

Martin County School District

Port Salerno Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Positive Culture & Environment	31
Budget to Support Goals	32

Port Salerno Elementary School

3260 SE LIONEL TER, Stuart, FL 34997

martinschools.org/o/pses

Demographics

Principal: Lauren Gifford

Start Date for this Principal: 8/24/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (43%) 2017-18: C (42%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Martin County School Board on 10/11/2021.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	32

Port Salerno Elementary School

3260 SE LIONEL TER, Stuart, FL 34997

martinschools.org/o/pses

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">87%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

This plan was approved by the Martin County School Board on 10/11/2021.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

Port Salerno Elementary School is one big community- we work together to help each other. Teamwork achieves a better learning environment for all students by building character and motivating kids to learn.

Martin County School District mission: Educating all students for success.

Provide the school's vision statement.

Learning is active, fun and meaningful at Port Salerno Elementary School.

Martin County School District vision: A dynamic educational system of 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	Position Title	Job Duties and Responsibilities
Eberst, Allysa	Principal	
Shaffer, David	Assistant Principal	
Gifford, Lauren	Assistant Principal	
Bagley, Nicole	Reading Coach	
Porter, Amy	Reading Coach	
Drake, Jessica	Math Coach	
Gumbinner, Diane	School Counselor	
Miles, Carolyn	School Counselor	
Wardle, Diane	Other	
Florio, Matries	Teacher, K-12	
Jamison, Rachel	Teacher, K-12	
McKerlie, Meagan	Teacher, ESE	
Gonzalez, Alcira	Administrative Support	

Demographic Information

Principal start date

Tuesday 8/24/2021, Lauren Gifford

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.*

4

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.*

10

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

754

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

14

Demographic Data

Early Warning Systems

2021-22

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	123	111	127	120	109	161	0	0	0	0	0	0	0	751
Attendance below 90 percent	56	45	52	41	43	63	0	0	0	0	0	0	0	300
One or more suspensions	1	0	0	0	1	3	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	22	28	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	18	34	0	0	0	0	0	0	0	52
Number of students with a substantial reading deficiency	0	29	32	26	21	29	0	0	0	0	0	0	0	137

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	0	0	0	24	48	0	0	0	0	0	0	0	72

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	4	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Monday 10/4/2021

2020-21 - 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	107	122	131	109	162	101	0	0	0	0	0	0	0	732
Attendance below 90 percent	39	53	34	28	51	26	0	0	0	0	0	0	0	231
One or more suspensions	1	0	0	0	3	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	22	28	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide Math assessment	0	0	0	0	18	34	0	0	0	0	0	0	0	52

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	0	0	0	22	24	0	0	0	0	0	0	0	46

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	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	5	6	0	0	0	0	0	0	0	11

2020-21 - 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	107	122	131	109	162	101	0	0	0	0	0	0	0	732
Attendance below 90 percent	39	53	34	28	51	26	0	0	0	0	0	0	0	231
One or more suspensions	1	0	0	0	3	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	22	28	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide Math assessment	0	0	0	0	18	34	0	0	0	0	0	0	0	52

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	0	0	0	22	24	0	0	0	0	0	0	0	46

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	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	5	6	0	0	0	0	0	0	0	11

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				36%	58%	57%	36%	59%	56%
ELA Learning Gains				50%	59%	58%	56%	57%	55%
ELA Lowest 25th Percentile				54%	56%	53%	60%	49%	48%
Math Achievement				40%	65%	63%	40%	66%	62%
Math Learning Gains				47%	65%	62%	44%	59%	59%
Math Lowest 25th Percentile				45%	53%	51%	38%	43%	47%
Science Achievement				26%	58%	53%	19%	59%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	27%	54%	-27%	58%	-31%
Cohort Comparison						
04	2021					
	2019	41%	57%	-16%	58%	-17%
Cohort Comparison		-27%				
05	2021					
	2019	33%	55%	-22%	56%	-23%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	33%	58%	-25%	62%	-29%
Cohort Comparison						
04	2021					
	2019	48%	67%	-19%	64%	-16%
Cohort Comparison		-33%				
05	2021					
	2019	30%	64%	-34%	60%	-30%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	24%	53%	-29%	53%	-29%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Reading and Mathematics scores were pulled from the iReady Diagnostic assessments that students completed in the 2020-2021 SY. Fifth grade science scores were pulled from our district created Science Progress Monitoring Test (PMTs).

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10.33	25.26	37.69
	Economically Disadvantaged	9.17	24.70	38.85
	Students With Disabilities	6.52	12.41	17.19
	English Language Learners	4.91	17.49	29.65
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5.40	14.14	35.93
	Economically Disadvantaged	4.72	13.13	36.41
	Students With Disabilities	8.51	11.76	24.62
	English Language Learners	2.91	9.78	30.31
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9.39	20.93	31.80
	Economically Disadvantaged	8.37	19.42	33.26
	Students With Disabilities	5.60	10.48	13.04
	English Language Learners	5.10	13.14	23.25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4.30	12.92	32.67
	Economically Disadvantaged	3.85	11.39	31.87
	Students With Disabilities	7.09	11.57	23.28
	English Language Learners	2.22	8.41	26.98

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11.31	22.33	32.41
	Economically Disadvantaged	10.63	21.46	33.85
	Students With Disabilities	6.03	7.83	11.32
	English Language Learners	5.95	13.56	24.01
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4.76	14.19	32.35
	Economically Disadvantaged	4.31	12.61	31.04
	Students With Disabilities	6.78	12.39	21.30
	English Language Learners	2.75	9.86	28.57
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11.08	19.23	27.60
	Economically Disadvantaged	10.26	18.31	29.01
	Students With Disabilities	6.76	8.22	8.82
	English Language Learners	4.97	9.67	18.18
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6.35	15.56	32.20
	Economically Disadvantaged	6.58	14.24	30.95
	Students With Disabilities	6.67	14.08	20.29
	English Language Learners	2.99	9.34	27.80

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9.96	17.90	25.97
	Economically Disadvantaged	8.42	14.97	26.20
	Students With Disabilities	7.32	10.00	7.69
	English Language Learners	3.78	7.61	15.85
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8.02	17.67	32.94
	Economically Disadvantaged	8.33	15.47	31.35
	Students With Disabilities	9.76	18.42	23.08
	English Language Learners	3.80	9.09	26.67
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	9.01	9.82	9.01
	Economically Disadvantaged	8.54	7.59	8.54
	Students With Disabilities	5.26	5.26	5.26
	English Language Learners	5.80	5.63	5.80
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	19	44		24	33		6				
ELL	23	46	54	23	44	35	12				
BLK	24			32							
HSP	28	48	54	26	43	37	16				
WHT	47			33							
FRL	29	53	55	28	48	40	15				
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	31	33	21	39	44	36	14				
ELL	31	45	51	33	45	45	22				
BLK	21	53		31	33						
HSP	33	47	52	35	46	49	22				

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
WHT	62	60		70	57		53				
FRL	35	49	56	38	45	43	21				
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	33	50	42	37	38		24				
ELL	30	61	70	36	45	40	7				
BLK	8	41		24	35						
HSP	32	58	66	38	44	41	10				
MUL	36			18							
WHT	62	55		56	49	20	52				
FRL	36	56	61	40	44	38	19				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	325
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

When looking at grade level FSA data, we see we are significantly behind when compared to MCSD and the State of Florida in 3rd, 4th, and 5th grade ELA proficiency scores. We looking across years, we saw the most significant drop in 4th grade FSA scores when comparing to other years of 4th grade ELA proficiency. When looking at FSA Math scores, we see a continuing downward trend in mathematics proficiency scores over the past few years and again see the largest drop in the 4th grade scores. We also see that our learning gains have remained about the same in ELA, but mathematics has decrease slightly in regards to learning gains.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

We see that our identified ESSA Subgroups (SWD, ELL, and BLK) are our biggest areas of concern. We see some grade levels, mostly primary, had significant growth in their SWD subgroup, but other grade levels, mostly intermediate, made little to not progress in ELA. It was also noted that our students are not moving into the level 4 and 5 categories across all content areas tested; therefore indicating students who are proficient are not being accelerated.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

When we started the 2020-21 school year, around 50% of our student population started the school year remotely, when looking more deeply at this data, we noticed a larger portion of our SWD and BLK subgroup started remote when compared to the rest of the PSE population. While students had access to curriculum and instruction, we noticed their progress lagged behind those of their peers on campus. Additionally, remote students also struggled to maintain attendance by joining onto the ZOOM sessions provided and participating in the instruction. During the 2021-22 school year, remote learning is no longer an option and 100% of our student body is on campus. Students will be identified for additional tutoring or small group instruction based of needs to help students close their COVID-gaps. Our schoolwide PBIS team is working diligently with our new Prevention Intervention Program Specialist to target students who indicated attendance below 90% within the first few weeks of school. The PBIS team also has surveyed students for ideas for class attendance incentives. Two Critical Thinking teachers were hired this year to support critical grade levels- first and third. These teachers provide targeted small group instruction using Benchmark materials to students across all subgroups and academic levels. Additionally, our school partnered with a school in the state of Florida that made significant improvement and received PD on the use of a Gap eliminator strategy to help staff understand students and what is needed to move them using lagging FSA data.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our 3rd grade students were able to increase their reading proficiency by 1% when compared to 2019 FSA scores. Our 5th grade group was able to maintain the same scores from 2019 on the 2021 ELA FSA in regards to proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Both of these grade levels (3rd and 5th) have strong, collaborative team that focus on the 4 questions of Professional Learning Communities in their collaborative time. We're continuing to provide professional develop and feedback to continue to increase the effectiveness of our PLCs. We have also implemented quarterly learning walks for our teachers for them to observe rigorous, standards-based instruction to learn and provide feedback to their peers.

What strategies will need to be implemented in order to accelerate learning?

The MCSD adopted a new ELA curriculum, Benchmark Advance, that we've worked with teachers to implement with fidelity across the school We've also introduced a Gap Eliminator data protocol that will be regularly used to help teachers monitor their classes students assessment data and make effective, strategic, and timely instructional decisions. A Science Leadership group of targeted students meets every Monday during their RA time with the gifted teacher. Students were selected using their end of 4th grade science PMT in conjunction with subgroup data. The gifted teacher is co-planning with the science lab teacher. Additionally, students will be receiving school wide AVID strategies in the domain of organization for learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We've introduced a Gap Eliminator data protocol that will be regularly used to help teachers monitor their classes students assessment data and make effective, strategic, and timely instructional decisions. This will be an on-going process for our staff. We've also accessed our professional development department to strengthen our PLCs, and introduce AVID as a coherent system of strategies to implement across our campus.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The adoption of the new Benchmark Advance ELA curriculum will be continued next year and beyond, as well as the PLC, and AVID work.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to ELA Growth K-3

Area of Focus Description and Rationale:

Reading Growth for Grades K-3. Data shows that students in grades K-3 scored an average of 39% on the Benchmark Reading Interim Pre-Assessment data.

Measurable Outcome:

By May, 2022, students in grades K-3 will score an average of 60% on the Reading Interim Post Assessment.

Monitoring:

The School Literacy Leadership Team will conduct classroom walkthroughs and collect data to share and plan next steps for support. Benchmark interim and unit assessment data will be analyzed and discussed during Professional Learning Communities. Teachers will work together to complete the Post Assessment Review Process with administration and coaches. Foundations data will be collected, analyzed, and monitored to identify instructional needs and student progress.

Person responsible for monitoring outcome:

Allysa Eberst (ebersta@martin.k12.fl.us)

Evidence-based Strategy:

Provide explicit, systematic, and multi-sensory instruction in phonics, phonemic awareness, vocabulary, reading comprehension, and oral language. Instruction will be consistent across grade levels.

Rationale for Evidence-based Strategy:

Our school will implement instruction and strategies that are research-based to target early literacy skills. Data indicates that our students in grades K-3 have demonstrated needs in the area of phonics and phonemic awareness. With the high population of English Language Learners, we are in need of more vocabulary and oral language instruction.

Action Steps to Implement

Implement Heggerty's Phonemic Awareness in grades K-2. Provide feedback on instruction and coaching support to increase the fidelity implementation.

Person Responsible

Amy Porter (portera@martin.k12.fl.us)

Implement the Benchmark Advance Florida curriculum. Provide professional development, feedback on instruction, and coaching support to ensure fidelity of implementation.

Person Responsible

Amy Porter (portera@martin.k12.fl.us)

Implement Foundations Phonics Instruction in grades K-3. Provide feedback on instruction and coaching support to increase fidelity of implementation.

Person Responsible

Amy Porter (portera@martin.k12.fl.us)

Collaborative Data Liaison (CDL) for each grade level will support teams during Professional Learning Communities with data analysis, subgroup monitoring, and planning for rigorous, standards-based instruction.

Person Responsible

[no one identified]

Provided small group differentiated instruction utilizing Benchmark resources such as, small group texts, readers theater, and intervention materials. Additional support will be provided by critical thinking

teachers and paraprofessionals. In addition during the intervention block all teachers will provide intervention support for identified students 5 days a week. Two interventionists will provide intervention to Tier 3 students.

Person Responsible Nicole Bagley (bagleyn@martin.k12.fl.us)

Americorps and 4C's supports in Kindergarten and Grade 2 using Geodes and Foundations materials to reteach and reinforce skills.

Person Responsible Nicole Bagley (bagleyn@martin.k12.fl.us)

Provide Mondo small group instruction and utilize Imagine Learning resources for identified students needing oral language and vocabulary supports. Coaches will work with Title 1 and our Prevention Intervention Program Specialist to support implementation and instruction and parent communication.

Person Responsible Nicole Bagley (bagleyn@martin.k12.fl.us)

#2. Other specifically relating to ELA Growth Grades 4-5

Area of Focus Description and Rationale: Reading Growth for Grades 4-5. Data shows that students in 50% of our students in grades 4-5 have made growth (learning gains) on the Florida Standards Assessment in ELA in the 20-21SY.

Measurable Outcome: By July 2022, 55% of students in grades 4-5 will show growth on the Florida Standards Assessment in ELA.

Monitoring: The School Literacy Leadership Team will conduct classroom walkthroughs and collect data to share and plan next steps for support. Benchmark interim and unit assessment data will be analyzed and discussed during Professional Learning Communities. Teachers will work together to complete the Post Assessment Review Process with administration and coaches. Teachers will create an action plan using previous year's FSA data to target students and area of instruction to work on in order to move them to the next achievement level (Gap Eliminator). They will share their action plan with administration.

Person responsible for monitoring outcome: Allysa Eberst (ebersta@martin.k12.fl.us)

Evidence-based Strategy: Provide explicit, systematic, and multi-sensory instruction in phonics, vocabulary, reading comprehension, and oral language. Students will engage in reading, writing, and talking about texts across content areas. Instruction will be consistent across grade levels.

Rationale for Evidence-based Strategy: Data indicates that the intermediate grade levels have demonstrated needs in the areas of English Language Acquisition, Phonics, Vocabulary, and Comprehension.

Action Steps to Implement

Implement the Benchmark Advance Florida curriculum. Provide professional development, feedback on instruction, and coaching support to ensure fidelity of implementation.

Person Responsible: Amy Porter (portera@martin.k12.fl.us)

Collaborative Data Liaison (CDL) for each grade level will support teams during Professional Learning Communities with data analysis, subgroup monitoring, and planning for rigorous, standards-based instruction.

Person Responsible: Nicole Bagley (bagleyn@martin.k12.fl.us)

Provided small group differentiated instruction utilizing Benchmark resources such as, small group texts, readers theater, and intervention materials. Additional support will be provided by critical thinking teachers and paraprofessionals. In addition during the intervention block all teachers will provide intervention support for identified students 5 days a week. Two interventionist will provide intervention to Tier 3 students.

Person Responsible: Amy Porter (portera@martin.k12.fl.us)

Teachers will analyze their students' previous year's Florida State Assessment data and identify what levels the students scored in according to the Florida State Assessment. They will determine what

students need to score in order to move to the next level of achievement. Teachers will create an action plan for their students.

Person Responsible Nicole Bagley (bageyn@martin.k12.fl.us)

In grade 3, teachers will implement Foundations and utilize the critical thinking teacher to provide small group instruction using Benchmark Intervention materials.

Person Responsible Amy Porter (portera@martin.k12.fl.us)

#3. Other specifically relating to ELA Proficiency Grades 3-5

Area of Focus Description and Rationale: Reading Proficiency Grades 3-5. Data shows that only 30% of our grades 4-5 students were measuring at the proficiency level according to the Florida Standards Assessment in 2021. In 2019, only 33% of our grades 3-5 students were measuring at the proficiency level according to the Florida Standards Assessment.

Measurable Outcome: By June 2022, 40% of our students in grades 3-5 will score proficient on the Florida Standards Assessment.

Monitoring: The School Literacy Leadership Team will conduct classroom walkthroughs and collect data to share and plan next steps for support. Benchmark interim and unit assessment data will be analyzed and discussed during Professional Learning Communities. Teachers will work together to complete the Post Assessment Review Process with administration and coaches. Third Grade Foundations unit assessment data will be collected and used to progress monitor students.

Person responsible for monitoring outcome: Allysa Eberst (ebersta@martin.k12.fl.us)

Evidence-based Strategy: Provide explicit, systematic, and multi-sensory instruction in phonics, vocabulary, reading comprehension, and oral language. Students will engage in reading, writing, and talking about texts across content areas. Instruction will be consistent across grade levels.

Rationale for Evidence-based Strategy: Data indicates that the intermediate grade levels have demonstrated needs in the areas of English Language Acquisition, Phonics, Vocabulary, and Comprehension.

Action Steps to Implement

Implement the Benchmark Advance Florida curriculum. Provide professional development, feedback on instruction, and coaching support to ensure fidelity of implementation.

Person Responsible Nicole Bagley (bagleyn@martin.k12.fl.us)

Collaborative Data Liaison (CDL) for each grade level will support teams during Professional Learning Communities with data analysis, subgroup monitoring, and planning for rigorous, standards-based instruction.

Person Responsible Nicole Bagley (bagleyn@martin.k12.fl.us)

Provided small group differentiated instruction utilizing Benchmark resources such as, small group texts, readers theater, and intervention materials. Additional support will be provided by critical thinking teachers and paraprofessionals. In addition during the intervention block all teachers will provide intervention support for identified students 5 days a week. Two interventionist will provide intervention to Tier 3 students.

Person Responsible Amy Porter (portera@martin.k12.fl.us)

Teachers will analyze their students' previous year's Florida Standards Assessment data (Gap Eliminator) and identify what levels the students scored in according to the Florida Standards Assessment. They will determine what students need to score in order to move to the next level of achievement. Teachers will create an action plan for their student

Person Responsible Amy Porter (portera@martin.k12.fl.us)

Provide Mondo small group instruction and utilize Imagine Learning resources for identified students needing oral language and vocabulary supports. Coaches will work with Title 1 and our Parent Involvement Program Specialist to support implementation and instruction and parent communication.

Person Responsible Nicole Bagley (bagleyn@martin.k12.fl.us)

#4. Other specifically relating to Science Proficiency

Area of Focus Description and Rationale: Data shows that students in grade 5 are not measuring at the proficiency level according to the Florida Statewide Science Assessment data.

Measurable Outcome: By May of 2022, 25% of students will measure proficient in science as measured by the Florida Statewide Science Assessment.

Monitoring: Monitored by unit assessments, small group instruction, and district PMT.

Person responsible for monitoring outcome: Allysa Eberst (ebersta@martin.k12.fl.us)

Evidence-based Strategy: Provide instruction that focuses on interaction with science vocabulary and hands-on learning strategies.

Rationale for Evidence-based Strategy: Employ strategies to support the learning of content area vocabulary in classrooms will assist in increase proficiency in all areas of science.

Action Steps to Implement

One grade level common lab experiment (in accordance with CDC guidelines) per nine weeks of school.

Person Responsible Matries Florio (florion@martin.k12.fl.us)

Implementation of common science vocabulary to use in all grade levels and related arts classes with Spanish cognates and pictures.

Person Responsible Matries Florio (florion@martin.k12.fl.us)

Integration of science content and nonfiction texts into ELA instruction.

Person Responsible Nicole Bagley (bagleyn@martin.k12.fl.us)

Common planning for standards based instruction. Deliberate planning of monitoring strategies, identifying critical information, and key questions.

Person Responsible Matries Florio (florion@martin.k12.fl.us)

Implement www.floridastudents.org science grade level appropriate tutorials for students in all grades to complete during Related Arts rotation of computer lab.

Person Responsible Matries Florio (florion@martin.k12.fl.us)

Provide teachers with science professional development from the District Science Coordinator and Savvas.

Person Responsible David Shaffer (shaffed@martin.k12.fl.us)

Increase science mindsets of female students through STEM programs.

Person Responsible Rachel Jamison (jamisor@martin.k12.fl.us)

#5. Other specifically relating to Math Growth K-3

Area of Focus Description and Rationale: Math Growth for Grades K-3. Data shows that 23% of students in grades K-3 scored on, mid or above grade level in the domain Numbers and Operations on the iReady Diagnostic 1 assessment.

Measurable Outcome: By May 2022, 60% of students in grades K-3 will score on, mid or above in the domain Numbers and Operations on the iReady Diagnostic 3 assessment.

Monitoring: The MCSD Math Coaches along with the school's Math Coach will conduct classroom walkthroughs and collect data to share and plan next steps for support. Unit assessment data will be analyzed and discussed during Math Professional Learning Communities. The iReady Diagnostic 2 data taken in December will be analyzed and discussing to target students and areas of instruction to move students along their learning path.

Person responsible for monitoring outcome: Allysa Eberst (ebersta@martin.k12.fl.us)

Evidence-based Strategy: Provide instruction that focuses on work through the math model of concrete to representational to the final abstract component.

Rationale for Evidence-based Strategy: Employing strategies to support the learning of content- area vocabulary in classrooms will assist in increasing mathematical growth over all math domains.

Action Steps to Implement

1. Teachers will be provided professional development in 3 act tasks, number talks, questioning, and vocabulary strategies to increase math discourse with real life strategies.

Person Responsible Jessica Drake (drakej@martinschools.org)

2. Professional development with iReady toolbox to use with number and operation lessons.

Person Responsible Jessica Drake (drakej@martinschools.org)

3. Differentiated small group and targeted interventions to meet individual needs.

Person Responsible Jessica Drake (drakej@martinschools.org)

4. Provide professional development on interactive journals and small group independent games within standards by district coaches or schools math coach.

Person Responsible Jessica Drake (drakej@martinschools.org)

5. New teacher support by mentors and school math coach.

Person Responsible Jessica Drake (drakej@martinschools.org)

6. Grades 1 through 3, utilizing the math program Reflex to promote math fact fluency in addition, subtraction and or multiplication and division.

Person Responsible Jessica Drake (drakej@martinschools.org)

7. Provide math tutoring to select students during the school year.

Person Responsible Jessica Drake (drakej@martinschools.org)

#6. Other specifically relating to Math Growth Grades 4-5

Area of Focus Description and Rationale:

Math Growth for Grades 4-5. Data shows that 44% of our students in grades 4-5 have made growth on the Florida Standards Assessment in math.

Measurable Outcome:

By June 2022, 65% of our students in grades 4-5 will show growth on the Florida Standards Assessment in math.

Monitoring:

The MCSD Math Coaches along with the school's Math Coach will conduct classroom walkthroughs and collect data to share and plan next steps for support. Unit assessment data will be analyzed and discussed during Math Professional Learning Communities. Teachers in grades 4 and 5 will create an action plan using previous year's FSA data to target students and areas of instruction to move them to the next achievement level. Action plans will be shared with administration.

Person responsible for monitoring outcome:

Allysa Eberst (ebersta@martin.k12.fl.us)

Evidence-based Strategy:

Provide instruction that focuses on work through the math model of concrete to representational to the final abstract component. (CRA Model)

Rationale for Evidence-based Strategy:

Employing strategies to support the learning of content-area vocabulary in classrooms will assist in increasing mathematical growth over all math domains.

Action Steps to Implement

1. Provide cross grade level standard progression planning throughout the year.

Person Responsible

Jessica Drake (drakej@martinschools.org)

2. Teachers will be provided with time to work on the GAP eliminator to focus on providing strategic intervention to select students.

Person Responsible

Jessica Drake (drakej@martinschools.org)

3. Provide lesson study professional development to unwrap current standards and create small group instruction.

Person Responsible

Jessica Drake (drakej@martinschools.org)

4. Provide professional development on interactive journals and small group independent games within standards.

Person Responsible

Jessica Drake (drakej@martinschools.org)

5. Differentiated small group and targeted interventions to meet individual student needs.

Person Responsible

Jessica Drake (drakej@martinschools.org)

6. New teacher support by mentors and school math coach.

Person Responsible Jessica Drake (drakej@martinschools.org)

7. Provide math tutoring to select students during the school year.

Person Responsible Jessica Drake (drakej@martinschools.org)

8. Grades 4 and 5, utilizing the math program Reflex to promote math fact fluency.

Person Responsible Jessica Drake (drakej@martinschools.org)

#7. Other specifically relating to Math Proficiency Grades 3-5

Area of Focus Description and Rationale: Math Proficiency Grades 3-5. Data shows that only 28% of our 3-5 grade students were measuring at the proficiency level according to the Florida Standards Assessment in 2021. In 2019, only 40% of our 3-5 grade students were measuring at the proficiency level according to the Florida Standards Assessment.

Measurable Outcome: By June 2022, 35% of our students in grades 3-5 will score proficient as measured on the Florida Standards Assessment.

Monitoring: The MCSD Math Coaches along with the school's Math Coach will conduct classroom walkthroughs and collect data to share and plan next steps for support. Unit assessment data will be analyzed and discussed during Math Professional Learning Communities. Teachers in grades 4 and 5 will create an action plan using previous year's FSA data to target students and areas of instruction to move them to the next achievement level. Action plans will be shared with administration.

Person responsible for monitoring outcome: Allysa Eberst (ebersta@martin.k12.fl.us)

Evidence-based Strategy: Provide instruction that focuses on work through the math model of concrete to representational to the final abstract component.

Rationale for Evidence-based Strategy: Employing strategies to support the learning of content-area vocabulary in classrooms will assist in increasing mathematical proficiency over all math domains.

Action Steps to Implement

1. Teachers will be provided professional development in 3 act tasks, number talks, questioning, and vocabulary strategies to increase math discourse with real life strategies.

Person Responsible Jessica Drake (drakej@martinschools.org)

2. Differentiated small group and targeted interventions to meet individual needs.

Person Responsible Jessica Drake (drakej@martinschools.org)

3. Provide cross grade level standard progression planning throughout the year.

Person Responsible Jessica Drake (drakej@martinschools.org)

4. Provide cross grade level learning walks focusing on a targeted look for such as vocabulary, instruction, evidence/monitoring, and classroom structure.

Person Responsible Jessica Drake (drakej@martinschools.org)

5. Provide lesson study professional development to unwrap current standards and create small group instruction.

Person Responsible Jessica Drake (drakej@martinschools.org)

6. Teachers in grades 4 and 5 will be provided with time to work on the GAP eliminator to focus on providing strategic intervention for select students.

Person Responsible Jessica Drake (drakej@martinschools.org)

7. Provide professional development on interactive journals and small group independent games with standards.

Person Responsible Jessica Drake (drakej@martinschools.org)

8. Implementing the math program, Reflex, to promote math fact fluency in addition, subtraction, multiplication, and or division.

Person Responsible Jessica Drake (drakej@martinschools.org)

9. Provide math tutoring to targeted students during the school year.

Person Responsible Jessica Drake (drakej@martinschools.org)

10. New teacher support by mentors and school math coach/district coaches.

Person Responsible Jessica Drake (drakej@martinschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When comparing our discipline data compared to other schools in the state of Florida, we rank as a "moderate" school-where we have 0.5 incidents for everyone 100 students. Out of the almost 1400 schools in Florida, we rank #682, but we also note that the vast majority of schools have an incidents rate under 1 incident per 100 students therefore clustering the majority of the 1400 schools in one section of the distribution graph. When digging deeper into our discipline data, we ranked 6 out of 8 for the MCSD elementary schools listed on the site. Knowing this and looking more in depth as to why our students are receiving discipline referrals, we noticed numerous minor incidents that are generating Office Discipline Referrals (ODRs) for things such as physical contact (pushing and shoving) and inappropriate behaviors. Our PBIS team will look at proactive measures to help reduce the students referrals in these areas.

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.

Involving parents in school activities in a meaningful way helps foster positive feelings between the school and parents. The school expects that a level of customer service is provided to all stakeholders from the moment individuals enter the school building. Parents are asked to join school committees such as SAC and PTO, to be on event committees, and to participate in school fundraisers. Additionally, translation support is always available to support dialogue. We strive to increase participation in this area so parents are making decisions jointly. School climate surveys are also sent home in the spring as a temperature check to see what areas are strong/what needs to be strengthened.

We work to celebrate personal achievement and good behavior in our students. We strive to create a warm and welcoming environment where complimenting students helps them to feel that they are cared for individually. Celebrating the achievements (both academically and behaviorally) of our students is done on both small and large scales. An array of PBIS reinforces are used in the classrooms and campus wide. Additionally, parent events that recognize students for character achievements and academic goal setting and growth are integrated.

Finally, we have been working over the last year to revise our mission and vision statements. This has been done with all stakeholders to gain input.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The following are identified as stakeholders in promoting a positive culture and environment at PSE:
Administration: modeling by example the expectation to treat all stakeholders with respect, being clear on the expectations and following through with adherence, promoting a customer service attitude, having open communication channels that provide all stakeholders a voice

Faculty and Staff: establishing norms for PLC's where all stakeholders values and opinions are respected, allowing a system of constant communication for all stakeholders regarding children's social emotional, and academic needs

Parents: Creating a partnership with school based stakeholders where their opinions and values are heard and respected

Students: Following the norms and expectations set forth by the school to ensure the learning environment

is safe and conducive to learning while simultaneously using their voice to enact change when needed

Community Business Partners: Creating a partnership with school based stakeholders where their opinions and values are heard and respected

Part V: Budget

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

1	III.A.	Areas of Focus: Other: ELA Growth K-3				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	510-Supplies	0101 - Port Salerno Elementary School	Other		\$5,000.00
<i>Notes: Reading Remediation Funds Afterschool planning for Benchmark</i>						
	6400	100-Salaries	0101 - Port Salerno Elementary School	Title, I Part A		\$2,000.00
<i>Notes: Collaborative Data Liaison Support</i>						
2	III.A.	Areas of Focus: Other: ELA Growth Grades 4-5				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	310-Professional and Technical Services	0101 - Port Salerno Elementary School			\$10,000.00
<i>Notes: Reading Remediation Funds Purchasing thematic texts of varied genres to support independent reading with Benchmark Units</i>						
	6400	100-Salaries	0101 - Port Salerno Elementary School	Title, I Part A		\$2,000.00
<i>Notes: Collaborative Data Liaison Support</i>						
3	III.A.	Areas of Focus: Other: ELA Proficiency Grades 3-5				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400		0101 - Port Salerno Elementary School			\$10,000.00
<i>Notes: Reading Remediation Funds Afterschool planning for Benchmark Afterschool tutoring</i>						
4	III.A.	Areas of Focus: Other: Science Proficiency				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0101 - Port Salerno Elementary School	Title, I Part A		\$5,000.00
<i>Notes: Purchasing Science text to support independent reading with Benchmark Units Vocabulary science cards with pictures with English/Spanish Afterschool tutoring</i>						
	5100	510-Supplies	0101 - Port Salerno Elementary School	School Improvement Funds		\$1,000.00
<i>Notes: STEM afterschool science club</i>						
5	III.A.	Areas of Focus: Other: Math Growth K-3				\$5,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0101 - Port Salerno Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: o Math journals o Number Talks Teacher Books o Math manipulatives and games for the resource room o Afterschool tutoring</i>			
6	III.A.	Areas of Focus: Other: Math Growth Grades 4-5				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	100-Salaries	0101 - Port Salerno Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: After-School Tutoring</i>			
7	III.A.	Areas of Focus: Other: Math Proficiency Grades 3-5				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	310-Professional and Technical Services	0101 - Port Salerno Elementary School	Title, I Part A		\$10,000.00
			<i>Notes: Solution Tree PD to support PLC's</i>			
					Total:	\$55,000.00