

Glades County School District

Moore Haven Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	19
Planning for Improvement	23
Positive Culture & Environment	0
Budget to Support Goals	0

Moore Haven Elementary School

401 TERRIER PRIDE DR SW, Moore Haven, FL 33471

www.gladesedu.org

Demographics

Principal: Kristi Durance

Start Date for this Principal: 7/1/2022

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)	86%
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: D (39%) 2018-19: C (46%) 2017-18: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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 Glades 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	19
Planning for Improvement	23
Title I Requirements	0
Budget to Support Goals	0

Moore Haven Elementary School

401 TERRIER PRIDE DR SW, Moore Haven, FL 33471

www.gladesedu.org

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	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

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

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

It is the mission of Moore Haven Elementary School to create life-long learners, by providing a quality education in a safe environment of trust, understanding, and respect.

Provide the school's vision statement.

Striving to be Florida's premier learning organization.

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
Durance, Kristi	Principal	<p>(1) Provide leadership in the continuous improvement of the total educational program in the school. *</p> <p>(2) Manage and administer the overall instructional program of the school. *</p> <p>(3) Manage and administer the overall activities of assessing and developing the instructional program of the school. *</p> <p>(4) Provide leadership and facilitate the accreditation program at assigned school. *</p> <p>(5) Involve others in the decision-making process and encourage teamwork, collaboration and partnerships.</p> <p>(6) Assume, as requested, a District-wide leadership role for an identified function, program, or service, such as curriculum development, instructional technology, staff development, or custodial coordination. *</p> <p>(7) Participate, as requested, in District-wide curriculum development and assume responsibility for the implementation of such programs when approved. *</p> <p>(8) Participate, as requested, in the evaluation, selection and adoption of textbooks and other instructional materials.</p> <p>(9) Participate, as requested, in the development of the District's student assessment program. Manage and administer the testing program for the school. *</p> <p>(10) Provide leadership, facilitate and oversee the wise use of personnel resources within the school. *</p> <p>(11) Serve as the liaison between the school and Districtwide services available to assist the school in its mission. *</p> <p>(12) Manage the implementation and administration of negotiated employee contracts at the school level. *</p> <p>(13) Provide leadership and facilitate the development of long- and short-range instructional and facility needs. *</p> <p>(14) Manage and administer plant safety and facility inspections, including supervision of buildings and grounds. *</p> <p>(15) Manage and administer maintenance services for the school in such a manner that ensures safety, maximum life and use of the facility.</p> <p>(16) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment. *</p> <p>(17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget. *</p> <p>(18) Manage and supervise the wise use of financial resources for the school. *</p> <p>(19) Manage and administer purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. *</p> <p>(20) Oversee financial accounting to ensure judicious management of all school funds. *</p> <p>(21) Manage and supervise the preparation of financial reports for the school. *</p> <p>(22) Manage and supervise student accounting and attendance procedures at the school. *</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(23) Coordinate with the Food Service Director to oversee and supervise the school food service program. *</p> <p>(24) Serve as a liaison between the school and community and provide leadership for positive school / community relations.</p> <p>(25) Serve as the liaison between the school and business community and provide leadership for the development of partnerships to benefit the school. *</p> <p>(26) Keep well informed about current trends in education. *</p> <p>(27) Keep informed of policy, procedures, instructional programs, potential problems, and resolutions of existing problems. *</p> <p>(28) Keep staff informed of policy, procedures, instructional programs, potential problems, and the resolution of existing problems. *</p> <p>(29) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature. *</p> <p>(30) Oversee and maintain accountability for property inventory records and security of school property. *</p> <p>(31) Oversee the development of a master schedule for teachers. *</p> <p>(32) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs. *</p> <p>(33) Approve and oversee school-sponsored activities and maintain a calendar for all school events. *</p> <p>(34) Provide for the articulation of the school's instructional program and services among school personnel and the community. *</p> <p>(35) Provide leadership for the school improvement and accountability process. *</p> <p>(36) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning. *</p> <p>(37) Assume all duties and responsibilities in Florida statutes. *</p> <p>(38) Provide leadership to ensure that appropriate staff development activities are available to meet staff needs in carrying out the school improvement plan. *</p> <p>(39) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. *</p> <p>(40) Coordinates with the Executive Director of Support Services to supervise and oversee transportation services at the school.</p> <p>(41) Establish procedures to be used in the event of a school crisis or civil disobedience and provide leadership in the event of such happenings. *</p> <p>(42) Implement School Board policy, State statutes and federal regulations as they pertain to the school. *</p> <p>(43) Establish the job assignments for all school-site administrators and assess the school-site administrator's performance. *</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(44) Manage and supervise the school's student activity programs including selection of club sponsors. *</p> <p>(45) Maintain visibility and accessibility on the school campus. *</p> <p>(46) Participate in the development of the District strategic plan, District school calendar, District staffing plan and manpower plans. Manage and administer school functions relating to these items.</p> <p>(47) Assign and supervise school personnel in special projects for the enhancement of the school.</p> <p>(48) Attend school-related activities and events. *</p> <p>(49) Participate in leadership development activities.</p> <p>(50) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(51) Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>*Essential Performance Responsibilities</p>
Pryor, Leslie	Assistant Principal	<p>(1) Provide assistance and feedback to school personnel. *</p> <p>(2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. *</p> <p>(3) Develop the master teaching schedule and assign teachers according to identified needs. *</p> <p>(4) Utilize current educational trends in the planning and preparation of the school instructional program. *</p> <p>(5) Interpret and enforce School Board policy, state statutes and federal regulations. *</p> <p>(6) Implement the accreditation program for the assigned school. *</p> <p>(7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. *</p> <p>(8) Manage and administer the testing program for the school. *</p> <p>(9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. *</p> <p>(10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. *</p> <p>(11) Provide leadership in the event of school crisis and/or civil disobedience. *</p> <p>(12) Provide leadership in the school improvement process. *</p> <p>(13) Administer and develop teacher duty rosters for the school. *</p> <p>(14) Provide supervision while maintaining visibility about the campus and classroom. *</p> <p>(15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. *</p> <p>(16) Interpret and enforce the District's Code for Student Conduct. *</p> <p>(17) Supervise all facets of the registration process. *</p> <p>(18) Coordinate the production of pre-planning materials. *</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. *</p> <p>(20) Comply with provisions of collective bargaining agreements. *</p> <p>(21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. *</p> <p>(22) Develop and maintain positive school/community relations and act as a liaison between school and community. *</p> <p>(23) Coordinate the school food service program as it relates to the special needs of the school. *</p> <p>(24) Maintain adequate property inventory records, key control and security of school property. *</p> <p>(25) Participate in the development of long-range facility needs at the assigned school. *</p> <p>(26) Coordinate plant safety and facility inspection at the school. *</p> <p>(27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. *</p> <p>(28) Coordinate the transportation services at the assigned school. *</p> <p>(29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. *</p> <p>(30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. *</p> <p>(31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. *</p> <p>(32) Manage and administer the attendance policy and procedures. *</p> <p>(33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. *</p> <p>(34) Coordinate data processing activities as assigned. *</p> <p>(35) Provide leadership for, and supervision of, extracurricular activity programs. *</p> <p>(36) Participate in the administration of the school's athletic program. *</p> <p>(37) Assist in managing and supervising the student activity programs, including the selection of club sponsors.*</p> <p>(38) Approve school-sponsored activities and maintain a calendar of all school events. *</p> <p>(39) Assume responsibility of the school when the Principal is absent from the building. *</p> <p>(40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.*</p> <p>(41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(42) Perform other incidental tasks consistent with the goals and objectives</p>

Name	Position Title	Job Duties and Responsibilities
		<p>of this position. *Essential Performance Responsibilities</p>
Hubbard, Judy	Reading Coach	<p>(1) Assist with the coordination and conducting of staff development activities.* (2) Assist classroom teachers with developing and/or presenting teaching strategies and instructional units and recommending materials and activities.* (3) Assist with the process of previewing, selecting, and developing materials related to the program and its effectiveness.* (4) Assist with the development, presentation, and implementation of the curriculum instructional activities related to the program. * (5) Provide supportive services to parents, teachers, students, and administration.* (6) Promote community understanding of curriculum goals, objectives, and programs, and encourage community involvement wherever appropriate.* (7) Assist with planning, coordination, and implementation of special projects, programs, and events.* (8) Collect, submit, and maintain accurate financial and/or informational reports or applications as requested.* (9) Keep professional skills and knowledge updated.* (10) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (11) Perform other incidental tasks consistent with the goals and objectives of this position. *Essential Performance Responsibilities</p>
Story, Rita	School Counselor	<p>(1) Remain readily available to students so as to provide counseling that will lead each student to increased personal growth, self-understanding, and maturity. * (2) Assist students in evaluating their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and works with students in developing education and occupation plans in terms of such evaluation. * (3) Take an active role in interpreting the role of the counselor and the guidance program objectives to students, teachers, parents, and the community at large. * (4) Work with teachers and other staff members to familiarize them with the general range of services offered by the Student Services Department, and to improve the educational prospects of individual students. * (5) Supervise the preparation and processing of college, scholarship and employment applications. * (6) Help to plan the guidance program and the curriculum in relation to the needs of pupils. This would include assisting in the development of the schools master schedule of course offerings. * (7) Oversee registration of, or registers students new to the school and orients them to school procedures and the school's varied opportunities for learning. *</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(8) Advise students in course and subject selection. *</p> <p>(9) Supervise maintenance of student records and protects their confidentiality. *</p> <p>(10) Maintain all other records necessary for the performance of his/her duties. *</p> <p>(11) Work to resolve students' educational needs and to help students get the most out of their educational experiences. *</p> <p>(12) Work to discover and develop special abilities of students. *</p> <p>(13) Work to prevent students from dropping out of school. *</p> <p>(14) Assist in obtaining and disseminating occupational and vocational information to students. *</p> <p>(15) Work with students on an individual basis in the solution of personal problems related to such problems as home and family relations, health, and emotional adjustment. *</p> <p>(16) Consult with parents and school staff whenever necessary. *</p> <p>(17) Provide in-service training in guidance for teachers and student teachers. *</p> <p>(18) Work to discover students' special needs that indicate referral to other school personnel or other outside agencies. *</p> <p>(19) Work to stay informed regarding legislative changes that affect students' academic progress. *</p> <p>(20) Work to communicate with students and their parents regarding academic progress and graduation status.*</p> <p>(21) Work as a member of school's Crisis Intervention Team to prevent and deal with crisis situations. *</p> <p>(22) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(23) Perform such other incidental tasks consistent with the goals and objectives of this position.</p> <p>* Essential Performance Responsibilities</p>

Humphries, Tammy	Instructional Coach	<ol style="list-style-type: none"> 1. Consult frequently with classroom teachers on matters relating to reading instruction using our progress-monitoring instrument as a base. 2. Assist in the evaluation of ongoing programs and make recommendations for change. 3. Assist teachers and other administrators and/or supervisors in implementing the school reading program. 4. Help teachers diagnose reading strengths and weaknesses and match these skills with appropriate techniques and materials. 5. Keep the parents informed as to the purposes and progress of the reading program. 6. Work with support staff and school administrators to facilitate the coordination of the reading program with the total curriculum. 7. Consult with curriculum committees studying such topics as textbook selection, vocabulary development, concept development, supplementary materials and the development of study skills.
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Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 8. Promote interest in reading. 9. Work with the classroom teacher and district personnel to coordinate reading instruction designed to meet the individual needs of students. 10. Work with the classroom teacher to monitor student progress. 11. Teach remedial reading as needed. 12. Perform other responsibilities as may, from time to time, be assigned by the supervisor. 13. Familiar with the MTSS process and Tiered Instruction.
Beck, Emma Ruth	Instructional Coach	<ol style="list-style-type: none"> 1. Consult frequently with classroom teachers on matters relating to reading instruction using our progress-monitoring instrument as a base. 2. Design interventions and write lesson plans detailing methods and materials. 3. Assist in the evaluation of ongoing programs and make recommendations for change. 4. Assist teachers and other administrators and/or supervisors in implementing the school reading program. 5. Help teachers diagnose reading strengths and weaknesses and match these skills with appropriate techniques and materials. 6. Keep the parents informed as to the purposes and progress of the reading program. 7. Work with support staff and school administrators to facilitate the coordination of the reading program with the total curriculum. 8. Consult with curriculum committees studying such topics as textbook selection, vocabulary development, concept development, supplementary materials and the development of study skills. 9. Promote interest in reading. 10. Work with the classroom teacher and district personnel to coordinate reading instruction designed to meet the individual needs of students. 11. Work with the classroom teacher to monitor student progress. 12. Teach remedial reading as needed. 13. Perform other responsibilities as may, from time to time, be assigned by the supervisor. 14. Familiar with the MTSS process and Tier'd Instruction.
Spivey, Veronica	Teacher, PreK	<p>The lead teacher is responsible for organizing and implementing curriculum and instructional programs for students and meeting the duties of teaching as outlined in laws and policies. During non-student contact time, this teacher is responsible for assisting in the development of standards-based curriculum and assessment opportunity, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and other teacher leadership responsibilities.</p>
Woodward, Reba	Teacher, K-12	<p>The lead teacher is responsible for organizing and implementing curriculum and instructional programs for students and meeting the duties of teaching as outlined in laws and policies. During non-student contact time, this teacher is responsible for assisting in the development of standards-based</p>

Name	Position Title	Job Duties and Responsibilities
		curriculum and assessment opportunity, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and other teacher leadership responsibilities.
Watson, Shelby	Teacher, K-12	The lead teacher is responsible for organizing and implementing curriculum and instructional programs for students and meeting the duties of teaching as outlined in laws and policies. During non-student contact time, this teacher is responsible for assisting in the development of standards-based curriculum and assessment opportunity, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and other teacher leadership responsibilities.
Smith, Hayley	Teacher, ESE	The lead teacher is responsible for organizing and implementing curriculum and instructional programs for students and meeting the duties of teaching as outlined in laws and policies. During non-student contact time, this teacher is responsible for assisting in the development of standards-based curriculum and assessment opportunity, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and other teacher leadership responsibilities.
Borden, Lesley	Teacher, K-12	The lead teacher is responsible for organizing and implementing curriculum and instructional programs for students and meeting the duties of teaching as outlined in laws and policies. During non-student contact time, this teacher is responsible for assisting in the development of standards-based curriculum and assessment opportunity, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and other teacher leadership responsibilities.
Thompson, Lauren	Teacher, K-12	The lead teacher is responsible for organizing and implementing curriculum and instructional programs for students and meeting the duties of teaching as outlined in laws and policies. During non-student contact time, this teacher is responsible for assisting in the development of standards-based curriculum and assessment opportunity, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and other teacher leadership responsibilities.
Booth, Jacqueline	Teacher, K-12	The lead teacher is responsible for organizing and implementing curriculum and instructional programs for students and meeting the duties of teaching as outlined in laws and policies. During non-student contact time, this teacher is responsible for assisting in the development of standards-based curriculum and assessment opportunity, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and other teacher leadership responsibilities.

Name	Position Title	Job Duties and Responsibilities
Howell, Diane	Teacher, K-12	The lead teacher is responsible for organizing and implementing curriculum and instructional programs for students and meeting the duties of teaching as outlined in laws and policies. During non-student contact time, this teacher is responsible for assisting in the development of standards-based curriculum and assessment opportunity, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and other teacher leadership responsibilities.
Garrett, Stefanie	Teacher, K-12	

Demographic Information

Principal start date

Friday 7/1/2022, Kristi Durance

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

419

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

12

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

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	67	74	71	81	66	60	0	0	0	0	0	0	0	419
Attendance below 90 percent	40	31	30	32	23	24	0	0	0	0	0	0	0	180
One or more suspensions	0	1	0	2	4	12	0	0	0	0	0	0	0	19
Course failure in ELA	13	6	21	20	19	8	0	0	0	0	0	0	0	87
Course failure in Math	3	5	18	8	10	8	0	0	0	0	0	0	0	52
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	10	5	16	12	12	11	0	0	0	0	0	0	0	66

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	5	3	2	7	24	0	0	0	0	0	0	0	0	41
Students retained two or more times	0	0	0	0	6	0	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Wednesday 8/17/2022

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	50	56	62	69	46	48	0	0	0	0	0	0	0	331
Attendance below 90 percent	18	12	12	14	10	13	0	0	0	0	0	0	0	79
One or more suspensions	0	2	2	7	6	5	0	0	0	0	0	0	0	22
Course failure in ELA	10	8	7	16	13	6	0	0	0	0	0	0	0	60
Course failure in Math	40	8	1	3	15	10	0	0	0	0	0	0	0	77
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	10	16	11	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	15	14	13	0	0	0	0	0	0	0	42
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	3	4	3	7	8	7	0	0	0	0	0	0	0	32

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	2	1	4	1	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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	50	56	62	69	46	48	0	0	0	0	0	0	0	331
Attendance below 90 percent	18	12	12	14	10	13	0	0	0	0	0	0	0	79
One or more suspensions	0	2	2	7	6	5	0	0	0	0	0	0	0	22
Course failure in ELA	10	8	7	16	13	6	0	0	0	0	0	0	0	60
Course failure in Math	40	8	1	3	15	10	0	0	0	0	0	0	0	77
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	10	16	11	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	15	14	13	0	0	0	0	0	0	0	42
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	3	4	3	7	8	7	0	0	0	0	0	0	0	32

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	2	1	4	1	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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	32%	32%	56%				51%	59%	57%
ELA Learning Gains	54%						49%	48%	58%
ELA Lowest 25th Percentile	42%						43%	42%	53%
Math Achievement	28%	46%	50%				53%	66%	63%
Math Learning Gains	58%						48%	56%	62%
Math Lowest 25th Percentile	52%						40%	43%	51%
Science Achievement	10%	28%	59%				39%	46%	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	50%	62%	-12%	58%	-8%
Cohort Comparison		0%				
04	2022					
	2019	50%	49%	1%	58%	-8%
Cohort Comparison		-50%				
05	2022					
	2019	48%	54%	-6%	56%	-8%
Cohort Comparison		-50%				

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	48%	69%	-21%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	56%	53%	3%	64%	-8%
Cohort Comparison		-48%				
05	2022					
	2019	52%	52%	0%	60%	-8%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	39%	47%	-8%	53%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	29	35		33	65						
ELL											
BLK	21	26		11	58						
HSP	24	60	42	28	49	46	14				
WHT	53	65		41	81		9				
FRL	33	53	41	28	56	50	11				
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	16	20		16	10						
ELL	17			8							
BLK	12	23		6			8				
HSP	23	41		24	23		26				
WHT	35	12		23	24		11				
FRL	19	32		18	16		17				
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	44	45		31	40						
ELL	42			58							
BLK	33	26		33	37		20				
HSP	55	62	50	54	50	33	42				
WHT	55	51	54	66	55	42	52				
FRL	42	45	38	46	40	38	31				

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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	339
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	63
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	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
Hispanic Students	
Federal Index - Hispanic Students	41
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	50
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	42
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?

While excited about the progress made in ELA and Math learning gains, we fully understand the need for improvement in our overall proficiency levels in ELA – 32%, Math – 28%, and Science -10%. Moore Haven Elementary School (MHES) has numerous opportunities to demonstrate growth and seize on our momentum to increase overall improvement. The area of greatness opportunity is 5th Grade Science. Our demonstrated proficiency was 10% as compared to 39% 3 years ago. The decrease of 29% is significant. Equally, another area of need is math achievement. MHES made improvements in math achievement 28% for the 22 school year as compared to 19% for 2021. However, both achievement levels are considerably lower than our 2019 proficiency level of 53%. Our current achievement level represents a 25% drop. ELA Achievement was 32% as compared to last year's 25%. A 7% increase but yet again considerably lower than the 2019 achievement level of 51%.

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

Several data components demonstrated a need for improvement. Science at 10% as compared to 39% for 2019. 28% Math Achievement in 2022 as compared to 53% in 2019. Lastly, ELA Achievement at 32% as compared to 51% for 2019. All of these scores combined represent a decline of 73%.

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

Contributing factors were numerous. The skill and experience level of the teachers assigned to specific grade levels was a factor. Additionally, there were several long-term absences, which prevented continuity and stability in our overall instruction. Student attendance and staff shortages was also substantial.

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

Math learning gains showed the most improvement. Math learning gains in the lowest 25th Percentile increased from 7% to 52%, an increase of 45%. Amongst all students, the gain was 42% - MHES had 58% of students make a math learning gain in 2022 as compared to 16% in 2021. ELA learning gains showed improvement as well. The lowest 25th Percentile increased from 21% to 42% a 21% gain. Overall, ELA learning gains in 2022 was 54% as compared to 25% in 2021. Both, Math and ELA indicated areas of strength in 2022.

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

An increase focus on improvement. School administration, academic coaches, and resource teachers push in and target those students with the greatest need. We purchased supplemental programs and increased our i-Ready weekly minutes. We also increased our offering of supplemental reading and math programs that students could access from home during the evenings and weekends. We purchased Performance Coach and Success Coach for grades 3-5. All students receive instruction in Performance Coach, and Success Coach is used for students needing additional interventions. Data used to identify students needing additional interventions comes from i-Ready Diagnostics, PM assessments, and classroom performance.

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

*Standards must be taught with fidelity. *Continuous progress monitoring must take place in order to accelerate learning. *Small groups will be formed using data from i-Ready Diagnostic 1. Small group instruction, focusing on strengthening skills must take place no less than 4x per week. *Real-life learning experiences, particularly in Science, are needed in order to accelerate learning. Our students have limited exposure to real-life experiences, and this makes it difficult for them to understand material being taught.

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.

*K-2 teachers have four days of professional development scheduled for Literacy First, which is a research-based curriculum teaching students reading strategies. *3-5 teachers have scheduled professional development in Benchmark, the ELA curriculum being taught in the classroom. *Professional Learning Communities are held every week, by grade level, to discuss curriculum, progress monitoring, and data.

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

*Moore Haven Elementary will be utilizing Florida Performance Coach, Florida Coach Practice Tests, Florida Success Coach, and Florida Coach Standards-Based Instruction intervention materials for Reading, Math, and Science. These interventions will be used with our 3rd - 5th graders. Literacy First

will be used with our K-2 students. Students in all grades will have small group intervention, Power Hour, every Monday - Thursday. Groups will be designed based on student needs, as demonstrated on i-Ready Diagnostic 1, and interventions will be put in place at this time. Groups will change according to students' needs according to monthly Growth Monitoring assessments in i-Ready. The supplemental curriculum will provide more learning opportunities, aligned to standards and skills already presented in the classroom, to students, which will positively impact student achievement. All students will engage with the supplemental curriculum. The effectiveness of the supplemental curriculum will be measured using the F.A.S.T. progress monitoring tools.

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 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. The 2021-2022 FSA ELA Proficiency data showed that our Black students were significantly lower than all other subgroups. Overall, 21% of students were proficient in 2022. In 2021, the proficient level was only at 12%. The data from 2019 (33%) would also indicate that Black students at Moore Haven Elementary have performed lower as compared to their peers. As a result, our goal is learning gains towards proficiency with our Black students.

Measurable Outcome:

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

In 2022-2023 our goal is to increase ELA proficiency among all Black students from 21% to 35% as measured by the FAST PM3 assessment.

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

Student progress towards proficiency will be monitored through i-Ready Reading, Exemplar Standards Mastery, Quarterly Comprehensives, and Data Chats with classroom teachers. Ensuring Student achievement will occur is our top priority. An essential part of our effort will be to focus on measuring the effectiveness of our teacher and coaches throughout the school year. We will accomplish this via classroom observations, student achievement on state and district progress monitoring assessments, staff/student/parent survey responses, participation in weekly PLCs & grade level planning activities, growth as measured by performance rubric, task completion by deadlines, and meeting professionalism standards.

Person responsible for monitoring outcome:

Leslie Pryor (leslie.pryor@glades-schools.org)

Evidence-based Strategy: Describe the evidence-based strategy being

Teachers will be utilizing evidence-based strategies (Literacy First - via Catapult Learning & i-Ready Reading) to deliver instruction and develop student literacy skills through diagnostic and prescriptive approach to all students including our Black students.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-**

based

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
strategy.**

Literacy First, i-Ready Reading, along with increased quality in instruction via Professional Development will identify skill gaps and target specific goals with research-based strategies and best practices that focus on key areas identified. Literacy First & i-Ready's Reading curriculum is designed to develop students' skills across the 5 pillars of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Teachers will provide explicit instruction using a diagnostic and prescriptive approach that creates a personalized learning plan to guide instruction and differentiation. Other strategies and approaches that will be utilized are shared reading, guided reading, and text analysis. Lead teachers will model instruction...increasing our literacy-focused instruction in reading, writing, speaking, and listening. Students will maintain 60 to 90 weekly minutes of computer-based individualized instruction via i-Ready.

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.

Training

We will provide professional development and training for all teachers in Literacy First & i-Ready curriculum and strategies during pre-school week and refreshers throughout the year.

Person

Responsible

Kristi Durance (kristi.durance@glades-schools.org)

Coaching and Modeling

Catapult Learning Trainer(s), i-Ready Reading Trainers, Reading Coach, Resource Teachers, and Experienced Teachers will model strategies and provide coaching to teachers.

Person

Responsible

Leslie Pryor (leslie.pryor@glades-schools.org)

Classroom walk throughs

Administration will document the use of curriculum & strategies through lesson plans, classroom walk throughs, targeted observations, and formal observations.

Person

Responsible

Leslie Pryor (leslie.pryor@glades-schools.org)

Staff Student Parent survey responses

Administration will conduct surveys throughout the year to gauge program and teacher effectiveness.

Person

Responsible

Rita Story (rita.story@glades-schools.org)

Participation & Involvement

Attendance and participation in weekly PLCs & grade level planning activities will monitored and reviewed by administration with a focus on alignment with the school's improvement goals.

Person

Responsible

Kristi Durance (kristi.durance@glades-schools.org)

Performance Growth

Teachers and coaches will be measured by performance rubrics.

Person Responsible	Kristi Durance (kristi.durance@glades-schools.org)
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#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and

Rationale: The 2021-2022 FSA MATH Proficiency data showed that our Black students were significantly lower than all other subgroups. Overall, 11% of students were proficient in 2022. In 2021, the proficient level was only at 6%. The data from 2019 (33%) would also indicate that Black students at Moore Haven Elementary have performed lower as compared to their peers. As a result, our goal is learning gains towards proficiency with our Black students.

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

Measurable Outcome:

State the specific measurable outcome the school plans to achieve.

This should be a data based, objective outcome.

In 2022-2023 our goal is to increase MATH proficiency among all Black students from 11% to 30% as measured by the FAST PM3 assessment.

Monitoring:

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

Student progress towards proficiency will be monitored through PM1-PM2-PM3 FAST assessments, i-Ready Math, STAR Math, and Data Chats with classroom teachers. Ensuring Student achievement will occur is our top priority. An essential part of our effort will be to focus on measuring the effectiveness of our teacher and coaches throughout the school year. We will accomplish this via classroom observations, student achievement on state and district progress monitoring assessments, staff/student/parent survey responses, participation in weekly PLCs & grade level planning activities, growth as measured by performance rubric, task completion by deadlines, and meeting professionalism standards.

Person responsible for monitoring outcome:

Leslie Pryor (leslie.pryor@glades-schools.org)

Evidence-based

Strategy:
Describe the evidence-based strategy being

Teachers will utilize evidence-based strategies through the CORE Math programs (Big Idea's & Benchmark) & i-Ready Math to deliver instruction and develop student math skills through a diagnostic and prescriptive approach to all students including our Black students.

**implemented
for this Area
of Focus.**

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

i-Ready MATH, along with increased quality in instruction via our core (Big Ideas & Benchmarks) will better enable us to identify opportunities of improvement and target specific goals with research-based strategies and best practices that focus on the areas identified. i-Ready's math & our core curriculum are designed to develop students' skills across aspects of math. Teachers will provide explicit instruction using a diagnostic and prescriptive approach that creates a personalized learning plan to guide instruction and differentiation. Other strategies and approaches that will be utilized are increasing opportunities for hands-on activities, higher use of visuals, expanding opportunities to differentiate learning, ask students to explain their answers, incorporate storytelling to make connections to real-world scenarios, show & tell, along with weekly student data chats. Students' targeted goal of 60 to 90 minutes weekly of computer-based individualized instruction via i-Ready.

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.

Training

We will provide professional development and training for all teachers in best practices for implementing our newly adopted Math curriculum (Big Idea's Math & Benchmarks)

Person Responsible Kristi Durance (kristi.durance@glades-schools.org)

Coaching and Modeling

Big Ideas Math & Benchmark Trainers will provide professional development in best practices for implementing the newly adopted math curriculum. i-Ready Math will provide additional supports to target students with individualized instruction. i-Ready will also provide professional development training, along with highly qualified Resource Teachers, and Experienced Teachers who will model strategies and provide coaching to teachers.

Person Responsible Leslie Pryor (leslie.pryor@glades-schools.org)

Classroom walk throughs

Administration will document the use of curriculum & strategies through lesson plans, classroom walk throughs, targeted observations, and formal observations.

Person Responsible Leslie Pryor (leslie.pryor@glades-schools.org)

Staff Student Parent survey responses

Administration will conduct surveys throughout the year to gauge program and teacher effectiveness.

Person Responsible Rita Story (rita.story@glades-schools.org)

Participation & Involvement

Attendance and participation in weekly PLCs & grade level planning activities will monitored and reviewed by administration with a focus on alignment with the school's improvement goals.

Person Responsible Kristi Durance (kristi.durance@glades-schools.org)

Performance Growth

Teachers and coaches will be measured by performance rubrics.

Person Responsible Kristi Durance (kristi.durance@glades-schools.org)

Staff Student Parent survey responses

Administration will conduct surveys throughout the year to gauge program and teacher effectiveness.

Person Responsible Rita Story (rita.story@glades-schools.org)

Participation & Involvement

Attendance and participation in weekly PLCs & grade level planning activities will be monitored and reviewed by administration with a focus on alignment with the school's improvement goals.

Person Responsible Kristi Durance (kristi.durance@glades-schools.org)

Performance Growth

Teachers and coaches will be measured by performance rubrics.

Person Responsible Kristi Durance (kristi.durance@glades-schools.org)

#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.

Based on analysis of our Science state assessment data, MHES is performing at (10%) significantly below the district (38%) and state (48%).

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

We will increase student proficiency performance by a minimum of 25% points, as measured by state assessments. Additionally MHES will close the achievement gap for Black and white students by increasing proficiency levels by 28% as measured by state assessments.

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

This area of focus will be monitored throughout the year by reviewing data from the following programs & assessments; State K-2 & 3-10 assessments, i-Ready Reading, Standards Mastery in Science, Core Assessments and assessments via Florida Science Coach books.

Person responsible for monitoring outcome:

Kristi Durance (kristi.durance@glades-schools.org)

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

Teachers will actively participate in professional learning communities to learn and implement Florida Best Standards in Science. Grades K-2 and 3-5 will work together to learn how their grade level standards align and build upon each other. Teachers will participate in professional development (experienced - skilled teachers with proven record of high science scores) focused on real-world implementation and strategies to increase science proficiency.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.**

Through analysis of data and walkthrough observations, a need for consistent and universal science instructional practices was noted as a factor that limited our ability to realize high proficiency in science. We equally identified that it is necessary to ensure that teachers understand how to read standards and how to use them when implementing a science curriculum. Through observation, a need for professional development of evidence-based strategies presented itself. Additionally, the data indicated a need for change in intervention practices that focus on all students not just those in the lower 25 quartile.

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.

Increased opportunities for Professional Development & Learning Communities

Person Responsible Kristi Durance (kristi.durance@glades-schools.org)

Analysis of Classroom Observation and Walkthrough Data
Quarterly Analysis of Student Data

Person Responsible Leslie Pryor (leslie.pryor@glades-schools.org)

Staff Student Parent survey responses
Administration will conduct surveys throughout the year to gauge program and teacher effectiveness.

Person Responsible Rita Story (rita.story@glades-schools.org)

Participation & Involvement
Attendance and participation in weekly PLCs & grade level planning activities will monitored and reviewed by administration with a focus on alignment with the school's improvement goals.

Person Responsible Kristi Durance (kristi.durance@glades-schools.org)

Performance Growth
Teachers and coaches with be measured by performance rubrics.

Person Responsible Rita Story (rita.story@glades-schools.org)

#4. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Based on the Early Warning System data an area of focus is to enhance the opportunity of building a community of learners. This area of focus was identified as a critical area of need because poor attendance levels at MHES. In 2021-22, 67% of kindergarteners, 42% of 1st graders, 43% of 2nd graders, 40% of 3rd graders, 35% of 4th graders, and 40% of 5th graders had attendance rates lower than 90%. 25% of kindergarteners, 8% of 1st graders, 23% of 2nd graders, 15% of 3rd graders, 18% of 4th graders, and 18% of 5th graders had 2 or more early warning indicators. 20% of 5th graders were suspended at least one or more in 2021-22. These numerous issues are critical in need and most certainly correlates to the recent struggles at MHES.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Currently, 45% of the K-5 students have attendance rates less than 90%. Our goal is to decrease this rate to 20% for the 2022-23 school year, and 15% by the 2023-24 school year.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>We will monitor our students' progress through collected attendance and discipline data bi-monthly to ensure we're hitting out targets for improvement.</p>
Person responsible for monitoring outcome:	<p>Kristi Durance (kristi.durance@glades-schools.org)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>Positive Behavior System, Restorative Practices, Positive Alternative to Suspension, and social emotional curriculum will be used to increase attendance rates and decrease discipline issues. To monitor this strategy data will be analyzed weekly by administration.</p>

**for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

There is evidenced-based research that shows a clear correlated between attendance and student performance. In fact, students who regularly attend school have greater positive outcomes than those who struggle with routine attendance patterns.

**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.

Teacher's will be required to contact parents/guardians for each student marked absent daily. Students with 3 or more unexcused absences will be reported to the Principal. The principal will request a meeting with the parent and Guidance counselor to find solutions and look for ways to improve the student's attendance rate.

Person

Responsible

Kristi Durance (kristi.durance@glades-schools.org)

PBIS will increase rewards for positive attendance rates. Additional focus will be afforded to lowering the number of 5th grade students with suspensions to 5%.

Person

Responsible

Rita Story (rita.story@glades-schools.org)

1. Provide professional development for faculty and staff on Positive Behavior System, Restorative Practices, Positive Alternative to Suspension, Sanford Harmony on a weekly basis.
2. Creating an environment where all teachers will perform restorative circles and implement Sanford Harmony strategies/lessons at least once a week.
3. PBS weekly meetings to discuss the progress of students and fidelity of implementation at the school level.

Person

Responsible

Kristi Durance (kristi.durance@glades-schools.org)

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

46% of our K-2 students scored 1 or more grade levels below grade level in ELA. This data identifies a critical need for more student engagement and data driven instruction to ensure our students are academically successful. Progress Monitoring will take place 3x a year through i-Ready and State required progress monitoring. Teachers will target specific academic needs in small group instruction that will take place no less than 4 times per week.

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

68% of our 3rd - 5th grade students scored below level 3 on the statewide, standardized ELA assessment. This data identifies a critical need for more student engagement and data driven instruction to ensure our students are academically successful. Progress Monitoring will take place 3x a year through i-Ready and State required progress monitoring. Teachers will target specific academic needs in small group instruction that will take place no less than 4 times per week.

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)

Moore Haven Elementary will increase ELA proficiency performance by a minimum of 10% points, in grades K-2, as measured by F.A.S.T.

Grades 3-5: Measureable Outcome(s)

Moore Haven Elementary will increase ELA proficiency performance by a minimum of 15% points, in grades 3-5, as measured by F.A.S.T.

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.

The area of focus will be monitored throughout the year by the review of data from the following programs and assessments; State K-2 and 3-10 assessments, Literacy First assessments, and i-Ready ELA.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Durance, Kristi, kristi.durance@glades-schools.org

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?

We will implement Literacy First: The Science of Reading. Literacy First is a Nationally Proven Teaching, Learning, and Leading Framework Built on the Science of Reading for Grades PK-12. We will also implement Florida Performance Coach, Florida Coach Practice Tests, Florida Success Coach, and Florida Coach Standards-Based Instruction intervention materials.

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?

After the principal consulted with 2 successful school principals regarding programs they implemented to increase the academic success of their students, she researched the programs they used and recommended and determined that Literacy First and Coach were both proven to contribute to the academic success of 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
Literacy Leadership: MHES has a Data Committee, and we meet every 4-6 weeks to discuss data, depending on where we are with progress monitoring.	Durance, Kristi, kristi.durance@glades-schools.org
Literacy Leadership: Teachers will hold quarterly data chats with students.	Humphries, Tammy , tammy.humphries@glades-schools.org
Literacy Coaching: MHES now has a full-time Reading Coach who will assist all ELA teachers and will work with small group ELA instruction with students working below grade level.	Hubbard, Judy, judy.hubbard@glades-schools.org
Literacy Coaching: Instructional Coach will participate in PLCs and Data Meetings to assist with analyzing data and guiding next steps for instruction.	Humphries, Tammy , tammy.humphries@glades-schools.org
Assessment: K-2 teachers will administer Literacy First assessments as well as F.A.S.T. and i-Ready progress monitoring assessments. 3-5 teachers will administer F.A.S.T. and i-Ready progress monitoring assessments.	Story, Rita, rita.story@glades-schools.org
Assessment: PLCs will be held to conduct training for new progress monitoring assessments.	Story, Rita, rita.story@glades-schools.org
Professional Learning: Teachers met over the summer and completed Curriculum Maps and Pacing Guides that will guide instruction throughout the school year.	Durance, Kristi, kristi.durance@glades-schools.org
Professional Learning: Literacy First training for K-2 teachers.	Durance, Kristi, kristi.durance@glades-schools.org
Professional Learning: Benchmark training for 3-5 teachers.	Hubbard, Judy, judy.hubbard@glades-schools.org

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.

Moore Haven Elementary School uses PBIS to build a positive school culture and environment. Our school focuses on a positive behavior each month, and we have Citizens of the Month, per classroom, based on the demonstration of the positive behavior we are focusing on that month. We hold a pep rally each month to recognize our Citizens of the Month and to introduce the positive behavior focus for the upcoming month. The principal awards a Spirit Stick each week to one K-2 class and one 3-5 class. Students work all week to earn points, and the class earning the most points, in a week, is rewarded the Spirit Stick on Monday. Students earn points based on positive classroom behavior, positive cafeteria behavior, walking nicely and quietly in the halls, being on task and following directions, positive behavior in enrichment classes, being at school daily, and being on time to school.

The principal does something small, weekly, to let teachers and staff know they are appreciated; a small token of appreciation is placed in the teachers' mailboxes.

At Moore Haven Elementary School (MHES), we address building positive school culture and environment by listening and including all stakeholders throughout every process. We take steps to ensure that everyone is given the opportunity to make a positive contribution to our school. We share our school data and take steps to ensure we make the necessary changes to make lasting improvements our students deserve. This includes sharing feedback from students, staff, and parents. We are transparent with all stakeholders as we share our identified weakness and the steps we are taking to correct them. We welcome all stakeholders to be a part of our school community.

MHES works to build relationships with all stakeholders through community involvement, SAC, PTO events, social media, newsletters, school to parent notifications via email, text, and phone calls, holiday events, classroom events, volunteers, community partnerships (Veterans, churches, law enforcement, and business collaborations). Teachers send home individual classroom/grade level newsletters via students to parents weekly. Announcements are posted to the school and district website as necessary. PTO and SAC meetings are held throughout the school year and all parents and staff are encouraged to participate. Holiday and classroom events are held throughout the school year and each classroom teachers sends home flyers with information about the upcoming events. We welcome all of the above organizations and individuals to develop relationships with our school and appreciate the contributions that they make.

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

All faculty and staff members have a role in promoting a positive school culture and environment. Any faculty or staff member is able to award points to a classroom for demonstrating positive behavior in the classroom, hallway, and/or cafeteria. All faculty and staff members participate in the monthly pep rallies. Moore Haven Elementary is a very old school, and we are in the process of having a new one built. We

want our students to enjoy where they attend school, so all faculty and staff worked together to decorate the school prior to students returning from summer break. Our theme for this school year is "On a Road Trip to Success", and our school is decorated with roads, maps, globes, etc. The students are taking pride in the school, and they work hard to keep the school looking nice.

Kristi Durance (Principal) – She supports teachers, staff, students and families in all aspects.

Leslie Pryor (Assistant Principal) – She supports the principal, teachers, staff, students and families in all aspects.

Our Instructional Coaches – They support teachers, develop parent involvement activities for students and families.

Rita Story (Guidance) – She works to support families with basic needs, works to ensure families and students feel happy, healthy and safe, and provides assistance with outside community resources.

Teachers – They provide continuous support to students and families.

PTO & SAC members – They provide a parent's voice, and work to support family activities at school and supports teachers and other parents through direct involvement.

Food Service members – They provide not only a nutritious meal but reassurance that others care.

Custodians – They provide a clean environment where learning and play can foster.

Bus drivers – They provide a safe environment to and from school.

Parents – They instill an eagerness to learn with love and support that only home can provide.