Everglades Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Everglades Elementary School

3725 SE 8TH ST, Okeechobee, FL 34974

http://evergladeselementaryschool.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.

Everglades Elementary School strives to instill in students a desire for academic excellence.

Provide the school's vision statement.

Everglades Elementary School believes all children can reach their full potential through the collaborative efforts of the faculty, staff, parents, community, and students. Everglades will cultivate an appreciation and respect for lifelong learning.

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
Norman, Christina	Principal	Mrs. Norman is the instructional leader of Everglades Elementary School. She provides leadership that allows teachers to grow professionally through a combination of frequent coaching and feedback sessions, facilitating the PLC process, and ensuring all instructional staff have access to research-based professional learning opportunities regularly. Mrs. Norman works collaboratively with teachers, staff, parents, and community members to assess the needs of the school and implement school improvement initiatives. Mrs. Norman is committed to academic excellence and believes all students can achieve.
Whiteside, RaeAnn	Assistant Principal	Mrs. Whiteside supports the MTSS team as they dissagregate student data, she also works with teachers to support classroom management and best instructional practices. Mrs. Whiteside supports school site mental health and social emotional initiatives.
Stinnett, Melanie	School Counselor	Mrs. Stinnett facilitates the school-wide MTSS process. She regularly works with teachers to improve their instructional practices through the intervention process. Mrs. Stinnett is the school site PBIS coach and works with all stakeholders to ensure PBIS is implemented with fidelity.
HUBBARD, JUDY	Instructional Coach	Mrs. Hubbard is an instructional leader at Everglades Elementary School. She works with instructional staff daily to improve instructional practices through the coaching cycle. Mrs. Hubbard works with teachers weekly during PLCs to review data and to plan for standards based instruction and assessment. She is also an integral part of our Literacy First initiative and works to ensure best instructional practices are being implemented on a daily basis.

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.

The school leadership team, teachers, and school staff reviewed data from 2022-2023 school year in order to determine areas of focus for the 2023-2024 SIP. This was done through the beginning of the year PLCs and their input was solicited and used to create a School Improvement Plan that focuses on our areas of need and also involves instructional practices that will be utilized to improve academic achievement in kindergarten through fifth grade.
Stakeholders are involved in the creation and implementation of the SIP through School Advisory Council meetings. Parents, community members, and staff members reviewed school data and held a discussion on ways to address our areas of in need.

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 reviewed at each School Advisory Council meeting. During these meetings, stakeholders will review all available data to determine if short-term academic goals are being met or if items need to be adjusted in order to better meet the needs of our students. Teachers and staff will also review the SIP during monthly PLCs. Through this process, we will review all pertinent data, as well as instructional practices and resources that are being used to meet the needs of our students. Our goal is to be conscious consumers who are thoroughly vetting all instructional materials being used and ensuring these materials are aligned to BEST Standards and support the instruction of our students.

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	50%
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) 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: B 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	2	4	1	1	5	3	0	0	0	16
One or more suspensions	13	4	2	5	10	16	0	0	0	50
Course failure in English Language Arts (ELA)	3	2	1	5	12	16	0	0	0	39
Course failure in Math	5	2	4	8	10	15	0	0	0	44
Level 1 on statewide ELA assessment	0	0	0	50	27	0	0	0	0	77
Level 1 on statewide Math assessment	0	0	0	39	35	0	0	0	0	74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	51	27	30	60	22	30	0	0	0	220

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	1	0	2	9	12	0	0	0	28

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	1	0	0	3	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	2	1	0	0	0	3

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	33	24	26	27	22	0	0	0	141
One or more suspensions	1	13	7	7	5	10	0	0	0	43
Course failure in ELA	15	11	6	22	10	7	0	0	0	71
Course failure in Math	6	7	7	14	8	6	0	0	0	48
Level 1 on statewide ELA assessment	0	0	0	0	38	28	0	0	0	66
Level 1 on statewide Math assessment	0	0	0	0	29	18	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	18	27	17	17	6	12	0	0	0	97

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	18	27	17	17	6	12	0	0	0	97

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	18	17	19	19	0	0	0	0	0	73
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	33	24	26	27	22	0	0	0	141
One or more suspensions	1	13	7	7	5	10	0	0	0	43
Course failure in ELA	15	11	6	22	10	7	0	0	0	71
Course failure in Math	6	7	7	14	8	6	0	0	0	48
Level 1 on statewide ELA assessment	0	0	0	0	38	28	0	0	0	66
Level 1 on statewide Math assessment	0	0	0	0	29	18	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	18	27	17	17	6	12	0	0	0	97

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	18	27	17	17	6	12	0	0	0	97

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
					Grade Level					
Retained Students: Current Year	18	17	19	19	0	0	0	0	0	73
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*	38	44	53	47	50	56	52		
ELA Learning Gains				60			59		
ELA Lowest 25th Percentile				54			52		
Math Achievement*	50	49	59	57	44	50	54		
Math Learning Gains				69			62		
Math Lowest 25th Percentile				67			52		
Science Achievement*	42	43	54	54	51	59	48		
Social Studies Achievement*					52	64			
Middle School Acceleration					44	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	49	54	59	51			56		

* 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	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	212
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	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	459
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	27	Yes	1	1
ELL	33	Yes	1	
AMI				
ASN				
BLK	38	Yes	2	
HSP	38	Yes	1	
MUL	55			
PAC				
WHT	43			

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	38	Yes	1	

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	47			
ELL	49			
AMI				
ASN				
BLK	25	Yes	1	1
HSP	51			
MUL	40	Yes	1	
PAC				
WHT	67			
FRL	55			

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	38			50			42					49
SWD	16			26			31				5	45
ELL	25			47			28				5	49
AMI												
ASN												
BLK	38			38							2	
HSP	34			49			32				5	47
MUL	50			60							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	40			51			48				4	
FRL	31			47			40				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	47	60	54	57	69	67	54					51
SWD	29	54	60	34	62	62	32					43
ELL	39	49	33	53	68	56	46					51
AMI												
ASN												
BLK	17			33								
HSP	39	49	50	55	64	56	45					53
MUL	40			40								
PAC												
WHT	57	67	53	62	75	93	64					
FRL	45	55	50	52	66	65	56					49

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	52	59	52	54	62	52	48					56
SWD	27	38	47	37	44	50	12					47
ELL	44	51	45	51	59	36	39					56
AMI												
ASN												
BLK	56			33								
HSP	45	52	58	50	59	42	40					57
MUL												
PAC												
WHT	55	57		60	61		57					
FRL	53	64	53	53	60	31	52					59

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	43%	-10%	54%	-21%
04	2023 - Spring	57%	57%	0%	58%	-1%
03	2023 - Spring	28%	41%	-13%	50%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	51%	52%	-1%	59%	-8%
04	2023 - Spring	55%	56%	-1%	61%	-6%
05	2023 - Spring	52%	42%	10%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	42%	0%	51%	-9%

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 proficiency showed the lowest performance for the 2022-2023 school year. 39% of third-grade students scored a three or higher on administration three of the FAST assessment. 61% of the students were not proficient, with 30% of third-grade students scoring a level one and 31% of third-grade students scoring a level 2 on PM 3 of the FAST assessment. This was a 4% decline from the 2021-2022 school year.
Contributing factors to this low performance are the new curriculum and standards that were implemented last year, as well as developing teachers who were new to the educational setting.

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

Fifth-grade ELA FAST proficiency showed the most significant decline. 49% of students showed proficiency on PM3 FAST, a ten percent decline from the 2021-2022 school year.
We contribute this decline to the new ELA curriculum and standards.

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-grade ELA proficiency has the most significant gap when compared to the state average. Third-grade ELA proficiency is 14% lower than the state average. This can be attributed to new curriculum, standards, state assessment and teachers.

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

Reading proficiency with fourth-grade students showed the greatest improvement for the 2022-2023 school year. 62%of fourth graders scored a level three or higher on FAST. In 2021-2022, fourth-grade reading proficiency was 52% of students scoring a level 3 or higher on FAST ELA assessment.
There are veteran teachers in fourth grade with vast knowledge of best instructional practices. The teacher immersed themselves in the standards to gain a solid understanding of what students needed to learn to be proficient readers. We then used vetted and approved curriculum to provide quality instruction that reached the full depth of the standard.

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

Area of concern #1: Students with 10% or more absences
Area of concern #2: Students scoring a level 1 on FAST

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

#1: Reading Proficiency in third, fourth, and fifth grade
#2: MTSS - Student learning will improve as a Multi-Tiered System of Support is implemented during grade-level intervention/enrichment blocks.
#3: PLCs - Student learning will improve as professional learning communities collaborate, learn, plan, and achieve results.
4: ECRI - Student learning will improve in foundational reading skills as teachers engage in professional learning/coaching and feedback and implement that learning in the classroom.
5: Literacy First - Student learning will improve in reading and math as teachers implement the anatomy
of a lesson, the gradual release model, and academic learning time in core subject areas. Teachers will periodically engage in refresher Literacy First professional learning throughout the school year and implement that learning in the classroom.

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

#1. 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.

Based o the federal index to increase student achievement through rigorous, standards-based instruction in ELA, Math, and Science for Black/African American and Multiracial students.

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

For the 2023-2024 school year, Black/African American students and multiracial students will earn 50% or more of the points on the federal index.

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

During regular bi-weekly meetings with the school-based leadership team, school-wide STAR, FAST, and MTSS data will be disaggregated and shared to monitor progress towards our goals. Frequent classroom walk-throughs and observations will be conducted by school administrators to ensure all teachers implement targeted small group instruction.

Person responsible for monitoring outcome:

Christina Norman (normanc@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 and paraprofessionals will work with students to implement Literacy First and ECRI strategies in order to improve the reading proficiency of Black/African American students and multiracial students. Students will also participate in afterschool tutorial for reading, math, and science.

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

By providing Black/African American students and multiracial studentswith tutorial services and targeted instruction, student achievement will improve.

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.

During PLCs in the 23-24 school year, the administrative team will meet with teachers to write ELA and math remedial lesson plans. Teachers will participate in regular professional learning sessions with our Literacy First consultant.

Person Responsible: Christina Norman (normanc@okee.k12.fl.us)

By When: PLCs and professional devlopement relating to ECRI and Literacy First training will begin in August 2023 and occur monthly until April 2024. This is an ongoing action that will be addressed weekly via trainings, coaching, and PLCs.

Monitor the performance of Black/African American students and multiracial students through the monthly administration of STAR ELA and Math assessments.

Person Responsible: JUDY HUBBARD (judy.hubbard@okee.k12.fl.us)

By When: Beginning October 2023 and occurring monthly.

#2. Instructional Practice specifically relating to Intervention

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.

Increasing math proficiency in third grade.

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

100% of third, fourth, and fifth grade teachers will utilize the intervention/enrichment block within their daily schedule to provide targeted small-group instruction to meet the individualized learning needs of students. 65% of students in 3rd grade will achieve proficiency on the F.A.S.T. math progress monitoring assessment.

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

During regular bi-weekly meetings with the school-based leadership team, school-wide Renaissance, GoMath, and MTSS data will be disaggregated and shared to monitor progress towards our goals. Frequent classroom walk-throughs and observations will be conducted by school administrators to ensure all teachers implement targeted small group instruction during the intervention/enrichment block.

Person responsible for monitoring outcome:

Christina Norman (normanc@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.)

All tthird, fourth, and fifth grade teachers will participate in Literacy First and ECRI professional learning sessions through the 23-24 school year. This professional learning will specifically focus on implementing research-based strategies such as targeted small group instruction to meet the needs of students, gradual release model, anatomy of a lesson, and academic learning time. Literacy First strategies will be implemented in all core academic subjects to increase student engagement and learning.
All K-5 teachers will participate in regular PLCs to collaborate, learn, plan, and achieve results.

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

By providing teachers with professional learning opportunities and resources, classroom instruction will be effectively supported to ensure student learning and 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.

MTSS - Student learning will improve as a Multi-Tiered System of Support is put into action during grade level intervention/enrichment blocks. Instructional staff will plan with grade level teams during PLCs for differentiated instruction. Instructional staff will engage in the PLC process to ensure all students receive

differentiated instruction in the core subject areas. Instructional staff will frequently review classroom data to monitor the progress of students and update Branching Minds frequently.

Person Responsible: RaeAnn Whiteside (whitesider@okee.k12.fl.us)

By When: MTSS meetings will occur on a monthly basis in order to effectively monitor students' progress towards proficiency and identify potential learning needs for students.

Literacy First - Student learning will improve in reading as teachers implement anatomy of a lesson, the gradual release model, and academic learning time in core subject areas. Teachers will periodically engage in refresher Literacy First professional learning throughout the school year and implement that learning in the classroom. Instructional staff will attend professional learning sessions and engage in the PLC process so they can effectively employ the Gradual Release Model, Anatomy of a Lesson, and Academic Learning Time in all core academic subjects.

Person Responsible: Christina Norman (normanc@okee.k12.fl.us)

By When: Literacy training and coaching will begin in September 2023 and occur monthly until April 2024.

Implementing ELA and Math tutoring in grades 3 - 5, focusing on level 1, 2, and 3 students. Teachers will provide after-school tutoring in math and ELA, focusing on standards identified as low-performing based on fall and winter FAST.

Person Responsible: Christina Norman (normanc@okee.k12.fl.us)

By When: Tutoring will begin in November 2023 and end April 2024.

Identify students that have a substantial math deficiency in kindergarten through fifth grade.

Person Responsible: Christina Norman (normanc@okee.k12.fl.us)

By When: Students will be identified in October and then tracked throughout the year via a spreadsheet.

Provide targeted math intervention instruction for students with a substantial math deficiency.

Person Responsible: JUDY HUBBARD (judy.hubbard@okee.k12.fl.us)

By When: Small group math instruction will begin in October 2023.

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Florida is experiencing a teacher shortage and due to this, it is important to focus on teacher retention and recruitment.

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

Everglades Elementary will retain 90% of our teachers and decrease 2023-2024 vacancies by 37%.

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

This area of focus will be monitored through regular meetings with instructional staff to identify areas that they need support in.

Person responsible for monitoring outcome:

Christina Norman (normanc@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.)

Regular PLCs will be held to meet with teachers and provide targeted and individualized professional development.

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

By providing individualized professional development, we are helping teachers grow in their profession and providing a positive learning environment where teachers feel supported and valued.

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.

Implement coaching cycles

Person Responsible: JUDY HUBBARD (judy.hubbard@okee.k12.fl.us)

By When: Coaching cycles will begin in October and occur each quarter.

Implement PLCs that are focused on Literacy First strategies, such as Anatomy of a Lesson, Gradual Release Model, and use of Acadmeic Time.

Person Responsible: Christina Norman (normanc@okee.k12.fl.us)

By When: PLCs begin in September and occur monthly through May.

Increase our social media presence and highlight the highly effective strategies our teachers are using to engage students in academics.

Person Responsible: RaeAnn Whiteside (whitesider@okee.k12.fl.us)

By When: Positive social media posts will begin in August and continue throughout the 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).

Although the school has not been allocated school improvement funding, the LEA has allocated federal funding to ensure the school has resources available to address students' academic needs. Funding is allocated to purchase supplemental materials and supplies to provide interventions including tutoring.

The school leadership team works with stakeholders through PTO and SAC to review funds available to support classroom instruction. Classroom data is reviewed regularly to help ensure funding is used to promote student achievement and classroom instruction.

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

Teachers will develop and implement ECRI phonics lessons that will be taught daily to all students. Consistent phonics instruction will ensure students have the foundational literacy skills they need to become fluent readers. Students' progress in phonics lessons will be monitored through Literacy First assessments that are administered regularly in order to monitor growth and mastery of phonic skills.

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

Teachers will participate in Literacy First training focusing on improving reading fluency and comprehension. They will implement the anatomy of a lesson, the gradual release model, and academic learning time in core subject areas. These instructional practices will increase reading proficiency in third, fourth, and fifth grade.

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

By May 2024, 70% of K - 2 students will be on track to score proficient on the statewide ELA assessment. This will be measured through the STAR reading assessment.

Grades 3-5 Measurable Outcomes

By May 2023, 60% of third - fifth graders will score a level 3 on the ELA F.A.S.T. 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 will complete F.A.S.T. assessments three times a year as part of Florida's comprehensive progress monitoring system. The leadership team will review data from these assessments after each assessment and school-wide results will be shared with teachers during PLCs. This data will drive the targeted instruction that is provided during intervention/enrichment times. ECRI and Literacy First practices will be implemented to improve students' reading proficiency.

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

Norman, Christina, normanc@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 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: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters STRONG; and Recommendation 3: Teach student to decode words, analyze word parts, and write and recognize words STRONG.
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): Teach students how to use reading comprehension strategies STRONG; Select text purposefully to support comprehension development MINIMAL; Establish an engaging and motivating context in which to teach reading comprehension MODERATE; Providing Reading Interventions for Students in Grades 4-9: Routinely use a set of comprehension-building practices to help students make sense of the text and Part 3A: build students' world and word knowledge so they can make sense of the text STRONG: 3B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read STRONG.
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
In Grade K - 5 teachers will participate in monthly Literacy First training and coaching in order to implement instructional strategies that will improve reading proficiency. Professional Development will focus on the science of reading instruction and teachers will create lesson plans that reflect what was discussed. Title IA funds allocated for this area of focus include: Registration and travel for teachers from Title I schools to attend the 3-day AVID Summer Institute to successfully implement AVID to help all students become college and career ready. Catapult Learning Enhanced Core Reading Instruction (ECRI) Coaching and Literacy First Coaching for classroom-based support for K-5 teachers. Includes 10 6-hour days of training for up to 8 participants Consumable workbooks for supplemental ELA instruction from Sadlier Grammar Workshop (grades 3-5), Sadlier Phonics (grades K-2) Curriculum Associates Phonics for reading (grades 1-5), Focus on Reading, and Zaner-Bloser Word Heroes / Word Wisdom	Norman, Christina, normanc@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: ees.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 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. The school website is: [enter school wesbite here].

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. 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))

N/A

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

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: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
2	III.B.	Area of Focus: Instructional Practice: Intervention	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
		Total:	$0.00

Budget Approval

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

Yes