

Martin County School District

Port Salerno Elementary School



2022-23 Schoolwide Improvement Plan

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Port Salerno Elementary School

3260 SE LIONEL TER, Stuart, FL 34997

martinschools.org/o/pses

Demographics

Principal: Lauren Gifford

Start Date for this Principal: 8/15/2022

| | |
|--|--|
| 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 |
| 2021-22 Title I School | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2021-22 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 | 2021-22: D (33%) 2018-19: C (43%) 2017-18: 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 | CSI |

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

School Board Approval

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

SIP Authority

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

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

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

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

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

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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

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>2021-22 Title I School</p> <p style="text-align: center;">Yes</p> | <p>2021-22 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 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| Grade | D | D | C | C |

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Consistency, Communication, and Collaboration

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

Provide the school's vision statement.

Creating an empowered community where all students are educated for social and academic success.

Martin County School District vision: A dynamic educational system of excellence.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name | Position Title | Job Duties and Responsibilities |
|------------------|---------------------------|---------------------------------|
| Bagley, Nicole | Assistant Principal | |
| Drake, Jessica | Math Coach | |
| Gifford, Lauren | Principal | |
| Shaffer, David | Assistant Principal | |
| Gumbinner, Diane | School Counselor | |
| Wardle, Diane | Instructional Coach | |
| Gonzalez, Alcira | Parent Engagement Liaison | |
| Porter, Amy | Instructional Coach | |

Demographic Information

Principal start date

Monday 8/15/2022, Lauren Gifford

Number of teachers with a 2022 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.*

14

Number of teachers with a 2022 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.*

34

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

707

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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 | 105 | 121 | 119 | 166 | 82 | 122 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 715 |
| Attendance below 90 percent | 15 | 21 | 20 | 29 | 14 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 116 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 37 | 12 | 63 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 112 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 28 | 26 | 63 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 117 |
| Number of students with a substantial reading deficiency | 0 | 0 | 4 | 16 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 4 | 28 | 14 | 63 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 109 |

Using current year data, complete the table below with the number of students identified as being "retained.":

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Date this data was collected or last updated

Monday 8/15/2022

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

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 | 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 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 4 | 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 | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 31% | 53% | 56% | | | | 36% | 58% | 57% |
| ELA Learning Gains | 49% | | | | | | 50% | 59% | 58% |
| ELA Lowest 25th Percentile | 44% | | | | | | 54% | 56% | 53% |
| Math Achievement | 30% | 43% | 50% | | | | 40% | 65% | 63% |
| Math Learning Gains | 36% | | | | | | 47% | 65% | 62% |
| Math Lowest 25th Percentile | 25% | | | | | | 45% | 53% | 51% |
| Science Achievement | 16% | 54% | 59% | | | | 26% | 58% | 53% |

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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 27% | 54% | -27% | 58% | -31% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 41% | 57% | -16% | 58% | -17% |
| Cohort Comparison | | -27% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 33% | 55% | -22% | 56% | -23% |
| Cohort Comparison | | -41% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 33% | 58% | -25% | 62% | -29% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 48% | 67% | -19% | 64% | -16% |
| Cohort Comparison | | -33% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 30% | 64% | -34% | 60% | -30% |
| Cohort Comparison | | -48% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 24% | 53% | -29% | 53% | -29% |
| Cohort Comparison | | | | | | |

Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 16 | 38 | 50 | 26 | 19 | 20 | 4 | | | | |
| ELL | 20 | 43 | 45 | 23 | 34 | 31 | 9 | | | | |
| BLK | 30 | 47 | | 45 | 38 | | 20 | | | | |
| HSP | 29 | 48 | 45 | 26 | 35 | 29 | 14 | | | | |
| WHT | 41 | 54 | | 36 | 36 | | 24 | | | | |
| FRL | 32 | 49 | 42 | 29 | 35 | 19 | 17 | | | | |
| 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 | | | | |
| WHT | 62 | 60 | | 70 | 57 | | 53 | | | | |
| FRL | 35 | 49 | 56 | 38 | 45 | 43 | 21 | | | | |

ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | CSI |
| OVERALL Federal Index – All Students | 36 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 6 |
| Progress of English Language Learners in Achieving English Language Proficiency | 54 |
| Total Points Earned for the Federal Index | 285 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 98% |

Subgroup Data

| Students With Disabilities | |
|--|-----|
| Federal Index - Students With Disabilities | 28 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 1 |
| English Language Learners | |
| Federal Index - English Language Learners | 32 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 36 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 35 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| 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% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |

| White Students | |
|--|-----|
| Federal Index - White Students | 38 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 35 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Part III: Planning for Improvement

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?

Overall, ELA and Math achievement went down. ELA learning gains and ELA L25 had a slight increase, whereas our math learning gains and L25 learning gains decreased. Science achievement also declined.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Increase in proficiency in ELA, Math, and Science in all subgroups
 Learning gains in ELA and Mathematics
 5th Grade Science Proficiency (16.2% proficient on FSSA)

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

Our large ELL population struggles with reading proficiency and vocabulary acquisition
 Our large Hispanic population struggles with maintaining greater than 90% attendance rates
 No transportation available for after-school clubs and tutoring opportunities for neediest students
 Some specific actions that will be taken to address the above improvement needs are language and vocabulary development opportunities through standards-based field trips funded through the UniSIG Grant. Our grade level professional learning communities will frequently analyze data through the PLC process. Our transportation department will provide bus transportation for after-school activities and tutoring. Our PSE Attendance Committee will follow the attendance action plan with specific steps to increase attendance.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

We saw an increase in ELA learning gains among our students. We also saw increases in our district progress monitoring through the Benchmark Advanced curriculum.

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

School and district learning walks to monitor instruction and rigor, commitment to professional learning communities, use of data protocols, fidelity of implementation of new ELA curriculum.

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

Consistent implementation of ELA and Math curriculum, standards based focus, and continuous progress monitoring and data analysis through PLC process and consistent collaboration in 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.

Professional development using UniSIG funds and title 1 funds will be used to provide targeted professional development on the PLC process. Additionally, targeted PD plans will be made with PSE coaching staff to support ELA with the State Regional Literacy Director and math BEST standards with district PD dept.

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

Students will be offered targeted tutoring after school, as well as summer school for the month of June.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

A large percentage of our incoming kindergarteners did not attend Pre-Kindergarten and are also English Language Learners. Data has shown that the majority of students do not possess early literacy skills usually mastered in Pre-Kindergarten. students scoring below the 40th percentile are at risk for reading difficulties according to STAR Early Literacy.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2023, 60% of Kindergarten students will be at or above the 60th percentile according to the STAR Early Literacy assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The School Literacy Leadership Team will conduct classroom walkthroughs focused on schoolwide look-fors and collect data using the Marzano walkthrough form to share and plan next steps for support. Benchmark Unit and Foundations Assessment data will be analyzed and discussed during Professional Learning Communities. Teachers will follow data protocols to identify instructional needs and student progress.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our school will implement instruction and strategies that are research-based to target early literacy skills. Data indicates that our kindergarten students have demonstrated needs in the areas 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement Heggerty's Phonemic Awareness in Kindergarten. Provide feedback on instruction and coaching support to increase fidelity of implementation.

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

Implement Benchmark Advance Florida curriculum and ensure teachers are connecting curriculum to BEST standards. Provide professional development, feedback on instruction, and coaching support to ensure fidelity of implementation.

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

Professional Learning Communities with data analysis, subgroup monitoring, and planning for rigorous, standards-based instruction will occur twice a week. The Collaborative Data Liaison (CDL) will support the team during the PLC meetings and receive professional development from the Martin County School District PD Department on the PLC process. In addition, all instructional staff will receive professional development from Learning Sciences on formative assessments and have the opportunity to get paid for additional planning time each week through the UniSIG grant.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Provide small group differentiated instruction utilizing Benchmark resources such as small group texts, readers theater and intervention materials, Foundations intervention resources, and FCRR activities. Additional support will be provided by ESSER paraprofessionals.

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

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

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

Implement Foundations Phonics Instruction in all kindergarten classrooms. Provide professional development, feedback on instruction, and coaching support to ensure fidelity of implementation.

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

#2. Instructional Practice specifically relating to ELA

**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the STAR Reading Assessment PM1, students in grades 1-2

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

By May 2023, 55% of first and second graders will score at or above the 50th percentile according PM3 of the STAR Reading Assessment.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

The School Literacy Leadership Team will conduct classroom walkthroughs focused on schoolwide look-fors and collect data using the Marzano walkthrough form to share and plan next steps for support. Benchmark Unit and Foundations Assessment data will be analyzed and discussed during Professional Learning Communities. Teachers will follow data protocols to identify instructional needs and student progress.

Person responsible for monitoring outcome:

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

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

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

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Our school will implement instruction and strategies that are research-based to target early literacy skills. Data indicates that our first and second grade students have demonstrated needs in the areas 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement Heggerty's Phonemic Awareness in first and second grade. Provide feedback on instruction and coaching support to increase fidelity of implementation.

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

Professional Learning Communities with data analysis, subgroup monitoring, and planning for rigorous, standards-based instruction will occur twice a week. The Collaborative Data Liaison (CDL) will support the team during the PLC meetings and receive professional development from the Martin County School District PD Department on the PLC process. In addition, all instructional staff will receive professional development from Learning Sciences on formative assessments and have the opportunity to get paid for additional planning time each week through the UniSIG grant.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Implement Benchmark Advance Florida curriculum and ensure teachers are connecting curriculum to BEST standards. 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 all first and second grade classrooms. Provide professional development, feedback on instruction, and coaching support to ensure fidelity of implementation.

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

Provide small group differentiated instruction utilizing Benchmark resources such as small group texts, readers theater and intervention materials, Foundations intervention resources, Geodes, and FCRR activities. Additional support will be provided by paraprofessionals and Americorps volunteers. 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 Amy Porter (portera@martin.k12.fl.us)

#3. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 Florida Standards Assessment, 30% of our students in grades 3-5 scored proficient in ELA. According to the Cambium F.A.S.T. Progress Monitoring PM1 data, 11% of our students in grades 3-5 scored a level 3 or higher.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2023, 41% of students in grades 3-5 will score a level 3 or above in ELA according to the Cambium F.A.S.T. Progress Monitoring PM3 data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The School Literacy Leadership Team will conduct classroom walkthroughs focused on schoolwide look-fors and collect data using the Marzano walkthrough form to share and plan next steps for support. Benchmark Unit data and F.A.S.T. PM 1 and 2 data will be analyzed and discussed during Professional Learning Communities. Teachers will follow data protocols to identify instructional needs and student progress. Third grade Foundations and Phonics for Reading data will be collected and used to progress monitor students.

Person responsible for monitoring outcome:

Lauren Gifford (gifforl@martin.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria

Data indicates that the intermediate grade levels have demonstrated needs in the areas of English Language Acquisition, Phonics, Vocabulary, & Comprehension.

used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement Benchmark Advance Florida curriculum and ensure teachers are connecting curriculum to BEST standards. Provide professional development, feedback on instruction, and coaching support to ensure fidelity of implementation.

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

Professional Learning Communities with data analysis, subgroup monitoring, and planning for rigorous, standards-based instruction will occur twice a week. The Collaborative Data Liaison (CDL) will support the team during the PLC meetings and receive professional development from the Martin County School District PD Department on the PLC process. In addition, all instructional staff will receive professional development from Learning Sciences on formative assessments and have the opportunity to get paid for additional planning time each week through the UniSIG grant.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Provide small group differentiated instruction utilizing Benchmark resources such as small group texts, readers theater and intervention materials, and small group guided readers tied to science topics. During the intervention block, all teachers will provide intervention support for identified students 5 days a week. Also, two interventionists will provide intervention to Tier 3 students.

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

Teachers in grades 4 and 5 will analyze their students' previous year's Florida Standards Assessment data (Gap Eliminator) and create an action plan for their students. Also, teachers in grades 3-5 will analyze the F.A.S.T. PM data using the Gap Eliminator to create/revise student action plans.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

#4. Instructional Practice specifically relating to ELA

**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 Florida Standards Assessment, 50% of students showed growth in the area of English Language Arts.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

By May 2023, 55% of students in grades 3-5 will show growth when comparing the Cambium F.A.S.T. Progress Monitoring PM1 and PM3 data.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

The School Literacy Leadership Team will conduct classroom walkthroughs focused on schoolwide look-fors and collect data using the Marzano walkthrough form to share and plan next steps for support. Benchmark Unit data and F.A.S.T. PM 1 and 2 data will be analyzed and discussed during Professional Learning Communities. Teachers will follow data protocols to identify instructional needs and student progress.

Person responsible for monitoring outcome:

Lauren Gifford (gifforl@martin.k12.fl.us)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Data indicates that the intermediate grade levels have demonstrated needs in the areas of English Language Acquisition, Phonics, Vocabulary, & Comprehension.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement Benchmark Advance Florida curriculum and ensure teachers are connecting curriculum to BEST standards. Provide professional development, feedback on instruction, and coaching support to ensure fidelity of implementation.

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

Provide small group differentiated instruction utilizing Benchmark resources such as small group texts, readers theater and intervention materials, and small group guided readers tied to science topics. During the intervention block, all teachers will provide intervention support for identified students 5 days a week. Also, two interventionists will provide intervention to Tier 3 students.

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

Teachers in grades 4 and 5 will analyze their students' previous year's Florida Standards Assessment data (Gap Eliminator) and create an action plan for their students. Also, teachers in grades 3-5 will analyze the F.A.S.T. PM data using the Gap Eliminator to create/revise student action plans.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Professional Learning Communities with data analysis, subgroup monitoring, and planning for rigorous, standards-based instruction will occur twice a week. The Collaborative Data Liaison (CDL) will support the team during the PLC meetings and receive professional development from the Martin County School District PD Department on the PLC process. In addition, all instructional staff will receive professional development from Learning Sciences on formative assessments and have the opportunity to get paid for additional planning time each week through the UniSIG grant.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

#5. Instructional Practice specifically relating to Math

**Area of Focus
Description
and Rationale:
Include a
rationale that
explains how it
was identified
as a critical
need from the
data reviewed.**

According to the STAR Assessment PM1, students in grades K-1 (no current data yet)
Based on end of school year 2022 data, 51.1% of students were on, mid, or above grade level as measured by iReady.

**Measurable
Outcome:
State the
specific
measurable
outcome the
school plans to
achieve. This
should be a
data based,
objective
outcome.**

By May 2023, 50% of students in grades Kindergarten and First Grade will be on or above grade level as measured by STAR Math PMT3 Assessment.

**Monitoring:
Describe how
this Area of
Focus will be
monitored for
the desired
outcome.**

The Martin County School District (MCSD) Math Department along with the school's Math Coach will conduct professional developments on Formative Assessments, Engagement, Data Chats, and Number Talks. The MCSD Math Department and Leadership Team will conduct walkthroughs focused on schoolwide look-fors and collect data using the Marzano walkthrough form to share and plan next steps for support. Topic and Formative Assessment data will be analyzed and discussed during Math Professional Learning Communities. Teachers will follow data protocols to identify instructional needs and student progress.

**Person
responsible for
monitoring
outcome:**

Jessica Drake (drakej@martinschools.org)

**Evidence-
based Strategy:
Describe the
evidence-based
strategy being
implemented
for this Area of
Focus.**

Provide rigorous instruction that focuses on work through the MTRs (Mathematical Thinking and Reasoning Standards), CRA Math Model (Concrete-Representational-Abstract), and the math B.E.S.T. Standards. Instruction will be consistent across grade levels.

**Rationale for
Evidence-
based Strategy:
Explain the
rationale for
selecting this
specific**

Employing strategies to support the learning of content-area vocabulary and standards-based instruction in classrooms will assist in increasing mathematical proficiency. With the high population of English Language Learners, we are in need of more vocabulary instruction and math discourse.

strategy.
Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will be provided Professional Development through Learning Sciences in Number Talks, Standards-Based Instruction, Data Chats, Questioning, MTRs and Vocabulary Strategies to increase math discourse with real life situations as mentioned in the UniSIG grant.

Person Responsible Jessica Drake (drakej@martinschools.org)

Martin County School District Math Department will provide Professional Development with Formative Assessments to drive instructional decisions.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Implement Savvas Math curriculum and ensure teachers are connecting curriculum to BEST standards. Provide Professional Development, feedback on instruction, and coaching support to ensure fidelity of implementation.

Person Responsible Jessica Drake (drakej@martinschools.org)

New Teacher support by school Math Coach and Martin County School District Math Department.

Person Responsible Jessica Drake (drakej@martinschools.org)

Teachers will utilize AVID engagement structures during math instruction. AVID structures will be modeled by the Leadership Team and AVID Site Team and practiced during Professional Developments.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Teachers will utilize the B1G- M Document, which provides instructional questions for each standard, vertical and horizontal standard alignment, Common Misconceptions, and Intervention Strategies to make standards-based instructional decisions.

Person Responsible Jessica Drake (drakej@martinschools.org)

Professional Learning Communities with data analysis, subgroup monitoring, and planning for rigorous, standards-based instruction will occur twice a week. The Collaborative Data Liaison (CDL) will support the team during the PLC meetings and receive professional development from the Martin County School District PD Department on the PLC process. In addition, all instructional staff will receive professional development from Learning Sciences on formative assessments and have the opportunity to get paid for additional planning time each week through the UniSIG grant.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Teachers will use Savvas Intervention Lessons and the B1G-M document to provide students with differentiated small group and targeted instruction to meet individual needs.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Related Arts teachers will provide students with support in math academic vocabulary during Music, Computer, and PE.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

#6. Instructional Practice specifically relating to Math

**Area of Focus
Description
and Rationale:
Include a
rationale that
explains how it
was identified
as a critical
need from the
data reviewed.**

According to the STAR Assessment PM1, students in grade 2 (no current data yet)
Based on end of school year 2022 data, 41% of students were on, mid, or above grade level as measured by iReady.

**Measurable
Outcome:
State the
specific
measurable
outcome the
school plans to
achieve. This
should be a
data based,
objective
outcome.**

By May 2023, 45% of students in Second grade will be on or above grade level as measured by the STAR Math PMT3 Assessment.

**Monitoring:
Describe how
this Area of
Focus will be
monitored for
the desired
outcome.**

The Martin County School District (MCSD) Math Department along with the school's Math Coach will conduct professional developments on Formative Assessments, Engagement, Data Chats, and Number Talks. The MCSD Math Department and Leadership Team will conduct walkthroughs focused on schoolwide look-fors and collect data using the Marzano walkthrough form to share and plan next steps for support. Topic and Formative Assessment data will be analyzed and discussed during Math Professional Learning Communities. Teachers will follow data protocols to identify instructional needs and student progress.

**Person
responsible for
monitoring
outcome:**

Jessica Drake (drakej@martinschools.org)

**Evidence-
based Strategy:
Describe the
evidence-based
strategy being
implemented
for this Area of
Focus.**

Provide rigorous instruction that focuses on work through the MTRs (Mathematical Thinking and Reasoning Standards), CRA Math Model (Concrete-Representational-Abstract), and the math B.E.S.T. Standards. Instruction will be consistent across grade levels.

**Rationale for
Evidence-
based Strategy:
Explain the
rationale for
selecting this
specific**

Employing strategies to support the learning of content-area vocabulary and standards-based instruction in classrooms will assist in increasing mathematical proficiency. With the high population of English Language Learners, we are in need of more vocabulary instruction and math discourse.

strategy.
Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Martin County School District Math Department will provide Professional Development with Formative Assessments to drive instructional decisions.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Implement SAVVAS Math curriculum and ensure teachers are connecting curriculum to BEST standards. Provide Professional Development, feedback on instruction, and coaching support to ensure fidelity of implementation.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

New Teacher support by school Math Coach and Martin County School District Math Department.

Person Responsible Jessica Drake (drakej@martinschools.org)

Teachers will use SAVVAS Intervention Lessons and the B1G-M document to provide students with differentiated small group and targeted instruction to meet individual needs.

Person Responsible Jessica Drake (drakej@martinschools.org)

Teachers will utilize the B1G- M Document, which provides instructional questions for each standard, vertical and horizontal standard alignment, Common Misconceptions, and Intervention Strategies to make standards-based instructional decisions.

Person Responsible Jessica Drake (drakej@martinschools.org)

Teachers will utilize AVID engagement structures during math instruction. AVID structures will be modeled by the Leadership Team and AVID Site Team and practiced during Professional Developments.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Teachers will be provided Professional Development through Learning Sciences in Number Talks, Standards-Based Instruction, Questioning, and Vocabulary Strategies to increase math discourse with real life situations as mentioned in the UniSIG grant.

Person Responsible Jessica Drake (drakej@martinschools.org)

Professional Learning Communities with data analysis, subgroup monitoring, and planning for rigorous, standards-based instruction will occur twice a week. The Collaborative Data Liaison (CDL) will support the team during the PLC meetings and receive professional development from the Martin County School District PD Department on the PLC process. In addition, all instructional staff will receive professional development from Learning Sciences on formative assessments and have the opportunity to get paid for additional planning time each week through the UniSIG grant.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Related Arts teachers will provide students with support in math academic vocabulary during Music, Computer, and PE.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

#7. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the Cambium F.A.S.T. Assessment PM1, 91% of students in grades 3-5 achieved a level 1, 8% of students in grades 3-5 achieved a level 2 and 1% of students in grades 3-5 achieved a level 3.

Based on end of school year 2022 data, 29.7% of students in grades 3-5 received a score of proficient as measured by the Florida Standards Assessment.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2023, 41% of students in grades 3-5 will be proficient in mathematics according to the Cambium F.A.S.T. Progress Monitoring PM3 data.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The Martin County School District (MCSD) Math Department along with the school's Math Coach will conduct professional developments on Formative Assessments, Engagement, Data Chats, and Number Talks. The MCSD Math Department and Leadership Team will conduct walkthroughs focused on schoolwide look-fors and collect data using the Marzano walkthrough form to share and plan next steps for support Topic and Formative Assessment data will be analyzed and discussed during Math Professional Learning Communities. Teachers will follow data protocols to identify instructional needs and student progress.

Person responsible for monitoring outcome:

Lauren Gifford (giffordl@martin.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Provide rigorous instruction that focuses on work through the MTRs (Mathematical Thinking and Reasoning Standards), CRA Math Model (Concrete-Representational-Abstract), and the math B.E.S.T. Standards. Instruction will be consistent across grade levels.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific

Employing strategies to support the learning of content-area vocabulary and standards-based instruction in classrooms will assist in increasing mathematical proficiency. With the high population of English Language Learners, we are in need of more vocabulary instruction and math discourse.

strategy.
Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will use SAVVAS Curriculum and the B1G-M document to provide students with differentiated small group and targeted instruction to meet individual needs.

Person Responsible Jessica Drake (drakej@martinschools.org)

Teachers will be provided Professional Development through Learning Sciences in Number Talks, Standards-Based Instruction, Questioning, and Vocabulary Strategies to increase math discourse with real life situations as mentioned in the UniSIG grant.

Person Responsible Jessica Drake (drakej@martinschools.org)

Professional Learning Communities with data analysis, subgroup monitoring, and planning for rigorous, standards-based instruction will occur twice a week. The Collaborative Data Liaison (CDL) will support the team during the PLC meetings and receive professional development from the Martin County School District PD Department on the PLC process. In addition, all instructional staff will receive professional development from Learning Sciences on formative assessments and have the opportunity to get paid for additional planning time each week through the UniSIG grant.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Martin County School District Math Department will provide Professional Development through Learning Sciences with Formative Assessments to drive instructional decisions.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Teachers will utilize the B1G- M Document, which provides instructional questions for each standard, vertical and horizontal standard alignment, Common Misconceptions, and Intervention Strategies to make standards-based instructional decisions.

Person Responsible Jessica Drake (drakej@martinschools.org)

Implement SAVVAS Math Curriculum and ensure teachers are connecting curriculum to BEST standards. Provide Professional Development, feedback on instruction, and coaching support to ensure fidelity of implementation.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Teachers will utilize AVID engagement structures during math instruction. AVID structures will be modeled by the Leadership Team and AVID Site Team and practiced during Professional Developments.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Teacher support by school Math Coach and Martin County School District Math Department with implementing SAVVAS curriculum and modeling best practices.

Person Responsible Jessica Drake (drakej@martinschools.org)

Through the UniSIG grant, math interventionist will provide support to our bottom quartile.

Person Responsible Jessica Drake (drakej@martinschools.org)

Related Arts teachers will provide students with support in math academic vocabulary during Music, Computer, and PE.

Person Responsible Lauren Gifford (gifford@martin.k12.fl.us)

#8. Instructional Practice specifically relating to Math

Area of Focus

Description

and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the Cambium F.A.S.T. Assessment PM1, 95% of students in grade 4 achieved a level 1, 4% achieved a level 2, and 1% achieved a level 3. 93% of students in grade 5 achieved a level 1, 6% achieved a level 2, and 1% achieved a level 3.

Based on end of school year 2022 data, 36.1% of students in grades 4-5 showed growth as measured by the Florida Standards Assessment.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2023, 55% of students in grades 4-5 will show growth when comparing the Cambium F.A.S.T. Progress Monitoring PM1 and PM3 data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Martin County School District (MCSD) Math Department along with the school's Math Coach will conduct professional developments on Formative Assessments, Engagement, Data Chats, and Number Talks. The MCSD Math Department and Leadership Team will conduct walkthroughs focused on schoolwide look-fors and collect data using the Marzano walkthrough form to share and plan next steps for support. Topic and Formative Assessment data will be analyzed and discussed during Math Professional Learning Communities. Teachers will follow data protocols to identify instructional needs and student progress.

Person responsible for monitoring outcome:

Lauren Gifford (gifforl@martin.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Provide rigorous instruction that focuses on work through the MTRs (Mathematical Thinking and Reasoning Standards), CRA Math Model (Concrete-Representational-Abstract), and the math B.E.S.T. Standards. Instruction will be consistent across grade levels.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific

Employing strategies to support the learning of content-area vocabulary and standards-based instruction in classrooms will assist in increasing mathematical proficiency. With the high population of English Language Learners, we are in need of more vocabulary instruction and math discourse.

strategy.
Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement SAVVAS Math curriculum and ensure teachers are connecting curriculum to BEST standards. Provide Professional Development, feedback on instruction, and coaching support to ensure fidelity of implementation.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Through the UniSIG grant, provide bus transportation for students in after school tutoring.

Person Responsible Jessica Drake (drakej@martinschools.org)

Teachers will be provided Professional Development through Learning Sciences in Number Talks, Standards-Based Instruction, Questioning, and Vocabulary Strategies to increase math discourse with real life situations as mentioned in the UniSIG grant.

Person Responsible Jessica Drake (drakej@martinschools.org)

Teachers will use SAVVAS Intervention Lessons and the B1G-M document to provide students with differentiated small group and targeted instruction to meet individual needs.

Person Responsible Jessica Drake (drakej@martinschools.org)

Martin County School District Math Department through Learning Sciences will provide Professional Development with Formative Assessments to drive instructional decisions.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Professional Learning Communities with data analysis, subgroup monitoring, and planning for rigorous, standards-based instruction will occur twice a week. The Collaborative Data Liaison (CDL) will support the team during the PLC meetings and receive professional development from the Martin County School District PD Department on the PLC process. In addition, all instructional staff will receive professional development from Learning Sciences on formative assessments and have the opportunity to get paid for additional planning time each week through the UniSIG grant.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Teacher support by school Math Coach and Martin County School District Math Department with implementing SAVVAS curriculum and modeling best practices.

Person Responsible Jessica Drake (drakej@martinschools.org)

Teachers will utilize the B1G- M Document, which provides instructional questions for each standard, vertical and horizontal standard alignment, Common Misconceptions, and Intervention Strategies to make standards-based instructional decisions.

Person Responsible Jessica Drake (drakej@martinschools.org)

Teachers will utilize AVID engagement structures during math instruction. AVID structures will be modeled by the Leadership Team and AVID Site Team and practiced during Professional Developments.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Related Arts teachers will provide students with support in math academic vocabulary during Music, Computer, and PE.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

Through the UniSIG grant, math interventionist will provide support to our bottom quartile.

Person Responsible Lauren Gifford (gifforl@martin.k12.fl.us)

#9. Instructional Practice specifically relating to Science

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 FSSA, only 16% of Port Salerno Elementary students scored as proficient (level 3 or higher) on the science assessment. A 3% drop from the 2021 FSSA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the Spring of 2023, 41% of Port Salerno Elementary Fifth grade students will score proficient (level 3 or higher) on the Florida State Science Assessment (FSSA).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will be measured using local science progress monitoring assessments based on the Florida Science Standards. Classroom instruction will also be monitored using the walkthrough classroom tool and iObservation system.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

PSE teachers will use the district provided pacing guides, curriculum, and implement hands-on science experiences to help students master grade level standards. Teachers will also embed vocabulary and writing instruction around science topics. Teachers will also use formative data points to monitor students science knowledge and have regular data chats about their progress.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

PSE students need consistent and rigorous science instruction in order to close their achievement gaps.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Fidelity of MCSD science pacing guides and standards, regular planning of science during PLCs. Professional Learning Communities with data analysis, subgroup monitoring, and planning for rigorous, standards-based instruction will occur twice a week. The Collaborative Data Liaison (CDL) will support the team during the PLC meetings and receive professional development from the Martin County School District PD Department on the PLC process. In addition, all instructional staff will receive professional development from Learning Sciences on formative assessments and have the opportunity to get paid for additional planning time each week through the UniSIG grant.

Person Responsible

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

Completion of common quarterly lab assignments

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

Utilize AVID structures to support student engagement during science instruction

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

Increase writing in the science block to allow students to explain their thinking. Student can use various AVID strategies to support their writing within science.

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

Increase student vocabulary acquisition through various programs and AVID engagement strategies.

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

Use science themed non-fiction books for small group instruction to support science and literacy skills

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

Develop and use common formative assessments (CFAs) through PLCs to guide and drive science instruction. Teachers will conduct data chats with students based on academic progress of formative and summative assessments.

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

UniSIG Funded Science Instructional Coach/Interventionist

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

Standards-based field trips to support students science knowledge and vocabulary acquisition.

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

#10. Positive Culture and Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the 2021-2022 school year, only 83.7% of the students had an attendance rate equal to or higher than 90% daily attendance. Strong attendance is one of the biggest factors in a child's academic success.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

95% of Port Salerno Students will maintain a 90% attendance rate or higher during the 2022-23 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The PSE attendance team will monitor attendance weekly through FOCUS SIS reports.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

PSE Attendance team will meet weekly to review and monitor student attendance and discuss interventions for frequent flyers.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Meeting weekly as a team allows us to problem-solve around students' attendance concerns.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PSE Attendance Team will meet weekly to review, monitor, and problem-solve around attendance concerns.

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

Monthly Perfect Attendance Celebrations and School-wide Attendance Contests

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

Parent Attendance Workshops (Quarterly)

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

#11. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Only 20.5% of our English-Language Learners are scoring as proficient on their previous FSA, compared to 47.8% of our non-ELL students. Roughly 60% of our student population is classified as English-Language Learners.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our ELL subgroup will increase their proficiency on the FAST assessment by 5%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The School Literacy Leadership Team will conduct classroom walkthroughs focused on schoolwide look-fors and collect data using the Marzano walkthrough form to share and plan next steps for support. Mrs. Gonzalez will be monitoring ELlevation and WIDA data points.

Person responsible for monitoring outcome:

Alcira Gonzalez (gonzala@martinschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Imagine Learning, ELlevation, and WIDA will be used.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

New comers Breakfast club

Person Responsible

Alcira Gonzalez (gonzala@martinschools.org)

ELL Student Support Binders that encompass ACCESS scores, Can-do Descriptors, Bilingual Alphabet, and stages of acquisition.

Person Responsible

Alcira Gonzalez (gonzala@martinschools.org)

Coaching for ESSER bilingual paraprofessional

Person Responsible

Alcira Gonzalez (gonzala@martinschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Continuous focus on foundational reading skills. 30% of our current Kindergarten students have not attended Pre-K. Roughly 60% of our student population is classified as English-Language Learners. Foundational reading skills focused upon oral language, phonological awareness and phonics are pillars to reading achievement.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Work in Professional Learning Communities utilizing the Gap Eliminator and use of data protocols to analyze progress monitoring and formative data, monitor subgroups, and plan for rigorous standards based instruction. Provide small group differentiated instruction and interventions 5 days a week.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By May 2023, 55% of our K-2 students will score at or above the 50th percentile according to PM3 of the STAR Early Literacy/Reading assessment.

Grades 3-5: Measureable Outcome(s)

By May 2023, 41% of students in grades 3-5 will score a level 3 or above in ELA according to the Cambium FAST PM3 data.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The School Literacy Leadership Team will conduct classroom walkthroughs focused on schoolwide look-fors and collect data using the Marzano walkthrough form to share and plan next steps for support. Benchmark Unit and Foundations Assessment data will be analyzed and discussed during Professional Learning Communities. Teachers will follow data protocols to identify and communicate with students and parents the instructional needs and student progress.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Bagley, Nicole, bagleyn@martin.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Provide explicit, systematic, and multi-sensory instruction in phonics, phonemic awareness, vocabulary, reading comprehension, and oral language. Instruction will be consistent across the grade level. Implement Benchmark Advance Florida curriculum and ensure teachers are connecting curriculum to BEST standards.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

According to the STAR REading Assessment PM1 _____(in progress)

According to the 2022 Florida Standards Assessment, 30% of our students in grades 3-5 scored proficient in ELA. According to the Cambium FAST Progress Monitoring PM1 data, 11% of our students in grades 3-5 scored a level 3 or higher.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|--|---|
| Professional Learning Communities with data analysis, subgroup monitoring, and planning for rigorous, standards-based instruction will occur twice a week. The Collaborative Data Liaison (CDL) will support the team during the PLC meetings and receive professional development from the Martin County School District PD Department on the PLC process. In addition, all instructional staff will receive professional development from Learning Sciences on formative assessments and have the opportunity to get paid for additional planning time each week through the UniSIG grant. | Bagley, Nicole, bagleyn@martin.k12.fl.us |
| Implement Benchmark Advance Florida curriculum and ensure teachers are connecting curriculum to BEST standards. Provide professional development, feedback on instruction, and coaching support to ensure fidelity of implementation. | Porter, Amy, portera@martin.k12.fl.us |

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 reinforcers 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 school culture and environment.

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.