George W. Munroe Elementary School

2022-23 Schoolwide Improvement Plan

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George W. Munroe Elementary School

1850 W KING ST, Quincy, FL 32351

www.gadsdenschools.org

Demographics

Principal: Germaine K IR Kland (Brown)

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-3
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 Economically Disadvantaged Students*
School Grades History	2021-22: F (23%) 2018-19: B (60%) 2017-18: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Gadsden 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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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-3	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	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	F		B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

George W. Munroe will provide intentional high quality instruction that increases student learning and teacher growth through professional collaboration for all learners in a safe and respectful school environment for all stakeholders.

Provide the school's vision statement.

George W. Munroe's vision is to provide high quality standards-based instruction that prepares and develops students academically and socially beyond their foundational years using a T.E.A.M approach.

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
Kirkland, Germaine	Principal	To provide leadership in the design, development, implementation, and evaluation of a comprehensive program of instructional and support services which optimize available resources to establish and maintain a safe, caring, and enriching environment that promotes student success.
Hankerson, Latoyer	Assistant Principal	To assist the school leader with administrative and instructional functions to meet the educational needs of students and carry out the vision, mission of the school and district.
Harris, Curlie		To work collaboratively with administration while working with teachers to include modeling, mentoring, supporting teachers, providing resources, reviewing data, conducting classroom walkthroughs, PLCs, and providing effective strategies for struggling students.
Bailey, Deborah	School Counselor	To provide students with educational and social counseling, identify and coordinate all available resources to empower students to reach their full potential in addition to partnering with teachers to assist them through the process of intervention and academic and behavioral student needs.
Wilson, Brittanica	Teacher, ESE	To partner with teachers and assist students with learning strategies to utilize in the classroom.
Battles, Linda	Teacher, K-12	To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.
Forehand, Gwendolyn	Teacher, K-12	To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.
Butler, Bridget	Teacher, PreK	To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.
Adams, Tracy	Teacher, K-12	To provide a safe environment in which students progress and meet academic milestones through intentional planning and instruction in addition to attending leadership team meetings, facilitating grade level meetings, and supporting the vision and mission of the school.
Davis, Lynda	Teacher, K-12	To provide a safe environment and support classroom learning targets and the vision and mission of the school.

Name	Position Title	Job Duties and Responsibilities
Ray, Micheal	Teacher, K-12	To provide a safe environment and support classroom learning targets and the vision and mission of the school.

Demographic Information

Principal start date

Thursday 7/1/2021, Germaine K IR Kland (Brown)

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.*

3

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.*

3

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

501

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

6

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

6

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	101	108	83	106	0	0	0	0	0	0	0	0	0	398
Attendance below 90 percent	42	22	22	36	0	0	0	0	0	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	3	16	12	8	0	0	0	0	0	0	0	0	0	39
Course failure in Math	3	18	17	7	0	0	0	0	0	0	0	0	0	45
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	0	0	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	0	0	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	81	104	80	102	0	0	0	0	0	0	0	0	0	367

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	35	41	33	38	0	0	0	0	0	0	0	0	0	147

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	3	7	1	12	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

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	101	84	93	94	0	0	0	0	0	0	0	0	0	372
Attendance below 90 percent	34	54	46	37	0	0	0	0	0	0	0	0	0	171
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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	84	74	84	82	0	0	0	0	0	0	0	0	0	324

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	30	41	39	25	0	0	0	0	0	0	0	0	0	135

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	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	
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Attendance below 90 percent	34	54	46	37	0	0	0	0	0	0	0	0	0	171
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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	84	74	84	82	0	0	0	0	0	0	0	0	0	324

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	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	17%	27%	56%				37%	37%	57%
ELA Learning Gains							74%	57%	58%
ELA Lowest 25th Percentile							66%	53%	
Math Achievement	29%	36%	50%				44%	57%	63%
Math Learning Gains							84%	65%	62%
Math Lowest 25th Percentile							44%	51%	
Science Achievement		32%	59%				20%	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	32%	37%	-5%	58%	-26%
Cohort Comparison		0%				

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	41%	55%	-14%	62%	-21%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State 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	24			24							
ELL	7			7							
BLK	10			29							
HSP	23			26							
FRL	17			28							
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	46			54							
ELL	21			13							
BLK	33			35							
HSP	23			18							
FRL	30			29							
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			35							
ELL	37			64							
BLK	36	73		34	91						
HSP	41			61							
FRL	39	71		44	86						

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	29
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	86
Total Components for the Federal Index	3
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	18
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	20
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

Hispanic Students	
Federal Index - Hispanic Students	30
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

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?

There are several trends that have remained constant over several years. The achievement level of students scoring proficient in Reading and Math has always been unsatisfactory despite the success that has been achieved with learning gains. Students at every subgroup has steadily decreased over several years with SWD, ELL, BLK, and economically disadvantaged students scoring below 30%. Over several years, students across grade levels have shown a substantial reading deficiency in Reading.

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

Based off progress monitoring and 2022 state assessments, the greatest need for improvement is in the area of English Language Arts (ELA). The school-wide STAR data from 2022 shows that students are decreasing in proficiency as they matriculate to a higher grade level. The state assessment from 2022 showed that only 17% of 3rd grades performed at or above grade level.

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

There were several contributing factors for the need for improvement in ELA. There were obvious gaps in the most basic foundational skills necessary to read, understand, and comprehend grade level text. Other contributing factors are loss of staff, absenteeism, implementation of new core curriculum, and a lack of a understanding of the MTSS at all Tier levels.

Actions needed to address foundational gaps The are targeted interventions and support at each grade level, an emphasis on attendance tracking for students and staff, facilitated and intentional planning that delivers standards-based that focuses on student learning targets that are monitored for mastery through school, district, and state progress monitoring assessments.

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

The data component was not necessarily an improvement, but more so the ability maintain the Math achievement percentage and increase by one point despite the reading deficiencies among students.

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

Despite reading deficiencies, teachers provide students with Math strategies like the recognition of clue word to attack and solve word problems. Students were exposed to daily "Problems of the Day" which allowed students to engaged in practice, repetition, and spiraled instruction to help increase there math skills. Another strategy used was the additional math fluency practice in there Special Area classes with an emphasis on multiplication and division facts through games and class competitions.

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

Strategies that will be implemented in order to accelerate learning is the understanding and effective implementation of the Multi-Tiered System of Support Framework. Through structured planning with expectations, teachers will provide effective Tier 1 instruction with an understanding of the standards content to be taught, implementing instructional techniques that are best practices, and checking for student understanding through daily monitoring, weekly assessments, and through state/district progress monitoring. Addressing the needs of all learners at each Tier involves intentional collaborative planning with a focus on student learning targets that are monitored though data. Data driven decisions will support differentiation, intervention, small group, and enrichment.

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 that fosters collaborative instructional "backwards" planning that focuses on "with the end in mind" will occur weekly and more often with Tier 3 teachers/grade levels. The MTSS team will continuously provide strategies, trainings, and guidance for supporting academics, behavior, and absenteeism. Specific professional development topics will cover: planning, effective instructional techniques, using Math manipulatives purposefully, and using/understanding the data to inform instructional decisions at multiple tiers. These and other professional development trainings will be

identified through administrative observations/walkthroughs, teacher deliberate practice goals, and collected student data.

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

Teachers will receive continuous feedback though daily/weekly walkthroughs that provide specific feedback on teacher and student behaviors. Teachers at every level will receive ongoing support, coaching, modeling, and professional development that will assist them in becoming proficient, effective, and confident in their role as a facilitator of student learning.

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	George W. Munroe will continue to focus on increasing student achievement across the grade levels and in all content areas by equipping students at the earliest levels with the foundational skills, so they are prepared to read to learn by grade 3. This will include teachers consistently, purposefully, and collaboratively planning standards-based lessons that are engaging and meet the needs of various learners.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on 2021-2022 school data, ELA will increase from 17% to 32% (+15). In Math, we will increase from 29% to 39% (+10). There will be learning gains of at least 50% in ELA and Math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored by school administrators and the district support team. The collaborative team will use classroom walkthroughs and provide professional development based on needs observed, student data, and teaching experience.
Person responsible for monitoring outcome:	Germaine Kirkland (browng@gcpsmail.com)
Evidence-based Strategy: Describe the evidence-based strategy being	Planning with the end in mind to ensure students are successful on school or state assessments because learning targets are aligned with standards. Reviewing, analyzing, and responding to data will be a way of work for teachers and students. PLC's will assist in teachers developing strong instructional best practices and using the data to inform instructional decisions like small groups, differentiation, and enrichment. Before instruction is implemented a week prior, the expectation for teachers is to know and understand the standards so they can set student targets. There is teacher dialogue and modeling of common misconceptions students may encounter as well as what instructional strategies

implemented for this Area of Focus.	look and sound like, and how will teachers know if a student has learned it from the checks for understanding that will be deployed. Student evidence will be used to make adaptations through small group, remediation, or reteach activities.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	George W. Munroe students will benefit from Intentional, collaborative planning that addresses what they are to learn, how they will learn it, monitoring of their learning through practice and data, and what will happen if they don't learn it. Teachers will benefit by increasing their content knowledge while developing a toolbox of effective best practices so implementation is seamless.

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.

Action steps that will be taken are developing weekly classroom walkthrough schedules that require administrative feedback. Weekly PLCs will also address Tier 1 instructional implementation, areas of improvement/weaknesses, and student data that will inform/drive school and classroom decisions. Planning PLC's will include: 1.) submitting plans one week prior for administrative review with "before" planning items completed 2.) come prepared to planning with teacher's edition, weekly assessment, ELA & Math standards, resources if applicable.

Person Responsible	Germaine Kirkland (browng@gcpsmail.com)

#2. ESSA Subgroup specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	George W. Munroe's school and state data shows that several subgroups are not only not proficient but are steadily falling behind their peers in Reading and Math. English Language Learners have shown the most need for improvement of all subgroups and have fallen below the 32% proficiency rate in Reading and Math for the 2022-23 school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-23 school year, students with disabilities, African American students, English Language Learners, Hispanic students, and Economically Disadvantaged students will increase by 20%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	George W. Munroe administrators, Guidance Counselor, district Reading support along with the school ESOL supports will provide interventions during and afterschool. Small groups, pullouts, and data will be used to ensure students are progress academically. The Guidance Counselor will closely monitor attendance daily and meet with teachers weekly to seek information on students who have been identified through classroom progress monitoring as Tier 3 and guide them through the documented process of MTSS. Information gathered weekly will be reported to the administrative team weekly.
Person responsible for monitoring outcome:	Latoyer Hankerson (hankersonl@gcpsmail.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will continue to use the Multi-Tiered Systems of Supports and implement interventions that speak to academic or behavioral needs of the student. Facilitated trainings with teachers and staff will be conducted to ensure appropriate identification and effective implementation. Teachers, the instructional Reading coach, the Guidance Counselor, and administration will collaboratively implement the process using student data to determine next steps.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	The rationale for using the MTSS Framework is because it is an evidence-based model that first addresses Tier 1 instruction and uses this data to then implement specific interventions based on individual student need.

Describe the resources/ criteria used for selecting this strategy.

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

Action steps that will be taken are Weekly PLCs that address weaknesses or areas of improvement and using weekly and progress monitoring data to make informed decisions about subgroups and interventions needed. Individual and collaborative meetings will include our ESE Resource teachers and ESOL supports that focus on MTSS strategies but will also include developing pull out/push in schedules that support students in whole group instruction and focus on specific targeted areas in small group pull outs.

Person Responsible   Latoyer Hankerson (hankersonl@gcpsmail.com)

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

The Area of Focus for the school is Instructional Practice Specifically relating to Reading/ELA K-2 equipping students at the earliest level with foundational skills is essential, so by 3rd grade they are not learning to read but reading to learn at a deeper level. The need for this Area of Focus derives from 2022 data that shows that 83% of our 3rd graders were below proficiency. Rising/Upcoming K-3rd grade students 2021-22 STAR progress monitoring shows the following: 3rd grade(65%), 2nd grade(51%), 1st grade(55%), Kindergarten(52%) are not on track to score Level 3 and above a state standardized

assessment. The 2022-23 STAR data also reveals that KG, 2nd, and 3rd grade have 50% or less on track to score at or above Level 3.

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

The Area of Focus for the school is Instructional Practice Specifically relating to Reading/ELA K-2 equipping students at the earliest level with foundational skills is essential, so by 3rd grade they are not learning to read but reading to learn at a deeper level. The need for this Area of Focus derives from 2022 data that shows that 83% of our 3rd graders were below proficiency on the FSA. Previous data shows that current 3rd grade students' 2021-22 STAR progress monitoring data shows that 60% would not score at or above Level 3. In addition the current FAST PMI currently shows that 90% are not at or above a Level 3.

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By the end of the 2022-23 school year, the FAST progress monitoring data will show that students in Kindergarten will increase from 47% to 57%, students in 1st grade will increase from 52% to 62%, and 2nd grade will increase from 38% to 53% or more to be on track to score at or above Level 3.

Grades 3-5: Measureable Outcome(s)

By the end of the 2022-23 school year, Grade 3 students will increase the number of students scoring Level 3 or above from the previous year by increasing the percentage from 17% to 34%.

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.

Monitoring for desired outcomes will be achieved through classroom walkthroughs, focused data meetings, school progress monitoring of weekly, monthly, and quarterly assessments. Through Professional Learning Communities teachers and administrators will focus on standards-based instruction, monitor student progress, and develop strategies that will impact student success overall.

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

Kirkland, Germaine, browng@gcpsmail.com

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?

KPALS is a program that focuses on phonemic awareness, letter-sound recognition, sight word reading, and decoding, it is a great beginning for students to gain a basic fundamental foundation for reading.

Corrective Reading is a program for upper elementary struggling readers that uses scripted, structured lessons focused on phonics, fluency, and comprehension.

Evidence-based practices used will be providing interventions through small groups and/or one on one from support staff, ESE resource staff, and ESOL support.

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?

Yes, the evidence-based practices/programs address the identified need as indicated through multiple data points K-3rd. Both programs have a strong ESSA rating with KPALS with a +0.23 effect size and Corrective Reading with a +0.06 effect size.

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
Establish a culture of effective planning: -Literacy Leadership: a team comprised of reading endorsed teachers will model and present best practices in grade level team meetings, in professional learning communities, and at school events. -Literacy Coaching: The Reading Coach will observe new and fragile teachers and take them through the coaching cycle to improve their classroom instruction -Assessment: It will be monitored by administration, teachers, and school-wide so that me can address weakness and develop a plan for remediation, intervention, and/or enrichment -Professional Learning- Trainings will be provided by the district reading support along with, trainings for the core implementation	Hankerson, Latoyer, hankersonl@gcpsmail.com
Effective Tier 1 Instruction of core curriculum -Literacy Leadership: Weekly PLC's that focus on the pieces within, small group instruction, and progress monitoring -Literacy Coaching: The Reading Coach will use her expertise to model and team teach to support implementation with fidelity -Assessment: -Professional Learning- Providing quarterly trainings and webinars that will assist and support teachers.	Hankerson, Latoyer, hankersonl@gcpsmail.com

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.

At George W. Munroe we will work hard to increase parental involvement and foster a partnership that ultimately affects success academically, socially, and emotionally. The leadership team will continue to assess the school's culture to ensure that it is respectful, reciprocal, and responsive. The leadership team will continue to promote positive aspects to improve the school's culture. We will do so by modeling the attitudes, values, and qualities we would like to see in our school. We will accomplish this target by: -Scheduling meetings that accommodate working parents through various forms such as face to face, phone conferences, Google/Zoom meetings. In addition to that, we will provide a translator for parents whose primary language is not English. -Involving parents in the school decision making process by soliciting their involvement in Headstart/PreK Center Committee meetings, Title I Meetings, Parent Expos, and School Advisory Council Meetings -Ensuring that all parents understand and have equal access to information regarding policies, procedures, and rights by having them printed or posted in both English or Spanish. -Improving and increasing communication between teachers and parents via email, Skylert, notices, phone, Google Meet/Zoom, etc. -Referring them as needed to the Family and Community Engagement(F.A.C.E)

office for programs and resources that strengthen parenting skills and help parents provide better educational assistance -Notifying parents of their child's academic progress and providing them with information to help them improve.

In addition to the aforementioned strategies to build a positive school culture, we will a have quarterly Community Assessment Team meetings. Members selected for this team will represent various facets of our community such as clergymen, business owners, local government agencies as well as district support. The CAT team will be informed as to the school status and work collaboratively together to brainstorm ideas and ways to support and implement initiatives that student achievement as well as faculty and staff support..

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

The entire faculty and staff is responsible for fulfilling the vision and mission of the school by taking an active part in ensuring that all stakeholders involved in the academic, social, and emotional success of students are contributing to those qualities that elicit a successful, positive and safe environment for all.