

Okaloosa County School District

Mary Esther Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	20
V. Reading Achievement Initiative for Scholastic Excellence	20
VI. Title I Requirements	23
VII. Budget to Support Areas of Focus	0

Mary Esther Elementary School

320 E MIRACLE STRIP PKWY, Mary Esther, FL 32569

[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.

Mary Esther Elementary will educate all students to high levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative and compassionate members of society.

Provide the school's vision statement.

Mary Esther Elementary will develop and prepare ALL students to become successful independent learners and achieve their full potential, where our learning environment is safe, positive, and compassionate, in order to accelerate learning and life skills.

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
McClelland, Jason	Principal	Keep a Safe environment and develop safety protocols, assess teaching methods, monitor student achievement and behavior, encourage parent involvement, keep policies and procedures in place at all time, budget, hire and evaluate staff, facilities, create School Performance Plan, Positive Behavior Coordinator, build master schedule, coordinate threat assessments. Monitoring will include classroom walkthroughs and teacher observations, student progress monitoring (FAST, iReady, classroom assessments, behavior, attendance), faculty meetings, Tuesday Tips (Professional Learning), common planning, collaborative planning, staff, parent and community feedback.
Jones, Lisa	Assistant Principal	Assists in planning, building master schedule, monitor MTSS, assess teaching methods, monitor student achievement, build data from student assessments, encourage family involvement, assist with creating the School Performance Plan, monitor student behavior, tutoring coordinator, retention and summer school coordinator, assist with positive behavior program, assist with threat assessment, truancy.
Saltsman, Amanda	Instructional Coach	Assist teachers in lesson planning, create and implement professional learning for ELA, meet with teachers to assist with standards, assessments and instructional ELA block, meet bi-weekly with administration, meet weakly with teachers, assist with data collection, classroom lesson model.
Amar, Renet	Instructional Coach	Assist teachers in lesson planning, create and implement professional learning for Math, meet with teachers to assist with standards, assessments and instructional math block, meet bi-weekly with administration, meet weakly with teachers, assist with data collection, classroom lesson model.

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.

Teachers are notified of our ESSA group. Identified students are given to teachers. Discussion occurs on how these students can be supported in the classroom, during our differentiated instructional block and during plan of care tutoring. Quarterly data chats are set to discuss these students. MTSS plays a big part on keeping track of these identified students. Our MTSS team includes teacher, staffing specialist, school psychologist, and parent (if they accept the invitation to attend).

School leadership team helps identify these students. The leadership team will meet bi-weekly to look at data of these students. This information will be shared with teachers and plans will be put in place to support the identified students. These students are added to our school performance plan with a specific plan of support.

Parents of identified students are notified on how we will support their child. This includes classroom,

differentiated instructional block, and plan of care. Parents are invited to MTSS to give input on how we can support their child.

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))

Monitoring will include classroom walkthroughs and teacher observations, student progress monitoring (FAST, iReady, classroom assessments, behavior, attendance), faculty meetings, Tuesday Tips (Professional Learning), common planning, collaborative planning, staff, parent and community feedback.

Data will be built on the identified students. These students will be discussed in our leadership team meetings, instructional coach team meetings, literacy leadership team meetings, common planning and collaborative planning. During our data conversations, we will monitor student progress. If plan needs to be revised, we will revise as necessary.

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	57%
2022-23 Economically Disadvantaged (FRL) Rate	70%
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: A 2018-19: A 2017-18: B
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	17	16	10	10	10	0	0	0	63
One or more suspensions	0	0	1	2	1	1	0	0	0	5
Course failure in English Language Arts (ELA)	0	16	5	15	13	5	0	0	0	54
Course failure in Math	0	15	3	21	3	2	0	0	0	44
Level 1 on statewide ELA assessment	0	15	19	16	11	10	0	0	0	71
Level 1 on statewide Math assessment	0	21	10	15	5	8	0	0	0	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	19	16	11	10	0	0	0	71

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	25	23	24	14	12	0	0	0	98

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	2	2	2	7	4	1	0	0	0	18
Students retained two or more times	0	0	0	0	2	0	0	0	0	2

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	0	9	13	10	6	12	0	0	0	50
One or more suspensions	0	0	1	1	2	1	0	0	0	5
Course failure in ELA	0	2	7	11	7	5	0	0	0	32
Course failure in Math	0	1	4	19	11	5	0	0	0	40
Level 1 on statewide ELA assessment	0	0	0	6	16	10	0	0	0	32
Level 1 on statewide Math assessment	0	0	0	8	18	17	0	0	0	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	6	16	10	0	0	0	33

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	0	1	7	13	19	16	0	0	0	56

The number of students identified retained:

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

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	0	9	13	10	6	12	0	0	0	50
One or more suspensions	0	0	1	1	2	1	0	0	0	5
Course failure in ELA	0	2	7	11	7	5	0	0	0	32
Course failure in Math	0	1	4	19	11	5	0	0	0	40
Level 1 on statewide ELA assessment	0	0	0	6	16	10	0	0	0	32
Level 1 on statewide Math assessment	0	0	0	8	18	17	0	0	0	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	6	16	10	0	0	0	33

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	0	1	7	13	19	16	0	0	0	56

The number of students identified retained:

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

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*	53	59	53	54	61	56	55		
ELA Learning Gains				54			56		
ELA Lowest 25th Percentile				42			67		
Math Achievement*	56	65	59	55	47	50	56		
Math Learning Gains				66			56		
Math Lowest 25th Percentile				55			47		
Science Achievement*	50	57	54	45	63	59	41		
Social Studies Achievement*					61	64			
Middle School Acceleration					47	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	54	60	59	59			47		

* 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	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	265
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

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	1
Total Points Earned for the Federal Index	430
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	1	
ELL	31	Yes	1	1
AMI				
ASN				
BLK	39	Yes	2	
HSP	33	Yes	1	
MUL	56			
PAC				
WHT	70			

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%
FRL	49			

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	42			
ELL	48			
AMI				
ASN				
BLK	40	Yes	1	
HSP	52			
MUL	58			
PAC				
WHT	64			
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	53			56			50					54
SWD	29			36			27				4	
ELL	27			42			15				5	54
AMI												
ASN												
BLK	43			43			30				4	
HSP	28			43			19				5	57
MUL	58			53							2	

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
PAC												
WHT	66			65			78				4	
FRL	49			50			45				5	59

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	54	54	42	55	66	55	45					59
SWD	32	48	40	30	50	50	44					
ELL	33	48		45	65	36						59
AMI												
ASN												
BLK	38	38	30	34	59	69	11					
HSP	38	56	40	51	73	45						61
MUL	52	82		57	42							
PAC												
WHT	68	54		66	71		63					
FRL	47	47	36	48	63	52	30					59

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	55	56	67	56	56	47	41					47
SWD	27	53		20	35		7					
ELL	29			33			10					47
AMI												
ASN												
BLK	42	67		32	33		17					
HSP	43			43								42
MUL	50	62		42	46		33					
PAC												
WHT	62	54		73	81		57					
FRL	47	47	70	48	50	50	32					50

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	55%	61%	-6%	54%	1%
04	2023 - Spring	61%	67%	-6%	58%	3%
03	2023 - Spring	51%	55%	-4%	50%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	62%	65%	-3%	59%	3%
04	2023 - Spring	59%	72%	-13%	61%	-2%
05	2023 - Spring	58%	63%	-5%	55%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	57%	-7%	51%	-1%

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.

The lowest performance came from our black students, 40%. Digging deeper into the student data, science achievement was only 11%. We believe some of the factors impacting the performance of this group is attendance and discipline.

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

The greatest decline came from black students in ELA learning gains. They went from 67% to 38%. Again, the factors in play would be attendance and discipline.

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.

The greatest gap compared to the state average was our 3rd grade math proficiency. This was a 10% difference. Teachers stressed that math fluency is a big factor.

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

Multiracial students had the best improvement. This was shown in the ELA learning gains. The improvement went from 62% to 82%. We have seen an increase in achievement in our multiracial students and believe this is why the improvement has occurred.

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

The first area would be the number of students that are absent 10% or more days, specifically in grades 2 and 5. The other area would be the number of Level 1 Math students, specifically in grades 4 and 5.

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

Priorities:

1. Getting identified students extra support. This can occur through MTSS, plan of care tutoring, pull out/push in during our differentiated instructional block, and mentors.
2. Identify our students that are absent for more than 10% of a school year. Meeting with parents to help support them in getting their child to school.

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 Early Warning System**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.

It is so important to have a school that has a positive culture and positive environment. We want all of our students to feel welcome and safe at our school. We believe that a safe and inviting school will help our students achieve their goals. Teachers, staff, students and families will know our four pillars: Positive, Prepared, Respect and Responsible. These pillars will be followed in every area of a school, classroom, cafeteria, hallways, etc. We make sure to model this to our students and families. We allow students to receive rewards when they are following our four pillars.

Measurable Outcome:

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

We want our families to feel that our school is positive in culture and environment. Our goal is to have 90% of our families feel this way. This will be measured on our parent survey.

Monitoring:

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

We will get feedback from our families during certain times of the year. This can include our meet and greet, open house, Literacy Night, Stem Night, etc. This feed back will come from surveys the parents can fill out at the end of each event.

Person responsible for monitoring outcome:

Lisa Jones (jonesl2@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.)

Our school is a Positive Behavioral Interventions and Supports school. We follow our four pillars of being Positive, Prepared, Respectful and Responsible. This is followed through and modeled by our teachers and staff. These are the expectations for all (Parents, students, teachers and staff).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

It is proven that a school that has a positive culture and environment, will have students with better achievement. We want all students and families to feel safe and positive when they come on our campus.

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.

All families and staff are notified of our PBIS expectations and why we follow these expectations. These expectations are stated every morning in our Thunderbird Pledge. These expectations are posted around the school. We will have a character trait of the month. Each teacher will pick a student of the month that

follow our four expectations and character trait. A picture of these students will be posted in our cafeteria so all can see. We will monitor through-out the year in our parent surveys.

Person Responsible: Lisa Jones (jonesl2@okaloosaschools.com)

By When: Daily, Monthly, and Quarterly

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

Include a rationale that explains how it was identified as a 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.

For this subgroup, less than 41% were proficient in reading. In Math the decline in students proficient in math has decreased by 22% from 2019 to 2022 SY as compared to economically disadvantaged and ELL whose declines were 15.2 and 14.5%.

Measurable Outcome:

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

Using iReady and FAST data, more than 41% of the Black/African-American subgroup will score in the proficient range in reading. Using iReady and FAST data for math, this subgroup will show an increase in proficiency from the 1st to the 2nd testing and 2nd to 3rd testing.

Monitoring:

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

Administration will analyze the data from iReady and FAST for reading and math to monitor the desired outcome. These specific students will be discussed during our Literacy Leadership Team meetings, Math committee meeting, grade level meetings (with Instructional Coaches and Administration). These students will be monitored when they receive extra support (MTSS, Plan of Care Tutoring, Differentiated Instructional Block, Mentoring, etc..)

Person responsible for monitoring outcome:

Jason McClelland (mcclellandj@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.)

Teachers daily monitor students progress on their iReady learning path for reading and math and remediate the students as needed. Quarterly meetings to discuss assessments, attendance, and behavior factors. School wide an attendance plan with rewards by classroom will be implemented as it was noted through other data that this subgroup also had a high absence rate last year.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ready has been proven to be an effective program for closing the gap as it targets the specific skills that the students are lacking and provides instruction in those areas. While elementary students cannot independently get themselves to school, rewards for attendance can increase their desire and effort made to get to school.

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 2 - Moderate 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.

Set up testing schedule

Set up meeting dates to discuss identified students

Create a form that keeps track of identified students

Create Professional Learning opportunities to help identified students

Have these identified students discussed in our meetings (grade level, collaborative planning, admin and instructional coach, MTSS, LLT, etc.)

Person Responsible: Jason McClelland (mcclellandj@okaloosaschools.com)

By When: This will occur through-out the year (Weekly, Monthly, and Quarterly)

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

N/A

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

This year, our 3rd grade students had 51% of students that were below Level 3. The biggest percentage came from our ELL and ESE students. We are looking hard at reading informational text and reading prose. We are using Benchmark, which follows the Science of Reading. We will use data from iReady to help our teachers lead to what the students need: word recognition and/or language comprehension. After our first rounds of assessments, we will be meeting with teachers and our instructional coaches to look at our lowest students. We will look to support these teachers that have these students. The support will come from tutoring, pull out help, and push in help. We will make sure these students are discussed in our MTSS process. We will be conferencing with this group of teachers on these students on a monthly basis.

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

N/A

Grades 3-5 Measurable Outcomes

We will be using iReady, FAST and teacher assessments to measure these students in 3rd grade. The goal is to have monthly data chats with these teachers to see if these students are making growth. Using

our curriculum and iReady will help teachers build the appropriate learning path for these students. Our outcome is to have at least 60% of third grade students at or above grade level.

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.

As a team, we will have monthly data chats with the third grade teachers. In these chats we will be looking at specific students. The goal is to give support to these students so they can reach Level 3 or higher on the last assessment of FAST. Administration will do weekly walk-throughs in these classrooms. This will allow for good conversations with teacher, administration and instructional coach. We will also be offering tutoring to these students. They will be monitored through our tutoring program (after school tutoring).

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

McClelland, Jason, mcclellandj@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?

Our third grade ELA teachers will be using Benchmark to lead their instruction. Benchmark allows for teachers to explicit instruction, intensive intervention, and allow for multisensory instruction and intervention. Benchmark follows the Science of Reading.

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?

Benchmark follows the Science of Reading, it meets Florida's definition of evidence-based, and it aligns with districts reading plan. In the last two years of using benchmark, we have seen student growth across all grade levels.

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
-------------	-----------------------------------

Our first action step is to look at our current student data.

Literacy Leadership - This team gets together monthly to discuss student data. This team is here to support our teachers with strategies and next steps. Literacy Coaching - Our coach will meet with the 3rd grade ELA teachers on a weekly basis. She will assist with modeling of strategies and give feedback on what the teacher is doing in the classroom. She will assist with lesson planning too. Assessment - We will give FAST and iReady three times a year. The teacher will have their teacher assessment to look at too. This data will be discussed at the Literacy Leadership Meeting, with the Literacy Coach and administration. Professional Learning - We are looking at what are the needs of our students and teachers. We will be focused on Benchmark (curriculum), Science of Reading, and lowest 25% of students (looks to be ESE and ELL students).

McClelland, Jason,
mcclellandj@okaloosaschools.com

The next action step is progress monitoring. Literacy Leadership - This team meets monthly. We will bring data to the table (FAST, iReady, attendance, behavior, teacher assessments) and discuss what is working and what needs to be revamped. This team will help with strategies for this group of students and teachers. Literacy Coaching - Our coach will be meeting with this group of teachers every week. The goal is to help them with what is needed to help with student growth. She will offer to model lessons, observe a teacher doing a lesson and lesson planning help. Assessment - As a team, we will look at FAST, iReady, attendance, behavior, teacher assessments. We will dig deep to see where the support is needed for each student that is not growing or making improvements. Our MTSS team will be looking at this very closely. Professional Learning - In the meetings mentioned above, along with walk-throughs and observations, we will help teachers in the area of growing as a teacher. Administration will be involved with professional learning. Being in the professional learning and giving input when needed and necessary.

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.

This document will be discussed and given to all staff. The monitoring of this document will be part of a running agenda with our meetings (MTSS, grade level, school committees, SAC, etc.).
This document will be discussed and given at our SAC meetings. We want to get input from families and our businesses.
This document will be available on our webpage <https://www.okaloosaschools.com/o/maryesther>
All can visit <https://edudata.fldoe.org/> to see how our school ranks with others.

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))

We will continue to build positive relationships with our stakeholders. We will offer at least 3 events each semester for our families to attend. These events will be positive and informative in nature. We will be working with some of our businesses to hang banners on our school fence. This allows support from both school and business. Anyone will be able to Adopt-a-classroom this year. The goal is to get each classroom adopted so help support the teacher in the needs of her students. We will work with our military in multiple ways. We were and plan to continue being a Purple Heart School. We have a Military Family and Life Counselor on campus everyday to help and support our military families and students. We will ask for military mentors to come and be mentors to our students. During our MTSS meetings we will make sure to identify students in need of academic and non academic needs. We have great support from our district on specific needs. Our social media pages keep all stakeholders in the loop of all the amazing things we have going on at Mary Esther Elementary. The Family Engagement Plan will be found at <https://www.okaloosaschools.com/o/maryesther>

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)

Our school performance plan will address how to strengthen our academic plan. We address district initiatives and school initiatives. Our school will be focused on the Instructional ELA and Math block. This hits how a teacher is to be specific in the classroom with initiatives like interactive whole group instruction, small group, stations, scaffolding, spiraling, etc. Throughout the year we will have professional learning opportunities where teachers can hone in on specific initiatives. We will make sure to continue our weekly, monthly and quarterly data chats with teachers and staff. These meetings will keep us focused on our goals and identified students (black). We will continue the support for all students, specifically our black students. This support can come in ways such as plan of care tutoring, differentiated instructional block, MTSS, mentors, etc.

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))

We coordinate help from other services such as Food for Thought, DCF, Healthy Schools, Title I, Title IX, etc.

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))

We identify students of need through MTSS. This process involves the teacher, school counselor, and administration. Once a student is identified with needs, we reach out to our support staff. These staff members are Mental Health Counselor, School Counselor, Military Family Life Counselor, Behavior specialist, Behavior Analyst, Staffing Specialist, School Psychologist, Students with disabilities teacher, Speech teacher.

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))

N/A

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).

Our school follows the multi-tiered system of supports (MTSS). We follow these procedures to ensure all students receive have the best services possible that fit the individual student.

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))

We build a school performance plan each year. In this plan, we give support to our teachers on how to improve instruction and use data to improve instruction. Our district allows teachers, paraprofessionals and other school personnel to attend professional learning. Our platform, Frontline, is full of these opportunities. Some are required and others are optional. Administration uses the Danielson Model to evaluate teachers. This model allows for good feedback to help our teachers be highly effective in the classroom. When a teacher needs support, we are able to reach out to the proper channels (Instructional Coach, Behavior Coach, Mentor Teacher, Consulting Teacher, etc.) to help support the teacher in their needs.

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))

As of now, some of our schools (Mary Esther Elementary is one) have VPK classrooms. This has been an amazing program to help our preschool children get ready to transition to elementary school. We invite our local VPK schools to our school toward the end of the year to take a tour of the school. The helps the VPK student and family feel comfortable in taking the step into elementary school.