

Okaloosa County School District

Eglin Elementary School



2022-23 Schoolwide Improvement Plan

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Eglin Elementary School

200 GAFFNEY RD, Eglin Afb, FL 32542

[no web address on file]

Demographics

Principal: Lauren Seegars

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-4
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	38%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (72%) 2018-19: A (65%) 2017-18: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Okaloosa County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Eglin Elementary School

200 GAFFNEY RD, Eglin Afb, FL 32542

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-4	No	38%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

We inspire a lifelong passion for learning.

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
Seegars, Lauren	Principal	<ol style="list-style-type: none"> 1. Evaluates the educational needs of students and provides appropriate programs within resources provided by the district. 2. Provides leadership in implementing the Principles of Professional Conduct. 3. Provides leadership in development, revision, implementation & monitoring of the School Improvement Plan. 4. Provides leadership and support for the work of the School Advisory Council. 5. Provides leadership in administering tests designed and adopted to measure student achievement. 6. Administers procedures and policies to ensure a safe and orderly learning environment. 7. Implements procedures to ensure that the rights of all children are protected. 8. Administers appropriate accounting, record keeping, and property inventory procedures; projects FTE funding to formulate the school budget. 9. Employs and evaluates staff in accordance with School Board Policy and Procedures. 10. Provides leadership in staff development, training, and the use of technology. 11. Coordinates the supervision of extracurricular activities. 12. Develops long-range and short-range plans for facility needs. 13. Abides by and facilitates adherence to all applicable laws, rules, regulations, policies, procedures; maintains professional ethical standards; maintains high level of professional development/knowledge. 14. Performs other such duties as may be assigned by the Supervisor, Superintendent, or the School Board.
Church, Amy	Assistant Principal	<ol style="list-style-type: none"> 1. Assist in providing instructional leadership and supervision for the school. 2. Provides leadership in implementing the Principles of Professional Conduct. 3. Assists teachers in identifying academic needs of students and determining school goals for improvement. 4. Assists the principal in employing and evaluating staff in accordance with School Board policy and Procedures. 5. Assists in the implementation of the school's instructional program and extracurricular activities. 6. Assists in developing the master schedule. 7. Assists with the coordination of staff development activities and technology training based on identified needs. 8. Assures accurate manual and automated data regarding students and staff. 9. Assists in the supervision of the inventory and distribution of textbooks, supplies, equipment and materials. 10. Administers district and school disciplinary policies and procedures to ensure a safe and orderly environment. 11. Assists in the supervision of services provided by the school such as transportation, food service, custodial, use of the physical plant and grounds. 12. Transports students in private vehicles as approved or directed by the principal. 13. Abides by and facilitates adherence to all applicable laws, rules, regulations, policies, procedures; maintains professional ethical standards; maintains high level of professional development/knowledge.

Name	Position Title	Job Duties and Responsibilities
		14. Performs other such duties as may be assigned by the Supervisor, Superintendent, or the Board.

Demographic Information

Principal start date

Thursday 7/1/2021, Lauren Seegars

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.*

28

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.*

0

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

458

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

3

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

3

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	92	102	99	101	74	0	0	0	0	0	0	0	0	468
Attendance below 90 percent	0	14	11	11	11	0	0	0	0	0	0	0	0	47
One or more suspensions	0	2	1	0	1	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	7	9	0	0	0	0	0	0	0	0	0	16
Course failure in Math	0	0	5	6	0	0	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	7	0	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	9	0	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	9	7	0	0	0	0	0	0	0	0	16

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	0	0	5	12	10	0	0	0	0	0	0	0	0	27

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	2	0	0	5	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/2/2022

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

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA														
Course failure in Math														
Level 1 on 2019 statewide FSA ELA assessment														
Level 1 on 2019 statewide FSA Math assessment														
Number of students with a substantial reading deficiency														

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

Indicator	Grade Level	Total
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Students with two or more indicators

The number of students identified as retainees:

Indicator	Grade Level	Total
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Retained Students: Current Year

Students retained two or more times

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	106	102	94	81	68	0	0	0	0	0	0	0	0	451	
Attendance below 90 percent	16	14	13	13	2	0	0	0	0	0	0	0	0	58	
One or more suspensions	2	1	0	1	0	0	0	0	0	0	0	0	0	4	
Course failure in ELA	0	6	10	0	0	0	0	0	0	0	0	0	0	16	
Course failure in Math	0	5	8	0	0	0	0	0	0	0	0	0	0	13	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	13	4	0	0	0	0	0	0	0	0	17	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	7	0	0	0	0	0	0	0	0	18	
Number of sutdents with a substantial reading deficiency	0	0	4	13	4	0	0	0	0	0	0	0	0	21	

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	5	8	8	2	0	0	0	0	0	0	0	0	23

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	4	5	2	1	0	0	0	0	0	0	0	0	0	12	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	73%	61%	56%				74%	67%	57%
ELA Learning Gains	80%						70%	64%	58%
ELA Lowest 25th Percentile	77%						47%	57%	53%
Math Achievement	76%	47%	50%				73%	73%	63%
Math Learning Gains	70%						67%	70%	62%
Math Lowest 25th Percentile	54%						59%	60%	51%
Science Achievement		63%	59%					62%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	72%	66%	6%	58%	14%
Cohort Comparison		0%				
04	2022					
	2019	74%	67%	7%	58%	16%
Cohort Comparison		-72%				

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	67%	73%	-6%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	76%	74%	2%	64%	12%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	35			41							
BLK	72			78							
HSP	77	80		71	80						
MUL	67			73							
WHT	71	76		78	67						
FRL	70	82		65	71						
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	54			61							
BLK	75			64							
HSP	67			76							
MUL	81			81							
WHT	78			81							
FRL	72			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	43			48							
BLK	69	70		61	60						
HSP	62	50		64	63						
MUL	88	92		80	77						
WHT	77	71		79	71						
FRL	76	71		71	63						

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	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	6
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	75
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	77
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	70

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students 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	73
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	72
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?

ELA 4th grade students performed the highest in craft and structure and language.

ELA 4th grade students made no substantial progress in the strand of key ideas and details, and decreased in the language strand.

ELA 3rd grade students performed the highest in the language strand.

ELA 3rd grade students made no substantial progress in the strand of key ideas and details.

Math 4th grade students performed the highest in numbers and operations - base ten.

Math 4th grade students performed the lowest in numbers and operations - fractions.

Math 3rd grade students performed the highest in operations and algebra/base ten.

Math 3rd grade students performed the lowest in measurement, data and geometry.

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

ELA 4th grade students made no substantial progress in the strand of key ideas and details, and decreased in the language strand.

ELA 3rd grade students made no substantial progress in the strand of key ideas and details.

Math 4th grade students performed the lowest in number and operations - fractions.

Math 3rd grade students performed the lowest in measurement, data and geometry.

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

The contributing factors to the need for improvement include students entering school without grade level skills, limited hours for ESE resource services, and the COVID pandemic had a direct impact on student proficiency and student growth.

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

ELA 4th grade students performed the highest in craft and structure and language.

ELA 3rd grade students performed the highest in the language strand.

Math 4th grade students performed the highest in numbers and operations - base ten.

Math 3rd grade students performed the highest in operations and algebra/base ten.

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

ESE teacher will notify general education teachers of ESE students and accommodations during preplanning and throughout the year when changes occur. Teachers will implement the IEP through standards-based instruction.

- Teachers will address specific levels of performance for students with disabilities.
- Teachers will follow all classroom and testing accommodations.
- ESE teacher and general education teachers will monitor and meet to discuss student progress based on IEP goals using data on a quarterly basis.
- ESE teacher and general education teachers will utilize FAST and iReady Diagnostic reports to monitor growth.
- ESE teacher will provide targeted small group instruction based on student specific goals listed in the IEP. The number of sessions per student is dependent upon the service minutes of each IEP and may occur as pull-out services in the ESE Resource room and/or as inclusion into the general education classroom. Resources used consist of Benchmark Advance Intervention, multi-sensory strategies, a reinforcement of comprehension strategies used in the general education classroom, and the iReady Toolbox.
- ESE students will receive data driven, differentiated small group instruction in the general education classroom 3 days per week for at least 15 minutes per session.
- The ESE POC Tutor will work with a small group and/or individual students in the ESE resource room and in the general education classrooms under the supervision of the ESE Teacher, assist with testing accommodations for ESE students in the general education classroom, and assist with students needing behavioral supports.

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

ELA: Utilize data-driven academic growth strategies within the components of the Balanced Literacy Model with an emphasis on interactive whole group instruction and cooperative learning opportunities

centered around comprehension and analysis of appropriately complex text(s) through:

- Purposefully integrate the six B.E.S.T. ELA Expectations into standards-based lessons and tasks.
 - Implement the gradual release framework within whole group and small group instruction.
 - o I do (teacher modeling), We do (teacher/student collaboration), You do it together (student collaboration with teacher assistance, as needed), You do it alone (student demonstrates skill/concept independently)
 - Strategically integrate the components of close reading that lead to a culminating task using grade level complex text(s) to include purposeful text-dependent questions, text-marking, annotating, writing through reading, and student talk.
 - Implement a strong focus on multi-sensory systematic foundational learning to support comprehension and analysis of grade level appropriate complex text(s) found in Benchmark Advance and i-Ready.
- Math: Utilize data-driven academic growth strategies to emphasize interactive whole group instruction and small group instruction centered around students demonstrating mastery of math benchmarks through:
- Identify B.E.S.T. Standards benchmark components within the B.E.S.T. Instructional Guide for Mathematics (B1G-M) to support high-quality instruction for teaching and learning.
 - Plan interactive whole group grade-level lessons utilizing approved instructional materials such as the 2022 adopted mathematics textbook and i-Ready materials to include scaffolding, student discourse, and formative/summative assessments.
 - Strategic integration of manipulatives, tools, and/or or technology to support engagement of all students toward conceptual understanding

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.

Student Engagement in Whole Group Instruction

o ELA Monthly before school PD sessions focused on specific student engagement strategies (ex: Turn and talk, think pair share, go-go-mo, gallery walk, Socratic seminar, pre-reading strategies, making connections, text marking and annotating, reading across texts, reader's theater, etc.)

Math Monthly before school PD sessions focused on specific student engagement strategies (ex: math student talk stems, high yield routines, use of manipulatives, think-pair-share, table talk, problem of the day, student becoming the teacher, inside/outside circle, etc.)

These will be delivered by teachers, instructional coaches, and/or administration.

o Teachers may participate in #observeme to model/view student engagement strategies in other classrooms at our school.

o Student engagement will be incorporated into faculty meeting agendas.

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

To help ensure sustainability of improvement in the next year and beyond we will implement the following:

1. School Leadership Team will develop and monitor school performance plan to provide targeted acceleration. The team will analyze trends and patterns of data from different sources in order to select goals which support student achievement.
2. Tutoring will be offered to students before, during and afterschool and progress monitoring will be analyzed monthly to determine individual instructional needs.
3. Professional development will be driven by needs assessment and analysis of data using multiple sources of data.

Areas of Focus

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

:

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

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

According to the Every Student Succeeds Act (ESSA) Sub-Group Data, the subgroup we will focus on is Students with Disabilities (38%).

Measurable Outcome:

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

SWD in grades 3-4 will increase proficiency on the statewide ELA assessment from 38% to 50% by May 2023.

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

1. IEP goals will be monitored through IEP monthly monitoring, observations, FAST and iReady Diagnostic progress monitoring. (Monthly)
2. FAST/iReady Diagnostics goals will be monitored through ongoing data reviews and lesson plans. (3 Times Per Year)
3. Differentiated small group instruction will be monitored through lesson plans and walkthroughs. (Weekly)
4. Inclusion services will be monitored through scheduling and administrative walkthroughs.

Person responsible for monitoring outcome:

Lauren Seegars (lauren.seegars@okaloosaschools.com)

Evidence-based**Strategy:**

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

Resources used consist of Benchmark Advance Intervention, multi-sensory strategies, a reinforcement of comprehension strategies used in the general education classroom, and the iReady Toolbox.

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

Multi-sensory strategies will be implemented into instruction because it increases word recognition, word usage, and sentence construction and improves reading skills through sight, touch, movement, and hearing. Using multisensory activities allow SWD to access instructional content in a multitude of ways that activate and enhance whole brain learning.

The Ready Toolbox utilizes standards-based resources to introduce new concepts, reteach standards, or help students learn prerequisite skills from earlier grades with provides our SWD's targeted instruction.

The Florida Benchmark Advance curriculum teaches foundational skills and standards that are covered in systematic lessons that develop essential background knowledge and content vocabulary to help students successfully access the B.E.S.T. ELA Standards.

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.

ESE teacher and general education teachers will monitor and meet to discuss student progress based on IEP goals using data on a quarterly basis. Implementation strategies will be discussed to assess effectiveness.

Person Responsible Lauren Seegars (lauren.seegars@okaloosaschools.com)

ESE teacher will provide data-driven targeted small group instruction based on student specific goals listed in the IEP and utilize the Orton-Gillingham to enhance structured literacy.

Person Responsible Lauren Seegars (lauren.seegars@okaloosaschools.com)

ESE students will receive data driven, differentiated small group instruction in the general education classroom 3 days per week for at least 15 minutes per session.

Person Responsible Lauren Seegars (lauren.seegars@okaloosaschools.com)

The ESE Tutor will work with a small group and/or individual students in the ESE resource room and in the general education classrooms under the supervision of the ESE Teacher, assist with testing accommodations for ESE students in the general education classroom, and assist with students needing behavioral supports.

Person Responsible Lauren Seegars (lauren.seegars@okaloosaschools.com)

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

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.

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being 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.

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.

No action steps were entered for this area of focus

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

Teachers will provide data driven, small group, intensive instruction 5 days per week for 15-30 minutes during the 90-minute reading block.

Teachers will provide data driven, small group, intensive instruction during SOAR.

Tier 2 interventions will be provided by the classroom teacher 3 times per week, using Ready Toolbox and Benchmark Advance, in 15–20-minute sessions.

Tier 3 interventions will be provided by a Reading Endorsed teacher 5 times per week, using Max Scholar and Phonics for Reading in 20–30-minute sessions.

Remediation classroom assistants will utilize Magnet Reading during SOAR for grades 1-4, will provide push-in support for KG, and additional push-in support for additional students in grades 1-4. Decisions for what the remediation classroom assistants will focus on will be dependent upon iReady Diagnostic data.

Teachers will write targeted PMP interventions, with measurable goals, and will progress monitor every 2 weeks at a minimum.

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

Teachers will provide data driven, small group, intensive instruction 5 days per week for 15-30 minutes during the 90-minute reading block.

Teachers will provide data driven, small group, intensive instruction during SOAR.

Tier 2 interventions will be provided by the classroom teacher 3 times per week, using Ready Toolbox and Benchmark Advance, in 15–20-minute sessions.

Tier 3 interventions will be provided by a Reading Endorsed teacher 5 times per week, using Max Scholar and Phonics for Reading in 20–30-minute sessions.

Remediation classroom assistants will utilize Magnet Reading during SOAR for grades 1-4, will provide push-in support for KG, and additional push-in support for additional students in grades 1-4. Decisions

for what the remediation classroom assistants will focus on will be dependent upon iReady Diagnostic data.

Teachers will write targeted PMP interventions, with measurable goals, and will progress monitor every 2 weeks at a minimum.

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)

SWD in grades K-2 will demonstrate at least 50% proficiency on the 2023 statewide ELA assessment.

Grades 3-5: Measureable Outcome(s)

SWD in grades 3-4 will increase proficiency on the statewide ELA assessment from 38% to 50% by May 2023.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

1. Differentiated standards-based small group instruction will be monitored through lesson plans and walkthroughs weekly.
2. Remediation during SOAR (Student Opportunities for Achievement and Reinforcement) will be monitored through lesson plans and walk throughs weekly.
3. iReady will be monitored through lesson plans, walkthroughs, iReady online instruction report weekly.
4. PMP (Progress Monitoring Plan) Interventions will be monitored through MTSS (Multi-Tiered Systems of Support) on an ongoing basis based on weekly response to intervention.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Seegars, Lauren, lauren.seegars@okaloosaschools.com

Evidence-based Practices/Programs:

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

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

Using Ready Toolbox and Benchmark Advance, identified SWD will receive Tier 2 interventions by the classroom teacher 3 times per week.

Using Max Scholar and Phonics for Reading in 20–30-minute sessions, identified SWD will receive Tier 3 interventions provided by a Reading Endorsed teacher 5 times per week.

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 Ready Toolbox utilizes standards-based resources to introduce new concepts, reteach standards, or help students learn prerequisite skills from earlier grades with provides our SWD's targeted instruction.

The Florida Benchmark Advance curriculum teaches foundational skills and standards that are covered in systematic lessons that develop essential background knowledge and content vocabulary to help students successfully access the B.E.S.T. ELA Standards.

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 will (1) meet once per month to review data to make data-driven decisions (2) Based on data, leadership will plan purposeful professional learning opportunities.	Church, Amy, amy.church@okaloosaschools.com
Literacy Coaching will (1) provide teachers with the instructional resources and materials to target instruction (2) help teachers analyze data and implement high-yield strategies.	Church, Amy, amy.church@okaloosaschools.com
Assessments will (1) be used as tools to monitor student progress and (2) be used to spiral standards based on individual student needs.	Church, Amy, amy.church@okaloosaschools.com
Professional Learning will (1) focus on specific student engagement strategies and (2) focus on successfully incorporating Benchmark Advance into the Balanced Literacy Model.	Church, Amy, amy.church@okaloosaschools.com

Positive Culture & Environment

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

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

Eglin Elementary School strives to empower and inspire all students to become passionate life-long learners and develop student learners who aspire to achieve their full potential. We are committed to providing a learning environment that is safe, supportive, engaging, and welcoming for students to thrive academically and prepare them to become productive, responsible, creative, and compassionate members of society.

To achieve Eglin Elementary's positive culture vision, we will focus on the following:

Student Focused Action Steps:

MTSS (Multi-Tiered System of Support): Provide additional training and support measures that will help staff quickly identify students' needs by providing targeted support and intervention. To further support the needs of students, we will provide Zones of Regulation (behavior) small group intervention and Zones of Regulation (academic) small group intervention. This framework develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.

Provide mental health student services as needed.

All students will positively engage in the implementation of school-wide expectations. Our expectations pillars focus on being safe, being respectful and being responsible. Students will be able to earn 3B tickets schoolwide when they are seen exhibiting our expectation pillars and will be recognized for their efforts.

Student of the Month program will be developed and implemented.

Provide opportunities for students to assume leadership roles: Safety Patrol, Jr. Deputies, Hope Squad, Student Transition Leaders, and classroom developed leadership opportunities.

Provide opportunities for students to celebrate their growth: Academic awards (Quarterly – Honor Roll/ B.U.G (Bringing Up Grades) Award, Accelerated Reader Program and Awards.

School Safety Focused Action Steps:

Single point of entry access

Upgraded security system

Child Safety Matters program

Hope Squad suicide prevention program

Monthly school safety drills

Collaboration with Okaloosa Sheriff's Department (School Resource Officer) - Eglin Elementary School Deputy Sonya Shepard: Deputy Shepard conducts staff safety training, student safety lessons, leadership programs (Safety Patrol, Jr. Deputies, Character Coin Incentive Program)

Collaboration with Eglin Airforce Base Leadership

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

Teacher/Staff Focused Action Steps:

Teacher and Staff professional development school base activities will be needs assessed driven.

Teacher and Staff will participate in engagement activities that will promote professional growth and student acceleration through "Observe Me" peer observation opportunities/exploration.

Teachers and Staff will participate in active grade level meetings that are solution and engagement focused, through structured conversations and processes.

Increase Teacher and Staff participation in social committee sponsored events to further strengthen school culture and a positive atmosphere. In addition, administration will create additional opportunities to celebrate staff monthly including but not limited to developing a Teacher/Staff of the Month program.

Family/Community Focused Action Steps:

Provide opportunities for family and community members to participate in meaningful partnership:

School Advisory Council

Parent Teacher Organization

Volunteer and Mentoring Program

STEMM community partnerships and events

School sponsored events and activities developed by teachers/staff - Open House, Orientation, Curriculum Night, Literacy/Math events, Science Night, etc.