Maude Saunders Elementary School

2021-22 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: 7/1/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (42%) 2017-18: C (46%) 2016-17: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
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 Walton County School Board on 10/5/2021.

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.](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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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	80%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

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

School Board Approval

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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.

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	Position Title	Job Duties and Responsibilities
Neale, Cindy	Principal	
Johnson, William	Assistant Principal	
Dawkins, Lydia	Teacher, K-12	
Sherman, Nancy	School Counselor	
Evans, Sheryl	Other	
Zorn, Shannon	Other	
Spence, Krisy	Other	
Kent, Maerea	Other	
Parker, Tina	Teacher, ESE	
Peterson, Lindy	Other	
Chatman, Roslyn	Paraprofessional	
Merchant, Sonya	Behavior Specialist	
Smothers, Haley	Teacher, K-12	
Collier, Kim	Other	

Demographic Information

Principal start date
Monday 7/1/2019, 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.*
13

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.*

17

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

493

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

14

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

12

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	80	84	82	68	79	92	0	0	0	0	0	0	0	485
Attendance below 90 percent	19	27	21	8	18	20	0	0	0	0	0	0	0	113
One or more suspensions	1	6	2	1	4	10	0	0	0	0	0	0	0	24
Course failure in ELA	1	11	2	4	2	3	0	0	0	0	0	0	0	23
Course failure in Math	3	3	3	3	3	2	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	9	6	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	15	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	8	4	5	11	13	0	0	0	0	0	0	0	43

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	0	0	0	0	0	0	0	0	0	0	0	14
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

Wednesday 7/7/2021

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	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

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	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

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				51%	66%	57%	51%	63%	56%
ELA Learning Gains				55%	65%	58%	49%	52%	55%
ELA Lowest 25th Percentile				42%	59%	53%	44%	41%	48%
Math Achievement				40%	64%	63%	45%	65%	62%
Math Learning Gains				31%	62%	62%	43%	54%	59%
Math Lowest 25th Percentile				17%	48%	51%	44%	43%	47%
Science Achievement				60%	64%	53%	46%	58%	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	56%	66%	-10%	58%	-2%
Cohort Comparison						
04	2021					
	2019	38%	64%	-26%	58%	-20%
Cohort Comparison		-56%				
05	2021					
	2019	63%	64%	-1%	56%	7%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	65%	-10%	62%	-7%
Cohort Comparison						
04	2021					
	2019	35%	65%	-30%	64%	-29%
Cohort Comparison		-55%				
05	2021					
	2019	34%	55%	-21%	60%	-26%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	60%	61%	-1%	53%	7%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

STAR Assessment
District Science Assessment

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	84/43%	84/39%	84/44%
	Economically Disadvantaged	78/47%	76/42%	74/43%
	Students With Disabilities	27/74%	29/45%	30/33%
	English Language Learners	2/100%	3/33%	3/33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	84/54%	84/49%	84/35%
	Economically Disadvantaged	78/45%	76/35%	74/30%
	Students With Disabilities	27/63%	29/33%	30/33%
	English Language Learners	2/0%	3/33%	3/33%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	82/44%	82/56%	82/58%
	Economically Disadvantaged	67/37%	65/50%	65/57%
	Students With Disabilities	15/27%	13/53%	18/61%
	English Language Learners	2/0%	4/0%	4/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	82/46%	82/50%	82/54%
	Economically Disadvantaged	69/38%	66/45%	65/54%
	Students With Disabilities	15/27%	17/48%	18/50%
	English Language Learners	3/0%	4/0%	4/0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70/56%	70/66%	70/55%
	Economically Disadvantaged	63/48%	63/49%	63/49%
	Students With Disabilities	13/31%	14/28%	15/27%
	English Language Learners	1/0%	1/0%	1/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70/60%	70/66%	70/62%
	Economically Disadvantaged	63/48%	63/46%	63/47%
	Students With Disabilities	13/31%	14/31%	15/31%
	English Language Learners	1/0%	1/0%	1/0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	79/54%	79/54%	79/44%
	Economically Disadvantaged	72/44%	72/44%	71/39%
	Students With Disabilities	24/29%	26/25%	27/22%
	English Language Learners	1/0%	1/0%	1/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	79/33%	79/45%	79/38%
	Economically Disadvantaged	72/24%	72/28%	71/30%
	Students With Disabilities	24/29%	26/29%	27/30%
	English Language Learners	1/0%	1/0%	1/0%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	92/48%	92/65%	92/60%
	Economically Disadvantaged	73/41%	78/49%	82/50%
	Students With Disabilities	17/12%	19/30%	24/33%
	English Language Learners	5/0%	5/0%	5/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	92/48%	92/60%	92/62%
	Economically Disadvantaged	73/34%	78/36%	82/39%
	Students With Disabilities	17/41%	19/42%	24/40%
	English Language Learners	5/0%	5/0%	5/0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	92/22%	92/51%	92/70%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	22	29	13	32	65	50	44				
BLK	26	33		28	55		30				
HSP	54	45		58	82		45				
MUL	52			57							
WHT	58	57		65	73		73				
FRL	50	47	26	56	68	53	55				
	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				

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
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				

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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	34
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	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
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?

As of the fourth STAR administration in 2020-21, 4th grade Math and ELA showed the lowest achievement at 38% (math) and 43% (ELA) of students scoring the equivalent of level 3 or higher (proficiency). According to the 2021 FSA ELA and Math scores, 4th grade fell below both the state and district percentages of students scoring the equivalent of a level 3 or higher (proficiency).

2021 FSA ELA:
School: 4G – 41
District: 4G – 61
State: 4G – 52

2021 FSA Math:
School: 4G – 51
District: 4G – 65
State: 4G – 53

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

As of the fourth STAR administration in 2020-21, 4th grade Math showed the greatest decline in achievement from the same administration period in 2019-2020, from 59% to 38% of students scoring the equivalent of level 3 or higher (proficiency). According to the 2019 FSA Math assessments 4th grade improved form 35% proficient to 51% proficient and the 2019 FSA ELA assessment declined from 80% proficient to 65% proficient. The combination of STAR progress monitoring and FSA data, 4th grade ELA and Math demonstrate the greatest need for improvement. The school grade component, ELA lowest quartile also exhibits the greatest need for improvement.

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

The contributing factors include, but are not limited to, a high disciplinary referral rate in 2019, high teacher turnover rate in years prior to 2019, and a need for a focus on Tier 1 core instruction. The new actions include a focus on Tier 1 core instruction through the Professional Learning Community (PLC) process, continue to implement a systematic approach to behavior to decrease office referrals, and provide instructional support to increase teacher retention rates.

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

4th and 5th Grade Math showed the most improvement from the 2019 state assessments.

4G Math increased from 35% proficient to 51% proficient and 5G Math increased from 34% proficient to 65% proficient.

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

We implemented a school-wide approach to discipline, focused on Tier 1 core instruction through the PLC process (Goal-setting, Data Chats, etc.) which improved the overall climate and culture of our school.

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

In order to accelerate learning, we have built into our master schedule a 60-minute block to differentiate interventions for all students. We are also making improvements to our PLC process by focusing on both ELA and Math, as well as, looking at equity in grading and other policies and procedures that could impact student achievement. We are implementing strategies from "The Writing Revolution" to improve writing and grammar across the curriculum in all grade levels.

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 are providing school-wide professional development on "The Writing Revolution" to incorporate writing across the curriculum in all grade levels. Other professional

development includes support from our district reading, math, and science coaches on an as needed basis.

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

In order to ensure sustainability of improvement in the future, we are developing teacher leaders by empowering them to set goals and make instructional decisions based on student achievement data through the PLC process.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the 2020-2021 STAR Early Literacy Data (Kindergarten) and the 2020-2021 STAR Data (1-5th grade) the core curriculum was not effective for all students to meet the rigor of the FSA.
Measurable Outcome:	By the final administration of STAR Testing, 65% of all K-5th grade students will be proficient by scoring a level 3 or higher.
Monitoring:	Progress monitoring using STAR assessment four times per year and K12 Lift projection reports.
Person responsible for monitoring outcome:	Cindy Neale (cindy.neale@walton.k12.fl.us)
Evidence-based Strategy:	AVID Strategies Writing Revolution Students will goal set and self-monitor Research based interventions Attendance 2020-2021 STAR AP 4 K12 Lift report
Rationale for Evidence-based Strategy:	64% of Kindergarten students were proficient on the STAR EL 39% of First Graders were proficient 56% of Second Graders were proficient 47% of Third Graders were proficient 42% of Fourth Graders were proficient 57% of Fifth Graders were proficient

Action Steps to Implement

Tier 1 Strategy 1 AVID Strategies 4th and 5th Grades

a. Training for new teachers
b. Incorporated across the curriculum
c. Student use of WICOR strategies
d. Student goal-setting using AVID binder
e. Teacher pre-, mid-, and post assessment of their inquiry skills

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

Tier 1 Strategy 2 Writing Revolution

School wide strategies to include:
a. Training by district reading coach
b. Incorporated across the curriculum
c. Analysis and feedback of student writing
d. Students will use rubrics to monitor work

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

Tier 1 Strategy 3 Student goal setting and self-monitor grades

a. Achievement Level Descriptors will be used

b. Students will rate themselves and provide evidence using the ALDs/Performance Scales
c. Student goal-setting (AR, summative assessments, STAR, etc.)

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

Tier 1 Strategy 4 Attendance

a. House points for weekly attendance
b. Parent meetings to discuss attendance including tardies/early checkouts
b. Explore strategies for increased attendance

Person Responsible   Sonya Merchant (merchans@walton.k12.fl.us)

Tier 2 and Tier 3 Strategy 1 District approved research-based interventions

a. Bilingual aide will use district approved ESOL programs and will incorporate ESOL strategies
b. Intensive reading instruction daily
c. ESSA subgroups and lowest quartile will be supported using differentiated strategies
d. ESE teachers will push-in during Tier 1 core instruction to aide with differentiation

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on the 2020-2021 STAR 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.
Measurable Outcome:	By the final administration of STAR Testing, 65% of all 1-5th grade students will be proficient by scoring a level 3 or higher.
Monitoring:	Progress monitoring using STAR assessment four times per year and K12 Lift projection data from school year 2021-2022.
Person responsible for monitoring outcome:	Cindy Neale (cindy.neale@walton.k12.fl.us)
Evidence-based Strategy:	AVID Strategies Student self-report grades (ALD and student goal setting) STEM (Science, Technology, Engineering, and Math) Math Florida Standards (MAFS) in grades K-5 Research based interventions Attendance 2020-2021 STAR AP 4 K12 Lift report
Rationale for Evidence-based Strategy:	64% of Kindergarten students were proficient on the STAR EL 35% of First Graders were proficient 54% of Second Graders were proficient 53% of Third Graders were proficient 37% of Fourth Graders were proficient 54% of Fifth Graders were proficient

Action Steps to Implement

Tier 1 Strategy 1 AVID

a. Training for new teachers
b. Incorporated across the curriculum
c. Student use of WICOR strategies
d. Student goal-setting using AVID binder
e. Teacher pre-, mid-, and post assessment of their inquiry skills

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

Tier 1 Strategy 2 Student self-report grades

a. Achievement Level Descriptors will be used
b. Students will rate themselves and provide evidence using the ALDs/Performance Scales
c. Student goal-setting (AR, summative assessments, STAR, etc.)

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

Tier 1 Strategy 3 STEM (Science, Technology, Engineering, and Math)

a. Support Science standards
b. Collaboration with grade levels
c. Incorporate manipulatives/hands on activities
d. Implement 21st Century Skills

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

Tier 1 Strategy 4 Math Florida Standards (MAFS) in grades K-5

a. Use of district approved computer programs to aide in differentiation
b. Teachers will work with instructional Coaches to implement standards based instruction
c. CAP training provided (Curriculum Alignment Project)

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

Tier 1 Strategy 5 Attendance

a. House points for weekly attendance
b. Parent meetings to discuss attendance including tardies/early checkouts
b. Explore strategies for increased attendance

Person Responsible Sonya Merchant (merchans@walton.k12.fl.us)

Tier 2 and Tier 3 District approved research based interventions

a. Teacher and/or Interventionist provide tiered instruction
b. ESP small group support to aide in differentiation
c. ESE teachers push-in classrooms during Tier 1 core instruction to aide in differentiation
d. Explore the use of Bridges Intervention for Math

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, grade level standards based instruction will be implemented in grades 1-5.
Measurable Outcome:	By the final administration of the 2021-2022 District approved Science Assessment 65% of all 1-5th grade students will score 60% or higher.
Monitoring:	Progress Monitoring three times per year using curriculum based/district common science assessments.
Person responsible for monitoring outcome:	Sheryl Evans (evanss@walton.k12.fl.us)
Evidence-based Strategy:	STEM Enrichment activities Scientific Inquiry Skills District approved Computer-based programs
Rationale for Evidence-based Strategy:	5th grade FSA scores make up 78% of the school grade.

Action Steps to Implement

Tier 1 Strategy 1 STEM

a. Support Science standards
b. Collaboration among grade levels
c. Incorporate manipulatives/hands on activities
d. Implement 21st Century Skills

Person Responsible   Sheryl Evans (evanss@walton.k12.fl.us)

Tier 1 Strategy 2 Enrichment activities

a. Lego League
b. Science Club
c. Explore the Science Review Lab materials (5th Grade)
d. Grasses in Classes (3rd Grade)
e. Biophilia (4th Grade)

Person Responsible   Sheryl Evans (evanss@walton.k12.fl.us)

Tier 1 Strategy 3 Scientific Inquiry Skills

a. STEAM
b. Hands on projects and experiments within the classroom

Person Responsible   Sheryl Evans (evanss@walton.k12.fl.us)

Tier 1 Strategy 4 District approved Computer-based programs

a. Study Island (3rd-5th Grades)
b. Generation Genius (5th Grade)
c. Nearpods (4th and 5th Grades)

Person Responsible   Sheryl Evans (evanss@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 2021-2022, we must ensure teachers are ready to accelerate student learning. Our area of focus will be Tier 1 proficiency.
Measurable Outcome:	Using the PLC Collaboration Team Rubric provided by Solution Tree, teachers will rate their level of collaboration individually with an average school score of 20 by the end of the 2021-2022 school year.
Monitoring:	The PLC Collaboration Team Rubric will be completed after three STAR Assessment windows beginning with STAR AP2 during our PLC Data Team Meetings.
Person responsible for monitoring outcome:	Haley Smothers (smothersh@walton.k12.fl.us)
Evidence-based Strategy:	Continue to improve the PLC process Professional Development for teachers
Rationale for Evidence-based Strategy:	To strengthen our Tier 1 core instruction. To increase Team collaboration.

Action Steps to Implement

Tier 1 Strategy 1 Continue to improve the PLC process

a. The goal is for the PLC facilitator to be a grade-level teacher
b. PLC Team meetings will be held weekly to incorporate team efficacy.

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

Tier 1 Strategy 2 Professional Development

a. LETRS training
b. MSE Teacher Mentoring Program
c. On-boarding of Ready Gen and Engage New York
d. BEST standards training
e. AVID training (4th-5th Grade)
f. Writing Revolution

Person Responsible	Haley Smothers (smothersh@walton.k12.fl.us)

#5. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	To provide a supportive and fulfilling environment with conditions that are conducive to learning and meet the needs of all students.
Measurable Outcome:	By the end of the 2021-2022 school year, the number of students with 3 or more referrals will be reduced by 20%.
Monitoring:	It will be monitored on a monthly basis utilizing disciplinary reports through Focus Student Information System.
Person responsible for monitoring outcome:	William Johnson (william.johnson@walton.k12.fl.us)
Evidence-based Strategy:	1. Implement the House system school-wide 2. Character Development 3. Staff Mentors for students 4. Capturing Kids' Hearts
Rationale for Evidence-based Strategy:	To reduce the number of students with 3 or more referrals and to increase student engagement. During the 2020-2021 school year, 61% of referrals were earned by students with 3 or more referrals.

Action Steps to Implement	

Tier 1 Strategy 1 House System
a. House meeting per 9 weeks
b. Utilization of the Ron Clark App by Staff
c. House Spirit Days throughout the school year (wear shirt, etc.)

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

Tier 1 Strategy 2 Character Development
a. Sanford Harmony implemented school wide
b. Positivity Project
c. Morning Message

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

Tier 1 Strategy 3 Staff Mentors for students with 2 or more indicators on the EWS
a. Explore training for Staff from the district
b. Documentation sheets for accountability

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

#6. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Use of the family, student, teacher compact will be incorporated into all parent and student conferences and at parent involvement events.
Measurable Outcome:	During the 2021-2022 school year, the Family/Student/Teacher Compact will be reviewed in Parent Conferences by all teachers for at least 80% of the students in their class by the end of the third quarter.
Monitoring:	The class percentage will be calculated by teachers and shared with the Title 1 resource teacher at the end of each 9 weeks.
Person responsible for monitoring outcome:	Krisy Spence (spencek@walton.k12.fl.us)
Evidence-based Strategy:	
Rationale for Evidence-based Strategy:	The 2020-2021 school average was 81%. This year we will focus on individual class percentages.

Action Steps to Implement

1. Training in the use of the Family/Student/Teacher Compact

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 conference

7. Utilize bilingual staff to improve communication with ELL families

8. Parent nights will be held to review or address compacts

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

Additional Schoolwide Improvement Priorities

Using the 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.

A primary area of concern when related to school safety that Maude Saunders Elementary will monitor for the 2021-2022 school year is classified is classified as Violent Incidents: Threat. This is an area that we will offer more education for students and closely monitor those students who are making multiple threats. Students will be made aware of the consequences of making threats whether joking, serious, or a statement made in anger. Students making threats will also be interviewed while a Threat Assessment evaluation is completed.

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.

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

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

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$3,579.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

		590-Other Materials and Supplies	0281 - Maude Saunders Elementary School	School Improvement Funds		$3,099.00
			Notes: AVID			
		590-Other Materials and Supplies	0281 - Maude Saunders Elementary School	School Improvement Funds		$480.00
			Notes: 3M Chart paper for teacher to write ALDs			
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0281 - Maude Saunders Elementary School	School Improvement Funds		$200.00
			Notes: Replacement AVID Binders for 4th and 5th Grade			
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$520.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		590-Other Materials and Supplies	0281 - Maude Saunders Elementary School	School Improvement Funds		$520.00
			Notes: Supplies for Lego League			
4	**III.A.**	**Areas of Focus: Instructional Practice: Professional Learning Communities**				**$800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		140-Substitute Teachers	0281 - Maude Saunders Elementary School	School Improvement Funds		$800.00
			Notes: Substitute Teachers for Data Chats			
5	**III.A.**	**Areas of Focus: Culture & Environment: Discipline**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0281 - Maude Saunders Elementary School	School Improvement Funds		$500.00
			Notes: Ron Clark App			
6	**III.A.**	**Areas of Focus: Culture & Environment: Parent Involvement**				**$0.00**
					Total:	**$5,599.00**