South Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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South Elementary School

2468 SW 7TH AVE, Okeechobee, FL 34974

http://southelementaryschool.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.

It is the mission of South Elementary School to prepare children for college and career by addressing the needs of the whole child. We create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning.

Provide the school's vision statement.

South Elementary School will create an engaging and safe learning environment for all students while instilling an enthusiasm for learning and a solid foundation of academic fluency skills in order to prepare students for colleges and careers.

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
Steiert, Lonnie	Principal	To provide the leadership and vision necessary to design, develop, implement and evaluate a comprehensive program of instructional and support services which optimize available resources to establish and maintain a safe, caring and enriching environment to promote success for students, staff, parents, and community.
McCluskey, Jennifer	Assistant Principal	To assist the principal with administrative and instructional functions and development and implementation of the school improvement plan to carry out the mission and goals of the school and the district and to meet the needs of students.
Davis, Morgan	School Counselor	To provide students with educational, personal, and vocational counseling and to identify and coordinate all available resources to empower students to reach full potential.
Johns, Stephanie	Instructional Coach	To assist the principal with administrative and instructional functions and development and implementation of the school improvement plan to carry out the mission and goals of the school and the district and to meet the needs of students.
Talavera, Jessica		To facilitate and monitor the implementation of state and federal guidelines related to exceptional education students, tiered intervention supports, positive behavior interventions, and students being considered for exceptional student education services.

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.

During the development of the SIP, input is gathered from all stakeholders, including parents and community members. This input is formally incorporated into the SIP and reviewed during School Leadership, School Improvement Faculty Committee Meetings, or School Advisory Council as it is rooted in data analysis, guides school improvement, and details methods for the allocation of a school's resources, the SIP often functions as a Comprehensive Needs Assessment (CNA) and the Title I Part A School-wide Plan.

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))

School site administration, district admin, and the literacy/leadership team, including the instructional coach (school based and district), will conduct timely debrief meetings after walk-throughs and other observations. The purpose of these debrief meetings is to calibrate data. The STAR and/or FAST Math and ELA Assessments will help monitor the progress in ELA and math. For ongoing progress monitoring by individual student need and standard focus, Literacy First assessments will be used in ELA, specifically for those students with gaps in foundational skills. The data from these assessments will be used to guide feedback discussions with teachers during professional learning communities.

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	42%
2022-23 Economically Disadvantaged (FRL) Rate	98%
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: C 2018-19: C 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	9	8	10	9	7	8	0	0	0	51
One or more suspensions	5	5	6	7	7	14	0	0	0	44
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	20	18	30	0	0	0	68
Level 1 on statewide Math assessment	0	0	0	24	19	50	0	0	0	93
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	14	12	15	14	22	0	0	0	85

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	4	26	22	28	21	27	0	0	0	128

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	1	3	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	8	10	9	7	8	0	0	0	51
One or more suspensions	5	5	6	7	7	14	0	0	0	44
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	20	18	30	0	0	0	68
Level 1 on statewide Math assessment	0	0	0	24	19	50	0	0	0	93
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	14	12	15	14	22	0	0	0	85

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	4	26	22	28	21	27	0	0	0	128

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	2	1	10	0	0	0	0	0	16
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	9	8	10	9	7	8	0	0	0	51
One or more suspensions	5	5	6	7	7	14	0	0	0	44
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	20	18	30	0	0	0	68
Level 1 on statewide Math assessment	0	0	0	24	19	50	0	0	0	93
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	14	12	15	14	22	0	0	0	85

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	4	26	22	28	21	27	0	0	0	128

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	1	3	0	0	0	0	0	4
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*	49	44	53	53	50	56	48		
ELA Learning Gains				59			30		
ELA Lowest 25th Percentile				55			35		
Math Achievement*	49	49	59	50	44	50	40		
Math Learning Gains				47			13		
Math Lowest 25th Percentile				49			0		
Science Achievement*	56	43	54	28	51	59	31		
Social Studies Achievement*					52	64			
Middle School Acceleration					44	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	46	54	59	37			51		

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	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	245
Total Components for the Federal Index	5
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	378
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	23	Yes	4	1
ELL	29	Yes	3	1
AMI				
ASN				
BLK	37	Yes	3	
HSP	43			
MUL	59			
PAC				
WHT	56			

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	42			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL	40	Yes	2	
AMI				
ASN				
BLK	21	Yes	2	1
HSP	47			
MUL	59			
PAC				
WHT	51			
FRL	44			

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	49			49			56					46
SWD	21			30			32				4	
ELL	24			24			42				5	46
AMI												
ASN												
BLK	33			40							2	
HSP	40			37			54				5	50
MUL	67			50							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	55			55			60				4	
FRL	41			41			52				5	45

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	53	59	55	50	47	49	28					37
SWD	17	34	44	32	47	47	11					28
ELL	39	54	50	36	39	50	13					37
AMI												
ASN												
BLK	24			18								
HSP	49	63	56	42	48	56	25					37
MUL	67			50								
PAC												
WHT	57	60	60	58	48	40	35					
FRL	45	56	53	42	46	52	22					35

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	48	30	35	40	13	0	31					51
SWD	32	30	30	29	13	0	26					
ELL	38	18		29	9		55					51
AMI												
ASN												
BLK	7			7								
HSP	43	21		37	11		42					47
MUL	60			60								
PAC												
WHT	55	37	31	44	16	0	26					
FRL	39	20	50	32	3	0	20					47

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	51%	43%	8%	54%	-3%
04	2023 - Spring	64%	57%	7%	58%	6%
06	2023 - Spring	*	35%	*	47%	*
03	2023 - Spring	44%	41%	3%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	38%	*	54%	*
03	2023 - Spring	50%	52%	-2%	59%	-9%
04	2023 - Spring	52%	56%	-4%	61%	-9%
05	2023 - Spring	47%	42%	5%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	42%	11%	51%	2%

III. Planning for Improvement

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

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

Third grade ELA- students still needing to catch up after COVID school closures were all hinderances to learning in the 21-22 through 22-23 school years- this group missed the last quarter of kindergarten and learned to read in first grade while teachers and students all wore masks, if they returned to the school site.

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

Third grade ELA-students still are needing to catch up after COVID school closures were all hinderances to learning in the 21-22 through 22-23 school years- this group missed the last quarter of kindergarten and learned while teachers and students all wore masks, if they returned to the school site.

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.

Third and fourth grade Math- students still are needing to catch up after COVID school closures were all hinderances to learning in the 21-22 through 22-23 school years- this group missed the last quarter of kindergarten and learned while teachers and students all wore masks, if they returned to the school site.

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

5th grade Science proficiency grew from 27% to 53% proficiency, 2 percentage points above the state.

We set our goal to increase proficiency by at least 20%. The Science NWEA Assessment was given 3 times a year for progress monitoring of standards mastery of students in 3rd through 5th grades. Targeted, standards-based Science instruction, was provided by teachers in all grades, ensured that SES students developed strong foundational Science skills. Teachers implemented explicit instruction using researched based best Science practices, including but not limited to small group instruction, visual representations, manipulatives, and hands-on and real-world science simulations. Teachers in all grade followed the OCSB Science Curriculum Maps with fidelity. The state science assessment contains standards beginning in 3rd grade so 5th grade teachers will spiral within the maps to ensure all content tested has been mastered.

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

The number of students in all grade levels with multiple indicators identified.

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

1- Third grade ELA- students still needing to catch up after COVID school closures were all hinderances to learning in the 21-22 through 22-23 school years- this group missed the last quarter of kindergarten and learned to read in first grade while teachers and students all wore masks, if they returned to the school site.
2- Increasing Math proficiency in grades 3-5 for all students.

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

#1. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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.

The focus of the leadership team is to increase visibility across campus and in classrooms to ensure that instruction is being conducted with fidelity, and according to all available data from current instructional programs. This will be accomplished by providing timely and actionable feedback to teachers.

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

By the end of the 2023-24 school year, the lowest quartile of students will increase
learning gains by 5% in math and 5% in ELA. 5th grade Science proficiency will increase by at least 2 percentage points from 53% to 55%.

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

The STAR and/or FAST Math and ELA Assessments will help monitor the progress in ELA and math. NWEA will monitor progress in science. For ongoing progress monitoring by individual student need and standard focus, Freckle will be used in math and Freckle and Literacy First assessments will be used in ELA, specifically for those students with gaps in foundational skills. The data from these assessments will be used to guide feedback discussions with teachers.

Person responsible for monitoring outcome:

Lonnie Steiert (steiertl@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.)

Visibility in classrooms increases academic achievement through the use of targeted coaching support via the administrative staff and instructional coaches. Administration and the leadership team will provide timely and targeted feedback to teachers to guide classroom instruction to meet the needs of students. Further,
they will participate in ongoing discussions relating to student data and its use in driving instruction.

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

Effective feedback is designed to determine a learner's level of understanding and skill development in order to plan the next steps towards achieving the learning intentions and goals. Feedback has an immediate impact on learning progress for both teachers and students.

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.

Administration and the leadership team will meet with observed teachers to discuss, debrief, and plan next steps. The focus of these coaching meetings will be to discuss classroom data and plan for future instruction relating to the standards.

Person Responsible: Lonnie Steiert (steiertl@okee.k12.fl.us)

By When: Ongoing, throughout the 2023-2024 school year.

#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.

Students with disabilities, African American students, and ELL student continue to underperform their counter subgroups.

Most current data from 21-22:
Although: ELL subgroup students made large gains in all areas, except Science achievement in 5th grade. African American students increased ELA achievement from 7% to 24% from the prior year and Math achievement from 7% to 18%. Students with disabilities made gains in Math achievement from 29% to 32% and in Math learning gains from 12% to 47%.

ESSA Subgroup Data:
ELL students 40%
Students with Disabilities 33%
African American Students 21%

To continue the increases in achievement and learning occurring within these subgroups, this is an area of focus that will continue to be a priority for the 2023-24 school year.

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

By the end of the 2023-24 school year all ESSA subgroups will meet the 41% or higher threshold for the ESSA federal index for subgroup achievement.

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

The STAR and/or FAST Math and ELA Assessments will help monitor the progress in ELA and math. NWEA will monitor progress in science. For ongoing progress monitoring by individual student need and standard focus, Freckle will be used in math and Freckle and Literacy First assessments will be used in ELA, specifically for those students with gaps in foundational skills. The data from these assessments will be used to guide feedback discussions with teachers.

Person responsible for monitoring outcome:

Lonnie Steiert (steiertl@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.)

Targeted, standards-based instruction will be provided by teachers in all grades. Teachers will implement explicit instruction using researched based best practices, including but not limited to small group instruction, visual representations, manipulatives, and hands-on and real world simulations.

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

The chosen instructional practices and strategies have been shown to support improvement for students who have not yet met academic benchmarks.

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.

Teachers for students in grades 3 - 5 will use the available progress monitoring for all identified students. This tool will be used to collect data to drive a teachers identification of students needing to be retaught and reassessed for specific standards.

Person Responsible: Lonnie Steiert (steiertl@okee.k12.fl.us)

By When: Ongoing throughout the 2023-2024 school year.

#3. 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.

South's Science Achievement was the lowest in the district for the 2021-22 school year with a 27% proficiency score. This is 25 percentage points below the state average and 16 percentage points below the district average. In 2023-2024, South's Science Achievement increased to 53% proficiency and so there needs to be a continued focus on increasing proficiency for grade levels for this to occur.

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

5th grade Science proficiency will increase by at least 2 percentage points from 53% to 55%.

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

The Science NWEA Assessment will be given 3 times a year for progress monitoring of standards mastery of students in 3rd through 5th grades.

Person responsible for monitoring outcome:

Lonnie Steiert (steiertl@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.)

Targeted, standards-based Science instruction, provided by teachers in all grades, will ensure SES students have strong foundational Science skills. Teachers will implement explicit instruction using researched based best Science practices, including but not limited to small group instruction, visual representations, manipulatives, and hands-on and real-world science simulations. Teachers in all grade levels will follow the OCSB Science Curriculum Maps with fidelity. The state science assessment contains standards beginning in 3rd grade so 5th grade teachers will spiral within the maps to ensure all content tested has been mastered.

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

The chosen instructional practices and strategies have been shown to support science improvement for students who have not yet met academic benchmarks.

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.

South Elementary will continue with the following initiatives to engage students through learning in the area of Science:
-Science Olympiad Teams/Tutorials/Competitions
-5th grade will continue to participate in the district-wide Science Fair and 4th grade students will develop

projects in teams of 5, and all K-3 classes will develop a class Science Fair project in the 2023-24 school year.
-The SIP Science Committee will coordinate a new school-wide Science Olympics competition to engage students in learning about Science in K-5.
-South's new Ag program will support and reinforce state science standards through instructional practice.

Person Responsible: Lonnie Steiert (steiertl@okee.k12.fl.us)

By When: End of school year.

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).

Okeechobee County school district implements school wide programs designed to provide high quality instruction and targeted supports to students at Title I school sites. Instructional Coaches provide professional development and facilitate the implementation of Title I Part A funded supplemental academic instruction. The Title I Part A and Title II Part A program staff collaborate with one another and the Offices of Assessment & Accountability, Student Services, and IDEA to ensure resources are focused on greatest areas of weakness in student achievement. This group then coordinates with Title I schools and their stakeholders on how to best invest their Title I allocated funds in order to provide the highest quality supplemental instructional programs, activities, supplemental materials, supplies and resources in order to increase student achievement and success.

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

Reading instruction focuses on and builds learner capacity in the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension) as appropriate to the age/grade level. Reading instruction will also:
• Provide print-rich, explicit, systematic, scaffolded and differentiated instruction

• Build background and content knowledge
• Incorporate appropriate writing in response to reading.
Additionally, early literacy and reading instruction in prekindergarten through second grade will:
• Aligned to the Florida Early Learning and Developmental Standards for Language and Literacy and the B.E.S.T.
Standards for English Language Arts
• Informed by four types of classroom assessment (screening, progress monitoring/formative assessment,
diagnosis and summative assessment) to guide differentiation of instruction and the use of corrective feedback.

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

Reading instruction focuses on and builds learner capacity in the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension) as appropriate to the age/grade level. Reading instruction will also
• Provide print-rich, explicit, systematic, scaffolded and differentiated instruction
• Build background and content knowledge
• Incorporate appropriate writing in response to reading.

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

Based on 2022-2023 STAR End of Year Data:
Kindergarten performed at 66% proficient, at 10 points above the state
1st grade performed at 53% proficient
2nd grade performed at 53% proficient

All K-2 grade levels are currently above 50% proficiency.

Grades 3-5 Measurable Outcomes

Based on 2022-2023 FAST End of Year Data:
3rd grade performed at 44% proficient
4th grade performed at 64% proficient, at 6 points above the state
5th grade performed at 51% proficient

By the end of the 2023-2024 school year, the students will in grades 3-5 will increase proficiency, with 51%
or more scoring a 3 or above on the FAST statewide assessment in ELA in each 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.

The STAR and/or FAST Math and ELA Assessments will help monitor the progress in ELA and Math. For
ongoing progress monitoring by individual student need and standard focus, Freckle will be used in Math and Freckle and Literacy First assessments will be used in ELA, specifically for those students with gaps in
foundational skills. The data from these assessments will be used to guide feedback discussions with teachers and to inform instruction so that all students' needs are met to ensure their success.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Steiert, Lonnie, steiertl@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?

Savvas myView (State Adopted) CORE Alignment to BEST Standards

Lalilo does not meet strong, moderate or promising levels of evidence for grades K-3; however, the following IES Practice Guide Recommendations support the program:
https://ies.ed.gov/ncee/wwc/practiceguide/21

Freckle does not meet strong, moderate or promising levels of evidence for grades K-5; however, the following IES Practice Guide Recommendations support the program: Improving Reading Comprehension
in K-3 Grade: Recommendation(s): https://ies.ed.gov/ncee/wwc/practiceguide/21

Orton-Gillingham is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way
to teach literacy. PROMISING

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?

The IES Practice Guide Recommendations provide rationale to support the use of Lalilo by having students
complete activities aligned to phonological awareness, phonics, word recognition, comprehension, and grammar.

The IES Practice Guide Recommendations provide rationale to support the use of Freckle by continuously
adapting for student practice in ELA activities while offering teachers the ability to focus practice on grade level
standards. It adapts for the students Zone of Proximal Development while allowing the student to increase proficiency through standards based skill development in ELA.

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
Administration and the literacy/leadership team, including the instructional coach, will meet with observed teachers to discuss, debrief, and plan next steps. The focus of these coaching meetings will be to discuss classroom data and plan for future instruction relating to the standards. The STAR and/or FAST Math and ELA Assessments will help monitor the progress in ELA and math. For ongoing progress monitoring by individual student need and standard focus, Freckle will be used in math and Freckle and Literacy First assessments will be used in ELA, specifically for those students with gaps in foundational skills. The data from these assessments will be used to guide feedback discussions with teachers during professional learning communities.	Steiert, Lonnie, steiertl@okee.k12.fl.us
Administration and the literacy/leadership team, including the instructional coach (school based and district), will conduct timely debrief meetings after walk-throughs and other observations. The purpose of these debrief meetings is to calibrate data. The STAR and/or FAST Math and ELA Assessments will help monitor the progress in ELA and math. For ongoing progress monitoring by individual student need and standard focus, Freckle will be used in math and Freckle and Literacy First assessments will be used in ELA, specifically for those students with gaps in foundational skills. The data from these assessments will be used to guide feedback discussions with teachers during professional learning communities.	Steiert, Lonnie, steiertl@okee.k12.fl.us
Title IA funds allocated for this area of focus include: Salaries for migrant advocate, instructional coach, substitutes, technology specialist, Virtual Implementation Training for Really Great Reading Countdown, Blast, and HD Word phonics programs.	Steiert, Lonnie, steiertl@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.

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 Talking Points. 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 their children's education. These events include parent-teacher conferences, Open Houses, Parent Workshops, Literacy and Math 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.

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, 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 range of robust career and technical education programs that equip students with practical skills, knowledge, and experiences relevant to various industries and careers. These programs include fields such as healthcare, agriculture, digital information technology, construction, and automotive. Students have the chance to explore their interests, gain hands-on experience, and develop skills that directly align with real-world job demands. The school provides avenues for students to take advanced coursework that enables them to earn college credits while still in high school. This involves a partnership with Indian River State College for dual enrollment programs and College Board for Advanced Placement (AP) courses. This approach accelerates students' progress toward a postsecondary degree and reduces the time and cost required to complete higher education. The school integrates career readiness skills into the curriculum. This includes teaching students essential skills such as communication, teamwork, problem-solving, critical thinking, and adaptability – skills that are valued by employers in various fields. AVID students attend events such as college fairs and career expos. These events provide valuable opportunities and allow students to gather information about different postsecondary paths. The school engages parents and guardians in the postsecondary preparation process. FAFSA workshops, scholarship seminars, and informational sessions 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 resource specialist services as the facilitator. The site administrator designates the additional composition of the standing members of the SPS Team.

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. Furthermore, specialized training using the Orton Gillingham methodology enhances the teaching of the Science of Reading, benefiting ESE and primary teachers. 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 department/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 Heathly 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: Instructional Practice: Instructional Coaching/Professional Learning	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$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