

Okaloosa County School District

Annette P. Edwins Elementary School



2022-23 Schoolwide Improvement Plan

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Annette P. Edwins Elementary School

7 WRIGHT PKWY SW, Fort Walton Beach, FL 32548

[no web address on file]

Demographics

Principal: Kathleen Armstrong

Start Date for this Principal: 8/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (42%) 2018-19: B (57%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Okaloosa 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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Annette P. Edwins Elementary School

7 WRIGHT PKWY SW, Fort Walton Beach, FL 32548

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

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

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We prepare all students to achieve excellence by providing the highest quality education while empowering each individual to positively impact their families, communities, and the world.

Provide the school's vision statement.

Edwins Mission Statement: At Edwins we strive to provide rigorous learning opportunities that result in significant academic gains within an environment of love and trust. Edwins is an amazing place to teach and learn.

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
Armstrong, K	Principal	to plan and execute school improvement plan.
Reeder, Illa	Assistant Principal	to support ELA team and to ensure SPP goals are monitored and achieved.
Jackson, Kayla	School Counselor	To serve on MTSS committee and support teachers with MTSS process.
Osborn, Karen	Instructional Coach	to ensure math PD is implemented with fidelity and to support math training and PD at Edwins
Rounsaville, Renee	Instructional Coach	to ensure ELA pd and support is implemented with fidelity

Demographic Information

Principal start date

Sunday 8/1/2021, Kathleen Armstrong

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.*

9

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

452

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

7

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

7

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	73	65	79	85	56	74	0	0	0	0	0	0	0	432
Attendance below 90 percent	1	21	14	21	10	12	0	0	0	0	0	0	0	79
One or more suspensions	1	3	3	2	0	2	0	0	0	0	0	0	0	11
Course failure in ELA	2	0	5	9	2	0	0	0	0	0	0	0	0	18
Course failure in Math	2	0	1	6	1	4	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	14	25	0	0	0	0	0	0	0	58
Level 1 on 2022 statewide FSA Math assessment	0	0	0	16	13	18	0	0	0	0	0	0	0	47
Number of students with a substantial reading deficiency	0	0	6	19	14	25	0	0	0	0	0	0	0	64

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	2	1	7	25	17	28	0	0	0	0	0	0	0	80

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	4	0	0	7	1	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 9/2/2022

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	66	78	78	65	71	65	0	0	0	0	0	0	0	423
Attendance below 90 percent	5	13	18	6	11	7	0	0	0	0	0	0	0	60
One or more suspensions	1	4	1	2	2	2	0	0	0	0	0	0	0	12
Course failure in ELA	6	16	5	4	9	8	0	0	0	0	0	0	0	48
Course failure in Math	5	12	5	4	7	6	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	21	19	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	12	19	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	14	5	5	11	9	0	0	0	0	0	0	0	50

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	6	4	1	2	6	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	66	78	78	65	71	65	0	0	0	0	0	0	0	423
Attendance below 90 percent	5	13	18	6	11	7	0	0	0	0	0	0	0	60
One or more suspensions	1	4	1	2	2	2	0	0	0	0	0	0	0	12
Course failure in ELA	6	16	5	4	9	8	0	0	0	0	0	0	0	48
Course failure in Math	5	12	5	4	7	6	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	21	19	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	12	19	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	14	5	5	11	9	0	0	0	0	0	0	0	50

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	6	4	1	2	6	0	0	0	0	0	0	0	0	19
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	36%	61%	56%				49%	67%	57%
ELA Learning Gains	44%						50%	64%	58%
ELA Lowest 25th Percentile	33%						57%	57%	53%
Math Achievement	48%	47%	50%				59%	73%	63%
Math Learning Gains	62%						67%	70%	62%
Math Lowest 25th Percentile	50%						63%	60%	51%
Science Achievement	21%	63%	59%				51%	62%	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	44%	66%	-22%	58%	-14%
Cohort Comparison		0%				
04	2022					
	2019	43%	67%	-24%	58%	-15%
Cohort Comparison		-44%				
05	2022					
	2019	55%	67%	-12%	56%	-1%
Cohort Comparison		-43%				

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	42%	73%	-31%	62%	-20%
Cohort Comparison		0%				
04	2022					
	2019	60%	74%	-14%	64%	-4%
Cohort Comparison		-42%				
05	2022					
	2019	69%	71%	-2%	60%	9%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	63%	-13%	53%	-3%
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	9	28	21	30	44	33	11				
ELL	28	53		41	47						
BLK	32	32		42	50		9				
HSP	36	57		44	59		30				
MUL	37	47		57	73		20				
WHT	35	44	17	48	65	58	23				
FRL	38	44	35	49	65	45	21				
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	18	24		23	24		18				
ELL	33			47							
BLK	39	10		27	20		8				
HSP	39			43							
MUL	50			72							
WHT	40	39		47	39		33				
FRL	41	21		40	25		22				
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	28	35	53	42	57	63	36				
ELL	46	47		54	35						
BLK	43	60		62	72		53				
HSP	47	39		59	57						
MUL	45	30		60	70						
WHT	53	54	53	57	68	67	55				
FRL	45	45	58	58	64	59	45				

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	45
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	68
Total Points Earned for the Federal Index	362
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	47
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
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	47
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Our ELA achievement and gains have been on a downward trend in all subgroups. Our Science achievement made a dramatic drop in the last two years.
Math achievement and gains have been moving upward.

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

Science, Reading proficiency, ESE proficiency.
ESE proficiency has dropped dramatically each year for the past 3 years.

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

Attendance & Covid learning loss are the contributing factors.
We need to create a PBIS plan to address the attendance issue.
For learning loss, we need to focus on student learning gaps via scaffolded instruction and individual learning paths.

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

Math definitely had the best upward trend according to our data. Our math achievement and gains both went up.

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

We had a school-wide focus on small group instruction, manipulatives and using as many adults as possible in each room to provide scaffolded support as needed. Our Title teacher partnered with some teachers in 3-5 to work in a team model during the math blocks.

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

We need to continue the work we have started but increase our practice of interactive lessons and engaged student talk. We have a new text book this year and the professional development for that text has been helpful.

We also have some tutoring going on during the day and after school.

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.

Teachers will receive 3 full days of standards and textbook training during the school year. We have a math coach who works with teachers in groups and with individual coaching cycles. Common planning is an expected practice at this school.

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

Our reaching coach is now full time at Edwins and our Math coach is here 4 days a week. We have Teacher training time which allows teacher choice in multiple trainings offered such as: de-escalation, Zones of regulation; engagement strategies.

Areas of Focus

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

:

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

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

Students with disabilities represent 25% of our school population. This 25% accounts for students with difficulties in communication, behavior and socialization in self-contained ESE classrooms and our students with milder learning disabilities that spend the majority of their time in general education settings. Both groups have been underperforming in Reading and Math achievement. ELA achievement has dropped from 28% to 9% since 2019. Math achievement has dropped from 42% to 30% since 2019.

Measurable**Outcome:**

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

Our goal is that SWD will be 35% proficient in Reading and 55% proficient in math.

Monitoring:

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

We use iReady 3 times during the year to monitor student progress. Teachers conference with parents and students. The admin team has data chats with grade levels and individual teachers as needed.

Person

responsible for monitoring outcome:

K Armstrong (armstrongk@okaloosaschools.com)

Evidence-based Strategy:

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

Teachers all use small group instruction at the students level using iReady data, program and resource materials (Magnetic) as well as research based text book. K-2 students use multi-sensory strategies by Orton Gilliam. In math, students will use manipulatives to gain understanding of complex idea with concrete tools.

Rationale for Evidence-based Strategy:

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

iReady is a research based program that meets gauges where students are and provides instruction at their level to fill in gaps of learning. Multi-sensory instruction in ELA and Math have proven to engage students and help them learn.

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.

School wide professional development on engagement strategies, state standards, ESE accommodations, small group intervention and iReady. This PD will happen 4 times annually in formal sessions and monthly in department meetings and teacher training times.

Person Responsible K Armstrong (armstrongk@okaloosaschools.com)

iReady training on interpreting data and using instructional materials. This happens twice annually.

Person Responsible Renee Rounsaville (renee.rounsaville@okaloosaschools.com)

Introduce and monitor school-wide use of Zones of Regulation to help students manage self regulation and be in class more often to receive instruction.

Person Responsible Kayla Jackson (kayla.kh.jackson@okaloosaschools.com)

#2. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and****Rationale:**

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

33% of our school is African American. Since 2019 our ELA achievement has dropped from 43% to 32%. Math achievement has dropped from 62% to 42%.

Measurable Outcome:

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

This year our proficiency rate for African American students will be 50% in reading and 60% in math.

Monitoring:

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

We use iReady 3 times during the year to monitor student progress. Teachers conference with parents and students. The admin team has data chats with grade levels and individual teachers as needed.

Person responsible for monitoring outcome:

K Armstrong (armstrongk@okaloosaschools.com)

Evidence-based Strategy:

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

Teachers all use small group instruction at the students level using iReady data, program and resource materials (Magnetic) as well as research based text book.

K-2 students use multi-sensory strategies by Ortan Gilliam.

In math, students will use manipulatives to gain understanding of complex idea with concrete tools.

PBIS will be used school-wide along with the Zones of Regulation

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

The strategies above are proven to support learning for all students. The PBIS and Zones of regulation will help some of our students that struggle with self-control and anger to better manage their behavior and help to create a positive learning environment.

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.

School wide professional development on engagement strategies, state standards, ESE accommodations, small group intervention and iReady. This PD will happen 4 times annually in formal sessions and monthly in department meetings and teacher training times.

Person Responsible

K Armstrong (armstrongk@okaloosaschools.com)

iReady training on interpreting data and using instructional materials. This happens twice annually

Person Responsible

Karen Osborn (osbornk@okaloosaschools.com)

Introduce and monitor school-wide use of Zones of Regulation to help students manage self regulation and be in class more often to receive instruction.

Person Responsible

Kayla Jackson (kayla.kh.jackson@okaloosaschools.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

IN ELA K-2 scores were as follows at the end of the year iReady assessment

K 46% proficient

1 45% proficient

2 45% proficient

Our strategies to bring these scores up to above 50% are:

Classroom routines and practices that include explicit, systematic foundational instruction from the scope and sequence of Benchmark Advance.

Multisensory strategies such as Max Scholar or Orton Gillingham will be included in the instructional delivery of the following: oral language, phonological awareness, phonics, and fluency.

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

In ELA 3-5 scores were as follows at the end of the year based on FSA

3 38% proficient

4 34% proficient

5 33% proficient

Our beginning of the year data on FAST is as follows:

3 5% proficient

4 15% proficient

5 17% proficient

In grades 3-5 there is a focus on engagement and vocabulary school-wide to help students access the text and increase comprehension. Vocabulary instruction is explicit and interactive including interactive word walls. Engagement is being addressed in the following ways:

Using evidence-based strategies to engage and enhance effective student learning

Select engagement strategies that aid students in comprehending and analyzing text.

Whole Group and Small Group Interactive Student Talk Moves (e.g. Go-Go-Mo, Turn and Talk. Think-Pair-Share, Gallery Walk, Socratic Seminar, Fishbowl)

Strategic Use of Text-Dependent Questions at a variety of DOK levels within the components of the Balanced Literacy Block

Making Connections, Questioning, and Visualizing (During Reading)

Purposefully Text Marking, Annotating, and Citing Text Evidence (During Reading)

Journaling, Activating Prior Knowledge, Essential Questions, and Making Predications (Pre-Reading Strategies)

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)

Our goal is that 55% of K-2 students will be proficient using the iReady diagnostic III administered at the end of the year.

Our FAST data shows

K

1 33%

2 38%

Our goal is that 50% of K-2 students will be proficient on the FAST assessment at the end of the year.

Grades 3-5: Measureable Outcome(s)

Our goal is that 50% of 3-5 students will be proficient using the iReady diagnostic III administered at the end of the year.

Our FAST data shows

3 5% proficient

4 15% proficient

5 17% proficient

Our goal for the end of the year is 50% proficiency in every grade level.

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.

We will monitor using iReady diagnostics and FAST progress monitoring 3 times a year. Once the diagnostic information is in we will conference with students, parents, teachers and departments.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Armstrong, K, armstrongk@okaloosaschools.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?

iReady intervention and instruction
Engagement strategies
Multi sensory strategies (Ortan Gilliam)

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?

All of these strategies have been researched and have proven to be effective for students.

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
Meet with all stakeholders over the summer to develop School Performance Plan and identify areas of weakness and develop strategies to address them	Armstrong, K, armstrongk@okaloosaschools.com
Create Professional Development plan for the year including school-wide training on new standards & textbooks, department training for common planning, review of instructional data and planning for future instruction based on data. All plans will include group and individual coaching plans based on needs of teacher population as identified by admin and coach.	Armstrong, K, armstrongk@okaloosaschools.com
Monitor teacher & student performance with multiple walk throughs weekly, specific feedback to teachers based on expectations and observations in the classroom and student data.	Armstrong, K, armstrongk@okaloosaschools.com
Mid-year progress check will be conducted after the 2nd round of data collection. All classes will be reviewed as well as individual targeted students at risk. Instructional adjustments will be made at that time as well as improvement plans for teachers in need of support.	Armstrong, K, armstrongk@okaloosaschools.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.

The team at Edwins Elementary holds the vision that all of our students will thrive and reach their highest potential in an environment where everyone is Safe, Responsible, a Problem Solver & a Contributor. We choose to establish and maintain a school culture that sees every person's true worth and values every

member of our school community.

What action steps are you taking to achieve your school's vision?

The action steps we are taking to achieve our schools' vision are first and foremost by recognizing the value of every person. This is manifest in all of our decision making. We are student centered in our Positive Behavior Intervention System (PBIS) and in our Multi-Tiered System of Support (MTSS). We meet students where they are and use all our resources to move that student to the next level of performance. We see academic and behavioral deficits as an opportunity for growth and encourage all students to be independent problem-solvers to help themselves and those around them. This can be seen in the community service projects that benefit our school and the community around us.

We build classroom cultures in which all students and adults work together to benefit the class and school as a whole. This is manifest in student ownership of their own learning and the learning of their classmates. We model, and encourage students, to be safe with their words and actions and to practice self-care and self-regulation. We strive to provide an environment where everyone feels safe, supported, and able to engage in the academic struggle that is required to learn.

Edwins teachers recruit other teachers to come work here and all adults have a sense of ownership for ALL Edwins students.

We have signage in all settings that remind students of the expectations for all Jr. Vikings. In each class we have our core values and Zones of Regulation signage to help students stay in the learning mindset.

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

Multiple stakeholders participate in our school culture. We have volunteers from the High School next door that work with our students and model a positive attitude toward school and learning.

We have parent volunteers who have create a team of adults to volunteer around the school including in our PBIS reward store. They volunteer their time and donate items for the store.

Teacher at Edwins are committed to the success of all students. There is a feeling of shared ownership and efficacy in preparing our students academically, socially and emotionally.

We have many business partners that donate time, money and resources to Edwins Elementary to support our positive behavior intervention system and toward teacher support initiatives.