Mariposa Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Mariposa Elementary School

2620 SE MARIPOSA AVE, Port St Lucie, FL 34952

http://www.stlucie.k12.fl.us/mar/

School Board Approval

This plan was approved by the St. Lucie 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.

At Mariposa Elementary, our mission is to maintain a stimulating learning environment that challenges every student to reach their maximum potential. Through positive academic, social, and emotional experiences, students will be taught critical skills for success in future endeavors.

Provide the school's vision statement.

Mariposa Elementary School demonstrates a growth mindset through hard work, a positive attitude, and respect towards others. Staff will collaboratively provide rigorous academic instruction and instill a love of learning to our students through teamwork, engagement, and an inclusive environment. Students will have success for today and be prepared for the 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
Wigginton, Brooke	Principal	Oversees daily operations to ensure the safety and academic success of all stakeholders, oversees school operating budget, plans for continuous improvements related to school culture and developing strong community support. Serves as Chair of the Leadership Team, determines roles and responsibilities of all other members, creates the agenda, facilitates meetings and decision making, monitors to ensure members serve as instructional leaders in their respective roles, provides Professional Development, conducts classroom walk-throughs and observations and timely, purposeful feedback, participates and monitors team level collaborative planning and provides feedback to aide in improvements of instructional practice to directly impact and increase student achievement. solicits feedback from all stakeholders concerning matters related to the school and shares goals and data with all stakeholders to ensure common vision and common understanding.
Vasquez, Sherry	Assistant Principal	Monitors to ensure members serve as instructional leaders in their respective roles, provides Professional Development, conducts classroom walk-throughs and observations with feedback, solicits feedback from all stakeholders concerning matters related to the school, and shares goals and data with all stakeholders to ensure common vision and common understanding. Oversees the school's discipline and classroom management programs, processes and structures. Supports teachers in implementing best classroom management practices in the classroom.
Almeida, Monica	Reading Coach	Provide support to all teachers through feedback and modeling, participates in collaborative planning, provides professional development on standards with a focus on English Language Arts, assists with assessment creation and lesson plan development, monitors teacher and student data, provides reflective feedback to teachers after classroom walk-throughs, assists teams with the focused, data-driven model, provides mini assessments and resources, assists teachers with tracking student progress through multiple means
Schucher, Michele	Math Coach	Provide support to all teachers through feedback and modeling, participates in collaborative planning, provides professional development on standards with a focus on Mathematics K-5, assists with assessment creation and lesson plan development, monitors teacher and student data, provides reflective feedback to teachers after classroom walk-throughs, assists teams with the focused, data-driven model, provides mini assessments and resources, assists teachers with tracking student progress through multiple means.
Durante, Kimberly	School Counselor	Assists in the coordination of Problem-Solving Team meetings, oversees PBIS models and processes are followed and oversees the provision of behavioral intervention services. Assists with monitoring the processes of MTSS at the school through analyzing progress monitoring data and group creation, provides intervention resources and guidance, ensures fidelity in MTSS instruction. Additionally, oversees compliance of our ESOL program. Facilitates

Name	Position Title	Job Duties and Responsibilities
		the approved culture and learning environment curriculum as well as student support groups to meet then social-emotional needs of all stakeholders.
Stedman, Lauren	School Counselor	Coordinate's school, district, and state-based testing, coordinates Problem Solving Team meetings, and ensures PBIS models and processes are followed and oversees the provision of behavioral intervention services. Monitors the processes of MTSS at the school through analyzing progress monitoring data and group creation, provides intervention resources and guidance, ensures fidelity in MTSS instruction. Additionally, oversees compliance of our ESOL program. Monitors the implementation of the culture and learning environment curriculum. Facilitates student support groups to meet the social-emotional needs of all stakeholders.
Spies, Bill	Other	Facilitates IEP meetings, oversees ESE schedules, monitors student services program(s) and works closely with district-level team to ensure all student needs and accommodations are being met with fidelity as outlined in their Individualized Education Plan.

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.

Mariposa involves stakeholders in the development of the SIP by inviting them to participate on our School Advisory Council (SAC). Our SAC committee includes teachers, parents, business partners and community members. The SIP is also presented to our school leadership team for input during our faculty council meeting and shared with staff at a faculty meeting.

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 plan will be monitored throughout the school year, including during faculty and SAC meetings, to discuss implementation and revision based on data collected for our areas of focus: Teacher Recruitment and Retention and Collaborative Planning.

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	69%
2022-23 Economically Disadvantaged (FRL) Rate	75%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
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: A 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	9	33	29	30	21	26	0	0	0	148
One or more suspensions	0	2	1	0	3	11	0	0	0	17
Course failure in English Language Arts (ELA)	0	12	19	21	0	1	0	0	0	53
Course failure in Math	0	17	16	12	0	0	0	0	0	45
Level 1 on statewide ELA assessment	0	27	8	10	30	24	0	0	0	99
Level 1 on statewide Math assessment	0	31	25	40	30	23	0	0	0	149
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	27	43	34	52	42	0	0	0	207

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	44	35	44	40	30	0	0	0	197

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	2	9	1	1	0	0	0	13
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	38	38	29	24	25	41	0	0	0	195
One or more suspensions	0	3	3	1	2	1	0	0	0	10
Course failure in ELA	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	6	0	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	0	29	25	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	17	31	29	0	0	0	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	7	8	2	5	0	0	0	27

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	6	6	7	29	27	0	0	0	75

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	6	2	0	0	0	0	11
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	38	38	29	24	25	41	0	0	0	195
One or more suspensions	0	3	3	1	2	1	0	0	0	10
Course failure in ELA	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	6	0	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	0	29	25	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	17	31	29	0	0	0	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	7	8	2	5	0	0	0	27

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	6	6	7	29	27	0	0	0	75

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	6	2	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	44	53	55	46	56	51		
ELA Learning Gains				67			56		
ELA Lowest 25th Percentile				55			55		
Math Achievement*	54	52	59	65	43	50	51		
Math Learning Gains				79			42		
Math Lowest 25th Percentile				71			36		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	61	49	54	62	50	59	54		
Social Studies Achievement*					59	64			
Middle School Acceleration					52	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	51	58	59	46			54		

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)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	263
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	500
Total Components for the Federal Index	8
Percent Tested	95
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	35	Yes	1	
ELL	44			
AMI				
ASN				
BLK	39	Yes	1	
HSP	47			
MUL	48			
PAC				
WHT	70			
FRL	48			

	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	45			
ELL	53			
AMI				
ASN				
BLK	55			
HSP	60			
MUL	78			
PAC				
WHT	71			
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	49			54			61					51
SWD	29			34			35				5	44
ELL	35			46			50				5	51
AMI												
ASN												
BLK	40			31			42				4	
HSP	40			51			57				5	49
MUL	45			50							2	
PAC												
WHT	63			71			77				4	
FRL	43			51			56				5	49

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	55	67	55	65	79	71	62					46
SWD	26	50	43	46	74	57	23					42
ELL	43	62	39	48	74	61	48					46
AMI												
ASN												
BLK	46	52	43	57	73	59	55					
HSP	52	66	52	57	77	70	56					48
MUL	63	91		68	91							
PAC												
WHT	61	72	67	76	83		68					
FRL	54	66	55	62	78	63	57					44

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	51	56	55	51	42	36	54					54
SWD	31	57	71	38	41	40	41					48
ELL	48	44		46	44		38					54

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
AMI												
ASN												
BLK	42	52	30	40	39		61					
HSP	46	47	62	46	41	33	41					60
MUL	82			64								
PAC												
WHT	57	65		60	44		61					
FRL	47	55	48	47	40	35	51					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	51%	46%	5%	54%	-3%
04	2023 - Spring	57%	52%	5%	58%	-1%
03	2023 - Spring	44%	42%	2%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	52%	52%	0%	59%	-7%
04	2023 - Spring	66%	56%	10%	61%	5%
05	2023 - Spring	59%	48%	11%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	58%	47%	11%	51%	7%

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.

Our 2023 FAST math proficiency dropped 5%, from 65% to 60% in grades 3-5. The new Math resources were not readily available in August, which caused the teachers to struggle with the delivery of the content. The state adopted new benchmarks that necessitated more training for teachers to become proficient in the math content. Computer-based testing posed a challenge for transferring the questions from the computer to solve the problem and then back to the computer to record their answer. New staff with no teaching experience also contributed to the decline in proficiency.

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

Our 2023 FAST 3rd grade ELA proficiency declined by 10%, from 55% to 45% from the previous school year. Our students in third grade were required to transition from paper-based testing to computer-based testing. Reading and applying strategies online was a big learning curve. In terms of staff, we had several teachers who were inexperienced in teaching our reading curriculum. They needed intensive support and coaching, and their abilities to deliver quality instruction were determined by how quickly they could learn both the curriculum and classroom management strategies. Finally, this cohort had much higher percentages of ELL and ESE students who needed even more strategic differentiation.

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 had 44% proficiency while the state showed 50%, a gap of 6%. The contributing factors included a new format for testing, which was computer-based. Students struggled with reading the text and answering questions digitally. We also had to intensively train new staff. Lastly, we had much higher percentages of ELL and ESE students.
Third grade math had a gap 6% with the state. This gap could be attributed to the new Math resources that were not readily available in August, which caused the teachers to struggle with the delivery of the content. The state adopted new benchmarks that necessitated more training for teachers to become proficient in the math content. Computer-based testing posed a challenge for transferring the questions from the computer to solve the problem and then back to the computer to record their answer. New staff with no teaching experience also contributed to the decline in proficiency.

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

4th grade ELA and Math increased in proficiency from 2022 to 2023 and increased as a cohort from 3rd grade to 4th grade. Our 4th graders had more proficient levels coming in from third grade. The previous third grade team worked cohesively to increase students' ELA and Math proficiency levels. Both ELA and Math also increased their Collaborative Planning sessions from one day a week to twice a week, which allowed teachers more time to preview lessons, plan for differentiation, and share best practices.

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

Two areas of potential concern are the number of students who earned a Level 1 in ELA and/or Math. While the 4th and 5th grade populations declined, we show a significant increase in the number of students in grades 1 - 3 who achieved a level 1 on STAR/FAST.

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

ELA and Math Proficiency
Student Attendance
Collaborative Planning including small group instruction with differentiation.
Recruitment and Retention

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.

Each year, Mariposa has hired a minimum of 10 faculty and/or staff members. This school year we hired 14 new teachers, approximately 2 per grade level. Our new hires teaching experience ranges from beginning to 10 or more years.

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

At Mariposa Elementary School, we would like to retain at least 85% of our faculty and staff each year.

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

We will monitor the climate and culture of Mariposa by analyzing the results of teacher surveys, observations made during classroom walkthroughs, and feedback given by the leadership team.

Person responsible for monitoring outcome:

Brooke Wigginton (brooke.wigginton@stlucieschools.org)

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.)

We will be using the SLPS NEST mentor program to acclimate all new staff to SLPS and Mariposa. All new staff will be assigned a mentor to meet with on a weekly basis for support. There will also be monthly NEST meetings held after school to go over topics such as curriculum, computer programs, management strategies, instructional strategies, and any additional topics the staff feel they need help with.

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

With a mentor program new teachers are able to build positive connections with current staff members to assist them in their transition to a new school and/or district.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

We will assign all new teachers a mentor within a common grade level or subject area.

Person Responsible: Sherry Vasquez (sherry.vasquez@stlucieschools.org)

By When: August 2023

Conduct monthly NEST meetings with new hires to SLPS

Person Responsible: Sherry Vasquez (sherry.vasquez@stlucieschools.org)

By When: August 2023 to June 2024

Teachers complete climate surveys. Administration identifies a few goals that we can focus on to improve throughout the year. Staff gives input on these goals.

Person Responsible: Brooke Wigginton (brooke.wigginton@stlucieschools.org)

By When: September 2023 and April 2024

Administration gives surveys throughout the year to gain input on topics such as professional learning, school culture, and needed support.

Person Responsible: Brooke Wigginton (brooke.wigginton@stlucieschools.org)

By When: Ongoing throughout the school year

Weekly communication through the Monarch News, that includes important dates, birthdays, upcoming events, positive staff shout outs, and important information.

Person Responsible: Brooke Wigginton (brooke.wigginton@stlucieschools.org)

By When: Weekly throughout the school year

Staff Recognition activities

Person Responsible: [no one identified]

By When:

#2. Instructional Practice specifically relating to Collaborative Planning

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.

Collaborative planning is the foundation for successful classroom instruction to increase student achievement. Collaborative planning includes deepening teachers' knowledge of the new standards/benchmarks, understanding curriculum resources, sharing of best practices, analyzing data to drive instruction and strategically planning for small group instruction.

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

55% of 3rd grade will be proficient in Reading
65% of 3rd - 5th grade students will show learning gains on Reading state assessments.
70% of 3rd - 5th grade students will show learning gains on Math state assessments.

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

The leadership team will work in collaboration with each grade level to analyze data from district assessment and state progress monitoring. Additionally, the team will conduct classroom walk-throughs focusing on small group instruction and differentiation using a school-created data collection tool to show trends within grade groups.

Person responsible for monitoring outcome:

Sherry Vasquez (sherry.vasquez@stlucieschools.org)

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.)

During collaborative planning, grade groups will follow the planning cycle to support students learning in small groups during math and ELA.

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

Focusing on small group differentiated instruction provides teachers with the time and opportunity to meet the needs of individual students at a personalized level of instruction. Being able to work with students at their targeted level of instruction can assist the student to increase their understanding of benchmarks/standards, closing the achievement gap.

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.

Weekly collaborative planning schedule where grade groups meet 4 times per week

Person Responsible: Brooke Wigginton (brooke.wigginton@stlucieschools.org)

By When: Ongoing weekly

Collaborative Planning will include using data to create targeted small groups and provide differentiated instruction, collaborating on using evidence-based strategies for classroom implementation, preview upcoming lessons and identify any possible content gaps in ELA and Math.

Person Responsible: Monica Almeida (monica.almeida@stlucieschools.org)

By When: Ongoing weekly

Coaches will participate in collaborative planning two times per week with each grade group to provide support with lesson planning.

Person Responsible: Michele Schucher (michele.schucher@stlucieschools.org)

By When: Ongoing weekly

Coaches and administration will conduct walkthroughs and observations of classrooms.

Person Responsible: Brooke Wigginton (brooke.wigginton@stlucieschools.org)

By When: Ongoing weekly

Grade Chairs will attend CLP Facilitator training

Person Responsible: Brooke Wigginton (brooke.wigginton@stlucieschools.org)

By When: December 2023

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).

Working in partnership with the SAC, administration reviews school needs and presents resource purchases that will benefit students at Mariposa. School Improvement funding allocations, including resources, are reviewed monthly during SAC meetings. Additionally, we work with the district curriculum department to assist with funding approved resources, partner with Federal and Special Programs Manager for the Title 1 budget and coordinate with Title 1 to plan parent involvement events and resources to support learning at home.

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

The K - 2 Instructional Practice that we are going to focus on is that of adding more rigor to our phonics instruction. Our 22-23 data indicates that our 1st grade showed 48% proficiency and 2nd grade showed 46% proficiency, while our Kindergarten grade students showed 64%. Teachers will meet weekly to discuss student data and collaboratively plan lessons and interventions that will address the BEST standards. Additionally, teachers will attend professional development sessions relating to strategies and resources in phonics instruction.

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

Our previous 3rd grade population, now in 4th grade, was 45% proficient in ELA. 3rd graders will be provided with targeted small group instruction using evidence-based strategies. Teachers will also meet weekly to collaboratively plan lessons that will address the BEST standards. Additionally, teachers will attend professional development relating to Kagan strategies and implement these to increase student engagement.

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

Our current 2nd grade students will increase proficiency in phonics by 20%, taking the population's proficiency from 48% to 68%. Progress Towards Mastery probes, iReady, and LLI data will be used to measure progress.

Grades 3-5 Measurable Outcomes

Our previous 3rd grade population, now in 4th grade, will increase their proficiency from 45% to 55%, as measured by the state standardized 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.

Weekly Data chats will occur in order to collaboratively discuss best practices to target student needs effectively and in a timely manner. Literacy walks will be conducted by the Literacy Leadership Team to provide feedback in order to increase teacher effectiveness in delivering the ELA BEST standards.

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

Vasquez, Sherry, sherry.vasquez@stlucieschools.org

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?

The ELA Benchmark Advance program is our primary resource for instruction. It aligns with our district's Comprehensive Evidence-based Reading Plan. The resource has been vetted and proven to strongly align with the BEST ELA standards. iReady and additional phonics resources will also be utilized.

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 Benchmark Advance resource provides a statistically significant correlation to student achievement and addresses the differentiation needed to target students at all levels.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Collaborative Learning and Planning will be regularly conducted 4 times per week in order to work collaboratively on understanding the BEST standards and preparing lessons that meets the various needs of our students. Teachers will also use this time to disaggregate data to determine proper interventions for small group instruction.	Almeida, Monica, monica.almeida@stlucieschools.org
Literacy Leadership Team walkthroughs will occur monthly to observe strategies being used in the classroom and give actionable feedback to teachers to best meet the student needs.	Almeida, Monica, monica.almeida@stlucieschools.org
Professional learning will be given on designated professional learning district days and mini professional learning will be given as needed during collaborative planning sessions based on the results of walk throughs and assessment data.	Almeida, Monica, monica.almeida@stlucieschools.org
Literacy Coach will attend school district coach meetings and professional development offered by RAISE.	Almeida, Monica, monica.almeida@stlucieschools.org

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.

To ensure all stakeholders have the ability to participate in the formation, implementation, and revision of the SIP throughout the school year, they will be invited to participate in monthly SAC meetings and Title 1 parent nights. Translators will be at these meetings and events to ensure there are no language barriers. If stakeholders are unable to attend meetings/events the SIP will be available on the school

Webpage, which has a document reader to translate in various languages. Teachers and staff will attend faculty meetings to review and give input on the SIP throughout the year.

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))

Mariposa strives to build positive relationships with stakeholders by hosting a variety of monthly events both within the school and in the community to create strong school to home connections. We hold monthly parent teacher organization (PTO) meetings that include families and community members to keep them included in school decisions. All parents receive a school monthly newsletter with all current/upcoming events/dates and receive Schoolmessenger communication regarding important communication.

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)

We will have a focus on targeted, small group differentiated instruction in both ELA and math, with fidelity checks. The differentiated instruction will be targeted to specific student needs within each classroom so students can be retaught skills or enriched. Teachers will use excess Teacher led P.E. block of time, up to 3 days per week for additional small group instruction in core content of ELA and math. Classroom focus will be on the small group instruction, rather than whole group instruction.

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 works in integration with the district's Child Nutrition Services Department to give all students free breakfast and snacks during after school tutoring. The tutoring program is funded by Title I.

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))

School counselors are made aware of any situations with students involving mental health, family concerns or services needed so they can be a support to our students. PST meetings are held for students with concern so the family is able to work with a team of people at school and help get connected to outside resources if needed. Students are often paired up with Big Brothers, Big Sisters if there is a need, along with given a check in/check out adult to support them throughout the day.

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).

Mariposa uses the PBIS behavior model. We are a Champs school, so all students have clear expectations given to them as a Tier 1 resource in all areas throughout the school. If students are not responding appropriately, their name is brought to the PBIS team. Data is reviewed, PST meetings are scheduled and additional tiered services are offered such as Check in/check out.

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))

All staff receive professional learning throughout the school year. Some learning is offered to staff in particular areas by district office. Professional learning is also individualized by teams, grade levels, or individuals based on the results of surveys or data from assessments. Mini professional learning opportunities will take place through the collaborative learning and planning meetings that focuses on their area of need. District support will be brought in as needed to support coaches and staff. New teachers will participate in the New Educator Support Team (NEST) monthly meetings. These meetings will be geared towards helping new staff feel comfortable with programs and systems of Mariposa and SLPS.

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))

We offer a preschool class here at Mariposa, where the class has lunch and resources that our K-5 students have access to. This makes the transition easier for these students when they go to kindergarten. All students coming into kindergarten have the ability to come to school before school opens for Kindergarten Camp Kick off where the family gets to meet their teachers and other staff, learn the expectations, become familiar with the curriculum, and other kindergarten expectations.

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: Collaborative Planning	$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