

Leon County Schools

W T Moore Elementary School



2022-23 Schoolwide Improvement Plan

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W T Moore Elementary School

1706 DEMPSEY MAYO RD, Tallahassee, FL 32308

<https://www.leonschools.net/moore>

Demographics

Principal: Kerri Anderson

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
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* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (48%) 2018-19: C (49%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Leon 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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W T Moore Elementary School

1706 DEMPSEY MAYO RD, Tallahassee, FL 32308

<https://www.leonschools.net/moore>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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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.

The mission of W.T. Moore is to prepare students to become responsible, respectful, independent learners equipped with the critical thinking skills necessary to compete in our global society.

Provide the school's vision statement.

We prepare students to meet the challenges of world citizenship by cultivating confident, engaged, courteous, self-motivated, and service-minded learners through meaningful planning, collaboration and the involvement of all stakeholders.

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
Anderson, Kerri	Principal	The Principal ensures that both the vision and mission of the school are communicated to all stakeholders and provides school wide leadership. The Principal provides support to teachers and staff by way of materials, professional development, classroom observations, and feedback. The Principal works with all stakeholders to provide a positive learning environment that fulfills the academic goals of the school.
DeCardenas, Elizabeth	Assistant Principal	The Assistant Principal provides school wide leadership, coordinates collaborative planning efforts, and facilitates progress monitoring and professional development. The Assistant Principal works intricately with the Principal and Instructional Coach to help make decisions that impact the school community and student achievement.
Rees, Ashley	Instructional Coach	The Instructional Coach provides instructional support to classroom teachers in order to ensure rigorous standards based instruction is occurring. The Instructional Coach works closely with the leadership team to disaggregate and disseminate data.

Demographic Information

Principal start date

Saturday 7/1/2017, Kerri Anderson

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.*

1

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.*

10

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

584

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

5

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

5

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	81	84	86	99	99	91	0	0	0	0	0	0	0	540
Attendance below 90 percent	12	17	14	17	27	26	0	0	0	0	0	0	0	113
One or more suspensions	1	0	4	0	3	5	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	15	25	0	0	0	0	0	0	0	41
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	30	32	0	0	0	0	0	0	0	63
Number of students with a substantial reading deficiency	15	9	16	24	12	19	0	0	0	0	0	0	0	95
Retained Current Year	7	6	0	0	2	1	0	0	0	0	0	0	0	16

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	6	3	4	10	13	18	0	0	0	0	0	0	0	54

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	7	6	0	0	2	1	0	0	0	0	0	0	0	16
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

Thursday 9/1/2022

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	81	84	86	98	98	91	0	0	0	0	0	0	0	538
Attendance below 90 percent	13	13	12	16	22	17	0	0	0	0	0	0	0	93
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 2019 statewide FSA ELA assessment	0	0	0	0	14	23	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	28	31	0	0	0	0	0	0	0	59
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	0	0	0	0	11	10	0	0	0	0	0	0	0	21

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	7	6	0	0	1	1	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	81	84	86	98	98	91	0	0	0	0	0	0	0	538
Attendance below 90 percent	13	13	12	16	22	17	0	0	0	0	0	0	0	93
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 2019 statewide FSA ELA assessment	0	0	0	0	14	23	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	28	31	0	0	0	0	0	0	0	59
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	0	0	0	0	11	10	0	0	0	0	0	0	0	21

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	7	6	0	0	1	1	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	57%	57%	56%				58%	57%	57%
ELA Learning Gains	58%						50%	54%	58%
ELA Lowest 25th Percentile	47%						35%	47%	53%
Math Achievement	53%	47%	50%				56%	64%	63%
Math Learning Gains	46%						59%	63%	62%
Math Lowest 25th Percentile	27%						40%	45%	51%
Science Achievement	45%	57%	59%				48%	52%	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	65%	61%	4%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	55%	57%	-2%	58%	-3%
Cohort Comparison		-65%				
05	2022					
	2019	52%	56%	-4%	56%	-4%
Cohort Comparison		-55%				

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	54%	63%	-9%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	60%	66%	-6%	64%	-4%
Cohort Comparison		-54%				
05	2022					
	2019	52%	61%	-9%	60%	-8%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	47%	54%	-7%	53%	-6%
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	27	37	33	22	30	25	14				
ELL	48	54		57	54						
ASN	77	80		92	100						
BLK	41	55	44	37	31	23	31				
HSP	57	59		35	50						
MUL	73	67		61	53						
WHT	71	57		71	53		57				
FRL	40	56	48	32	26	19	30				
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	33	46		26	21		21				
ELL	44			38							
ASN	69			77							
BLK	46	68	67	32	33	8	31				
HSP	52			45							
MUL	75			75							
WHT	76	73		65	59		68				
FRL	39	65		27	24		30				
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	30	32	21	30	50	35	24				
ELL											
BLK	45	43	36	42	49	44	42				
HSP	60	41		67	63						
MUL	61	53		72	76						
WHT	74	62		70	69		57				
FRL	46	45	37	46	51	38	39				

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)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	400

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
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	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
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?

A clear trend that has emerged is with three of our subgroups as identified by ESSA and congruent with the 2022 FSA: Students With Disabilities, Black/African American Students, and Economically Disadvantaged Students. Students in these groups have not risen to the level required by ESSA, which is 41% proficiency in ELA and Math. Additionally we had a large drop in ELA Lowest 25th Percentile going from 68% in 2021 to 47% in 2022.

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

Based off the 2022 state FSA assessments, the area that demonstrated the greatest need for improvement was Math overall. Although our Math Achievement was 53%, Math Learning Gains and Math Lowest 25th Percentile remained below the 50th percentile. Math Learning Gains was 46% and Math Lowest 25th Percentile was 27%. Additionally we had a large drop in ELA Lowest 25th Percentile going from 68% in 2021 to 47% in 2022.

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

Contributing factors include the ongoing fight to close the instructional gap that has occurred due to hybrid teaching and Covid. The instructional gap was very evident last year in the primary grades. Many

of the students never had the benefit of being on a school campus since they had previously been online learners. Covid also restricted volunteers, mentors, and outside agency support. The actions taken to address the need for improvement include: continuing to grow our SAC and PTO groups, increase parental involvement overall through curriculum nights, PTO meetings, having mentors and volunteers back on campus, and increasing campus wide activities in the evenings so parents can attend. Additionally, we will monitor our school improvement goals using tools such as STAR, STAR CBM, STAR EL, FAST, and Lexia.

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

An areas of growth was Math Achievement going from 50% in 2021 to 53% in 2022.

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

Increased standards based instruction, small group teaching, and targeted math interventions. Additionally, we will monitor our school improvement goals using tools such as STAR, STAR CBM, STAR EL, FAST, and Lexia.

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

Teachers and instructional coaches will be working to increase standards based instruction, small group teaching, and intensive targeted reading and math interventions. Progress monitoring will happen bi-weekly in a concerted effort with teachers, instructional coaches, and administration to ensure fidelity to quality instruction and research based learning strategies.

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.

To support proficiency and student learning gains we will have increased cooperative planning time, professional development, and vertical teaming. In addition, we will be providing professional development on Lexia implementation and the BEST standards.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond are the incorporation of high yield instructional strategies along with consistent progress monitoring and effective use of the learning cycle.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus
Description and
Rationale:**

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

Students with Disabilities fell below 41% in Math and ELA in 21-22.

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

We expect to have our Students with Disabilities reaching an achievement level of 50% on FAST Math and ELA.

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

This goal will be monitored using weekly classroom assessments and quarterly district progress monitoring assessments. The data from these assessments will be reviewed in our weekly PLC meetings to revise and redirect our ELA and Math instruction throughout the course of the year.

Person responsible for monitoring outcome:

Elizabeth DeCardenas (decardenase@leonschools.net)

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

Provide professional development on the learning cycle and assistance with planning Math and ELA instruction for Students with Disabilities from district level curriculum coordinators. Implementation of Lexia and BEST standards.

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

This year we are starting with new teachers on the 3rd, 4th and 5th grade teams. These teachers will require additional training and constant guidance in order to meet the needs of their students as we work towards this goal. Additionally we have new Math and ELA standards being implemented. PD will be provided for the implementation of Lexia in classrooms to address reading skills and strategies.

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.

A plan is in place to collect and review Math and ELA performance data on a monthly basis. The instructional coach is facilitating data review, assistance with standards based lesson planning, and BEST training for our teachers.

Person Responsible Ashley Rees (reesa@leonschools.net)

Implement Lexia PD for teachers.
Monitor for adherence to the BEST standards.

Person Responsible Ashley Rees (reesa@leonschools.net)

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:

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

African American Students fell below 41% in Math and ELA in 21-22.

Measurable Outcome:

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

We expect to have our African American Students reaching an achievement level of 50% on FAST Math and Reading.

Monitoring:

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

This goal will be monitored using weekly classroom assessments and quarterly district progress monitoring assessments. The data from these assessments will be reviewed and our weekly PLC meetings to revise and redirect our Math and ELA instruction throughout the course of the year.

Person responsible for monitoring outcome:

Elizabeth DeCardenas (decardenase@leonschools.net)

Evidence-based Strategy:

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

Provide professional development on the learning cycle and assistance with planning Math and ELA instruction from district level curriculum coordinators. Implementation of Lexia and BEST standards.

Rationale for Evidence-based Strategy:

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

This year we have new teachers on the 3rd, 4th and 5th grade teams. These teachers will require additional training and constant guidance in order to meet the needs of their students as we work towards this goal. In addition, we will do monthly PD follow up regarding Lexia implementation.

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.

A plan is in place to collect and review Math and ELA performance data on a monthly basis. The instructional coach is facilitating data review, assistance with standards based lesson planning, and BEST training for our teachers.

Person Responsible

Ashley Rees (reesa@leonschools.net)

Implement and monitor Lexia.

Monitor for the the implementation of the BEST standards.

Person Responsible

Ashley Rees (reesa@leonschools.net)

#3. ESSA Subgroup specifically relating to Economically Disadvantaged**Area of Focus Description and Rationale:**

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

Our Economically Disadvantaged students fell below the ESSA target of 41% proficiency in ELA and Math.

Measurable Outcome:

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

We expect to have our Economically Disadvantaged students reaching an achievement level of 50% on FAST Math and ELA.

Monitoring:

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

This goal will be monitored using weekly classroom assessments and quarterly district progress monitoring assessments. The data from these assessments will be reviewed at our weekly PLC meetings to revise and redirect our ELA and Math instruction throughout the course of the year

Person responsible for monitoring outcome:

Elizabeth DeCardenas (decardenase@leonschools.net)

Evidence-based Strategy:

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

Provide professional development on the learning cycle and assistance with planning Math and ELA instruction from district level curriculum coordinators. Provide Lexia PD and monitor for the use of the BEST standards.

Rationale for Evidence-based Strategy:

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

This year we have new teachers on the 3rd, 4th and 5th grade teams. These teachers will require additional training and constant guidance in order to meet the needs of their students as we work towards this goal. Provide Lexia training.

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.

A plan is in place to collect and review Math and ELA performance data on a monthly basis. The instructional coach is facilitating data review, assistance with standards based lesson planning, and BEST training for our teachers.

Person Responsible

Ashley Rees (reesa@leonschools.net)

Implement Lexia and provide additional PD
Implement the use of the BEST standards.

Person Responsible

Elizabeth DeCardenas (decardenase@leonschools.net)

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

We have created a Master Schedule with blocked times for differentiated instruction during ELA , with an additional 45 minute block dedicated to interventions outside of the 90 minutes dedicated for ELA instruction. We believe the additional instructional time for ELA will allow us to focus on the individual needs of the students with a more comprehensive approach to their specific reading challenges. Additionally, the K-2 classes have a focus on phonics using new approaches through programs such as Heggerty and Savvas. This comprehensive approach is supported through two interventionist and the reading coach, as well as, the classroom teachers.

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

We have created a Master Schedule with blocked times for differentiated instruction during ELA , with an additional 45 minute block dedicated to interventions outside of the 90 minutes dedicated for ELA instruction. We believe the additional instructional time for ELA will allow us to focus on the individual needs of the students with a more comprehensive approach to their specific reading challenges. Additionally, the 3-5 classes have a focus on comprehension and writing using new approaches through programs such as Savvas and Top Score. This comprehensive approach is supported through two interventionist and the reading coach, as well as, the classroom teachers.

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)

Kindergarten, First, and Second grade will be: 65% Proficient with Learning Gains at 60% on PM3 as measured by STAR.

Grades 3-5: Measureable Outcome(s)

Third, Fourth, and Fifth grade will be: 65% Proficient with Learning Gains at 60% on PM3 as measured by FAST.

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.

Ongoing monitoring will take place throughout the school year with monthly data meetings using a comprehensive table that includes all measurable outcomes (ie: previous year's data, grades, progress monitoring, STAR, Lexia, and Top Score) for students. Students not demonstrating growth will be referred to the intervention team.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Anderson, Kerri, andersonk2@leonschools.net

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?

The identified programs are evidenced based and meet Florida's definition of evidenced based. Additionally, they also align with the district's K-12 Comprehensive Evidenced-based Reading Plan, as well as, the 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?

The current evidence-based programs address the identified needs of our students. In the primary grades, the core need is stronger phonemic awareness and a strong phonics curriculum. The intermediate grades require a focus on comprehension and writing skills.

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
To strengthen our Literacy Leadership, the Principal and Reading Coach, in partnership with FSU, FCRR, and DOE, will attend monthly meetings to receive their literacy coach endorsement. Information received will be shared with teachers and implemented accordingly.	Anderson, Kerri, andersonk2@leonschools.net
Literacy Leadership Team- The team will meet monthly to collect and review data to ensure student growth and learning gains.	Rees, Ashley, reesa@leonschools.net
Learning Cycle and Lesson Study- Teachers will attend professional development on the learning cycle and participate in lesson studies to reflect on their instructional practice.	DeCardenas, Elizabeth, decardenase@leonschools.net

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.

We prepare students to meet the challenges of world citizenship by cultivating confident, engaged, courteous, self-motivated, and service-minded learners through meaningful planning, collaboration and the involvement of all stakeholders. Our school relies on all members of our community to be successful. We rely heavily on our parent groups, faith-based organizations, and business partners to build a family that is our school community. We look forward to a time when we can bring back in all of our community partners and families to our campus to assist with meeting the needs of all of our students. During a time of COVID restrictions, we are working to identify the needs of every student, teacher, and parent, on campus or virtually, and reaching out to our community for support. Our teachers are working to build relationships with students and to help students find a way to belong during these unprecedented times. Our support staff and administration works to meet the needs of the students that are identified by the teachers, as well as the needs of the teachers themselves. We have a strong belief that the attitude and well being of our teachers is the most important piece to creating a positive school culture. When the needs of the teachers are being met, they are able to focus their time and energy on meeting the needs of our students and families. We strive to show our teachers appreciation and admiration for their efforts with our students. We rely on our community partners and family groups to provide the resources necessary to meet these daily needs.

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

School Community - Support school goals and initiatives, provide resources so that stated goals and initiative can come to fruition, donate time, talent and treasure towards the goals and initiative at the school
 Parents/Families - Support school goals and initiatives, partner with teachers to support the academic growth and development of students, partner with teachers and school community to support the social and emotional growth and development of all students
 Teachers - Partner with school community, parents/families, students, the school admin, and colleagues to provide a learning environment for students that is conducive to producing excellence; continually seek opportunities for growth and development, support school and district initiatives
 Administration - Provide leadership as well as whole and total support for all stakeholders, prioritizing teachers and students
 Students - Be respectful, responsible, and ready to learn each day