William S Maxey Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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William S Maxey Elementary

602 E STORY ROAD, Winter Garden, FL 34787

https://maxeyes.ocps.net/

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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
Brown, Sean	Principal	Principal, Dr. Sean Brown: The principal leads the school and ensures all faculty and staff are working towards the school's mission and vision. He conducts all formal observations to make sure all instructional employees are implementing the Marzano Instructional Framework. He utilizes data-based decision-making to ensure the students are provided a meaningful education. The principal is responsible for ensuring students are provided standards-based and differentiated instruction, as well as intervention services. He facilitates data meetings and school leadership team meetings to discuss student academic progress. The principal regularly communicates with stakeholders regarding the school and students' academic progress.
Becker, Sarah	Assistant Principal	Assistant Principal, Sarah Becker: The Assistant Principal supports the common vision for instruction and learning and monitors and tracks student data, ensures the school-based team is implementing research-based instructional strategies, monitors student learning, and recommends school resources to meet students' needs.
McPherson, Demetries	Curriculum Resource Teacher	CRT, Demetries McPherson: The resource teacher is responsible for timely inventory and delivery of instructional resources to teachers. The CRT schedules, organizes, and maintains the testing calendar to ensure assessments are completed. She is the designated testing coordinator for all school-wide, district, and state assessments. She is responsible for collecting and analyzing data as well as generating data reports bimonthly to identify trends in instruction. The CRT schedules all professional development trainings, supports classroom instruction, and conducts peer observations.
Heidi, Wilbur	Instructional Coach	Instructional Coach, Heidi Wilbur: The instructional coach ensures grade levels implement the core programs and provides support with identifying and locating supplemental materials. They facilitate weekly reading and math common planning with all grade levels. The coach assists with whole-school screening programs that provide intervention services for children considered "at-risk." In addition, they assist in the development and implementation of progress monitoring. They routinely participate in the design and delivery of professional development and technical assistance to teachers regarding standards-based instruction, planning, and lesson implementation. Instructional coaches model lessons and support the implementation of Tier I, Tier II, and Tier III instruction. Coaches are also an integral part of developing common assessments.
Williams, Jameka	Staffing Specialist	Staffing Specialist, Jameka Williams: The Staffing Specialist is responsible for compliance for all exceptional education students, conducts a bi-weekly Multi-Tiered System of Support

Name	Position Title	Job Duties and Responsibilities
		meetings to monitor student progress, and collaborates with general education and exceptional education teacher(s) to ensure the least restrictive learning environment for all students.
Urquhart, Michelle	Behavior Specialist	Behavior Specialist, Dr. Michelle Urquhart: As a Behavior Specialist, Dr. Urquhart facilitates the MTSS Behavior Team. The Behavior Team establishes schoolwide procedures designed to meet district and State objectives. This includes creating a safe, inclusive learning environment for all students; especially those with special needs as well as general education students needing behavior intervention support. Dr. Urquhart is responsible for monitoring and tracking behavioral data for ESSA subgroups in order to determine school needs. Additionally, as the school's designated Title I Contact, Dr. Urquhart works directly with the Parent Engagement Liaison to implement the objectives outlined in the Parent and Family Engagement Plan.
Saulsby, Maria	School Counselor	Guidance Counselor, Maria Saulsby: The guidance counselor participates in the collection, interpretation, and analysis of data. As a member of the Child Study Team, Mrs. Saulsby provides intervention to families and students identified as needing intervention for truancy. She is the liaison for families needing academic, behavioral, and/or mental support services. She assists with whole-school screening programs that provide early intervention services for children considered "at-risk." The guidance counselor is a member of the MTSS team. The guidance counselor is responsible for modeling and monitoring the implementation of health lessons in grades K-5.
Horne, Christine	ELL Compliance Specialist	ESOL Compliance Specialist, Christine Horne: As the ESOL Compliance Specialist, Mrs. Horne coordinates assessments for English Language Learners, and oversees placements and supports in the general education classroom. She is responsible for monitoring and tracking ELL student performance in order to identify trends in instruction. She provides professional development training in accountable areas.

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.

Maxey's school leadership team meets regularly to review and inspect progress towards goals in the School Improvement Plan. Teachers are given opportunities for input through monthly meetings, SIP committees, and Parents, families, and business partners express input through Maxey's SAC Meetings.

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))

Leadership teams and administration meet with teachers monthly for data chats and weekly during PLC's
meetings. SAC will meet throughout the 2023-2024 school year.

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	89%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
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) 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: A 2018-19: A 2017-18: A
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	5	13	22	12	13	9	0	0	0	74
One or more suspensions	1	3	1	2	5	8	0	0	0	20
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	4	16	10	0	0	0	30
Level 1 on statewide Math assessment	0	0	0	3	11	8	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	20	11	16	0	0	0	0	54
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2	0	5	9	14	0	0	0	31

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	2	0	9	0	0	0	0	0	12
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	5	22	8	16	11	11	0	0	0	73
One or more suspensions	0	4	1	1	3	3	0	0	0	12
Course failure in ELA	0	0	0	6	0	0	0	0	0	6
Course failure in Math	0	0	0	2	1	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	6	3	12	0	0	0	21
Level 1 on statewide Math assessment	0	0	0	1	4	19	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	0	2	2	11	0	0	0	17

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	6	0	0	0	0	0	7
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	5	22	8	16	11	11	0	0	0	73
One or more suspensions	0	4	1	1	3	3	0	0	0	12
Course failure in ELA	0	0	0	6	0	0	0	0	0	6
Course failure in Math	0	0	0	2	1	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	6	3	12	0	0	0	21
Level 1 on statewide Math assessment	0	0	0	1	4	19	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	0	2	2	11	0	0	0	17

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	0	9	0	0	0	0	0	12
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*	60	57	53	57	56	56	56		
ELA Learning Gains				63			65		
ELA Lowest 25th Percentile				50			40		
Math Achievement*	71	60	59	71	46	50	61		
Math Learning Gains				72			45		
Math Lowest 25th Percentile				57			36		
Science Achievement*	61	63	54	47	61	59	45		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	55	59	59	58			46		

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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	307
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	2	1
ELL	53			
AMI				
ASN				
BLK	62			
HSP	58			
MUL				
PAC				
WHT	80			
FRL	58			

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	36	Yes	1	
ELL	57			
AMI				
ASN				
BLK	57			
HSP	60			
MUL				
PAC				
WHT	74			
FRL	60			

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	60			71			61					55
SWD	13			25							3	
ELL	53			65			47				5	55
AMI												
ASN												
BLK	58			67			60				4	
HSP	57			65			50				5	57
MUL												
PAC												
WHT	70			90							2	
FRL	57			67			52				5	54

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	57	63	50	71	72	57	47					58
SWD	12	35		38	47		46					
ELL	39	59	54	73	76		38					58
AMI												
ASN												
BLK	60	63	50	64	67	60	37					
HSP	48	65	57	73	72		50					55
MUL												
PAC												
WHT	62			85								
FRL	55	62	53	70	69	56	51					61

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	56	65	40	61	45	36	45					46
SWD	33			43								55
ELL	46	60		63	53		38					46
AMI												
ASN												
BLK	56	65		53	35		45					
HSP	50	59		63	47		44					45
MUL												
PAC												
WHT	64			82								
FRL	56	68		58	46		46					56

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%	54%	-3%	54%	-3%
04	2023 - Spring	62%	60%	2%	58%	4%
03	2023 - Spring	59%	52%	7%	50%	9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	75%	59%	16%	59%	16%
04	2023 - Spring	75%	62%	13%	61%	14%
05	2023 - Spring	62%	55%	7%	55%	7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	59%	-3%	51%	5%

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.

2022-23 Data showed that our 5th grade Math component had the lowest proficiency with only 53% of the students meeting proficiency. This is a direct result of students not reaching mastery of math foundational skills in the prior grade levels. As students enter into the fifth grade, the skills build on previously taught skills and evidence showed in data that students were unable to reach mastery due to needing reteach opportunities on previously learned skills.

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

The data component that showed the greatest decline from the prior year is our overall math proficiency. The 2021-22 school year data showed an overall percentage of 71% meeting proficiency in math. However, in the 2022-23 school year, the percentage of students meeting proficiency in math declined to 63% showing a drop of 8%.
Contributing Factors Include:
*There has been limited opportunities for fluency practice and automaticity
* A need to shift instructional focus
* ELL students are still acquiring English language skills and working towards proficiency

* Students lack of ability to read and interpret complex information, including math word problems.
* Over scaffolding during support facilitation

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.

All data components when compared to the state average scored higher by at least 7%. The largest gap when comparing to the state was math proficiency in third grade with a gap of 16% more showing proficiency when compared to the state. The 2022-23 math proficiency in third grade was significantly higher than the state average in math as a direct result of a focus on math fact fluency and spiral review of previously taught content.
Contributing Factors Include:
*Weekly fact fluency drills
*Intensive intervention and support provided through the MTSS process
*Professional development to support effective teaching strategies for ELL and SWD students.
*Increased frequency of data tracking and analysis in weekly PLC

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

In the 2022-23 school year, the data component that showed the most improvement was the amount of students reaching proficiency in science. In 2021-22, forty-seven percent of the fifth-grade students met proficiency in science and in 2022-23, sixty-one percent of the fifth-grade students met proficiency in science. This resulted in an increase of fourteen percent.
New actions taken:
*Weekly science PLC in addition to other core subjects
*Weekly spiral review of science standards, posed as daily questions for students to answer
*Blue Ribbon trackers from study island posted in the hallways for each class and updated for each PMA
*Intensive intervention and support provided, including a small group for science daily during the science block
*Increased frequency of data tracking and analysis in weekly PLC

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

Two areas of focus include:
1. Amount of student identified has having a substantial reading deficiency in 2nd Grade
2. Attendance for 2nd grade, incoming 3rd graders

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

Highest Priorities:
1. Intensive intervention and support through the MTSS process for SWD
2. Professional development to support effective teaching strategies for SWD and ELL students
3. Increased frequency of data tracking and monitoring for subgroups and individual students.
4. Professional development to support effective teaching strategies in the areas of phonics and guided reading.
5. Weekly fact fluency drills to support math foundational skills

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

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

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

Maxey Elementary takes pride in teacher retention and recruitment. Currently, student enrollment has made a drastic increase at our school requiring new teachers and supports for teachers. During the 2022-23 school year, Maxey Elementary had to hire and bring on 4 new teachers. As we approached the 2023-24 school year, a total of 8 new teachers/staff members were hired.

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

During the 2023-24 school year, teacher led PD opportunities, peer observations, and team lead meetings will occur on a monthly basis to improve teacher practice and provide feedback to admin for school-wide improvements and support. As a result, the goal for the 2024-25 school year is to only have to recruit a total of 4 new teachers/staff members.

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

In order to monitor this area of focus, monthly teacher leader meetings will occur where teachers will provided feedback to administration to address areas of support needed. Teachers will complete a quarterly survey to provide feedback to administration at these meetings.

Teachers will also be provided with monthly opportunities to observe their peers and provide/receive actionable feedback on areas where improvement is needed.

During weekly PLC meetings, teachers will have opportunities to share out and staff climate/culture will be monitored at these weekly meetings.

Person responsible for monitoring outcome:

Sean Brown (sean.brown@ocps.net)

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.)

n/a

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

n/a

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 will participate in continuous trainings through grade level, content area, and school wide professional development on the components of the BEST standards, and instructional teaching practices. Along with opportunities for peer observations/peer coaching.

Person Responsible: Demetries McPherson (demetries.mcpherson@ocps.net)

By When: October 2023-May 2024

Quarterly climate surveys will be completed by teachers to provide actionable feedback to administration.

Person Responsible: Sarah Becker (101800@ocps.net)

By When: October 2023 January 2024 March 2024 May 2024

#2. Instructional Practice specifically relating to ELA

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.

FAST 2022-23 data displayed 54% of 3rd graders reaching proficiency in ELA and 56% of 5th graders reaching proficiency in ELA. According to the Federal Index, the SWD subgroup fell below the 41% threshold. Focusing on improving ELA performance of the Lowest 25%, which includes students with disabilities, overall ELA proficiency would improve as well as a reduction in the achievement gap within this population of students. Focusing on increasing the implementation of the B.E.S.T. standards and aligning instruction, will lead to an increase in the overall proficiency in ELA and help reduce the achievement gap within the population of students. In order to improve learning gains in ELA and increase proficiency, an increase in school-wide ongoing progress monitoring of individualized student data and consistent regrouping of students in small-group instruction will be implemented in order to focus on individualized data growth and closing of the achievement gaps.

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

With the full implementation of the B.E.S.T. standards schoolwide, our goal is the improve learning gains for the SWD in the lowest 25% in ELA from 50% to 60%. Additionally, the goal is to increase the overall proficiency of students in ELA from 58% to 65% proficiency.

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

This area of focus will be monitored for the desired outcome by all classroom teachers, the leadership team, and the administrative team. Teachers will closely monitor the identified SWD subgroup for work product on standards-aligned tasks and ongoing progress monitoring of common assessment data. During weekly grade level PLCs, student data on formative and summative assessments will be analyzed for class and grade level trends. Actionable feedback and instructional adjustments will be made pending data outcomes. The administrative team will follow a walk schedule frequently visit classrooms during instructional time and provide actionable feedback that is individualized to monitor the desired outcome.

Based on the 2023-24 FAST ELA PMA3, the area of focus will be measured as a result of a possible increase from 58% students showing proficiency to 65% students showing proficiency in ELA.

Person responsible for monitoring outcome:

Sean Brown (sean.brown@ocps.net)

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.)

Scaffolding strategies will be used during small group instruction. Clarity and specificity of the B.E.S.T. standards will be utilized to meet the needs of the focus group. Student data will be monitored and tracked for progress toward proficiency and learning gains.

Differentiated strategies will also be utilized during whole group, small group, and intervention. Individualized learning plans will support the facilitation of instruction at the students' ability level with progression towards grade level expectations. This will support our SWD subgroup and all students individually. Teachers will monitor and track student progress. The data will guide academic decisions for each student.

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

The rationale for selecting both of these strategies is defined by the increase in academic performance that will be achieved when instruction is individualized based on student performance and data. These strategies will help bridge the achievement gap and ensure high expectations by meeting students at their individual level while providing scaffolds and support as needed.

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.

Data for this subgroup will be frequently analyzed to assist in making academic deicisoin for each student.

Teachers will participate in continuous trainings through grade level, content area and schoolwide professional development on the components of the B.E.S.T. standards for ELA. In addition, teachers will be trained on how to utilize resources to plan for and deliver differentiated instruction in reading.

Person Responsible: Demetries McPherson (demetries.mcpherson@ocps.net)

By When: October 2023 - May 2024

Our literacy leadership team is made of reading endorsed classroom teachers, reading specialists, and site-based instructional leaders. Monthly team meetings will be conducted where data is analyzed, actions steps are implemented, and monitored for progress towards established goals. The Literacy Leadership team is responsible for developing a multi-year MTSS school wide implementation plan to address academic deficiencies.

Person Responsible: Sarah Becker (101800@ocps.net)

By When: October 2023 - May 2024

Content area coaches will facilitate weekly common planning sessions to ensure standards-based instruction is evident. Purposeful planning will be implemented for SWD and students in the lowest 25%.

Person Responsible: Demetries McPherson (demetries.mcpherson@ocps.net)

By When: October 2023 - May 2024

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).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to ongoing progress monitoring and the end of year iReady reading diagnostic, students in grades 1-2 resulted in an average of 54% proficiency in ELA. Increased implementation of the B.E.S.T. standards and aligning instruction with the inclusion of foundational skills, such as phonics and phonemic awareness with lead to an increase in the overall proficiency in ELA and help reduce the achievement gap within the population of students in the primary grades.

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

FAST 2022-23 data displayed 54% of 3rd graders reaching proficiency in ELA and 56% of 5th graders reaching proficiency in ELA. Focusing on increasing the implementation of the B.E.S.T. standards and aligning instruction, will lead to an increase in the overall proficiency in ELA and help reduce the achievement gap within the population of students. In order to improve learning gains in ELA and increase proficiency, an increase in school-wide ongoing progress monitoring of individualized student data and consistent regrouping of students in small-group instruction will be implemented in order to focus on individualized data growth and closing of the achievement gaps.

Grades K-2 Measurable Outcomes

With the full implementation of the B.E.S.T. standards schoolwide, our goal is to increase the overall proficiency for students in ELA from 54% to 65%.

Grades 3-5 Measurable Outcomes

With the full implementation of the B.E.S.T. standards schoolwide, our goal is the improve learning gains for the lowest 25% in ELA from 50% to 60%. Additionally, the goal is to increase the overall proficiency for students in ELA from 58% to 65% proficiency.

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.

This are of focus will be monitored for the desired outcome by all classroom teachers, the leadership team, and administrative team. Teachers will closely monitor the identified subgroup for work product on standards aligned tasks and ongoing progress monitoring of common assessment data. During weekly grade level PLCs, student data on formative and summative assessments will be analyzed for class and grade level trends. Actionable feedback and instructional adjustments will be made pending data outcomes. The administrative team will follow a walk schedule and frequently visit classrooms during instructional time and provide actionable feedback that is individualized to monitor the desired outcome.

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

Brown, Sean, sean.brown@ocps.net

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?

Continued focus on processing strategies during whole group and scaffolding strategies will be used during small group instruction. Clarity and specificity of the B.E.S.T. standards will be utilized to ensure instruction is aligned and meets the needs of the focus group. Student data will be monitored and tracked for progress towards proficiency.

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?

This strategy was selected to bridge the achievement gap in all students and ensure high expectations are being implemented by meeting students at their individual level while providing scaffolds and support as needed.

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
Teachers will participate in continuous trainings through grade level, content area, and school wide professional development on the components of the B.E.S.T. standards for ELA. In addition, teachers will be trained on how to utilize resources to plan for and deliver standards-aligned instruction that is differentiated to meet individual needs.	McPherson, Demetries, demetries.mcpherson@ocps.net
Content area coaches will facilitate weekly common planning sessions to ensure standards-based instruction is evident. Purposeful planning will be implemented for the lowest 25% of students.	Becker, Sarah , 101800@ocps.net
During weekly common planning, teams will purposefully plan for and embed scaffolding strategies into whole group and small group instruction.	Becker, Sarah , 101800@ocps.net

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.

Dissemination of this SIP, UniSIG budget, and SWP to stakeholders will be included during monthly PTA meetings, SAC meetings, monthly team leader meetings, weekly newsletters to staff, and posting on social media and webpages. Information will continue to be presented to the students, staff, and

community through monthly call-out messages and S'more webpages shared with the community during times of important updates.

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))

As we build momentum towards enhancing student learning, Maxey Elementary School will continue to develop positive relationships with parents, families, and the community by creating a warm, nurturing, and safe environment that meets the needs of all students. We will achieve this welcoming experience by ensuring that all members of the Maxey family understand their role and responsibility in the school-home partnership.
Additionally, it is imperative that all stake holders are able to contribute to the development and implementation of school improvement strategies, therefore ensuring that our goals are inclusive, equitable, and of benefit to our students. to foster school-home collaboration and engagement, Maxey Elementary encourage stakeholders to engage in volunteer and partner opportunities. Information is provided in multiple languages in order to sufficiently inform stakeholders, match needs and interests, and involve partners that share a common value.

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)

FAST 2022-23 data displayed 54% of 3rd graders reaching proficiency in ELA and 56% of 5th graders reaching proficiency in ELA. According to the Federal Index, the SWD subgroup fell below the 41% threshold. Focusing on improving ELA performance of the Lowest 25%, which includes students with disabilities, overall ELA proficiency would improve as well as a reduction in the achievement gap within this population of students. Focusing on increasing the implementation of the B.E.S.T. standards and aligning instruction, will lead to an increase in the overall proficiency in ELA and help reduce the achievement gap within the population of students. In order to improve learning gains in ELA and increase proficiency, an increase in school-wide ongoing progress monitoring of individualized student data and consistent regrouping of students in small-group instruction will be implemented in order to focus on individualized data growth and closing of the achievement gaps.

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

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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

The guidance counselor meets daily with groups of students needing additional social/emotional supports. The leadership team is providing mentoring to a select group of struggling students. The entire

faculty and staff is currently engaged in the required mental health training to ensure appropriate student supports.

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 guidance counselor works closely with our feeder pattern middle school to ensure a smooth transition. The middle school visits our campus throughout the year and we assist the middle school in communicating with the incoming 6th grade class regarding summer opportunities and transition supports.

The school also offers clubs enhance college and career awareness including; chorus, dance club, robotics club, science club, and running club. The school also has its own NEHS chapter and safety patrol committe that works to ensure college and career awareness opportunities.

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).

The school has monthly MTSS meetings with teachers to ensure progress monitoring and tracking of data. From there, more targeted meetings including Tier 3 meetings will be conducted with the teacher, parents, and all other applicable staff members.

The school offers after school tutoring to students on Mondays and Tuesdays in order to ensure students are making progress and being provided with instructional aligned to their needs.

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))

In order to support our teachers, we will have monthly teacher leader meetings that will occur where teachers will provide feedback to administration to address areas of support needed. Teachers will complete a quarterly survey to provide feedback to administration at these meetings.

Teachers will also be provided with monthly opportunities to observe their peers and provide/receive actionable feedback on areas where improvement is needed.

During weekly PLC meetings, teachers will have opportunities to share out and staff climate/culture will be monitored at these weekly meetings.

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))

Ongoing classroom walk throughs, PD opportunities for teachers, and student assessments occur in our PreK classes to help prepare students for local elementary school programs.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$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