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Central Elementary School

610 SW 5TH AVE, Okeechobee, FL 34974

<http://centralelementaryschool.sites.thedigitalbell.com/>

School Board Approval

This plan was approved by the Okeechobee County School Board on 10/10/2023.

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.

We are committed to creating successful life-long learners in a diverse learning environment by building a strong foundation in student achievement through rigorous data driven instruction, character education, social emotional well-being, and a rich culture of reading.

Provide the school's vision statement.

We strive to continue the pledge of putting students first. We believe that all students are empowered to achieve success when immersed in a powerful learning community that values a diverse student body, is focused on safety, and is centered on core values as well as a shared commitment to achieving academic excellence.

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
Kubit, Cynthia	Principal	Ensure SAC meetings, parent involvement meetings, and other school-wide improvement meetings, initiatives and plans occur and are implemented at Central Elementary School including reviewing data, setting goals, creating an action plan, and monitoring progress.
Gagliardo, Julianne	Assistant Principal	The Assistant Principal is an extension of the Principal to support the vision and mission of the school as well as collaborate with teachers, parents, and students to ensure student achievement. She will assist in ensuring SAC meetings, parent involvement meetings, and other school-wide improvement meetings, initiatives and plans occur and are implemented at Central Elementary School including reviewing data, setting goals, creating an action plan, and monitoring progress.
Syles, Kimberly	Instructional Coach	To ensure improvement in reading instruction and reading achievement by conducting on-site, on-going literacy-related professional development; modeling best practices; implementing coaching cycles; assisting teachers in analyzing student performance data for differentiated instruction; assisting teachers in developing diagnostic practices to gather student performance data for differentiated instruction; and supporting SAC meetings, parent involvement meetings, and other school-wide improvement meetings, initiatives and plans implemented at Central Elementary School including reviewing data, setting goals, creating an action plan, and monitoring progress.
Hamilton, Jackie	School Counselor	To support instruction and educational programs for students in academic and behavioral areas; ensure compliance with student subgroup documentation in areas such as ELL and ESE; provide resources/services to students, teachers and parents; monitor student testing and teacher implementation on school-wide summative and formative assessments; and supporting SAC meetings, parent involvement meetings, and other school-wide improvement meetings, initiatives and plans implemented at Central Elementary School including reviewing data, setting goals, creating an action plan, and monitoring progress.

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.

Stakeholder involvement is essential to our SIP development process. Their input is provided through the School Advisory Council (SAC) where all required stakeholders are included and components of the SIP are shared along with data to support the decisions made for continuous improvement. During the SAC meetings, teachers, parents, students and community business partners vote upon the SIP

components. In addition, Title I family meetings, PTO, and family engagement events allow for survey data to be collected and monitored to support student achievement and stakeholder feedback.

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))

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, by engaging in an on-going data disaggregation process with stakeholders and correlating the achievements or lack of to the action steps outlined on the SIP. This will be done through grade level meetings, data chats, faculty meetings, family engagement meetings and SAC meetings. To ensure continuous improvement, the plan will be revised through analyzing what the areas of concern are and developing new implementation steps that will be purposeful in targeting the areas of focus.

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 KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	61%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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) 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: C 2018-19: C 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	39	25	17	34	14	28	0	0	0	157
One or more suspensions	4	4	0	1	0	5	0	0	0	14
Course failure in English Language Arts (ELA)	6	1	0	13	1	2	0	0	0	23
Course failure in Math	4	1	0	9	1	1	0	0	0	16
Level 1 on statewide ELA assessment	14	24	17	28	14	20	0	0	0	117
Level 1 on statewide Math assessment	0	0	0	31	27	47	0	0	0	105
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	40	42	73	29	41	0	0	0	231
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level 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	12	15	13	35	21	43	0	0	0	139

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	0	0	0	11	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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	21	16	38	10	20	21	0	0	0	126
One or more suspensions	1	1	2	1	0	10	0	0	0	15
Course failure in ELA	0	6	17	0	0	0	0	0	0	23
Course failure in Math	1	6	16	1	1	4	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	8	24	24	0	0	0	56
Level 1 on statewide Math assessment	0	0	0	14	29	32	0	0	0	75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	13	29	56	8	23	0	0	0	135

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	40	20	14	31	30	29	0	0	0	164

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	9	1	0	21	0	0	0	0	0	31
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	21	16	38	10	20	21	0	0	0	126
One or more suspensions	1	1	2	1	0	10	0	0	0	15
Course failure in ELA	0	6	17	0	0	0	0	0	0	23
Course failure in Math	1	6	16	1	1	4	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	8	24	24	0	0	0	56
Level 1 on statewide Math assessment	0	0	0	14	29	32	0	0	0	75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	13	29	56	8	23	0	0	0	135

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	40	20	14	31	30	29	0	0	0	164

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	9	1	0	21	0	0	0	0	0	31
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*	41	44	53	43	50	56	39		
ELA Learning Gains				53			31		
ELA Lowest 25th Percentile				37			30		
Math Achievement*	36	49	59	43	44	50	38		
Math Learning Gains				55			25		
Math Lowest 25th Percentile				44			0		
Science Achievement*	38	43	54	37	51	59	30		
Social Studies Achievement*					52	64			
Middle School Acceleration					44	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	59	54	59	39			52		

* 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	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	220
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	8
Percent Tested	100
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	25	Yes	4	2
ELL	37	Yes	1	
AMI				
ASN				
BLK	22	Yes	1	1
HSP	43			
MUL				
PAC				
WHT	45			

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	41			

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	31	Yes	3	1
ELL	41			
AMI				
ASN				
BLK				
HSP	42			
MUL	45			
PAC				
WHT	46			
FRL	40	Yes	1	

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	41			36			38					59
SWD	21			9			18				5	52
ELL	30			32			26				5	59
AMI												
ASN												
BLK	28			17							3	
HSP	38			38			34				5	60
MUL												

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	48			39			36				4	
FRL	37			34			35				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	43	53	37	43	55	44	37					39
SWD	20	42	40	17	39	35	13					45
ELL	35	50	33	34	56	53	28					39
AMI												
ASN												
BLK												
HSP	38	51	33	40	60	48	27					37
MUL	45			45								
PAC												
WHT	51	55	38	48	50	27	50					
FRL	37	48	35	41	48	33	32					44

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	39	31	30	38	25	0	30					52
SWD	10	22	38	14	5	0	6					
ELL	29	21	18	31	21		24					52
AMI												
ASN												
BLK	27			27								
HSP	33	24	23	34	27	0	28					50
MUL	31			46								
PAC												
WHT	49	38		45	24		41					
FRL	33	29	25	34	25	0	26					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	39%	43%	-4%	54%	-15%
04	2023 - Spring	47%	57%	-10%	58%	-11%
03	2023 - Spring	44%	41%	3%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	47%	52%	-5%	59%	-12%
04	2023 - Spring	44%	56%	-12%	61%	-17%
05	2023 - Spring	17%	42%	-25%	55%	-38%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	42%	-7%	51%	-16%

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 component showing the lowest performance was 5th Grade Math at 17%. This was a drop of 26% compared to the previous school year. The contributing factors to last year's low performance was ineffective instruction, compounded with poor classroom management practices. Gradual release of responsibility to students was lacking. The trends indicated students struggled with on grade level content and in moving to mastery on the benchmarks.

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

The component showing the greatest decline from the best predictor of chronic absence in the current school year is poor attendance during the prior year and/ or the first month of school. Research indicates that if a student misses two or more days during the first month of school, the pattern of absence can persist, and many of those students will end the school year chronically absent. In the prior year was 5th Grade Math from 43% in 2022 to 17% in 2023, a 26 percentage point decline. The factors that contributed to this decline were losing a Highly Effective teacher to a district level TSA position and replacing them with a new teacher. In addition, having multiple new teachers and several long term substitutes who needed intensive supports was difficult to support adequately. Our SWD subgroup has declined and been under the federal index of 41% for 3 years, establishing us as an ATSI school. Factors that contribute to this decline include student attendance, targeted inclusion teacher instructional support, targeted instructional support from paraprofessionals, and accurate grading practices to indicate student's true performance levels.

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.

Math shows the greatest gap when compared to the state average. 5th Grade Math showed a gap of 38 percentage points. In addition, 4th Grade Math showed a gap of 17 points as did 5th Grade ELA. 5th Grade Science showed a gap of 16 points compared to the state average. 5th Grade gaps showed a comprehensive need for greater student success in both Math, Reading, and Science. Trends indicate data is relatively stagnant, indicating instructional practices must improve. Contributing factors include a greater need to monitor students, provide high quality intervention, and differentiate instruction.

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

Our greatest area of improvement was in 4th Grade ELA, with a 7% increase from last year. 4th Grade Math had a 5% increase. Both areas were still below the district and state averages. Most notable was the decrease in bottom quartile students in 4th Grade ELA which decreased by 15%. This increased the level 2 students by 9%. Teacher led targeted instructional groups helped to decrease the level 1 students. Another contributing factor is that 31 mandatory retentions in 3rd Grade the previous year reduced the number of students and the number of level 1 students in 4th grade.

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

Our main two areas of concern are in ELA, both in increased proficiency and learning gains and in Math for increased proficiency and learning gains.

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

1. Increase ELA learning gains in K-5
2. Increase Math learning gains in K-5
3. Increase ELA Proficiency in K-5
4. Increase Math Proficiency in K-5
5. Increase Science learning gains in grade 5

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 Other**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.

Based on EWS data, student attendance has been significantly impacted. Late check-ins and early check-outs increase the amount of missed instructional time. Our goal is to increase parental involvement, concern and commitment to education in the area of attendance, as well as increase student motivation to be present and engaged in school.

Measurable Outcome:

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

We will increase the average daily attendance rate from 92.2% (2023 SY) to 95% as reported on our yearly average attendance report for the 2024 SY.

Monitoring:

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

We will monitor attendance by reviewing our attendance protocol with teachers and staff and check for correct implementation of proper absence reporting procedures. Our data processor will monitor and report often on families who should be contacted and offered support. We will monitor attendance biweekly during our school leadership team meeting with team leaders as well.

Person responsible for monitoring outcome:

Jackie Hamilton (jackie.hamilton@okee.k12.fl.us)

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.)

Tier 1- Family Engagement Education and a school climate that provides engaging instruction to keep students interested in school. We will celebrate perfect attendance days with morning announcement shout-outs, social media recognition and incentives for classrooms with the most perfect attendance days (including teacher attendance).

Tier 2- Alert families to attendance concerns through personal phone calls to see if we can offer assistance or help. Assign a mentor to students to encourage students, build resilience and social emotional supports.

Tier 3-Assign families to our Peer Support Program for mentoring and family connection support. Referring for MTSS support as appropriate.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS and MTSS Tiered Support Models support these strategies. These practices and interventions are also supported by Attendance Works research on early intervention and prevention of poor attendance and disengagement. "The best predictor of chronic absence in the current school year is poor attendance during the prior year and/ or the first month of school. Research indicates that if a student misses two or more days during the first month of school, the pattern of absence can persist, and many of those students will end the school year chronically absent." Article: "What can schools do to improve attendance?" by Dr. Dianna R. Wentzell

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.

We will pull data every two weeks to monitor absences and review at school leadership meetings.

Person Responsible: Jackie Hamilton (jackie.hamilton@okee.k12.fl.us)

By When: Biweekly

Teachers will follow proper attendance protocols and post "100% Attendance" Shout-Out Poster on their door for each day of 100% Attendance in their class. Class goal setting for attendance will be implemented and celebrated as classes reach their goals.

Person Responsible: Jackie Hamilton (jackie.hamilton@okee.k12.fl.us)

By When: Daily by 9 am.

Morning Announcements (NEHS student led) will update progress of top classes and/or "shout out worthy" class attendance for recognition. Student events and school-wide culture building events will be promoted on announcements, and parent communication and social media platforms.

Person Responsible: Jackie Hamilton (jackie.hamilton@okee.k12.fl.us)

By When: Weekly

Guidance Counselor, Data Processor and Title I Paras will make necessary calls to check in with families of chronic attendance students. Attendance Works resources will be utilized to support and educate parents.

Person Responsible: Jackie Hamilton (jackie.hamilton@okee.k12.fl.us)

By When: Weekly

Refer to school mentor or Peer Support Mentor from Our Village. Students with chronic absences will be part of a program which encourages and educates family and child on the positive and negative outcomes surrounding attendance. Students will receive individual incentives for improving their attendance and reaching goals set by the program mentor.

Person Responsible: Jackie Hamilton (jackie.hamilton@okee.k12.fl.us)

By When: As appropriate with shared biweekly updates.

Attendance Works material is posted in our office and given to parents as a flyer when signing students in and out of school. These materials are also posted on social media and communication platforms both as educational resources and also to alert parents to the needs of the school in regards to current attendance trends we are experiencing as a school.

Person Responsible: Julianne Gagliardo (julianne.gagliardo@okee.k12.fl.us)

By When: Monthly

Encouraging student attendance in the school environment through staff implementation of building social-emotional learning skills, student centered events (ie: "Start with Hello", "See Something, Say Something", Anti-Bullying, Safety Drill Training, etc.), increasing parent communication, classroom, grade level and school-wide attendance celebrations, and school pride events to consistently send the message that attendance matters and students matter.

Person Responsible: Julianne Gagliardo (julianne.gagliardo@okee.k12.fl.us)

By When: Monthly throughout the school year.

Improving staff attendance by recognizing staff for perfect attendance each month.

Person Responsible: Julianne Gagliardo (julianne.gagliardo@okee.k12.fl.us)

By When: Monthly

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**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.

This is the third year that our Students With Disabilities ESSA Subgroup has fallen below the 41% Federal Index needed to meet state performance levels. In addition, this is the first year that our FRL ESSA Subgroup has fallen below the 41% Federal Index needed to meet state performance levels.

Measurable Outcome:

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

We will increase the Federal Index percentage from 31% to 41% or higher for the underperforming SWD ESSA Subgroup on the 2024 state assessment and we will increase the Federal Index percentage from 40% to 41% or higher for the underperforming FRL ESSA Subgroup on the 2024 state assessment.

Monitoring:

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

Frequent monitoring will occur during PLCs, Data Chats, and Individual Teacher Conferencing. EWS and School-Wide Assessment Data Collection (Formative & Summative) will occur each quarter and be reviewed twice a quarter. As we refine our instructional practices, teams will plan collaboratively each week to align benchmark assessments and to review said assessments to determine next steps for students who do not show mastery of the benchmarks in both ELA and Math. Charts will be utilized in the classroom to encourage student ownership of learning and provide a visual of progress. Teachers will keep a data binder for their classes containing formative and summative assessment data, intervention data and common lesson plans. Students will keep a data binder to track their own data. MTSS plans will be developed and monitored as appropriate. Support personnel will provide inclusion support in targeted instructional groups using gradual release, with evidence of student thinking in work and student discussions in both ELA and Math.

Person responsible for monitoring outcome:

Cynthia Kubit (kubitc@okee.k12.fl.us)

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.)

The evidence-based intervention that is being implemented is differentiation, primarily through strategic instructional groups, facilitated by the teacher and support staff in the areas of ELA and Math particularly for students with significant deficiencies in ELA and in Math.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students are struggling to master on grade level content and need differentiation to make learning gains. Scores have remained relatively stagnant and some students have not been identified for or given effective interventions as they should be during the last year.

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.

Revision and careful scrutiny of the support staff schedule for paraprofessionals and inclusion teachers, as well as checking for appropriate usage of instructional support staff to address student learning gaps and the fidelity of following the schedule.

Person Responsible: Julianne Gagliardo (julianne.gagliardo@okee.k12.fl.us)

By When: September 8, 2023 Needs new revision by October 6, 2023

School leadership team observations in order to support fidelity of support staff usage and ensure that they are being utilized to support student learning.

Person Responsible: Cynthia Kubit (kubitc@okee.k12.fl.us)

By When: Ongoing, Data available each month based on Observation Google Form and Effective Instruction document used to track effective teaching practices.

Use of Lalilo, F2B, Freckle, Acaletics, Reflex, FRAX, Waggle, Really Great Reading Phonics(RGR), and Measuring up/Magnetic Reading in specific subgroups based on MTSS tiered needs. Math and Reading Tiered Supports delivered through program usage fidelity in Lalilo and RGR in grades K-2, F2B in Kindergarten, and Freckle, Acaletics, Reflex, FRAX, Waggle and Measuring Up/Magnetic Reading in grades 2-5.

Person Responsible: Cynthia Kubit (kubitc@okee.k12.fl.us)

By When: Ongoing throughout the year with frequent data chats to assess growth and level of support needed in MTSS.

PLCs are held based on maximum allowed (2-3) per month. PLCs are led by Principal, Instructional Coach, Guidance Counselor, AP, Connie Webb (Raise) and Dr. Leahy (Catapult).

Person Responsible: Cynthia Kubit (kubitc@okee.k12.fl.us)

By When: 2-3 per month with voluntary PLCs when needed or requested

Differentiated student-led and teacher-led centers are held during the ELA block, as again in the Acceleration Block to improve student learning in subgroups as well as tier 2 and 3 students in reading and math. Instructional support personnel schedules have been designed to maximum the time they push into these blocks to support student intervention groups. Effectiveness of differentiated instruction reviewed in data chats, PLCs, CPTs, Individual data chats each quarter, district data chats, and with parents at APTT data chats.

Person Responsible: Cynthia Kubit (kubitc@okee.k12.fl.us)

By When: Ongoing, daily, throughout the school-year.

CPTs are held weekly, to review and develop common lesson plans, develop benchmark mastery, ensure rigor of formative assessments, and review student assessment data on an alternating schedule of planning/data diving each month.

Person Responsible: Kimberly Syples (kimberly.collier@okee.k12.fl.us)

By When: Weekly

Coaching cycles for teachers needing support based on observations and data reviews.

Person Responsible: Kimberly Syples (kimberly.collier@okee.k12.fl.us)

By When: 3-5 per month

The school leadership team as well as staff leaders provide additional PD after school or during planning to improve research based implementation of engagement strategies(ie: KAGAN, AVID), instructional strategies(ie: GRM, LF), and management strategies (DOJO, BM) to build teacher capacity to improve school-wide practices that can impact student growth and proficiency levels.

Person Responsible: Kimberly Syples (kimberly.collier@okee.k12.fl.us)

By When: Monthly

Tutorial designed to target subgroup needs as well as proficiency levels through additional tier 2 and 3 academic support, knowing that increased support will close the learning gap of our tier 2 and 3 students faster and increase student proficiency in all subgroups, particularly students in Math and ELA identified with a deficiency.

Person Responsible: Cynthia Kubit (kubitc@okee.k12.fl.us)

By When: October-March

Professional development in differentiation for students with Math and ELA deficiencies and subgroups. Paraprofessionals, teachers and support personnel will receive Literacy First PD, as well as RAISE PD to address differentiation and small group instruction designed to close learning gaps.

Person Responsible: Kimberly Syples (kimberly.collier@okee.k12.fl.us)

By When: Ongoing throughout the school year.

IEPs at a glance are a one page sheet to identify student needs, goals and accommodations. Test Hound will be utilized to identify accommodations and differentiation needs to improve implementation of IEPs for our students in both ELA and Math.

Person Responsible: Julianne Gagliardo (julianne.gagliardo@okee.k12.fl.us)

By When: IEP at a glance- by September and Test Hound by November.

Deliberate Practice Plans will address a goal for both ELA and Math student growth.

Person Responsible: Cynthia Kubit (kubitc@okee.k12.fl.us)

By When: September 30, 2023

Individual Teacher Data chats each quarter to discuss data for each student, interventions implemented, progress monitoring data and determining if adjustments need to be made for students to make gains in both ELA and Math.

Person Responsible: Cynthia Kubit (kubitc@okee.k12.fl.us)

By When: Each quarter, 3-4 times during the year.

#3. Instructional Practice specifically relating to Student Engagement

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.

A large percentage of our students continue to stagnate below proficiency and accelerated levels. Students must be engaged and take an active role in their learning responsibilities and teachers must provide engaging content (see District Vision for Effective Instruction) that will increase student ownership of learning. Student achievement would then begin to move.

Measurable Outcome:

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

In grades 3-5, students ELA Scores were 44% (3), 48% (4), 38% (5) and were respectively, 6, 9 and 15 points below the state percentage passing in ELA. In grades 3-5, Students Math Scores were 47% (3), 44% (4), 17% (5) and were respectively, 12, 17 and 38 points below the state percentage passing in Math. In grade 5, students Science Scores were at 35% and 16 points below the state percentage passing in Science. We hope to meet or exceed the state percentage passing on the 2024 state assessment.

Monitoring:

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

Administration will develop criteria specifically aligned to the intended outcomes and will use a common data collection tool to use during classroom walkthroughs. Administration will collect trend data and communicate the data to teachers. Administration will provide individual feedback to teachers based on specific teacher needs. Administration will set the expectations for and attend PLCs, CPTs and Data Chats.

Person responsible for monitoring outcome:

Cynthia Kubit (kubitc@okee.k12.fl.us)

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 will utilize data to differentiate and scaffold instruction to meet the needs of each student. Teachers will also use AVID strategies (WICOR) Literacy First Strategies, and the District Vision for Effective Instruction Practices to facilitate student engagement, as well as embed the following literacy practices into their instruction:

1. Balance teacher-led and student-led discussions through the gradual release model and student discussion.
2. Work with students in small groups while others engage in alternative, individualized, valuable activities.
3. Balance direct instruction, guided instruction, and independent learning.
4. Use a variety of assessment techniques to inform instruction.
5. Tutorial to target students below the 10th percentile in ELA and Math and students who are close to proficiency in ELA and Math.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The above evidence-based strategies help ensure that all students receive the same opportunities for intentional practice and skill development at their individual level of performance. These strategies also allow for higher levels of engagement, preparation for and access to more rigorous content and courses, occasions to provide frequent and systemic in-class interventions, and ultimately lead to higher student achievement.

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.

Develop common data collection tool for classroom walkthroughs. (Mirrors District Strategic Plan classroom walkthrough tool.)

Person Responsible: Cynthia Kubit (kubitc@okee.k12.fl.us)

By When: August 15, 2023

Collect trend data from classroom walkthroughs and present data to teachers during PLCs, CPTs, and Data Chats (District and School).

Person Responsible: Kimberly Syples (kimberly.collier@okee.k12.fl.us)

By When: Ongoing each month throughout the school year.

Provide individual feedback to teachers based on specific teacher needs identified during coaching cycles, walkthroughs and observations.

Person Responsible: Cynthia Kubit (kubitc@okee.k12.fl.us)

By When: Twice a quarter

Administration will set the expectations for and attend PLCs, CPTs and Data Chats. Which will include discussion of areas of need for PD and provision of said PD. Data collection will show improvement following this continuous improvement process.

Person Responsible: Cynthia Kubit (kubitc@okee.k12.fl.us)

By When: At Weekly PLCs, CPTs and District and School level Data Chats

Individual Teacher Data Chats each quarter to determine if coaching cycles, feedback, PD, collaborative planning, instruction, intervention, tutoring and additional instructional support is positively impacting student data. All students should show continuing growth both in ELA and Math.

Person Responsible: Cynthia Kubit (kubitc@okee.k12.fl.us)

By When: Each quarter

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).

A team of Central Elementary School stakeholders reviewed the most recent academic and behavioral data from the 2023 SY. Stakeholders determined areas of needed improvement for the current school year, as well as trends that have developed over the past three to five years in grade levels, content areas, and underperforming sub-groups. As the school improvement goals were established, the team determined, based on their comprehensive needs assessment, how Title I dollars should be spent to best support the indicated areas of concern.

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

Based on 2022-2023 coordinated screening and progress monitoring system data, 45% of students in Kindergarten, 38% of students in 1st grade and 42% of students in 2nd grade scored below a level 3. These percentages are indicators of the percentage of students in each grade level who are not on track to score a proficiency level on the statewide, standardized ELA Assessment. The 1st and 2nd grade scores were due to students entering a grade already below grade level which impacted their on grade-level performance and showed a need for accelerated learning to close the existing achievement gap.

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

Based on 2022-2023 ELA FAST scores, 56% of students in 3rd grade, 52% of students in 4th grade and 62% of students in 5th grade scored below a level 3. These percentages are indicators of the percentage of students in each grade level who are not on track to score a proficiency level on the statewide, standardized ELA Assessment. The 1st and 2nd grade scores were due to students entering a grade already below grade level which impacted their on grade-level performance and showed a need for accelerated learning to close the existing achievement gap.

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

The percentage of grades K-2 students scoring proficient, will increase to 50% or higher as measured by the Spring 2024 statewide ELA assessment.

Grades 3-5 Measurable Outcomes

The percentage of grades 3-5 students scoring proficient at a level 3 or above, will increase to 50% or higher as measured by the 2024 statewide ELA assessment.

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.

Students progress in mastery of ELA Benchmarks will be progress monitored through formative and summative assessments. Each week, teacher's and support personnel will plan in PLCs and Collaborative Planning Time to ensure benchmark assessments are aligned to the benchmarks. Data chat reviews of will be held monthly to monitor student progress. Intervention plans will be developed for students in need of more intensive support. Teachers will keep a data binder for easy reference for strategic small group instructional intervention and quality implementation of MTSS intervention plans. Classroom charts and individual student data binders will be utilized to encourage student engagement and commitment to their learning success. Classroom observation walkthrough tool will supply trends and data to support effective instructional practices and identify areas where teachers need training or support to be effective.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Kubit, Cynthia, kubitc@okee.k12.fl.us

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?

We will implement job-embedded professional learning within a supportive context to significantly improve student achievement. By providing targeted coaching support to teachers and differentiate support of teachers in need of professional development, and enhance key initiatives at the school to ultimately improve the quality of teaching and learning school-wide. We have partnered with Catapult Learning to provide, Literacy First: The Science of Reading Professional Development and Targeted Coaching Support.

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?

Developing proficient, fluent readers requires that teachers use proven instructional strategies. Literacy First: The Science of Reading is a comprehensive and research-based process that supports developing literacy in all subject areas. Teachers will be able to support early learners by focusing on explicit and systematic instruction which can lead to skilled reading. Supplemental diagnostic tools will be implemented and help in identifying gaps so teachers can target instruction according to student need. The data-driven process and the strategies support students in all subgroups as well. Coaching models are evidence-based and result in a capacity-building support system for teachers as they implement or advance best practices for instruction in their classrooms.

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
Provide school-wide professional development on Literacy First: The Science of Reading in grades K-5. Administration will provide materials, such as Literacy First: The Science of Reading Teacher Manual, as well as core and supplemental materials for each teacher. Administrative leadership will ensure that teachers are covered while they attend 5 days of training. and participate in job-embedded coaching which includes co-planning of lessons which implement new strategies, modeled lessons, co-teaching activities, review of student products, design of formative assessments, analyzing, interpreting and using data to drive instructional decisions, targeted observations with school leadership team with data based feedback to inform conversations, activity logs, collection of artifacts and differentiated support for teachers.	Kubit, Cynthia, kubitc@okee.k12.fl.us
Participate in job-embedded coaching which includes co-planning of lessons which implement new strategies, modeled lessons, co-teaching activities, review of student products, design of formative assessments, analyzing, interpreting and using data to drive instructional decisions, targeted observations with school leadership team with data based feedback to inform conversations, activity logs, collection of artifacts and differentiated support for teachers.	Syples, Kimberly, kimberly.collier@okee.k12.fl.us

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.

The SIP and SWP will be linked in parent newsletters, shared at SAC meetings, and housed on our school website. Throughout the school year, the leadership team will provide updates on our progress and any changes we implemented to stakeholders during SAC meetings and Parent/Family Engagement Events. These updates will be in person or online so parents can choose what is convenient for them. Just as we do for our Annual Title I Parent Meeting, data will be presented in graphs or charts and in parent-friendly language. The school website is: <http://ces.okee.k12.fl.us/>.

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))

The school will establish various communication channels to connect with parents, families, and community stakeholders. These channels include social media platforms, school newsletters, teacher-parent emails, phone calls, the school website, and ClassDojo. This will ensure that important information, updates, and achievements are shared promptly and widely. Furthermore, the Family Engagement Team will work with stakeholders to develop the 23-24 Family Engagement Plan. This plan will outline all events hosted by the school to encourage parents and families to actively participate in their children's education. These events include parent-teacher conferences, APTT, Open Houses, Parent Workshops, monthly Family Read Nights, Literacy, Math and Science Nights, and various Family Activity Days. These gatherings will provide opportunities for parents to meet teachers, learn about the curriculum, and engage in meaningful discussions about their children's progress. The school will actively engage with local community organizations, businesses, and leaders to foster a sense of unity and shared responsibility for the students' success. Collaborative initiatives, such as mentorship programs, career days, and community service projects, will not only benefit the students but also showcase the school's commitment to the community's well-being. The FEP will be available in the front office, linked in school newsletters, and housed in the front office. The school website is: <http://ces.okee.k12.fl.us/>.

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)

The school will review and update its curriculum to ensure alignment with the Florida's Benchmarks of Excellent Student Thinking (BEST) in both math and reading through PLCs. Topics during PLCs will also include modern teaching methodologies, high-impact strategies, relevant real-world applications, differentiated instruction, and interdisciplinary opportunities. The use of Title I funds will supplement instruction with a range of learning resources, online learning licenses, instructional materials and supplies, and additional classroom staff. By continuing PLCs throughout the school year, our teachers will feel empowered to deliver high-quality instruction and innovated learning experiences.

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))

The school will align its academic plan with the requirements and guidelines set forth by ESSA. In addition to Title I, the school will work in conjunction with additional federal programs such as Title II (which focuses on teacher and principal preparation and training), and Title IV (which addresses student support and academic enrichment). By integrating these programs, the school can maximize resources and ensure a well-rounded educational experience. The school will collaborate with the LEA Mental Health and Wellness department to implement anti-bullying initiatives, conflict resolution programs, and mental health support services. The school cafeteria managers work with the Director of Food Services to ensure that students have access to healthy meals, as this is essential for students' cognitive development and overall well-being. Our high school integrates career and technical education (CTE) programs aligned with local industry needs: medical, agricultural, construction, automotive, and digital technology. By actively coordinating and integrating these various services, resources, and programs, the school aims to provide a comprehensive and holistic educational experience that addresses the diverse needs of its students and supports their academic success and overall well-being.

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))

The school ensures the availability of professional counseling services for students. Trained counselors are on hand to provide guidance, support, and interventions for students facing emotional, social, or psychological challenges. These counselors work with students individually or in groups to address issues such as stress, anxiety, bullying, and peer relationships. The school partners with mental health professionals, such as psychologists or social workers, to offer specialized mental health services. These professionals collaborate with teachers, administrators, and parents to identify students who may require additional mental health support. They provide assessments, interventions, and resources to help students cope with emotional issues. The school identifies students with unique learning needs, such as those with disabilities, English language learners, or those who require individualized education plans (IEPs). Special education teachers and support staff collaborate to provide tailored strategies, accommodations, and interventions to help these students succeed academically and socially. The school involves parents and families in the process by providing resources, workshops, and information sessions that help parents understand and support their children's holistic development. Family involvement enhances the effectiveness of support strategies.

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))

The school offers a program called Xello that allows students to explore various industries and careers. Students have the chance to explore their interests, and gain an understanding of real-world jobs. As an AVID school, students attend events such as college fairs and hear guests who share about their careers, such as, firefighters, EMTs, law enforcement, and other career fields. These events provide valuable opportunities and allow students to gather information about different career paths. The school engages parents and guardians in these events in order to help families understand the options available to their children and the steps they can take to support their education and career goals.

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).

Okeechobee County School Board is committed to organizing the existing educational system as a Multi-Tiered System of Supports (MTSS). MTSS provides the district and schools with a framework with strong evidence of success by which we are better able to meet the academic, social-emotional, and behavioral needs of EVERY student. MTSS consists of a process that uses high quality evidence-based instruction coupled with standards based curriculum, universal screening practices, and tiered intervention support to ensure that ALL students receive the appropriate level of engagement to be successful. We have partnered with Branching Minds as our primary tool for understanding why students are struggling,

finding interventions that match student needs, and monitoring progress effectively and collaboratively. Universal screening of all students occurs two to three times per year (e.g., beginning, middle, and near the end of the school year) within both the academic and behavior/mental health domains. The data obtained from these universal screenings must identify which students are proficient in the target skill, which students are developing the skill, and which are deficient in the skill. The data are then utilized to make decisions about how to create instructional change so that all students reach proficiency and determine which students need more intensive interventions. The School Leadership Team (SLT) is a school-based, problem-solving team; it is the engine that drives the MTSS system. The SLT meets three to six times a year, typically after academic and behavior/mental health universal screening data is available. The goal of SLT meetings is to understand the school-wide health and wellness around MTSS. The School Leadership Team is reviewing school level data (assessment scores, tier demographic distributions, tier movement, referral rates, etc.) to answer the question "Is this a healthy school?" by looking at improvement in student outcome measures since the last meeting and to understand if progress is positive, neutral (may make adjustments to Tier 1), or negative (evaluate the institution). The Instructional Services Department will monitor the MTSS process to ensure that all components of the model are followed at each school site by completing administrative data chats three times a year. The School Problem-Solving Team (SPS Team) is responsible for the individualized deep dive problem solving for students not making sufficient progress as referred by the PLC/ Grade/Content Team (e.g., initiating Tier 3 intervention or stagnating Tier 3 students). The SPS Team duties include: making decisions about accepting referrals for most intensive supports at Tier 3; holding problem-solving meetings (that include parents) for individual students; monitoring the progress data of students with Tier 3 supports and re-implementing the problem-solving process as needed; and referring students for comprehensive special education evaluations when data indicate it is warranted. The Instructional Coach and the Assistant Principal serve as co-facilitators. The Principal designates the additional composition of the standing members of the SPS Team, which include the School Resource Specialist and the Guidance Counselor.

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))

Goal One of the 2023-2026 Okeechobee District Strategic Plan centers on delivering engaging instruction to ensure every student attains mastery of grade-level standards. The aim is to elevate student achievement by adhering to the prescribed curriculum content while integrating supplementary resources to enrich the learning experience. The vision for effective instruction underpins this goal, involving strategic instructional strategies and practices. This plan seeks to bolster the proficiency of subgroups identified under the Every Student Succeeds Act (ESSA). It strives to expand access to high-quality early childhood opportunities to reinforce kindergarten readiness, setting a strong foundation for

academic growth. The strategy harnesses the power of the Champion's Academy training to effectively implement Renaissance products such as Freckle Reading/Math and Lalilo, ensuring fidelity to their intended impact. An emphasis is placed on enhancing literacy education through training. This includes equipping teachers with the anatomy of a lesson model and incorporating Literacy First strategies. District and school-based leadership teams partake in instructional rounds to provide schools with individualized feedback on instruction. This process promotes continuous improvement across the district. The Vision for Effective Instruction (VforEI) document is disseminated widely, ensuring all teachers are acquainted with its contents and know how to access it for guidance. Instructional coaches, mentors, and SRLD (State Regional Literacy Directors) are leveraged to deliver professional learning on the science of teaching reading and writing to core teachers. Instructional coaches, mentors, and grade chairs collaborate to provide tiered support for teachers. This aims to enhance their capacity to implement both core and supplemental materials with fidelity. This goal includes an equity and inclusion focus that prioritizes building the knowledge of school staff to effectively cater to the needs of English Learners (ELs) and Students with Disabilities (SWDs) through specialized professional development and technical support. Finally, Professional development opportunities are extended to VPK staff to equip them with strategies for identifying behaviors or factors that warrant intervention strategies.

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))

Goal 1, Strategy 1D of the 2023-2026 Okeechobee District Strategic Plan outlines specific activities to assist preschool children and their parents as they transition into kindergarten. Students who attend VPK at our elementary schools will benefit the most from these activities. The school, in partnership with the Exceptional Student Education office will connect parents with children in early childhood programs with Florida's Healthy Start program to use available resources to support child development. FDLRS Child Find services will be used to assist with providing diagnostic screening, placement coordination, training, and support to parents of young children who have or are at risk of developing disabilities. Administrators and teachers will work together to improve early education programs by utilizing the CLASS observation instrument from the Early Learning Coalition. The school and the Grants and Special Programs office will work closely to monitor and increase the use of Footsteps2Brilliance for students ages 0 to 5. Together, the school and the district will partner with The Florida Grade-Level Reading Campaign to leverage local efforts to provide strategic guidance to help promote school readiness and quality instruction, tackle chronic absence, and improve summer learning opportunities, as well as engage parents as their children's first teacher. As always, the school will explore opportunities to expand the programs available to better prepare more students for kindergarten.

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: Other	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Student Engagement	\$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.

No