020-21 Schoolwide Improvement Plan

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Maude Saunders Elementary School

416 JOHN BALDWIN RD, Defuniak Springs, FL 32433

<http://mse.walton.k12.fl.us/>

Demographics

Principal: Cindy Neale

Start Date for this Principal: 6/4/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (42%) 2017-18: C (46%) 2016-17: D (40%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

School Board Approval

This plan was approved by the Walton County School Board on 9/22/2020.

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.

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.

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Maude Saunders Elementary School

416 JOHN BALDWIN RD, Defuniak Springs, FL 32433

<http://mse.walton.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	D

School Board Approval

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SIP Authority

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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. 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.

It is the mission of Maude Saunders Elementary School to be a place where all scholars succeed and achieve their maximum potential utilizing a curriculum that is dynamic and responsive to each scholar's needs.

Provide the school's vision statement.

Maude Saunders Elementary School will create and sustain a school climate that expects excellence.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Neale, Cindy	Principal	Collectively, the school improvement team serves to ensure that all students achieve at high levels. Our goal, through the school improvement process, is to develop strategies that focus on quality education and high levels of student achievement. The development of the School Improvement Plan is the first step in the process that the team collaboratively works on together. Each member is involved in the process of creating a well-developed plan that provides a foundation that is able to change to meet our students needs; a living document. In our plan, we address student achievement goals and strategies based on state and school proficiency standards and include accurate, data-based analysis of student achievement and other school performance data. The intention of our School Improvement Plan is that it is a dynamic and living document that the team members review often and revise as necessary throughout the school year.
Spence, Krisy	Other	Title 1
Johnson, William	Assistant Principal	
Dawkins, Lydia	Teacher, K-12	
Sherman, Nancy	Teacher, ESE	PLF
Geoghagan, Lauren	School Counselor	
Kent, Maerea	Teacher, K-12	
Cameron, Wauneka	Teacher, K-12	
Evans, Sheryl	Teacher, K-12	
Zorn, Shannon	Teacher, K-12	
Elkins, Nicole	Paraprofessional	
Peterson, Lindy	Instructional Media	
Collier, Kim	SAC Member	

Demographic Information

Principal start date

Tuesday 6/4/2019, Cindy Neale

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Total number of teacher positions allocated to the school

40

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
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2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
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2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	51	87	81	80	78	95	0	0	0	0	0	0	0	472
Attendance below 90 percent	0	7	9	7	10	4	0	0	0	0	0	0	0	37
One or more suspensions	0	6	5	5	10	17	0	0	0	0	0	0	0	43
Course failure in ELA	0	3	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	3	0	0	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	6	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	14	0	0	0	0	0	0	0	22
	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	0	3	1	1	6	8	0	0	0	0	0	0	0	19

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	2	13	0	0	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	2	2	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Sunday 6/28/2020

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	
Number of students enrolled	82	88	84	102	102	90	0	0	0	0	0	0	0	548
Attendance below 90 percent	21	9	17	16	21	15	0	0	0	0	0	0	0	99
One or more suspensions	4	7	12	16	23	13	0	0	0	0	0	0	0	75
Course failure in ELA or Math	4	5	7	2	2	0	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	27	48	34	0	0	0	0	0	0	0	109

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	3	3	6	18	23	13	0	0	0	0	0	0	0	66

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	2	12	4	17	8	1	0	0	0	0	0	0	0	44
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	
Number of students enrolled	82	88	84	102	102	90	0	0	0	0	0	0	0	548
Attendance below 90 percent	21	9	17	16	21	15	0	0	0	0	0	0	0	99
One or more suspensions	4	7	12	16	23	13	0	0	0	0	0	0	0	75
Course failure in ELA or Math	4	5	7	2	2	0	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	27	48	34	0	0	0	0	0	0	0	109

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	3	3	6	18	23	13	0	0	0	0	0	0	0	66

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	2	12	4	17	8	1	0	0	0	0	0	0	0	44
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	51%	66%	57%	47%	64%	55%
ELA Learning Gains	55%	65%	58%	40%	52%	57%
ELA Lowest 25th Percentile	42%	59%	53%	33%	41%	52%
Math Achievement	40%	64%	63%	52%	70%	61%
Math Learning Gains	31%	62%	62%	48%	55%	61%
Math Lowest 25th Percentile	17%	48%	51%	24%	41%	51%
Science Achievement	60%	64%	53%	33%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	66%	-10%	58%	-2%
	2018	52%	66%	-14%	57%	-5%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	38%	64%	-26%	58%	-20%
	2018	52%	64%	-12%	56%	-4%
Same Grade Comparison		-14%				
Cohort Comparison		-14%				
05	2019	63%	64%	-1%	56%	7%
	2018	40%	60%	-20%	55%	-15%
Same Grade Comparison		23%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	65%	-10%	62%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	48%	68%	-20%	62%	-14%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	35%	65%	-30%	64%	-29%
	2018	50%	66%	-16%	62%	-12%
Same Grade Comparison		-15%				
Cohort Comparison		-13%				
05	2019	34%	55%	-21%	60%	-26%
	2018	32%	58%	-26%	61%	-29%
Same Grade Comparison		2%				
Cohort Comparison		-16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	60%	61%	-1%	53%	7%
	2018	44%	63%	-19%	55%	-11%
Same Grade Comparison		16%				
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 2017-18	C & C Accel 2017-18
SWD	26	41	38	25	29	24	15				
ELL	47	54		24	15						
BLK	27	50		22	23						
HSP	50	56		26	16		64				
MUL	44	50		26	21						
WHT	57	57	43	49	35	18	64				
FRL	47	53	42	38	29	18	59				
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 2016-17	C & C Accel 2016-17
SWD	27	36	36	25	39	36	21				
ELL	50	53		44	33						
BLK	30	34	55	22	38		21				
HSP	61	56		44	40						
MUL	42	29		42	53						
WHT	55	54	46	50	43	34	50				
FRL	49	48	46	42	42	45	41				

2017 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	16	25	27	18	21	22	17				
ELL	38			50							
BLK	26	42		29	32						
HSP	54	54		56	55		31				
MUL	50	56		67	56						
WHT	49	34	25	53	48	25	37				
FRL	45	38	32	49	44	26	26				

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)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	360
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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

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	31
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	45
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	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial 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	46
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

As of the third STAR administration in 2019-20, 5th grade ELA showed the lowest achievement at 32% of students scoring the equivalent of level 3 or higher.

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

As of the third STAR administration in 2019-20, 5th grade ELA showed the greatest decline in achievement from the same administration period in the 2018-19, from 68% to 32% of students scoring the equivalent of level 3 or higher.

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.

The state average for learning gains in the lowest quartile on the FSA Math assessment was 51%. At MSE, 17% of the students in the lowest quartile made learning gains. Factors that contributed to this gap may include a high ESE population with limited resources, consistent support of a math coach, high number of disciplinary referrals, and inconsistencies in instruction due to teacher turnover.

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

Science showed the most improvement by increasing from 46% proficiency in 2018 to 60% proficiency in 2019. The implementation of Study Island and 5th grade science professional development trainings were the major actions taken.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance:

99 students in grades K-5 during the 2018-19 SY had an average attendance below a 90%.

37 students in grades K-5 during the 2019-20 SY had an average attendance below 90%.

Even though there was a significant decrease in the number of students with an average attendance below 90%, we want to continue to focus on attendance due to COVID and distance learning challenges.

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

1. ELA
2. Math
3. Science
4. PLC
5. Positive Behavior and Support

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Based on the 2019-2020 STAR Early Literacy Data (Kindergarten) and the K12 Lift Data (1-5th grade) the core curriculum was not effective to meet the rigor of the FSA.

Measurable Outcome:

By the final administration of the STAR Early Literacy, 80% of all students in Kindergarten will be at or above proficiency.

By the final administration of STAR 2020-2021, 62% of all students in grades 1-5 grades will be on pace to learn a years worth of material in a years time. (This is calculated as that percentage of students having green lines on the K12 Lift classroom profiles- indicating their percentile rankings on the most recent STAR assessment is equal to or higher than their percentile ranking on STAR-3 of the previous year).

By the final administration of STAR 2020-2021, 62% of all Level 1 and Level 2 students in grades 1-5 will be on pace to earn a learning gain.

Person responsible for monitoring outcome:

Cindy Neale (nealec@walton.k12.fl.us)

Evidence-based Strategy:

Progress monitoring using STAR assessment four times per year and K12 Lift projection data from school year 2020-2021.

Rationale for Evidence-based Strategy:

59% of Kindergarten students were at or above proficiency on STAR Early Literacy
 86% of First Graders were on target to make a years growth
 24% of Second Graders were on target to make a years growth
 42% of Third Graders were on target to make a years growth
 48% of Fourth Graders were on target to make a years growth
 35% of Fifth Graders were on target to make a years growth
 78% of L1 or L2 First graders were on target to make a learning gain
 14% of L1 or L2 Second Graders were on target to make a learning gain
 40% of L1 or L2 Third Graders were on target to make a learning gain
 48% of L1 or L2 Fourth Graders were on target to make a learning gain
 24% of L1 or L2 Fifth Graders were on target to make a learning gain

Action Steps to Implement**Tier I Strategy 1**

Implementation of Heggerty phonics during the K-2 Reading Block. Evidence of this will be documented in lesson plan books.

Person Responsible

Maerea Kent (kentm@walton.k12.fl.us)

Tier I Strategy 2

All teachers will incorporate daily independent reading with accountability. Evidence of the accountability can be in the form of AR test reports and/or student data notebooks.

Person Responsible Maarea Kent (kentm@walton.k12.fl.us)

Tier I Strategy 3

Teachers will work collaboratively with PLC grade level teams and instructional coaches to create common assessments used to assist in the diagnosis of student needs and ensure student mastery of grade-level standards. Teachers in 4th and 5th grades will implement AVID WICOR strategies with their students. Assessments are revised as needed to ensure academic achievement and individual results are provided to parents. Evidence of this will be provided by a sign-in sheet, PLC notes, teacher lesson plans, AVID data as provided by AVID coordinator, and student AVID binders (grades 4-5).

Person Responsible Maarea Kent (kentm@walton.k12.fl.us)

Tier I Strategy 4

All grade levels will incorporate daily writing in response to reading, focusing on paraphrasing using text-based evidence. Training will be provided by district literacy coaches. Evidence of this will be student samples (interactive notebooks, journals, etc.), lesson plan books and sign in sheets.

Person Responsible Maarea Kent (kentm@walton.k12.fl.us)

Tier I Strategy 5

Students in Kindergarten-2nd grades will participate in a nightly reading program. Students will take home "Reading Homework Folders" which contain books or passages for students to read along with their parents and a reading log. Evidence of this will be the reading log.

Person Responsible Maarea Kent (kentm@walton.k12.fl.us)

Tier I Strategy 6

Teachers new to the school, teachers that have not received TNTP training, and support personnel will be provided reading strategies training by our district literacy coach/administration.

Person Responsible Maarea Kent (kentm@walton.k12.fl.us)

Tier II Strategy 1

Thirty minutes of intensive reading instruction daily using a systematic multi-sensory approach for students scoring below the 40th percentile on the STAR Reading Assessment or scoring a level 1 on ELA FSA using Phonics First in K-2, Structures in 3-5 and other research based programs. Progress monitoring will occur every 4 weeks through the triangulation of data to determine if adequate progress is being made. Evidence of this can be found in lesson plans, assessments and TIER II intervention documentation forms.

Person Responsible Maarea Kent (kentm@walton.k12.fl.us)

Tier III Strategy 1

Students identified as in need of Tier III interventions will receive daily intensive instruction by either a school-based interventionist or classroom teacher. Evidence of this can be found in lesson plans, master schedule and TIER III intervention documentation forms.

Person Responsible Maarea Kent (kentm@walton.k12.fl.us)

Tier III Strategy 2

ELL students will be provided classroom support by a bi-lingual aid utilizing research-based interventions. Evidence of this can be found in the master schedule.

Person Responsible Maarea Kent (kentm@walton.k12.fl.us)

Tier III Strategy 3

ESSA subgroups (Black, Multi-racial, and SWD) and students scoring level 1 or 2 on prior year STAR AP 3 assessment will be progress monitored through the use of data chats after each STAR assessment. PLC Teams will answer the question "Where do we go from here?" to address specific strategies based on student need.

Evidence of this will be the student data notebook and PLC notes.

Person Responsible Maarea Kent (kentm@walton.k12.fl.us)

Tier I, II, III Strategy 1

By increasing the number of ESE inclusion teachers, students are able to receive additional support by pushing in to the classroom during Tier I, Tier II, and Tier III. Evidence of this will be the master schedule and the ESE teacher schedule.

Person Responsible Maarea Kent (kentm@walton.k12.fl.us)

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

Based on the 2019-2020 K12 Lift Data, it has been determined that the core curriculum is not effective based on the percentage of students not on track to show a year's growth.

By the final administration of the STAR Early Literacy 2020-2021, 80% of all students in Kindergarten will be at or above proficiency.

Measurable Outcome:

By the final administration of STAR 2020-2021 62% of all students in grades 1-5 grades will be on pace to learn a years worth of material in a years time. (This is calculated as that percentage of students having green lines on the K12 Lift classroom profiles- indicating their percentile rankings on the most recent STAR assessment is equal to or higher than their percentile ranking on STAR-3 of the previous year).

By the final administration of STAR 2020-2021, 62% of all Level 1 and Level 2 students in grades 1-5 will be on pace to earn a learning gain.

Person responsible for monitoring outcome:

Cindy Neale (nealec@walton.k12.fl.us)

Evidence-based Strategy:

Progress monitoring using STAR assessment four times per year and K12 Lift projection data from school year 2020-2021.

Rationale for Evidence-based Strategy:

59% of Kindergarten students were proficient on the STAR EL
80% of First Graders were on target to make a years growth
46% of Second Graders were on target to make a years growth
59% of Third Graders were on target to make a years growth
44% of Fourth Graders were on target to make a years growth
34% of Fifth Graders were on target to make a years growth

100% of First Graders scoring L1 or L2 were on target to make a learning gain
14% of Second Graders scoring L1 or L2 were on target to make a learning gain
56% of Third Graders scoring L1 or L2 were on target to make a learning gain
39% of Fourth Graders scoring L1 or L2 were on target to make a learning gain
17% of Fifth Graders scoring L1 or L2 were on target to make a learning gain

Action Steps to Implement

Tier 1 Strategy 1

Math Florida Standards (MAFS) will be implemented in grades K-5 using the current curriculum. In addition research-based technology and manipulatives will also be used. Evidence of this will be provided by the classroom teacher's lesson plans and online reports.

Person Responsible

Cindy Neale (nealec@walton.k12.fl.us)

Tier I Strategy 2

Teachers will work collaboratively with PLC grade level teams and instructional coaches to create common assessments used to assist in the diagnosis of student needs and ensure student mastery of grade-level standards. Teachers in grades 4-5 will implement AVID WICOR strategies with their students. Assessments are revised as needed to ensure academic achievement and individual results are provided to parents. Evidence of this will be provided by a sign-in sheet, PLC notes, lesson plans and AVID student binders (grades 4-5).

Person Responsible Shannon Zorn (shannon.zorn@walton.k12.fl.us)

Tier I Strategy 3

In order to implement the standards-based curriculum as intended, teachers new to the school will be provided training by the district coach. Evidence of this will be provided by a sign-in sheet.

Person Responsible Shannon Zorn (shannon.zorn@walton.k12.fl.us)

Tier-II and III**Strategy 1**

Students requiring additional skill-based interventions will be provided individual/small group instruction by interventionists, teachers, or support personnel, including the use of computer-based remedial/enrichment resources such as Compass Learning and Curriculum Associates. Evidence of this will be the documentation worksheet, lesson plans, and master schedule.

Person Responsible Shannon Zorn (shannon.zorn@walton.k12.fl.us)

Tier-II and III**Strategy 2**

ESSA subgroups (Black, Multi-racial, and SWD) and students scoring level 1 or 2 on prior year STAR AP 3 assessment will be progress monitored through the use of data chats after each STAR assessment. PLC Teams will answer the question "Where do we go from here?" to address specific strategies based on student need. Evidence of this will be the student data notebook, lesson plans and PLC notes.

Person Responsible Shannon Zorn (shannon.zorn@walton.k12.fl.us)

Tier I, II and III**Strategy 3**

By increasing the number of ESE inclusion teachers, students are able to receive additional support by pushing in to the classroom during Tier I, Tier II, and Tier III. Evidence of this will be the master schedule and the ESE teacher schedule.

Person Responsible Shannon Zorn (shannon.zorn@walton.k12.fl.us)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: In order for 5th grade to be able to meet the rigor of the FCAT Science assessment, consistent instruction in grades 1-4, incorporating vertical planning among grade level teams is necessary.

Measurable Outcome: By the final administration of the 2020-2021 District Science Assessment 62% of all 3-5th grade students will score 70% or greater.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Progress Monitoring three times per year using district created Science Assessment. Sixty-two percent of students (3-5) will score 80% or higher on the district created Science assessment.

Rationale for Evidence-based Strategy: 5th grades FSA scores make up 78% of the school grade.

Action Steps to Implement**Tier I Strategy 1**

Teachers in grades K-5 will routinely work with students to complete inquiry strategies that promote asking higher-level questioning. Evidence of this will be found in teacher lesson plan books.

Person Responsible Cindy Neale (nealec@walton.k12.fl.us)

Tier I Strategy 2

Teachers in grades 1-5 will administer a standards based science pre-, mid-, and post- assessment to monitor students. Evidence of this will be a data tracking sheet.

Person Responsible Cindy Neale (nealec@walton.k12.fl.us)

Tier I Strategy 3

Students will be provided the opportunity for after school Science enrichment. (K-2 Lego League and 3-5 Science Club)

Person Responsible Cindy Neale (nealec@walton.k12.fl.us)

Tier 1 Strategy 4

Grade 3 will participate in Grasses in Classes if funds are available. Grade 4 will participate in Biophilia.

Person Responsible Cindy Neale (nealec@walton.k12.fl.us)

Tier 1 Strategy 5

Grades 3-5 will support science instruction utilizing Study Island.

Person Responsible Cindy Neale (nealec@walton.k12.fl.us)

Tier 1 Strategy 6

MSE will have a school-wide push in teaching the scientific method through experimentation . All students will have the opportunity to participate in the creation of a project that is based on grade level standards and utilizes the scientific method. Group projects will be completed at school.

**Person
Responsible**

Cindy Neale (nealec@walton.k12.fl.us)

#4. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale:**

The use of professional learning communities is a requirement of the Federal Title 1 program, the Florida Professional Learning Protocol and Learning Protocol, and the AdvancEd Accreditation System. Best practice promotes the use of PLC's for the most effective method of professional learning. Teachers will work together and engage in collective inquiry to find what works in terms of teaching and learning to ensure there are no gaps in the curriculum. Teachers will share responsibility for the total development of the student and their success.

In 2020-2021, we must ensure teachers are ready to accelerate student learning. We will be focusing on student growth rates. Students in our focus area will be on pace to learn a year's material in a year's time. Additionally, level 1 and 2 students will be on pace to earn a learning gain.

Measurable Outcome:

By the final administration of the 2020-2021 STAR 62% of students in grades K-5 (K-80% on Early Literacy) will be on pace to achieve one year's growth and 62% level 1 and 2 students will be on pace to earn a learning gain as a result of weekly PLC meetings that focus on strategically planning lessons and assessments that address the depth of the standards and analyze data to monitor mastery of standards. 100% of the Teachers and Administrators at Maude Saunders will participate in Professional Learning Communities throughout the 2020-2021 school year.

Person responsible for monitoring outcome:

Cindy Neale (nealec@walton.k12.fl.us)

Evidence-based Strategy:

1. District wide reading endorsement program, Language Essentials for Teachers of Reading and Spelling (LETRS) for teachers that are not reading endorsed.

2. PLC Team meetings will be held weekly to incorporate team efficacy.

3. Mentoring and Instruction for New Educators (MINE).

4. Reliably incorporate AVID strategies Grades 4-5.

5. Quality Questioning

6. Structures, Heggerty

7. TNTP training for new teachers

8. On-boarding of Ready Gen and Engage New York

9. Reading Renaissance with purpose

Rationale for Evidence-based Strategy:

1. The state requires all teachers that work with Tier III students to be reading endorsed by 2020.

2. The purpose of a PLC is to ensure all students learn at high levels measured through common assessments. This is done through a collaborative effort facilitated by the principal and requires the PLC team to assess the effectiveness of the instruction to help students learn by focusing on of student learning and use these results to inform and improve the

teams' professional practice and respond to students who need intervention or enrichment. Using collaborative planning through backwards design, starting with assessments in mind and determining pacing, questioning, and student task.

3. In order to ensure the quality implementation of academic programs by teachers and support staff training will be provided.

4. The focus of PLCs this year will be to build a greater understanding of ELA standards.

Action Steps to Implement

1. Teachers will become Reading Endorsed through the District LETRS programs.

Person Responsible Cindy Neale (cindy.neale@walton.k12.fl.us)

2. Use Professional Learning Communities to build relationships with all student stakeholders to improve student academic performance. The PLC handbook will be used as a reference to structure the PLC team meetings including resources and expectations. The meetings will include the ESE teachers, promote AVID strategies among the team (4-5 grades), support/provide AR strategies for accountability, incorporate Quality Questioning techniques, dis-aggregate data to determine the most appropriate ways to provide intentional explicit interventions.

Person Responsible Cindy Neale (cindy.neale@walton.k12.fl.us)

3. On-boarding training for Ready Gen, Engage NY, Structures, Heggerty, TNTTP will be provided for all new teachers and grade-level teams including support personnel when possible by our district coaches.

Person Responsible Cindy Neale (nealec@walton.k12.fl.us)

4. Include all stakeholders (classroom teacher, ESE teacher, and interventionist) in quarterly data chats and MTSS trainings/meetings.

Person Responsible Cindy Neale (cindy.neale@walton.k12.fl.us)

#5. Culture & Environment specifically relating to School Safety**Area of Focus
Description and
Rationale:**

Measurable Outcome:	By the end of the 2020-2021 school year, the number of referrals related to classroom disruption will be reduced by 20%. We will go from 49 to 39 or fewer referrals.
Person responsible for monitoring outcome:	William Johnson (william.johnson@walton.k12.fl.us)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Implement the House system school-wide 2. Sanford Harmony 3. Staff Mentors for students 4. Student-led conferences 5. AVID
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Implementing and publicizing the House system (House App) to increase parent participation at school functions and classroom activities. (include taking pictures for a school bulletin board or school Facebook page) 2. Sanford Harmony will give the students the knowledge and skills to be model citizens. 3. Staff mentors will build and nurture relationships with students in order to help modify behavior.

Action Steps to Implement

1. Dedicated time scheduled daily for teachers to implement Sanford Harmony Curriculum. Evidence of this will be the master schedule and the teacher lesson plans.

Person Responsible William Johnson (william.johnson@walton.k12.fl.us)

2. Students with 2 or more Early Warning Indicators (EWI's) will be assigned a mentor by the end of the 1st 9 weeks of school. Mentors will meet with students a minimum of twice each 9 weeks. Evidence of this will be a documentation sheet.

Person Responsible Krisy Spence (spencek@walton.k12.fl.us)

3. All teachers will participate in a book study/PLC based on Emotional Poverty by Ruby Payne that will provide de-escalation strategies and will create a safer campus by emotionally triaging students.

Person Responsible William Johnson (william.johnson@walton.k12.fl.us)

4. MSE will incorporate the Positivity Project in order to build positive character development in the student body.

Person Responsible Krisy Spence (spencek@walton.k12.fl.us)

#6. Culture & Environment specifically relating to Parent Involvement

Area of Focus	
Description and Rationale:	The family, student, teacher compact will be reviewed with the parents and students at the student-led conferences and/or parent conferences.
Measurable Outcome:	During the 2020-2021 school year, use of the Family/Student/Teacher Compact in Parent Conferences will be documented for 80% of MSE students.
Person responsible for monitoring outcome:	Krisy Spence (spencek@walton.k12.fl.us)
Evidence-based Strategy:	
Rationale for Evidence-based Strategy:	The Family/Student/Teacher Compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identify the activities that the families, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement.
Evidence-based Strategy:	During the 2019-2020 school year, use of the Family/Student/Teacher Compact in Parent Conferences was documented for 42% of MSE students

Action Steps to Implement

1. Training in the use of the Family/Student/Teacher Compact during pre-planning
2. Dedicated time during faculty meetings to discuss use of Compact in parent meetings
3. Increased use of technology to provide alternative conference opportunities for parents who cannot attend face-to-face meetings (i.e. ZOOM, TEAMS, etc.)
4. Copies of completed compacts turned in to Title 1 resource teacher by the end of the third 9 weeks.
5. Conference Notes forms with dedicated space to indicate date of Compact use and review
6. Incentives such as drawings each nine weeks to reward students whose family participated in conferences

Person Responsible Krisy Spence (spencek@walton.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

n/a

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

To see 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 click on the PFEP Document link

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$5,429.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		300-Purchased Services	0281 - Maude Saunders Elementary School	School Improvement Funds		\$3,099.00
			Notes: AVID			
		239-Other	0281 - Maude Saunders Elementary School	School Improvement Funds		\$680.00
			Notes: 340-1/2 Binders For Student Data notebooks			
		239-Other	0281 - Maude Saunders Elementary School	School Improvement Funds		\$900.00
			Notes: 6-WebCam and Microphone to facilitate ZOOM meetings			
		239-Other	0281 - Maude Saunders Elementary School	School Improvement Funds		\$750.00
			Notes: K-5 Teachers Emotional Poverty By Ruby Payne			

5	III.A.	Areas of Focus: Culture & Environment: School Safety	\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
Total:			\$5,429.00