Martin County School District

Warfield Elementary School

2022-23 Schoolwide Improvement Plan

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Warfield Elementary School

15260 SW 150TH ST, Indiantown, FL 34956

martinschools.org/o/wes

Demographics

Principal: Cristina Smith

Start Date for this Principal: 7/1/2019

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 (43%) 2018-19: A (63%) 2017-18: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Martin County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Warfield Elementary School

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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 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	95%

School Grades History

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

School Board Approval

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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.

The mission statement of the Martin County School District, and Warfield Elementary, is to "Educate all students for success".

The faculty and staff of Warfield Elementary School are dedicated and accountable to the children, parents, and community. We work collaboratively to provide successful educational experiences so all students become literate and productive citizens.

Provide the school's vision statement.

The vision statement for the Martin County School District and Warfield Elementary is, "A dynamic educational system of excellence".

Warfield Elementary School is committed to providing our students with the most effective and dynamic instruction purposed with ensuring the success of all students.

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
Smith, Cristina	Principal	Oversee all instruction, learning, and professional development.
Gilbride, Angie	Assistant Principal	Oversee ELA learning and professional development.
Jacaruso, Cheryl	Assistant Principal	Oversee math and science learning and professional development.
Piecora, Jamie	Instructional Coach	Oversee parent involvement, ELL learning, and literacy learning.
Betscha, Rachael	Math Coach	Oversee math instruction, learning, and professional development.
Ohlrich, Mary	Reading Coach	Oversee ELA instruction, learning, and professional development.
Goddard, Jennifer	School Counselor	Oversee behavior and attendance.
Mericle, Kyla	Instructional Coach	Oversee ESE instruction, learning, and professional development.

Demographic Information

Principal start date

Monday 7/1/2019, Cristina Smith

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.*

10

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

681

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

14

Identify the number of instructional staff who joined the school during the 2022-23 school year.
12

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	132	120	155	149	146	0	0	0	0	0	0	0	0	702
Attendance below 90 percent	44	30	29	44	27	0	0	0	0	0	0	0	0	174
One or more suspensions	2	1	2	3	1	0	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	82	65	0	0	0	0	0	0	0	0	147
Level 1 on 2022 statewide FSA Math assessment	0	0	0	70	62	0	0	0	0	0	0	0	0	132
Number of students with a substantial reading deficiency	52	55	127	90	115	0	0	0	0	0	0	0	0	439

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	0	0	69	60	0	0	0	0	0	0	0	0	131

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

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	56	0	0	0	0	0	0	0	0	0	56
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Thursday 9/8/2022

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	116	165	165	154	202	0	0	0	0	0	0	0	0	802
Attendance below 90 percent	36	54	44	29	51	0	0	0	0	0	0	0	0	214
One or more suspensions	0	2	0	3	0	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	96	96	0	0	0	0	0	0	0	0	192
Level 1 on 2019 statewide FSA Math assessment	0	0	0	96	95	0	0	0	0	0	0	0	0	191
Number of students with a substantial reading deficiency	13	35	58	96	96	0	0	0	0	0	0	0	0	298

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

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	84	86	0	0	0	0	0	0	0	0	171

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	1	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	9	0	0	0	0	0	0	0	0	9

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	116	165	165	154	202	0	0	0	0	0	0	0	0	802
Attendance below 90 percent	36	54	44	29	51	0	0	0	0	0	0	0	0	214
One or more suspensions	0	2	0	3	0	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	96	96	0	0	0	0	0	0	0	0	192
Level 1 on 2019 statewide FSA Math assessment	0	0	0	96	95	0	0	0	0	0	0	0	0	191
Number of students with a substantial reading deficiency	13	35	58	96	96	0	0	0	0	0	0	0	0	298

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	84	86	0	0	0	0	0	0	0	0	171

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	1	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	9	0	0	0	0	0	0	0	0	9

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	22%	53%	56%				42%	58%	57%
ELA Learning Gains	53%						61%	59%	58%
ELA Lowest 25th Percentile	46%						78%	56%	53%
Math Achievement	29%	43%	50%				56%	65%	63%
Math Learning Gains	63%						68%	65%	62%
Math Lowest 25th Percentile	42%						71%	53%	51%
Science Achievement		54%	59%					58%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	34%	54%	-20%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	45%	57%	-12%	58%	-13%
Cohort Comparison		-34%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		-45%				

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	45%	58%	-13%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	60%	67%	-7%	64%	-4%
Cohort Comparison		-45%				
05	2022					
	2019					
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
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	17	60	50	26	72	64					
ELL	19	50	42	26	62	39					
BLK	12			24							
HSP	22	53	47	29	63	43					
WHT	27			27							
FRL	22	57	56	29	66	55					

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	11			9							
ELL	19	95		21	84						
BLK	10			7							
HSP	19	86		22	86						
FRL	19	81		21	81						

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	19	68	75	23	68	69					
ELL	40	62	76	57	67	72					
BLK	29	36		39	64						
HSP	42	63	76	58	68	70					
WHT	69			62							
FRL	44	63	83	58	70	77					

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	54
Total Points Earned for the Federal Index	309
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	18
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	44
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	
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	27
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
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?

-2022 data: ELL learning gains- 50% had a learning gain on ELA FSA, 62% had a learning gain on math FSA.
-2022 data: overall, 53% of students had a learning gain on the reading FSA and 63% of students had a learning gain on the math FSA.
-Black and ESE subgroups have traditionally lower proficiency levels.
-Overall proficiency increased from 2021 by 3 percentage points in ELA and 6 percentage points in math.
-Vocabulary, oral language, and background knowledge across content areas is a need for our students.

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

-Black and ESE student populations demonstrate the highest need for improvement in math and ELA proficiency.
-Increased proficiency in ELA and math for all subgroups.

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

Factors
-With 59% of our students being English Language Learners, it is critical that our instruction intentionally embeds language acquisition supports.
New Actions
-Support for students in small groups by teachers, AmeriCorps, and ESSER-funded positions.
-Benchmark, FUNdations, Geodes, & Savvas curriculums are implemented with fidelity.
-Interventions used with fidelity (FUNdations reteach with Geodes, Phonics for Reading, & SPIRE).
-Before and after-school tutoring & mentorship program for at-risk students.
-Focus on collective teacher efficacy through PLCs.
-Imagine Learning and Accelerated Reader morning labs before school begins.
-Behavioral support groups for students in need.
-All classrooms have support from at least one other support staff throughout the day (paraprofessional, support facilitation teachers, AmeriCorps and/or ESSER-funded position) who provide small group/ individualized instruction.
-Collaboration with State Regional Literacy Director to develop and implement ELA reading foundational skill/Science of Reading professional learning.
-Classroom coaching support with State Regional Literacy Director, literacy and math coaches, and Prevention Intervention Programs Specialist.

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

60% of our ESE subgroup made learning gains on the 2022 ELA FSA, compared to 53% overall.
72% of our ESE subgroup made learning gains on the 2022 math FSA, compared to 63% overall.

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

ESE teachers used the SPIRE program to remediate using explicit instruction on foundational phonics skills.
ESE teachers used small group time to address specific skill gaps while still instructing to the rigor of the grade level standard.

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

-Flexible master schedule to maximize the amount of time grade level teams can meet in PLCs to collaborate and improve instructional practices by following the four essential questions.
-Utilize the Ellevation platform with student data & ELL supports planning protocols to incorporate ELL Can Do strategies and increase language acquisition.
-Utilize programs/curriculum with fidelity by following the MCSD pacing calendar which includes frequent progress monitoring through unit assessments and classroom walk-throughs.

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.

-Instructional Empowerment consultant to provide professional development with the entire faculty and PLC Design Team to support instruction.
-Content-specific training in math and ELA for teachers as well as coaching cycles.
-Collaboration with our State Regional Literacy Director on reading instructional strategies.
-Continued PLC work and alignment of MTSS and core student data to make changes in instructional practices to close the academic gap.

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

-Continue to build the capacity of all faculty around the school-wide goal of teacher collaboration for student achievement through the PLC process.
-Tutoring before and after school for at-risk students.

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

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Increase the number of students achieving on or above grade level on the ELA FAST Assessment because ELA proficiency continues to fall below the district and state average.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The school plans to increase the number of students on or above grade level on the ELA FAST Spring Assessment to 41%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Through Professional Learning Communities and structured teams will analyze district wide and common formative assessments to monitor students progress and make instructional decisions for students based on this data. In conjunction with PLCs, the leadership team will analyze state, district, and formative/summative data following the cycle of continuous improvement.
Person responsible for monitoring outcome:	Angie Gilbride (gilbria@martin.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	A school wide culture built around high levels of teacher learning through collaboration and collective efficacy (PLCs) to attain high levels of learning for all students (grade level expectations and beyond.)
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Current educational research done by John Hattie indicates that collective teacher efficacy (PLCs) is strongly correlated with student achievement.

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.

1. Utilize programs with fidelity (Benchmark, Heggerty, Phonics for Reading, Spire, & FUNdations/ Geodes).
2. Collect, analyze, and respond to data generated from these programs through the PLC process.
3. Continue professional development with Florida Benchmark Standards, Benchmark curriculum, instruction, pedagogy, and evidence based strategies.
4. Increase vocabulary and background knowledge by the addition of visuals, realia, and links to Benchmark Curriculum as related to thematic units.
5. Utilize language acquisition data from Ellevation to plan scaffolded instruction around language development needs. Provide question/sentence stems, wait time, and opportunities to interact and practice.
6. Ensure interventions are aligned to student needs and provide interventions to all students with reading deficits.
7. Provide before and after school tutoring for students to remediate reading deficits.

Person Responsible [no one identified]

#2. 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.**	Increase the number of students achieving on or above grade level on the Math FAST assessment because math proficiency continues to be below the district and state average.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The school plans to increase the percent of students on or above level on the Math FAST spring assessment to 41%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Through Professional Learning Communities structured teams will analyze district-wide and common formative assessments to monitor students progress and make instructional decisions for students based on this data. In conjunction with PLCs the leadership team will analyze state, district, and classroom formative/summative data following the cycle for continuous improvement.
Person responsible for monitoring outcome:	Rachael Betscha (betschr@martin.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	A school wide culture built around high levels of teacher learning through collaboration and collective efficacy (PLCs) to attain high levels of learning for all students (grade level expectations and beyond).
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Current educational research done by John Hattie indicates that collective teacher efficacy (PLCs) is strongly correlated with student achievement.

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.

1. Utilizing programs with fidelity (Number Talks, Savvas enVision).
2. Continued professional development with Florida B.E.S.T. Math curriculum, number sense, Number Talks, instruction, pedagogy and evidence based strategies.
3. Collect, analyze, and respond to data generated from these programs through the PLC process.
4. Ensure students are being given remediation and enrichment as needed.
5. Structure lessons using the Concrete, Representational, Abstract model.
6. Increase vocabulary and background knowledge by the addition of visuals realia, and link to Savvas Envision as related to topics.
7. Utilize language acquisition data from Ellevation to plan scaffolded instruction around language development needs.

Person Responsible Rachael Betscha (betschr@martin.k12.fl.us)

#3. 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.**	The data indicates that second language learners require explicit focused vocabulary instruction in order to make connections to the content. Use of hands-on science experiments will facilitate the transference of knowledge and the making of connections.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The school plans to increase science proficiency on the IMS FSSA to 41%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Through Professional Learning Communities structure teams will analyze common formative assessments to monitor students progress and make instructional decisions for students based on this data.
Person responsible for monitoring outcome:	Cheryl Jacaruso (jacaruc@martin.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	A school wide culture built around high levels of teacher learning through collaboration and collective efficacy (PLCs) to attain high levels of learning for all students (grade level expectations and beyond).
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Current educational research done by John Hattie indicates that collective teacher efficacy (PLCs) is strongly correlated with student achievement.

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.

1. Create grade level specific vocabulary lists at the rigor of the standards for use within each science unit and across content areas.
2. Provide specific instruction around vocabulary including continued embedded exposure and usage in science and ELA.
3. Plan collaboratively to make science connections through hands-on science labs and experimentation.
4. Collect, analyze, and respond to Elevate science classroom assessment data through the PLC process.
5. Collaboration with district science coordinator, Jennifer Borges to utilize her expertise with the selection of standard-aligned experiments and development of rigorous vocabulary lists for implementation in science lessons.
6. Utilize language acquisition data from Ellevation to plan scaffolded instruction around language development needs.
7. Science standards are integrated through the use of the 4th grade Robotics program implementation,

Person Responsible Cheryl Jacaruso (jacaruc@martin.k12.fl.us)

#4. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The number of students performing below grade level proficiency on the ELA, Math, and Science statewide assessments indicates that intentional planning around instructional practices needs to be strengthened through collective efficacy in the PLC process.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With effective implementation of professional learning communities, the school plans to increase the number of students on or above grade level on the Math FAST spring assessment to 39%. The school plans to increase the percent of students on or above level on the ELA FAST Spring Assessment to 32%. The school plans to increase science proficiency on the IMS FSSA from 12% to 22%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school will monitor this area of focus through the progress monitoring assessments, learning walks, and data analysis through the implementation of a continuous improvement model.
Person responsible for monitoring outcome:	Cheryl Jacaruso (jacaruc@martin.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The Professional Learning Community at Work (PLC) model offers a systems approach to school improvement. Teachers are organized into grade level, course specific, or interdisciplinary collaborative teams in which educators work interdependently to achieve common goals for which members are mutually accountable. Each team then uses the evidence of student learning to identify individual students who need additional time and support, to discover problematic areas of the curriculum that require the attention of the team, and to help each member become aware of his or her instructional strengths and weaknesses.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Collective Teacher Efficacy is ranked as the number one factor influencing student achievement with an effect size of 1.57 (Hattie, 2016). According to Visible Learning research, CTE is more than three times as powerful and predictive of student achievement as socioeconomic status and has more than double the effect of prior achievement.

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.

PLC teams will:
1. Focus on the four guiding questions
2. Create grade level appropriate assignments that include opportunities in which students are held to high expectations.
3. Collaborate to design and implement strong instruction.
4. Design lessons that include engagement strategies.
5. Develop an understanding of how to incorporate student self-reported grades.

Person Responsible Cheryl Jacaruso (jacaruc@martin.k12.fl.us)

#5. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Increase the number of students achieving on or above grade level on the ELA and Math FAST assessment because proficiency continues to be below the district and state average.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The school plans to increase the number of students on or above grade level on the Math FAST spring assessment to 39%. The school plans to increase the percent of students on or above level on the ELA FAST Spring Assessment to 32%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school will monitor this area of focus through the use of data collected from school-wide classroom walkthroughs based on the four key resources: strong instruction, deep engagement, grade level appropriate assignments, and high expectations.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Classroom walkthroughs are brief, structured, informal and non-evaluative classroom observations by district and school leadership and teachers. The goal is to observe the teaching learning process in a classroom. Classroom walkthroughs give a strong sense of current instructional practices that become qualitative data on the strengths and needs of the teachers and students and plan improvement efforts accordingly. Teachers are given immediate specific feedback based on the four key resources: strong instruction, deep engagement, grade level appropriate assignments, and high expectations.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for	Conducting classroom walkthroughs is an evidence based strategy for gaining an overall picture of instruction in the building. While brief in nature, walkthrough visits yield patterns of data in terms of the instructional strategies that teachers use, levels of student engagement, the kind of work students are producing, and opportunities for differentiation to meet the needs of a range of student interests and skills. These patterns of data can be shared with faculty as a basis for discussion about how to meet the needs of students and increase student achievement.

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.

Through the use of classroom walkthroughs, teams will:
1. Give immediate specific feedback related to the four key resources: strong instruction, deep engagement, grade level appropriate assignments, and high expectations.
2. Collaborate across grade levels to improve instructional practices and identify trends based on data collected.
3. Reflect and refine their instructional practices through the continuous improvement process.

Person Responsible Cristina Smith (smithc1@martin.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

Increase the number of students achieving on or above grade level on the ELA FAST STAR assessment because ELA proficiency continues to be below the district average.
Increase the number of students achieving a passing score on the FUNdations unit assessment because phonics proficiency continues to be below the district average. We will specifically focus on the transfer of phonics skills into reading comprehension.

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

Increase the number of students achieving on or above grade level on the ELA FAST assessment because ELA proficiency continues to be below the district and state averages.

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)

The school plans to increase the percentage of students scoring a 90% or above level on FUNdations Unit assessments.
The school plans to increase the percent of students on or above level on the ELA FAST STAR Spring Assessment to 32%.

Grades 3-5: Measureable Outcome(s)

The school plans to increase the percent of students on or above level on the ELA FAST Spring Assessment to 32%.

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.

Through Professional Learning Communities (PLCs) structured teams will analyze district-wide and common formative assessments to monitor students progress and make instructional decisions for students based on this data.

In conjunction with PLCs the leadership team will analyze state, district, and classroom formative/ summative data following the cycle of continuous improvement.

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

Smith, Cristina, smithc1@martin.k12.fl.us

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

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

Professional Learning Communities, FUNdations, Heggerty, Benchmark, Phonics for Reading, SPIRE, Geodes

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 evidence-based programs listed above address our identified needs in phonics and phonemic awareness as well as have a proven record of effectiveness for our population. These programs have been adopted and approved by the Martin County School District.

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
Literacy Leadership 1. The planning and use of the state literacy director through Think Tank professional development sessions around Science of Reading topics. 2. The Literacy leadership Team will be the leads to support teachers on their grade level to utilize programs with fidelity (Benchmark, Heggerty, Phonics for Reading, Spire, & FUNdations/Geodes).	Smith, Cristina, smithc1@martin.k12.fl.us
Coaching: 1. The Warfield literacy coaching will engage teachers in the coaching model to support the implementation of ELA programs. 2. Engage teachers in staff development sessions to grow their instructional practices specific to ELA programs.	Smith, Cristina, smithc1@martin.k12.fl.us
Assessment: 1. The Literacy Leadership Team will analyze data to drive instructional decision making. 2. Use of assessment screeners (Phones for Reading/FUNdations) to determine needs of students and provide intervention to all with those deficits.	Smith, Cristina, smithc1@martin.k12.fl.us
Professional Learning: 1. Engage and train paraprofessionals and AmeriCorps members in monthly professional learning around literacy related topics. 2. Providing professional development around critical reading foundational skills in relation to BEST Benchmarks to grow teacher pedagogy in alignment to ELA programs.	Smith, Cristina, smithc1@martin.k12.fl.us

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

The school ensures that all stakeholders have a voice in order to meet student needs, both academically and socially. The school works closely with our School Advisory Council, which consists of members of the community, parents, and staff, to build a positive school culture. Additionally, the school collaborates with four counseling agencies: Tykes and Teens, Legacy Behavioral Services, Treasure Health/Hospice and The Dept. of Children and Families.
The school district also provides our school a School Social Service Worker once a week to implement and coordinate a variety of services for targeted students. These students are referred to assist in the prevention and remediation of problems in attendance, behavior, health, mental health, and adjustment. Furthermore, our School guidance counselor provides individual and small

group counseling to address social/emotional, incidental and chronic issues affecting students. The School guidance counselor conducts numerous Character Counts, Anti-Bullying, Mental Wellness and other programs specific to our RtiB data. Our 'check in/check out' mentoring and individual point sheet methods are also used as interventions.

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

Each year in April and May, three different local PreK providers collaborate with school officials to schedule a Pre-K to Kindergarten transition visit for students, support personnel and parents. These visits also include children who have no previous schooling and their parents. The visits provide students and parents an opportunity to tour the campus, visit KG classrooms and special areas (art, music, P.E.), and receive a snack in the cafeteria. Parents are able to ask questions and receive information to support transitioning their child(ren) to kindergarten. In March, a PreK to Kindergarten Parent Transition meeting is held to provide them with information to effectively support students coming to a new school. In May, our school's Individual Education Plan (IEP) team and parents meet with Indiantown Middle School personnel to review academic and behavioral support services for each ESE student and determine appropriate placement based on the student's needs.
Each summer (in June) any student who registers for Kindergarten is invited to attend our Jump Start to Kindergarten program. This is a half-day program for 15-20 days focusing on academic readiness and social-emotional skills. Teachers have an opportunity to work with and observe students so they can be appropriately supported in the next school year. The students have an opportunity to become acclimated to the school environment and the expectations for their learning, behavior and work habits. Approximately 75 to 80% of the incoming kindergarten students participate in this program.
In March of each year, the local Pre-K providers collaborate with school officials to plan and present a Transition to Kindergarten Parent Night. Parents of all three local Pre-K providers as well as those whose children haven't been enrolled in a Pre-K program are welcome to attend this meeting. The school's kindergarten teachers and administration present information (in English and Spanish) to parents focusing on what to expect in kindergarten and how to make the transition to school easier. Parents are provided with written information, as well.
Throughout the school year, the SAC (school advisory committee) including staff, teachers and parents meet to discuss data and shares responsibility for guiding the school toward continuous improvement. Family nights and parent workshops are also offered during the school year. These events incorporate educational games and information for parents. We also utilize and promote our Parent Resource Center which provides academic resources to our teachers and families.