Central Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Central Elementary School

610 SW 5TH AVE, Okeechobee, FL 34974

http://centralelementaryschool.sites.thedigitalbell.com/

Demographics

Principal: Cynthia Kubit

Start Date for this Principal: 9/7/2022

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: C (45%) 2018-19: C (47%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 was approved by the Okeechobee County School Board on 10/11/2022.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Central Elementary School

610 SW 5TH AVE, Okeechobee, FL 34974

http://centralelementaryschool.sites.thedigitalbell.com/

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 KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

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

School Board Approval

This plan was approved by the Okeechobee County School Board on 10/11/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We are committed to creating successful life-long learners in a diverse learning environment by building a strong foundation in student achievement through rigorous data driven instruction, character education, social emotional well-being, and a rich culture of reading.

Provide the school's vision statement.

We strive to continue the pledge of putting students first and we continue to commit to build a strong culture of successful life-long learners, through the building of strong relationships. We will focus on safety, student achievement through rigorous and data driven instruction, character education, social-emotional well-being, and building a culture of reading in a diversity rich learning environment. We believe that all students are empowered to achieve success when immersed in a powerful learning community that values a diverse student body and is centered on core values as well as a shared commitment to achieving academic 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
Kubit, Cynthia	Principal	Ensure SAC meetings, parent involvement meetings, and other school-wide improvement meetings, initiatives and plans occur and are implemented at Central Elementary School.
Gagliardo, Julianne	Assistant Principal	Ensure SAC meetings, parent involvement meetings, and other school-wide improvement meetings, initiatives and plans occur and are implemented at Central Elementary School.
Syples, Kimberly	Instructional Coach	Ensure SAC meetings, parent involvement meetings, and other school-wide improvement meetings, initiatives and plans occur and are implemented at Central Elementary School.
Hamilton, Jackie	School Counselor	Ensure SAC meetings, parent involvement meetings, and other school-wide improvement meetings, initiatives and plans occur and are implemented at Central Elementary School.

Demographic Information

Principal start date
Wednesday 9/7/2022, Cynthia Kubit

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.*

0

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.*

9

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

531

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

8

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

9

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	94	86	73	122	64	72	0	0	0	0	0	0	0	511
Attendance below 90 percent	21	16	38	10	20	21	0	0	0	0	0	0	0	126
One or more suspensions	1	1	2	1	0	10	0	0	0	0	0	0	0	15
Course failure in ELA	0	6	17	0	0	0	0	0	0	0	0	0	0	23
Course failure in Math	1	6	16	1	1	4	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	24	24	0	0	0	0	0	0	0	56
Level 1 on 2022 statewide FSA Math assessment	0	0	0	14	29	32	0	0	0	0	0	0	0	75
Number of students with a substantial reading deficiency	6	13	29	56	8	23	0	0	0	0	0	0	0	135

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	40	20	14	31	30	29	0	0	0	0	0	0	0	164

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	9	1	0	21	0	0	0	0	0	0	0	0	0	31
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

Friday 9/23/2022

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	94	73	100	85	78	83	0	0	0	0	0	0	0	513
Attendance below 90 percent	33	24	41	28	25	29	0	0	0	0	0	0	0	180
One or more suspensions	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	2	0	8	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	1	0	5	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	27	32	23	0	0	0	0	0	0	0	82
Level 1 on 2019 statewide FSA Math assessment	0	0	0	32	39	29	0	0	0	0	0	0	0	100
Number of students with a substantial reading deficiency	35	10	14	10	9	19	0	0	0	0	0	0	0	97

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	35	10	14	10	9	19	0	0	0	0	0	0	0	97

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	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	94	73	100	85	78	83	0	0	0	0	0	0	0	513
Attendance below 90 percent	33	24	41	28	25	29	0	0	0	0	0	0	0	180
One or more suspensions	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	2	0	8	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	1	0	5	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	27	32	23	0	0	0	0	0	0	0	82
Level 1 on 2019 statewide FSA Math assessment	0	0	0	32	39	29	0	0	0	0	0	0	0	100
Number of students with a substantial reading deficiency	35	10	14	10	9	19	0	0	0	0	0	0	0	97

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	35	10	14	10	9	19	0	0	0	0	0	0	0	97

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	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data 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	43%	50%	56%				46%	52%	57%
ELA Learning Gains	53%						52%	54%	58%
ELA Lowest 25th Percentile	37%						60%	55%	53%
Math Achievement	43%	44%	50%				58%	62%	63%
Math Learning Gains	55%						42%	57%	62%
Math Lowest 25th Percentile	44%						37%	42%	51%
Science Achievement	37%	51%	59%				37%	44%	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	53%	59%	-6%	58%	-5%
Cohort Comparison		0%				
04	2022					
	2019	42%	46%	-4%	58%	-16%
Cohort Comparison		-53%				
05	2022					
	2019	42%	50%	-8%	56%	-14%
Cohort Comparison		-42%				

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	66%	66%	0%	62%	4%
Cohort Comparison		0%				
04	2022					
	2019	56%	60%	-4%	64%	-8%
Cohort Comparison		-66%				
05	2022					
	2019	45%	56%	-11%	60%	-15%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	36%	44%	-8%	53%	-17%
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	20	42	40	17	39	35	13				
ELL	35	50	33	34	56	53	28				
HSP	38	51	33	40	60	48	27				
MUL	45			45							
WHT	51	55	38	48	50	27	50				
FRL	37	48	35	41	48	33	32				
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	10	22	38	14	5		6				
ELL	29	21	18	31	21		24				
BLK	27			27							
HSP	33	24	23	34	27		28				
MUL	31			46							
WHT	49	38		45	24		41				
FRL	33	29	25	34	25		26				
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	15	47	54	43	34	40	9				
ELL	34	45	64	53	50	50	28				
BLK	43	76		34	43		18				
HSP	40	49	64	63	48	47	37				
MUL	58			33							
WHT	54	44		63	35	17	50				
FRL	42	51	59	60	41	39	37				

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
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	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
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?

Compared to last year's data we have increased our scores in all areas, however, we are scoring below the district and state in ELA, Math (except 5th grade Math) and Science. Subgroup Data has also increased from last years data, with ELL no longer under the 41% threshold. SWD (31%) and EDS (40%) subgroups are under the 41% and identified in the ESSA Subgroup Data review. CES improved the percentage scoring proficient in 3rd and 4th grade math as well as 4th and 5th grade ELA. There was a 9 percent increase in students proficiency in grade 3 math.

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

While iReady progress monitoring data and state assessment data revealed a school increase in Reading and Math in 3-5, we continue to lag behind district and state averages in most areas. Our ELL subgroup is no longer identified as an ESSA identified group. The SWD subgroup continues as an identified ESSA subgroup although it has increased to 40 percent, with below 41 percent marking the federal index threshold. Science
achievement in 5th grade has also improved, but continues to fall below the district and state levels. While, as a school, we have nearly returned to our pre-pandemic levels in overall achievement, progress monitoring and state assessment data continue to show our greatest need for improvement is in increasing proficiency rates and learning gains in the lowest 25th percentiles, particularly in ELA. Increased learning gains in the L25 of both ELA and Math are needed to increase proficiency rates, particularly in the SWD, EDS, and ELL subgroups. In addition, cohort data shows 5th grade as the area with a greatest need for improvement in both ELA, Math and Science achievement areas.

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 need to rebound from pandemic challenges. While many students have experienced significant declines in achievement and learning gains, student achievement levels have been improving. Teacher turnover, new teachers, teachers with low SGA's and teacher shortages have been contributing factors in our school's need for improvement.

The following new actions need to be taken in order to address our need for improvement. 1.) The reading coach will facilitate subject-area planning with all ELA teachers during their common collaborative planning period on Thursday, focusing on improving target/task alignment of identified essential standards during the grading period. 2.) The principal and reading coach will facilitate PLCs two times per month to review essential standard benchmark progress monitoring to determine growth. 3.) The Leadership Team (reading coach, guidance counselor, assistant principal and principal) will conduct weekly classroom walkthroughs, which will measure standard/task alignment using our school/ district walkthrough tool which measure standard/task aligned instruction, student engagement as evidenced by collaborative discussion and evidence of student thinking, and instructional delivery as evidenced by higher order questioning, feedback that deepens understanding, differentiation and data collection systems/student work. Each teacher will demonstrate standard/task alignment in 75% of classroom visits as measured by the walkthrough tool.

Two additional steps below are listed in question 8 for sustainibilty of the improvement process.

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

3rd grade Math increased by 9 percentage points from the previous year in student proficiency which was the highest gain in the district for 3rd grade math. 4th grade ELA increased by 6 percentage points. Math learning gains increased by 25 percent and ELA learning gains increased by 22 percent. Subgroup data for SWDs showed a 10 percent increase in ELA achievement, 20 percent increase in ELA learning gains.

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

Standards based instruction, improved student engagement with PBIS/Champs schoolwide expectations, improved school attendance rates, strategic centers and acceleration learning groups during walk to intervention to provide strategic instruction to increase student achievement levels. New actions should include increasing substitute teachers at CES to minimize use of paraprofessional staff to sub and increasing the time they provide intervention support in the classroom. ESE Inclusion teachers will also meet in PLCs, collaborative plan and with grade level teams to increase work on essential standards and small group intervention support.

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

Accelerated learning groups will be needed to ensure that intervention is delivered consistently to increase student achievement. Implementation will require quality classroom management, effective/ researched based teaching & learning strategies and increased student engagement as a primary focus. Increased progress monitoring, collaborative planning teams (CPT), strategic PLCs, data chats, teacher observations with coaching cycles, and common planning and assessments will be paramount. Leadership will also be vital in ensuring these practices take place with fidelity.

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 opportunities for teachers and leaders will include: PLC at Work Training, RAISE training conferences and webinars, PLC training focused on standards/task lesson alignment,

increasing student engagement and teacher feedback, ELA, Math (new curriculum) training, PM and FAST assessment training to utilize data to improve student achievement.

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

To ensure sustainability of improvement: We will develop a documented process to ensure the work of improving student outcomes continues and can be picked up, utilized, refined, and passed on to ensure success continues. This process would include: weekly coaching calendars, PLC agendas, professional development, sample student work products, instructions and training related to our classroom walkthrough model, how to use our walkthrough tool to capture standard/task alignment data, suggested ways to share the data, and how to use the data collected to inform next steps in the PLC process and collaborative planning session. We will include frequent monitoring of essential standard goals approximately every 45 days to determine progress toward our goals and instructional adjustments needed during our PLC and collaborative planning. Leadership meetings will be held weekly with daily updates to fine tune our work processes in order to continue sustainability.

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.	According to the state assessments, district progress monitoring and ESSA subgroup data for Students with Disabilities, students are scoring below the Federal threshold at 41% and below the state and district levels in both reading and math achievement, learning gains and bottom quartile.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELA achievement, ELA learning gains, and ELA L25% need to increase for students with disabilities in 2023. ELA- Achievement is at 20, LG is at 42, and L25 is at 40. The 2022 school data is at 43, 53, and 37 respectively. As a school we plan to increase our outcome for SWDs to surpass our 2022 school data in these categories for reading. Math achievement, Math learning gains, and Math L25% need to increase for students with disabilities in the 2023 school year. Math -Achievement is at 17, LG is at 39, and L25 is at 35. The 2019 school data is at 55, 44, and 37 respectively. As a school we plan to increase our SWD's outcome to surpass our 2022 data in all categories. In Science for 2022, SWDs were at 13 & the school was at 37. Our goal is to surpass 37.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Frequent progress monitoring through Renaissance, Study Island, and common assessments will be reviewed during Collaborative Planning Team Meetings each week to determine the progress of individual students. Students needing intervention will drive lesson development, and additional progress monitoring through re-assessment. Intervention groups will be adjusted according to needs. PLC data chats will review schoolwide and grade level data to determine progress of students and training/coaching needs inproblem areas.
Person responsible for monitoring outcome:	Cynthia Kubit (kubitc@okee.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Teachers and administration will utilize data chats, PLCs, CPTs, and coaching to identify current levels of achievement using previous assessment data and progress monitoring; such as progress monitoring diagnostics, benchmark assessments data, and NWEA to develop strategic instructional lessons designed to close learning gaps for targeted intervention groups specifically for SWDs as well as other subgroups. PLCs and PD will be focused on effective instructional strategies; such as classroom management, engagement, rigor, questioning techniques and research based methods designed to

implemented for this Area of Focus.	deepen student understanding. Teachers will collaboratively plan with their team and inclusion teachers to differentiate instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	In order to improve ELA, Math, and Science among SWD students, data chats and collaborative planning must occur frequently to progress monitor all intervention groups to access student growth and gaps. Intervention groups will increase differentiation and rigorous targeted instruction. Tutorials will target SWD and L25 students first.

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, leadership and administration will participate in weekly PLCs (& CPTs) to facilitate strategic use of core and supplemental curriculum, explicit instruction, student practice and formative/summative assessment through frequent analysis of student data.

Person Responsible	Kimberly Syples (kimberly.collier@okee.k12.fl.us)

Administration will conduct ongoing informal and formal observations to provide focused feedback and instructional coaching utilizing the district evaluation rubric, the classroom walkthrough tool and the Instructional Practice Guide.

Person Responsible	Cynthia Kubit (kubitc@okee.k12.fl.us)

The instructional coach will conduct instructional coaching cycles with teachers to improve instructional outcomes.

Person Responsible	Kimberly Syples (kimberly.collier@okee.k12.fl.us)

Teachers will maintain a data binder to be utilized in PLCs and CPTs for data chats and strategic lesson planning for tier 2 and 3 students in need of differentiation. Progress monitoring will be kept in Branching Minds and MTSS meetings will be held quarterly.

Person Responsible	Jackie Hamilton (jackie.hamilton@okee.k12.fl.us)

Title IA funds allocated for this area of focus include:
*Salaries for paraprofessionals, migrant advocate, instructional coach, substitutes, technology specialist, and Math Bowl coach
*Tech Related Rentals: Really Great Reading Blast Foundations, Countdown Phonics, Blast Reading Playground, HD Word, Accelerated Reader, Reflex Math, Edmentum Study Island Science Library, STEMScopes, Top Score Writing, and Generation Genius
*Supplies and other consumable materials to support classroom instruction: paper, pens, post-it notes, highlighters, markers, math manipulatives, lab materials for science, guided reading books.
*Consumable workbooks for supplemental ELA instruction from Really Great Reading Blast Phonics,

Really Great Reading Countdown Phonics, Really Great Reading HD Word, Curriculum Associates Magnetic Reading, Zaner-Bloser Word Heros/Word Wisdom, and Zaner-Bloser Writing Program
*Consumable workbooks for supplemental math instruction from Acaletics Math
*Consumable workbooks for supplemental science instruction from Acaletics Science
*Instructional Technology: computer hardware and supplies
*Library Books for Battle of the Books

Person Responsible　Cynthia Kubit (kubitc@okee.k12.fl.us)

#2. 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.**	According to the state assessments, district progress monitoring and ESSA subgroup data for EDS students are scoring below the Federal threshold at 41% and below the state and district levels in both reading and math achievement, learning gains and bottom quartile.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	ELA achievement, ELA learning gains, and ELA L25% need to increase for EDSs in 2023. ELA- Achievement is at 37, LG is at 48, and L25 is at 35. The 2022 school data is at 43, 53, and 37 respectively. As a school we plan to increase our outcome for EDSs to surpass our 2022 school data in these categories for reading. Math achievement, Math learning gains, and Math L25% need to increase for EDSs in the 2023 school year. Math -Achievement is at 41, LG is at 48, and L25 is at 33. The 2022 school data is at 55, 44, and 37 respectively. As a school we plan to increase our EDSs outcome to surpass our 2022 data in all categories. In Science for 2022, EDSs were at 32 & the school was at 37. Our goal is to surpass 37.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Frequent progress monitoring through Renaissance, Study Island, standards masteries, and common assessments will be reviewed during Collaborative Planning Team Meetings each week to determine the progress of individual students. Students needing intervention will drive lesson development, and additional progress monitoring through re-assessment. Intervention groups will be adjusted according to needs. PLC data chats will review schoolwide and grade level data to determine progress of students and training/coaching needs in problem areas.
Person responsible for monitoring outcome:	Cynthia Kubit (kubitc@okee.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers and administration will utilize data chats, PLCs, CPTs, and coaching to identify current levels of achievement using previous assessment data and progress monitoring; such as progress monitoring diagnostics, benchmark assessments data, standards mastery, and NWEA to develop strategic instructional lessons designed to close learning gaps for targeted intervention groups specifically for EDSs as well as other subgroups. PLCs and PD will be focused on effective instructional strategies; such as classroom management, engagement, rigor, questioning techniques and research based methods designed to deepen student understanding. Teachers will collaboratively plan with their team and inclusion teachers to differentiate instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the**	In order to improve ELA, Math, and Science among EDSs, data chats and collaborative planning must occur frequently to progress monitor all intervention groups to access student growth and gaps. Intervention groups will increase differentiation and rigorous targeted instruction. Tutorials will target EDSs and L25 students first.

**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, leadership and administration will participate in weekly PLCs (& CPTs) to facilitate strategic use of core and supplemental curriculum, explicit instruction, student practice and formative/summative assessment through frequent analysis of student data.

Person Responsible	Kimberly Syples (kimberly.collier@okee.k12.fl.us)

Administration will conduct ongoing informal and formal observations to provide focused feedback and instructional coaching utilizing the district evaluation rubric, the classroom walkthrough tool and the Instructional Practice Guide.

Person Responsible	Cynthia Kubit (kubitc@okee.k12.fl.us)

The instructional coach will conduct instructional coaching cycles with teachers to improve instructional outcomes.

Person Responsible	Kimberly Syples (kimberly.collier@okee.k12.fl.us)

Teachers will maintain a data binder to be utilized in PLCs and CPTs for data chats and strategic lesson planning for tier 2 and 3 students in need of differentiation. Progress monitoring will be kept in Branching Minds and MTSS meetings will be held quarterly.

Person Responsible	Jackie Hamilton (jackie.hamilton@okee.k12.fl.us)

Title IA funds allocated for this area of focus include:
*Salaries for paraprofessionals, migrant advocate, instructional coach, substitutes, technology specialist, and Math Bowl coach
*Tech Related Rentals: Really Great Reading Blast Foundations, Countdown Phonics, Blast Reading Playground, HD Word, Accelerated Reader, Reflex Math, Edmentum Study Island Science Library, STEMScopes, Top Score Writing, and Generation Genius
*Supplies and other consumable materials to support classroom instruction: paper, pens, post-it notes, highlighters, markers, math manipulatives, lab materials for science, guided reading books.
*Consumable workbooks for supplemental ELA instruction from Really Great Reading Blast Phonics, Really Great Reading Countdown Phonics, Really Great Reading HD Word, Curriculum Associates Magnetic Reading, Zaner-Bloser Word Heros/Word Wisdom, and Zaner-Bloser Writing Program
*Consumable workbooks for supplemental math instruction from Acaletics Math
*Consumable workbooks for supplemental science instruction from Acaletics Science
*Instructional Technology: computer hardware and supplies
*Library Books for Battle of the Books

Person Responsible	Cynthia Kubit (kubitc@okee.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 state assessments and district progress monitoring, students in ELA are scoring far below the state and district levels in ELA achievement, learning gains and bottom quartile. 2022 data showed ELA achievement at 43%, LG at 53%, and L25% at 37%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Since 2022 data showed ELA achievement at 43%, LG at 53%, and L25% at 37% our school plan is to increase our outcome for all students and to surpass our 2022 school data for reading to exceed 59 percent in all categories.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Frequent progress monitoring through Renaissance, standards masteries, and common assessments will be reviewed during Collaborative Planning Team Meetings (CPTs) each week to determine the progress of individual students. Students needing intervention will drive lesson development, and additional progress monitoring through re-assessment. Intervention groups will be adjusted according to needs. PLC data chats will review schoolwide and grade level data to determine progress of students and training/coaching needs in problem areas.
Person responsible for monitoring outcome:	Cynthia Kubit (kubitc@okee.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Teachers and administration will utilize walkthroughs, data chats, PLCs, CPTs, and coaching to identify current levels of achievement using previous assessment data and progress monitoring; such as PM and FAST diagnostics, benchmark assessment data, and standards mastery to develop strategic instructional lessons designed to close learning gaps for targeted intervention groups. PLCs and PD will be focused on effective instructional strategies; such as classroom management, engagement, rigor, questioning techniques and research based methods designed to deepen student understanding. Teachers will collaboratively plan with their team and inclusion teachers to differentiate instruction during core and acceleration time.

for this Area of Focus.

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

In order to improve ELA, walkthrough feedback, data chats and collaborative planning must occur frequently to
progress monitor all intervention groups to access student growth and gaps. Intervention groups will increase differentiation and rigorous targeted instruction. Tutorials will target SWD and L25 students first.

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, leadership and administration will participate in weekly walkthroughs, PLCs (& CPTs) to facilitate strategic use of core and supplemental curriculum, explicit instruction, student practice and formative/summative assessment through frequent analysis of student data to drive instruction.

Person Responsible Cynthia Kubit (kubitc@okee.k12.fl.us)

Administration will conduct ongoing informal and formal observations to provide focused feedback and instructional coaching utilizing the district evaluation rubric, classroom walkthroughs and the Instructional Practice Guide.

Person Responsible Cynthia Kubit (kubitc@okee.k12.fl.us)

The instructional coach will conduct instructional coaching cycles and collect walkthrough data with teachers to improve instructional outcomes.

Person Responsible Kimberly Syples (kimberly.collier@okee.k12.fl.us)

Teachers will maintain a data binder to be utilized in PLCs and CPTs for data chats and strategic lesson planning for tier 2 and 3 students in need of differentiation. Progress monitoring will be kept in Branching Minds and MTSS meetings will be held quarterly.

Person Responsible Kimberly Syples (kimberly.collier@okee.k12.fl.us)

The leadership team will play an active role in PLCs, CPTs, and monitoring of core instructional practices through classroom walkthrough data, intervention practices, and acceleration time.

Person Responsible Cynthia Kubit (kubitc@okee.k12.fl.us)

Title IA funds allocated for this area of focus include:
*Salaries for paraprofessionals, migrant advocate, instructional coach, substitutes, and technology specialist
*Tech Related Rentals: Really Great Reading Blast Foundations, Countdown Phonics, Blast Reading Playground, HD Word, Accelerated Reader, Top Score Writing, and Generation Genius
*Supplies and other consumable materials to support classroom instruction: paper, pens, post-it notes,

highlighters, markers, and guided reading books.
*Consumable workbooks for supplemental ELA instruction from Really Great Reading Blast Phonics, Really Great Reading Countdown Phonics, Really Great Reading HD Word, Curriculum Associates Magnetic Reading, Zaner-Bloser Word Heros/Word Wisdom, and Zaner-Bloser Writing Program
*Instructional Technology: computer hardware and supplies
*Library Books for Battle of the Books

Person Responsible   Cynthia Kubit (kubitc@okee.k12.fl.us)

#4. 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 state assessments and district progress monitoring, students in Math are scoring below below the state and district levels in math achievement, learning gains and bottom quartile. 2022 data showed Math achievement at 43%, LG at 55%, and L25% at 44%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Since 2022 data showed achievement at 43%, LG at 55%, and L25% at 44% our school plan is to increase our outcome for all students and to surpass our 2022 school data for reading to exceed 59 percent in all categories.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Frequent progress monitoring through Renaissance, standards masteries, and common assessments will be reviewed during Collaborative Planning Team Meetings (CPTs) each week to determine the progress of individual students. Students needing intervention will drive lesson development, and additional progress monitoring through re-assessment. Intervention groups will be adjusted according to needs. PLC data chats will review schoolwide and grade level data to determine progress of students and training/coaching needs in problem areas.
Person responsible for monitoring outcome:	Cynthia Kubit (kubitc@okee.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Teachers and administration will utilize walkthroughs, data chats, PLCs, CPTs, and coaching to identify current levels of achievement using previous assessment data and progress monitoring; such as PM and FAST diagnostics, benchmark assessment data, and standards mastery to develop strategic instructional lessons designed to close learning gaps for targeted intervention groups. PLCs and PD will be focused on effective instructional strategies; such as classroom management, engagement, rigor, questioning techniques and research based methods designed to deepen student understanding. Teachers will collaboratively plan with their team and inclusion teachers to differentiate instruction during core and acceleration time.

for this Area of Focus.

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

In order to improve Math, walkthrough feedback, data chats and collaborative planning must occur frequently to
progress monitor all intervention groups to access student growth and gaps. Intervention groups will increase differentiation and rigorous targeted instruction. Tutorials will target SWD and L25 students first.

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, leadership and administration will participate in weekly walkthroughs, PLCs (& CPTs) to facilitate strategic use of core and supplemental curriculum, explicit instruction, student practice and formative/summative assessment through frequent analysis of student data to drive instruction.

Person Responsible Cynthia Kubit (kubitc@okee.k12.fl.us)

Administration will conduct ongoing informal and formal observations to provide focused feedback and instructional coaching utilizing the district evaluation rubric, classroom walkthroughs and the Instructional Practice Guide.

Person Responsible Cynthia Kubit (kubitc@okee.k12.fl.us)

The instructional coach will conduct instructional coaching cycles and collect walkthrough data with teachers to improve instructional outcomes.

Person Responsible Kimberly Syples (kimberly.collier@okee.k12.fl.us)

Teachers will maintain a data binder to be utilized in PLCs and CPTs for data chats and strategic lesson planning for tier 2 and 3 students in need of differentiation. Progress monitoring will be kept in Branching Minds and MTSS meetings will be held quarterly

Person Responsible Jackie Hamilton (jackie.hamilton@okee.k12.fl.us)

The leadership team will play an active role in PLCs, CPTs, and monitoring of core instructional practices through classroom walkthrough data, intervention practices, and acceleration time.

Person Responsible Cynthia Kubit (kubitc@okee.k12.fl.us)

Title IA funds allocated for this area of focus include:
*Salaries for paraprofessionals, migrant advocate, instructional coach, substitutes, technology specialist, and Math Bowl coach
*Tech Related Rentals: Reflex Math
*Supplies and other consumable materials to support classroom instruction: paper, pens, post-it notes, highlighters, markers, and math manipulatives.

*Consumable workbooks for supplemental math instruction from Acaletics Math
*Instructional Technology: computer hardware and supplies

Person Responsible   Cynthia Kubit (kubitc@okee.k12.fl.us)

#5. 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 state assessments and district progress monitoring, students are scoring 37 percent, far below the state and district levels in science achievement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	According to the state assessments and district progress monitoring, students in Science are scoring far below the state and district levels in Science. 2022 data showed achievement at 37% revealing a critical need for improvement.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Frequent progress monitoring through Study Island, and common assessments will be reviewed during Collaborative Planning Team Meetings (CPTs) each week to determine the progress of individual students. Students needing intervention will drive lesson development, and additional progress monitoring through re-assessment. Intervention groups will be adjusted according to needs. PLC data chats will review school-wide and grade level data to determine progress of students and training/coaching needs in problem areas.
Person responsible for monitoring outcome:	Cynthia Kubit (kubitc@okee.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers and administration will utilize data chats, walkthrough feedback, PLCs, CPTs, and coaching to identify current levels of achievement using previous assessment data and progress monitoring; such as Study Island, benchmark assessment data, and common assessments to develop strategic instructional lessons designed to close learning gaps for targeted intervention groups. PLCs and PD will be focused on effective instructional strategies; such as classroom management, engagement, rigor, questioning techniques and research based methods designed to deepen student understanding. Teachers will collaboratively plan with their team and support staff.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the**	In order to improve Science outcomes, data chats and collaborative planning must occur frequently to progress monitor all intervention groups to access student growth and gaps. Intervention groups will increase differentiation and rigorous targeted instruction. Tutorials will target SWD and L25 students first.

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.

Develop and ensure use of K-2 and 3-5 STEM Labs with increased use of hands on activities, problem solving activities, experiments and the use of scientific method while building student vocabulary on Study Island and Mystery Science. School-wide Science Fair projects with a Family Science Night.

Person Responsible	Julianne Gagliardo (julianne.gagliardo@okee.k12.fl.us)

Administration will conduct ongoing informal and formal observations to provide focused feedback and instructional coaching utilizing the district evaluation rubric, and the Instructional Practice Guide.

Person Responsible	Cynthia Kubit (kubitc@okee.k12.fl.us)

Teachers, leadership and administration will participate in weekly PLCs (& CPTs) to facilitate strategic use of core and supplemental curriculum, explicit instruction, student practice and formative/summative assessment through frequent analysis of student data.

Person Responsible	Cynthia Kubit (kubitc@okee.k12.fl.us)

The instructional coach will conduct instructional coaching cycles and walkthroughs with feedback with teachers to improve instructional outcomes.

Person Responsible	Kimberly Syples (kimberly.collier@okee.k12.fl.us)

Teachers will maintain a data binder to be utilized in PLCs and CPTs for data chats and strategic lesson planning for tier 2 and 3 students in need of differentiation in reading achievement necessary to improve Science assessment data.

Person Responsible	Jackie Hamilton (jackie.hamilton@okee.k12.fl.us)

Title IA funds allocated for this area of focus include:
*Salaries for paraprofessionals, migrant advocate, instructional coach, substitutes, technology specialist, and Math Bowl coach
*Tech Related Rentals: Edmentum Study Island Science Library and STEMScopes
*Supplies and other consumable materials to support classroom instruction: paper, pens, post-it notes, highlighters, markers, and lab materials for science.
*Consumable workbooks for supplemental science instruction from Acaletics Science
*Instructional Technology: computer hardware and supplies

Person Responsible	Cynthia Kubit (kubitc@okee.k12.fl.us)

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

Increased reading and listening to deepen understanding and increasing collaborative talk with speaking and writing to present and articulate ideas and findings about text. Instructional standards and task alignment, improved teacher feedback and facilitation of student thinking.

Title IA funds allocated for this area of focus include:
*Registration and travel for teachers from Title I schools to attend the 3-day AVID Summer Institute to successfully implement AVID to help all students become college and career ready.
*Registration and travel for teachers to attend training on implementing the new BEST Standards via UnboundEd Standards Institute
*Salaries for paraprofessionals, migrant advocate, instructional coach, substitutes, technology specialist, and Math Bowl coach
*Tech Related Rentals: Really Great Reading Blast Foundations, Countdown Phonics, Blast Reading Playground, HD Word, Accelerated Reader, Reflex Math, Edmentum Study Island Science Library, STEMScopes, Top Score Writing, and Generation Genius
*Supplies and other consumable materials to support classroom instruction: paper, pens, post-it notes, highlighters, markers, math manipulatives, lab materials for science, guided reading books.
*Consumable workbooks for supplemental ELA instruction from Really Great Reading Blast Phonics, Really Great Reading Countdown Phonics, Really Great Reading HD Word, Curriculum Associates Magnetic Reading, Zaner-Bloser Word Heros/Word Wisdom, and Zaner-Bloser Writing Program
*Consumable workbooks for supplemental math instruction from Acaletics Math
*Consumable workbooks for supplemental science instruction from Acaletics Science
*Instructional Technology: computer hardware and supplies
*Library Books for Battle of the Books

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

Increased reading and listening to deepen understanding and increasing collaborative talk with speaking and writing to present and articulate ideas and findings about text. Instructional standards and task alignment, improved teacher feedback and facilitation of student thinking.

Title IA funds allocated for this area of focus include:
*Registration and travel for teachers from Title I schools to attend the 3-day AVID Summer Institute to successfully implement AVID to help all students become college and career ready.
*Registration and travel for teachers to attend training on implementing the new BEST Standards via

UnboundEd Standards Institute
*Salaries for paraprofessionals, migrant advocate, instructional coach, substitutes, technology specialist, and Math Bowl coach
*Tech Related Rentals: Really Great Reading Blast Foundations, Countdown Phonics, Blast Reading Playground, HD Word, Accelerated Reader, Reflex Math, Edmentum Study Island Science Library, STEMScopes, Top Score Writing, and Generation Genius
*Supplies and other consumable materials to support classroom instruction: paper, pens, post-it notes, highlighters, markers, math manipulatives, lab materials for science, guided reading books.
*Consumable workbooks for supplemental ELA instruction from Really Great Reading Blast Phonics, Really Great Reading Countdown Phonics, Really Great Reading HD Word, Curriculum Associates Magnetic Reading, Zaner-Bloser Word Heros/Word Wisdom, and Zaner-Bloser Writing Program
*Consumable workbooks for supplemental math instruction from Acaletics Math
*Consumable workbooks for supplemental science instruction from Acaletics Science
*Instructional Technology: computer hardware and supplies
*Library Books for Battle of the Books

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)

17% of students in grade K scored below grade level on Spring iReady. Our goal is to decrease this number to at least 10% in 2023.
37% of students in grade 1 scored below grade level on Spring iReady. Our goal is to decrease this number to at least 30% in 2023.
42% of students in grade 2 scored below grade level on Spring iReady. Our goal is to decrease this number to at least 35% in 2023.

Grades 3-5: Measureable Outcome(s)

56% of students in grade 3 scored below level 3. Our goal is to decrease this number to at least 45% in 2023.
59% of students in grade 4 scored below level 3. Our goal is to decrease this number to at least 49% in 2023.
58% of students in grade 5 scored below level 3. Our goal is to decrease this number to at least 49% in 2023.

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.

Developing a system of procedures and steps essential to continuous improvement at the school site, allowing refinement of the process and ensuring it continues despite any turnover in staff. Tracking our essential standards every 45 days to determine progress and make any needed adjustments to teacher led

small group intervention support for students. Tutorial will be in place and available to identified ESSA subgroups that have been targeted as well as the L25. District Dadtta chats will also track identified standards to determine if goals are being reached and/or steps/adjustments needed in the CIMS process.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Kubit, Cynthia, kubitc@okee.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?

Savvas myView (State Adopted) CORE Alignment to BEST Standards

Lalilo: IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in K-3: Recommendation: Teach students academic language skills, including use of inferential and narrative language, vocabulary knowledge Recommendation: Develop awareness of segments of sounds in speech, how they link to letters; Recommendation: Teach student to decode words, analyze word parts, write and recognize words.

Freckle: IES Practice Guide Recommendations support the program: Improving Reading Comprehension in K-3: Recommendation(s): Teach students to use reading comprehension strategies; Select text purposefully to support comprehension; Establish an engaging and motivating context to teach reading comprehension; Providing Reading Interventions for Students use a set of comprehension-building practices to help students make sense of the text: build students' world and word knowledge to make sense of text; provide students with opportunities to ask/answer questions to better understand the text.

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 IES Practice Guide Recommendations provide rationale to support the use of Lalilo by having students complete activities aligned to phonological awareness, phonics, word recognition, comprehension, and grammar.

The IES Practice Guide Recommendations provide rationale to support the use of Freckle by continuously adapting for student practice in ELA activities while offering teachers the ability to focus practice on grade-

level standards. It adapts for the students Zone of Proximal Development while allowing the student to increase proficiency through standards based skill development in ELA.

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
Leadership will conduct classroom walkthroughs (with feedback) to collect data on standard/task instructional alignment, evidence of engagement, and quality instructional delivery.	Kubit, Cynthia, kubitc@okee.k12.fl.us
Leadership will meet weekly and conduct a daily quick meet to adjust goals and leadership tasks as needed.	Kubit, Cynthia, kubitc@okee.k12.fl.us
Instructional coaching cycles will take place to improve teaching and learning for teachers.	Kubit, Cynthia, kubitc@okee.k12.fl.us
Collaborative planning sessions with instructional support and consulting occuring weekly.	Kubit, Cynthia, kubitc@okee.k12.fl.us
Star Reading Assessments reports will be run and intervention supports will be pulled for teachers to implement during teacher led centers for remediation.	Kubit, Cynthia, kubitc@okee.k12.fl.us
3-5 FAST Assessment data and 3-5 Star Assessments reports will be reviewed and intervention supports will be determined each week to improve achievement on the essential standards identified in PLC and reviewed in CPTs.	Kubit, Cynthia, kubitc@okee.k12.fl.us
PLCs will continue with data and problem solving on improving instruction. Essential standards data will be reviewed, and walkthrough feedback will be shared with grade levels in order to improve instruction.	Kubit, Cynthia, kubitc@okee.k12.fl.us
Professional development during PLCs will include Branching Minds where teachers will develop tier 2 and 3 interventions to support the students in their classes, new curriculum training for MyView and HMH curriculum, Renaissance report training, Star Reading report training, RAISE Trainings for Literacy team and PD on running effective teacher led centers for improving learning gains.	Kubit, Cynthia, kubitc@okee.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.

We believe that positive relationships among staff, students, and families can be the foundation to building a successful school climate. We strive to create a school environment where students feel safe, supported, engaged, accepted and loved. We are a Title I school and for many students we are their safe haven. We believe a positive school culture can improve academic achievement, attendance, behavior and resilience, especially in this unprecedented time of a pandemic. We believe a positive school culture and environment also increases teacher job satisfaction and teacher retention. Teachers actively and purposefully greet their students as they enter the classroom each day. We encourage parents and families to reach out for support as much as they would like. We seek to involve our parents and families in decision making through our SAC and numerous activities and surveys throughout the year. We hold each other accountable and seek to challenge our students with high expectations. We are consistent in our expectations for behavior and discipline through PBIS practices and progressive discipline. We practice restorative discipline and often find our students develop the skills they need to improve by talking through alternative behavioral choices.

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

Our stakeholders include our students, teachers, support staff, parents, families, district staff, and community partners. School staff are critical in feeling valued and accepted and part of the school environment. Knowing that they have a voice and contribute allows for the improvement of the overall school climate. Parents and families want to feel that they can assist in decisions that help make the school a great place for their children to attend. The school advisory council and the PTO are made up of all stakeholders and contribute to how money is spent, which activities and events will be held and what goals we will have for the year regarding school improvement. Committees and teams ensure all the workings of the school continue and carry on even when their is some staff turnover. It takes all the stakeholders working together to ensure a positive culture and environment exist at our school.