

Okaloosa County School District

Shalimar Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Shalimar Elementary School

1350 JOE MARTIN CIR, Shalimar, FL 32579

[no web address on file]

School Board Approval

This plan was approved by the Okaloosa County School Board on 8/28/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Shalimar Elementary is committed to growing learners through engaging instruction, building a collaborative culture, and providing a safe environment for all stakeholders.

Provide the school's vision statement.

Shalimar Elementary is committed to growing learners through engaging instruction, building a collaborative culture, and providing a safe environment for all stakeholders. Shalimar students, faculty, and staff adhere to the four principles of being Safe, On Target, Responsible, and Respectful (SONARR).

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Lewis, Jen	Assistant Principal	Assistant Principal
McSparren, Kim	Principal	Principal - lead administrator

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Shalimar's SIP plan is at the forefront of every department meeting, grade level meeting and faculty meeting. SIP is addressed and is looked at to provide input from teachers and monitored for fidelity and adjusted throughout the school year to meet the needs of both teachers and students. At the end of the school year the SIP team will re-addresses those needs and makes suggestions for the next year's plan if needed A professional development needs survey is provided to teachers twice a year to ensure ongoing training, coaching and support is in place. Initiatives and follow up help create the following year's plan if needed.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Walk throughs/data chats/ department meeting agendas

Classroom teacher/ESE teacher/Admin

Data analysis to drive instruction

iReady

The team will revise the plan if necessary after each progress monitoring assessment administration.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	44%
2022-23 Economically Disadvantaged (FRL) Rate	65%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	21	17	21	23	13	0	0	0	95	
One or more suspensions	1	6	8	10	11	9	0	0	0	45	
Course failure in English Language Arts (ELA)	0	22	6	6	5	4	0	0	0	43	
Course failure in Math	0	16	5	3	7	3	0	0	0	34	
Level 1 on statewide ELA assessment	0	18	39	18	24	14	0	0	0	113	
Level 1 on statewide Math assessment	0	33	25	18	19	21	0	0	0	116	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	18	39	18	24	14	0	0	0	113	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	34	40	26	33	21	0	0	0	154

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	1	7	4	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	21	15	21	14	17	0	0	0	89	
One or more suspensions	1	3	2	4	7	5	0	0	0	22	
Course failure in ELA	1	8	7	5	5	6	0	0	0	32	
Course failure in Math	1	6	4	4	9	7	0	0	0	31	
Level 1 on statewide ELA assessment	0	0	0	8	13	17	0	0	0	38	
Level 1 on statewide Math assessment	0	0	0	6	18	17	0	0	0	41	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	5	8	13	17	0	0	0	43	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	7	10	11	20	21	0	0	0	70

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	21	15	21	14	17	0	0	0	89	
One or more suspensions	1	3	2	4	7	5	0	0	0	22	
Course failure in ELA	1	8	7	5	5	6	0	0	0	32	
Course failure in Math	1	6	4	4	9	7	0	0	0	31	
Level 1 on statewide ELA assessment	0	0	0	8	13	17	0	0	0	38	
Level 1 on statewide Math assessment	0	0	0	6	18	17	0	0	0	41	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	5	8	13	17	0	0	0	43	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	7	10	11	20	21	0	0	0	70

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	50	59	53	56	61	56	62		
ELA Learning Gains				55			60		
ELA Lowest 25th Percentile				43			52		
Math Achievement*	52	65	59	61	47	50	56		
Math Learning Gains				57			41		
Math Lowest 25th Percentile				46			19		
Science Achievement*	51	57	54	46	63	59	48		
Social Studies Achievement*					61	64			
Middle School Acceleration					47	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	67	60	59	64			65		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	269
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	428
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	2	
ELL	31	Yes	1	1
AMI				
ASN				
BLK	32	Yes	1	
HSP	41			
MUL	56			
PAC				
WHT	61			
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL	43			
AMI				
ASN				
BLK	47			
HSP	53			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	44			
PAC				
WHT	57			
FRL	48			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	50			52			51					67
SWD	33			32			25				4	
ELL	23			33			25				5	67
AMI												
ASN												
BLK	25			38							2	
HSP	38			34			40				5	54
MUL	50			53			80				4	
PAC												
WHT	58			58			54				5	83
FRL	42			41			39				5	61

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	56	55	43	61	57	46	46					64
SWD	33	42	31	33	40	33	16					
ELL	44	46	33	45	48		20					64
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	37	69		37	44							
HSP	52	44		57	61							53
MUL	42	31		61	42							
PAC												
WHT	62	56	48	66	58	48	51					70
FRL	45	48	36	49	51	48	35					70

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	62	60	52	56	41	19	48					65
SWD	35	31		27	19		31					
ELL	53	64		39	42		33					65
AMI												
ASN												
BLK	58			42			20					
HSP	64			45			50					75
MUL	43			60								
PAC												
WHT	64	64	60	58	43	14	49					50
FRL	46	52	38	44	28	0	36					59

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	64%	61%	3%	54%	10%
04	2023 - Spring	51%	67%	-16%	58%	-7%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	40%	55%	-15%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	65%	-19%	59%	-13%
04	2023 - Spring	59%	72%	-13%	61%	-2%
05	2023 - Spring	59%	63%	-4%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	57%	-8%	51%	-2%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ESE

Our ESE population consists of not only general education students but also of two self contained ESE units. Due to the severity of the behaviors in these units, assessments are low. We have one ESE teacher that services all of our ESE students. We do see a trend within the general education setting where teachers need more professional development within the ESE realm.

Results from 2022-2023 FAST testing:

58 % ELA ESE 4th grade students showed growth

75% ELA ESE 5th grade students showed growth

29 % ELA ESE 3rd grade students showed proficiency

27% ELA ESE 4th grade students showed proficiency

46% ELA ESE 5th grade students showed proficiency

Data indicates that ESE students are showing growth at 58% and 75% yet are still not proficient

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ESE

58 % ELA ESE 4th grade students showed growth

75% ELA ESE 5th grade students showed growth

29 % ELA ESE 3rd grade students showed proficiency

27% ELA ESE 4th grade students showed proficiency

46% ELA ESE 5th grade students showed proficiency

Data indicates that ESE students are showing growth at 58% and 75% yet are still not proficient

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA proficiency . Adoption of new curriculum, new assessments and a turn over of teachers in 3rd and 4th grade ELA had a negative impact on student achievement.

Which data component showed the most improvement? What new actions did your school take in this area?

Math achievement and math learning gains increased significantly over the previous year. Shalimar had the availability of a math instructional coach and established collaborative planning time for all math teachers to plan with the end in mind and pace instruction to meet the needs of students based on ongoing progress monitoring.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Students with 2 or more EWS indicators are most prevalent and have the highest percentage in our primary grades of 1st and 2nd.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. grade level proficiency in reading and math with at least 50% of students being on grade level in all grades and all subjects
2. lower absenteeism of students absent over 10% of days in EWS from 15% of student population to 10% of student population
3. reduce number of office referrals for ongoing behaviors

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Establish school norms that build values, relationships and a common commitment to building positive relationships.

Create opportunities for students and teachers to set goals and celebrate personal achievements in both academics and behavior through the school's PBIS.

Create meaningful parent relationships through open communication, opportunities for involvement, and educational programs to involve parents in their child's education to include academics, social/emotional, and behavior. Opportunities are offered through parent conferences, MTSS meetings, guidance meetings, orientation, open house, after school activities, math and science night, literacy night, school visits, and volunteering via the POD (Parents of Dolphin Students).

Faculty and staff model expected SONARR behaviors and will be acknowledged by peers and admin through verbal, written and displayed confirmations.

Encourage and implement creative innovative ideas in the school setting.

Provide professional development opportunities for faculty and staff to work collaboratively to create engaging lessons for positive student success academically, emotionally, and socially.

Maintain the physical environment of the school: grounds, classrooms, flexible seating, lighting, etc.

Create opportunities for community involvement.

Teachers emphasize model, teach and acknowledge positive social, emotional, and behavioral (SEB) skills. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.

Measurable Outcome:

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

Using Shalimar's PBIS use of Dolphin Dollars to support positive behavior, the number of office referrals from the previous year will be reduced by 10%.

Monitoring:

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

Weekly leadership meetings analyzing discipline data.

Person responsible for monitoring outcome:

Kim McSparren (mcsparrenk@okaloosaschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Effectively teach appropriate SEB skills to all students

Intervene early before unwanted behaviors escalate

Use research-based, scientifically validated interventions whenever possible

Monitor student progress

Use data to make decisions

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

With school-wide systems in place, schools can ensure students and staff are thriving and quickly identify which students need additional support.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

58 % ELA ESE 4th grade students showed growth
 75% ELA ESE 5th grade students showed growth
 29 % ELA ESE 3rd grade students showed proficiency
 27% ELA ESE 4th grade students showed proficiency
 46% ELA ESE 5th grade students showed proficiency
 Data indicates that ESE students are showing growth at 58% and 75% yet are still not proficient

Measurable Outcome:

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

Students will increase 1 level on the end of year FAST assessment. Students will be monitored on FAST PM 2.

Monitoring:

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

Mutli-Sensory Instruction through walkthroughs/data chats/departement meetings/formative assessments data analysis to drive instruction monitored trough data chats, department meetings, and ongoing assessments

Person responsible for monitoring outcome:

Jen Lewis (jennifer.lewis@okaloosaschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Classroom teachers will use scaffolded instruction to support ESE students on grade level standards. ESE teacher will collaborate with classroom teachers to look at data and modify instruction as needed. Teachers will utilize a multi-sensory approach during instruction to include both classroom teacher and ESE teacher.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data indicates that ESE students are showing growth at 58% and 75% yet are still not proficient

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Schools are provided a training and timeline from the Curriculum and Instruction Department to complete the School Improvement Plan (SIP). District offers collaborative opportunities for schools to meet:

- Facilitate sharing and presentation of district-level data.
- Support the inclusion of a variety of data sources; assist data collection efforts with district resources and connections.
- Bring schools together to focus on related priorities in order to pool expertise and resources.

Schools then conduct a needs assessment to stakeholders and prioritize needs to be included in SIP. District reviews school SIP and during review process ensures school identifies allowable funding sources that are not currently being utilized to implement the strategy(s) intended to improve learner outcomes; instructional coaches, tutoring, ESE resources, and professional learning. If funding does not match school's identified focus areas, the District will engage school in further conversation with inquiries such as;

- Connect schools with available statewide systems of support, including external facilitators and high quality professional development (FDLRS and FIN).
- Identify the necessary resources that are not currently available to ensure the strategy is implemented as intended.
- Determine what training is necessary for teachers to ensure the strategy is implemented as intended.

After District provides feedback to schools, the SIP will be refined and submitted. School district leadership will meet quarterly with schools for collaborative discussion, feedback, and progress monitoring updates on status of SIP focus areas.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Begin the year by utilizing Benchmark Advance Foundations and Routines (K-2) to develop classroom routines and review previously learned skills.

Utilize Benchmark Advance and the BEST Standards Vertical Progressions to drive Interactive Whole Group and Small Group planning, instruction, and assessment. (Purposeful Read Alouds, Mini-Lessons,

Close Reading, Shared Reading, Modeled text-based writing, TDQs with varying levels of complexity, engaging Multisensory Phonics and Phonemic Awareness lessons)
 Analyze Diagnostic Data (FAST Progress Monitoring, iReady reports), personalized instruction summary, and formative assessment data from instruction to provide differentiated small-group explicit instruction to include interventions. (Magnetic Book, i-Ready toolbox, foundational skills instruction (lessons may include: approved resources, guided reading, and Benchmark Advance resources) (Kindergarten-Grade 2) Classroom routines and practices will reflect the Science of Reading to include explicit, systematic foundational instruction from the scope and sequence of Benchmark Advance. Multisensory strategies are included in the instructional delivery of the following:

- Oral language
- Phonological awareness
- Phonics
- Fluency

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

All ELA instructional plans and practice begin with the end in mind framework and reflect use of Benchmark Advance Curriculum, approved resources, pacing guides, FAST Fundamentals (3-5), Strategies for Building Student Success document, strategically planned TDQs leading to a culminating task, and knowledge of B.E.S.T. ELA Benchmarks.

Begin the year by utilizing Benchmark Advance Review and Routines (3-5) to develop classroom routines and review previously learned skills.

Plan engaging independent and cooperative group activities (stations) purposely designed to increase student growth and achievement by creating accountable, authentic, and relevant learning opportunities. (i-Ready personalized instruction path, writing tasks (ie. Text-based, prompt, process writing), collaborative student groups, word work, Reader's Theater fluency practice, student talk)

Analyze Diagnostic Data (FAST Progress Monitoring, iReady reports), personalized instruction summary, and formative assessment data from instruction to provide differentiated small-group explicit instruction to include interventions. (Magnetic Book, i-Ready toolbox, foundational skills instruction (lessons may include: approved resources, Phonics for Reading (3-5), word work, guided reading, and Benchmark Advance resources)

Title 1 services will be provided through a pull-out model with Title 1 teacher and push-in with Title 1 paraprofessionals.

Title 1 small groups will contain no more than 5 students.

Title 1 teacher will utilize the iReady model of embedding iReady instruction in small groups via iReady toolbox activities and iReady scaffolding for comprehension.

The Instructional Grouping Profile will guide lesson topics/concepts.

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 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 Measurable Outcomes

1st grade targeted grade level - 60 percent of students will show grade level proficiency on FAST PM3.

Grades 3-5 Measurable Outcomes

3rd / 4th grade targeted students - 60 percent of students will show grade level proficiency on FAST PM3.

Monitoring**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 impact student achievement outcomes.

On going monitoring through lesson plans, walk throughs, coaching cycles, data chats

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

McSparren, Kim, mcsparrenk@okaloosaschools.com

Evidence-based Practices/Programs**Description:**

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. §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?

Implementation of Benchmark Advance and B.E.S.T. Benchmarks

Implementing a strong focus on Science of Reading and Systematic Foundational Learning (K-2)

Enhancing the use of iReady's Personalized Path to foster growth

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Promote high academic expectations that engage students by purposefully integrating the six B.E.S.T. ELA Expectations into standards-based lessons and tasks.

Implementation of Benchmark Advance foundational skills lessons, grounded in the science of reading, with a strong focus on multi-sensory systematic foundational learning that consists of:

Oral Language

Phonological Awareness

Phonics
Fluency

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
<p>Assessment: Use formative and summative data to provide targeted Tier 1 instruction and appropriately scaffolded small group instruction. ongoing data chats after each PM</p>	
<p>Literacy Coaching: Teachers meet with instructional coach to determine resources, strategies, and enrichment needed to achieve maximum growth weekly. Coaching cycles (as needed). / Personalized Instructional Paths, iReady Program implementation and follow up during the 1st quarter offered and facilitated by ELA instructional coach. Feedback from instructional coach and administration facilitate scheduled time to make any necessary adjustments to personalized instruction.</p>	
<p>Literacy Leadership: iReady administrator will routinely monitor and provide feedback for online personalized instruction / Standing Department Meeting agenda item on using iReady resources for differentiated learning (Magnetic Reading, Phonics for Reading, online platform) / Feedback from instructional coach and administration facilitate scheduled time to make any necessary adjustments to personalized instruction. / Literacy committee meet monthly to analyze data, provide support and collaboration.</p>	
<p>Professional Learning: PD for ALL faculty: Benchmark Advance, BEST Standards, OCSD resources to plan and teach w/ in ELA Instructional Block (interactive whole group, independent activities, small group) Central Message PD (3 sessions) Collaborative planning time to plan for implementation (following Central Message PD or additional release time)- minimum 1 per semester Standing agenda item during Department Meetings to address questions, concerns, additional support needed Tuesday Tips sessions facilitated by selected classroom teachers or instructional coach Coaching cycles (as needed) Faculty meetings Sessions offered by iReady trainer (TBD) Standing Department Meeting agenda item on using iReady resources for differentiated learning (Magnetic Reading, Phonics for Reading, online platform) Grade level teams will meet to discuss strategies to support students not making adequate growth. Teachers meet with instructional coach to determine resources, strategies, and enrichment needed to achieve maximum growth Coaching cycles (as needed) Technology: Clear Touch, etc. Tuesday Tips sessions based on teacher surveys to include but not limited to technology, curriculum, engagement, etc.</p>	<p>Lewis, Jen, jennifer.lewis@okaloosaschools.com</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

<https://www.okaloosaschools.com/o/shalimar>

SAC

Faculty and staff meetings

Department meetings

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

<https://www.okaloosaschools.com/o/shalimar>

continued communication with parents via progress reports, emails, phone calls, parent conferences
calendared conference days

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Adjustments to differentiated instructional block of time for every grade level based on data and student/teacher needs

professional learning opportunities established based on teacher and student needs

scheduled and monitored collaborative planning times with academic coaches, teachers and admin

enrichment and accelerated curriculum provided through differentiated instruction and services provided from outside enrichment programs (STEM and Coding) academic and sports (archery)

tutoring and additional support provided and adjusted throughout school year based on multiple data factors

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

A list of counseling agencies and community resources is available to parents upon request. Helping families make connections with local agencies and services is ongoing based on individual student needs. Students have access to a speech/language pathologist, an ESE teacher, school psychologist, a social worker, a health tech, a Military Family Life Counselor, 2 Mental Health Counselors, School Counselor and a Behavior Specialist. Shalimar provides services that support counseling, assessment, referral and educational and emotional needs of all students. The MTSS, IEP, 504, Behavior Support, Threat Assessment Team and Mental Health counseling processes along with parent conferences and ongoing communication are effective in identifying students who struggle academically and emotionally.

Physical needs are met by supplying nutritional programs to economically disadvantaged students. Students are helped by local charitable organizations through financial support and donated school supplies and clothing. Title IX are provided supplies, clothing, financial assistance for school related field trips and classroom shirts, and transportation.

Shalimar provides Title support to all students through a Reading and Math title teacher and two title para professionals. Shalimar also has three para-professionals providing support within the classroom setting as well as two full time interpreters to assist Spanish speaking families and students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Coding classes offer students engagement in small groups of guided instruction in coding. Sessions consist of 6 lessons taught by a trained teacher weekly to fifth graders in groups of 15 giving an opportunity to rotate students every 6 weeks. Finch 2.0, enables students to program their Finch, a robot designed to teach icon and block-based coding to advanced text-based programming. This low floor, high ceiling tool includes materials designed for teachers who are new to coding so they can meet the needs of students at all experience levels.

The Science Center of Fort Walton Beach provides hands on learning opportunities via enrichment classes twice monthly for 3rd, 4th and 5th grade students in the area of science. Shalimar will also utilize the Science Center in providing a multitude of hands on science experiences during our annual math and science night. Their traveling planetarium provides experiences of a real planetarium for students studying space, stars and planets.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Teachers should establish and post class rules, established with students, within the first week of school and provide a copy of those rules to the principal. These rules should include a positive outcome and a consequence component to make them a system. Student collaboration is essential in establishing classroom rules and procedures. At no time should there be public embarrassment for students for behavior plans or discipline.

Discipline issues are handled in a three-tier system made up of Time Outs, Infraction Reports, and Office Referrals. These should only be utilized after providing reminders of expectations, procedures and rules and the student has been given appropriate time to correct misbehavior. Refer to the Discipline Flow

Chart. At no time should something the student has already earned (i.e. dolphin dollars) be taken away from a student.

TIME-OUT

The first level of behavior intervention is handled through a Time-Out system. The student may receive time out via a teacher timeout partner, the timeout room or an office timeout.

INFRACTION REPORTS

The second level of behavior intervention is handled through an Infraction Report issued by the teacher. Parents/guardians are to be notified so they can discuss the situation with the student. If necessary, a follow up phone call should be made.

Some examples of behaviors that might be addressed through an infraction report are:

- Classroom disruption
- Defacing property
- Defiance / disrespect
- Disobedience
- Physical contact
- Profanity, inappropriate language or gestures
- Safety for self or others
- Stealing (minor)

The Infraction Report system will consist of 3 entries via Focus that require parent communication at each entry. Teachers send a parent copy home with the student and have it signed by the parent and returned to you after each entry. Keep this documentation of behaviors and parent communication together if needed for an Office Referral. After 3 infractions with 3 parent contacts, the student is a candidate for an Office Referral should another infraction (#4) occur. Once a student receives an office referral, the infraction process starts again.

OFFICE REFERRALS

More serious or ongoing behaviors are handled at the third level by administrative with an Office Referral. These referrals are addressed by the Principal, Assistant Principal, or Dean of Students.

Some examples of behaviors that can result in an office referral are:

- Continued misbehavior after 3 Infraction Reports
- Fighting
- Physical, verbal, or emotional harassment
- Stealing (major)

Teachers will submit office referrals via Focus completing all necessary sections. Administration will review the office referral for acceptance. Teachers will be expected to have parent communication regarding ongoing concerning behaviors.

If a student requires immediate attention by an administrator, utilize phone the radios if outside or call the front office to notify administration. Complete the Office Referral as soon as possible.

Any student sent to the office for disciplinary reasons must have academic work to complete while in the office or in STP. Teachers will be notified if additional work is required during office time out or STP.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Targeted School-based Professional Development:

1. General PD for ALL faculty:

Benchmark Advance, BEST Standards, OCSD resources to plan and teach w/in ELA Instructional Block (interactive whole group, independent activities, small group)

Central Message PD (3 sessions)

Collaborative planning time to plan for implementation (following Central Message PD or additional release time)- minimum 1 per semester

Standing agenda item during Department Meetings to address questions, concerns, additional support needed

Tuesday Tips sessions facilitated by selected classroom teachers or instructional coach

Coaching cycles (as needed)

Faculty meetings

iReady

Sessions offered by iReady trainer (TBD)

iReady administrator will routinely monitor and provide feedback for online personalized instruction

Standing Department Meeting agenda item on using iReady resources for differentiated learning (Magnetic Reading, Phonics for Reading, online platform)

Coaching cycles (as needed)

Data driven instruction:

Data Chats using iReady Diagnostic and FAST data (repeated after each assessment)

During Department Meetings Grade Levels will analyze data and determine strengths/weakness to drive instruction

Grade level teams will meet to discuss strategies to support students not making adequate growth.

Teachers meet with instructional coach to determine resources, strategies, and enrichment needed to achieve maximum growth

Coaching cycles (as needed)

Technology: Clear Touch, etc.

Benchmark Advance digital resources

Tuesday Tips sessions based on teacher surveys to include but not limited to technology, curriculum, engagement, etc.

2. New Teacher Specific and teachers who need a refresher:

Differentiated learning opportunities based on needs to support implementation of the ELA Instructional Block for new teachers and teachers new to E.L.A. or a grade level. (virtual trainings, Tuesday Tips, visits to observe other classrooms and/or the model classroom, coaching support, release time for: collaborative planning, classroom observations and debriefing with teachers and coach)

New teacher and new to Shalimar weekly Friday morning Coffee with Coaches to answer questions and provide focused support based on survey results from participants. Administrators will attend and share during the last Friday of each month to answer questions for the upcoming month.

Personalized Instructional Paths, iReady Program implementation and follow up during the 1st quarter offered and facilitated by ELA instructional coach.

Feedback from instructional coach and administration facilitate scheduled time to make any necessary adjustments to personalized instruction.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Shalimar hosts 3 prekD units to help our ESE preschoolers be kindergarten ready. A kindergarten ready program is offered in the summer with kindergarten skills assessments. A kindergarten community invited tour is offered to all preschool age 4 students for preschoolers zoned for our school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes