

Walton County School District

Maude Saunders Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	30
VI. Title I Requirements	32
VII. Budget to Support Areas of Focus	38

Maude Saunders Elementary School

416 JOHN BALDWIN RD, Defuniak Springs, FL 32433

<http://mse.walton.k12.fl.us/>

School Board Approval

This plan was approved by the Walton County School Board on 9/19/2023.

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.

MSE takes pride in educating and valuing the whole child.

Provide the school's vision statement.

We believe all students can achieve excellence.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Neale, Cindy	Principal	
Dawkins, Lydia	Teacher, K-12	
Evans, Sheryl	Other	
Spence, Krisy	Other	
Zorn, Shannon	Other	
Kent, Maerea	Other	
Parker, Tina	Teacher, ESE	
Peterson, Lindy	Other	
Chatman, Roslyn	Paraprofessional	
Merchant, Sonya	Behavior Specialist	
Smothers, Haley	Teacher, K-12	
Anderson, Alannah	SAC Member	
Norman, Jessica	SAC Member	
Sloan, Shannon	SAC Member	
free, erika	Teacher, ESE	

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.

SCHOOL ADVISORY COUNCIL (SAC)

Meeting times: Quarterly

The majority of the SAC members are not employed by the school district. The SAC is composed of an administrator, an educational support employee, teacher, student (for middle and high schools only),

parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school within the District. The SAC meets quarterly to coordinate and oversee the school improvement planning process throughout the school. The SAC has final approval over the content of school improvement plans before they are submitted to the School Board and monitors the use of school improvement funds.

School Advisory Council (SAC) will meet quarterly at Maude Saunders Elementary and make a public notice ten days prior to the meeting. The SAC team will monitor and assist in the implementation of the School Improvement Plan. The SAC will be responsible for final decision-making at the school relating to the implementation of the School Improvement Plan and budget. (SIP Goals & SAC Stand. – Appendix N)

Cindy Neale – Principal
Alana Anderson – Community Representative
Kris Ascetta – SAC Chair
Jessica Norman - Parent Representative
Haley Avery – SIP Chairman
Shannon Sloan – Parent Representative
Roslyn Chatman – Paraprofessional
Clair Harrison – Student Representative
Krisy Spence – Title I Resource Teacher

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SCHOOL IMPROVEMENT TEAM (SIT)

The School Improvement Team consists of grade level/department representatives including non-instructional and parent team members. School Improvement Goal Committees represent all subject and grade levels related to the SIP Goals. The School Improvement Team will meet to coordinate information from all other committees. The SIT team will make recommendations regarding all aspects of the school, be responsible for overseeing the implementation of the School Improvement Plan and oversee the expenditure of the school improvement budget. A dual function of this committee is to oversee the plant and facility regarding a safe school environment for staff and students alike. Any needs or areas of concern will be immediately reported to the Workplace Safety Committee and the administration.

In addition to the School Improvement Team, the Leadership Team consisting of the Principal, Assistant Principal, District Reading Coach, K-2 Reading Interventionist, 3-5 Reading Interventionist, and ESE Teacher will meet monthly to review data focusing on increasing the achievement of students in meeting the State's academic standards including those students with the greatest achievement gaps. The Leadership Team will report data findings to the SIP Team on a monthly basis in order to address the need for revision of SIP strategies to ensure continuous improvement and meet our SIP Goals.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	41%
2022-23 Economically Disadvantaged (FRL) Rate	89%

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: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	16	24	22	17	21	24	0	0	0	124	
One or more suspensions	2	3	3	5	8	12	0	0	0	33	
Course failure in English Language Arts (ELA)	4	1	1	1	5	2	0	0	0	14	
Course failure in Math	4	0	1	3	2	2	0	0	0	12	
Level 1 on statewide ELA assessment	0	0	0	4	21	21	0	0	0	46	
Level 1 on statewide Math assessment	0	0	0	0	0	8	12	0	0	20	
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		

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	5	3	1	5	14	16	0	0	0	44

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	7	1	2	5	1	3	0	0	0	19
Students retained two or more times	0	0	0	2	1	0	0	0	0	3

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	38	27	23	20	28	31	0	0	0	167	
One or more suspensions	5	4	3	9	9	12	0	0	0	42	
Course failure in ELA	5	6	4	9	3	3	0	0	0	30	
Course failure in Math	4	1	1	13	3	3	0	0	0	25	
Level 1 on statewide ELA assessment	0	0	0	18	16	21	0	0	0	55	
Level 1 on statewide Math assessment	0	0	0	19	18	27	0	0	0	64	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	0	2	0	0	0	3	

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	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	12	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	2	2	0	0	0	4

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	27	23	20	28	31	0	0	0	167	
One or more suspensions	5	4	3	9	9	12	0	0	0	42	
Course failure in ELA	5	6	4	9	3	3	0	0	0	30	
Course failure in Math	4	1	1	13	3	3	0	0	0	25	
Level 1 on statewide ELA assessment	0	0	0	18	16	21	0	0	0	55	
Level 1 on statewide Math assessment	0	0	0	19	18	27	0	0	0	64	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	0	2	0	0	0	3	

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	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	12	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	2	2	0	0	0	4

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*	47	61	53	48	63	56	54		
ELA Learning Gains				54			49		
ELA Lowest 25th Percentile				59			25		
Math Achievement*	57	73	59	53	55	50	59		
Math Learning Gains				63			69		
Math Lowest 25th Percentile				73			55		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	51	72	54	41	69	59	59		
Social Studies Achievement*					70	64			
Middle School Acceleration					59	52			
Graduation Rate					54	50			
College and Career Acceleration						80			
ELP Progress	71	65	59	80					

* 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	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	272
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	471
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	27	Yes	1	1
ELL	50			
AMI				
ASN				
BLK	39	Yes	1	
HSP	53			
MUL	51			
PAC				
WHT	53			
FRL	51			

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	46			
ELL	59			
AMI				
ASN				
BLK	43			
HSP	58			
MUL	58			
PAC				
WHT	55			
FRL	54			

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	47			57			51					71
SWD	23			27			24				4	
ELL	20			60							3	71
AMI												
ASN												
BLK	40			27							3	
HSP	48			70			53				5	68
MUL	41			56			56				3	
PAC												
WHT	50			61			50				4	
FRL	44			54			48				5	71

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	48	54	59	53	63	73	41					80
SWD	21	45	48	35	74	68	30					
ELL	42			55								80
AMI												
ASN												
BLK	35	57		35	46							
HSP	55	56		55	67		55					
MUL	53	55		58	65							
PAC												
WHT	47	52	60	53	65	69	42					
FRL	46	53	57	48	62	72	41					

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	54	49	25	59	69	55	59					
SWD	22	29	13	32	65	50	44					
ELL												

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	26	33		28	55		30					
HSP	54	45		58	82		45					
MUL	52			57								
PAC												
WHT	58	57		65	73		73					
FRL	50	47	26	56	68	53	55					

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	57%	64%	-7%	54%	3%
04	2023 - Spring	48%	64%	-16%	58%	-10%
03	2023 - Spring	45%	59%	-14%	50%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	64%	72%	-8%	59%	5%
04	2023 - Spring	58%	76%	-18%	61%	-3%
05	2023 - Spring	58%	72%	-14%	55%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	67%	-16%	51%	0%

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.

Reading: 3% increase in proficiency on 22-23 F.A.S.T. PM 3 test compared to 21-22 FSA Test for grades 3-5.

The data component showing the lowest performance was Reading Informational Text: Identifying the central idea and explaining how relevant details support that idea in a text and explaining an authors perspective toward a topic in an informational text.

Subgroups:

Reading Proficiency: Students with Disabilities (32%) and ELL students (29%) had the greatest gaps for the 22-23 SY. There was a 12% increase in proficiency from 21-22 SY to 22-23 SY for Students with Disabilities.

There was a 13% decrease in proficiency from 21-22 SY to 22-23 SY for ELL students.

Math: 8% increase in proficiency on 22-23 F.A.S.T. PM 3 test compared to 21-22 FSA Test for grades 3-5.

The data components showing the lowest performance was the following:

3rd Grade:

Number Sense and Operations - Plot, order and compare whole numbers up to 10,000.

Geometric Reasoning - Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.

4th Grade:

Algebraic Reasoning - Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.

Fractions - Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.

Subgroups:

Math Proficiency: Students with Disabilities (35%), ELL and African American students (42%) had the greatest gaps for the 22-23 SY. There was no change in the gap for our Students with Disabilities. There was a widening of the gap for our ELL(13%) and African American (7%) students.

Contributing Factors:

~Reading proficiency in grades K-2 from previous years is not 80% which increases the number of students entering third grade with reading deficits

~Increase in the number of ELL students

~The need to incorporate school-wide effective ELL strategies in the classroom and with the bilingual aide

~The need to increase student engagement strategies and differentiation school-wide

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

There was a decline in both reading and math proficiency for our ELL students.

Even though the proficiency increased from 21-22 to 22-23, we had two grade levels that the proficiency levels were below 51%.

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.

Compared to the state average, math proficiency for grades 3-5 were the same as the state and reading proficiency was higher than the state.

Reading:

~3rd Grade was below the state proficiency average

~4th Grade was at the state proficiency average

The factors that contribute to this gap are as follows:

~Reading proficiency in grades K-2 from previous years is not 80% which increases the number of students entering third grade with reading deficits

~Increase in the number of ELL students

~The need to incorporate school-wide effective ELL strategies in the classroom and with the bilingual aide

~The need to increase student engagement strategies and differentiation school-wide

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

There was an increase in math proficiency from 21-22 SY to 22-23 SY from 53% to 61%. A new math curriculum was implemented and a district pacing guide was established for all grade levels. PLCs analyzed math data by standard after each common assessment and implemented strategies to address students that did not learn the standard.

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

There is a strong correlation between attendance, students scoring a level 1 in reading, and one or more suspensions.

4th Grade:

~100% correlation between absences and students scoring a level 1 on ELA

~43% correlation between students suspended one or more times and absences

5th Grade:

~88% correlation between absences and students scoring a level 1 on ELA

~50% correlation between students suspended one or more times and absences

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

1. AVID (WICOR strategies: writing, inquiry, collaboration, organization, reading)

2. Capturing Kids Hearts

3. Differentiation (whole group & small group)

4. Professional Learning Communities (PLCs): Collective Responsibility - focus on including ESE Inclusion teachers in planning and teaching Tier 1 Core Instruction and intentionally plan for how to address students that do not learn the standard and how to provide enrichment for those that have learned the standard

Area of Focus

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

#1. Instructional Practice specifically relating to 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.

Based on the 2022-2023 F.A.S.T., it has been determined that the core curriculum is not effective based on the percentage of students not proficient.

Measurable Outcome:

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

By the final administration of the F.A.S.T. Assessment, 65% of all K-5th grade students will be proficient by scoring a level three or higher.

Monitoring:

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

Progress monitoring using F.A.S.T. three times per year in addition to diagnostic testing recommended in the Walton County District Reading Plan.

Person responsible for monitoring outcome:

Cindy Neale (cindy.neale@walton.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

WICOR strategies
Writing revolution
Write Score
Student goal setting
Students self-monitor using ALD's
Research- based interventions,
Attendance
BEST book Read Aloud
Accelerated Reader Program
Small group reading interventions (Ulfi, BEST Books)
Lexia (K-5)
Reading Eggs(K-2)
LETRS Training

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

For Grades k-5 based on F.A.S.T scores

K- 65%

1- 58%

2- 60%

3- 45%

4- 48%

5- 58%

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.

Tier 1 Strategy 1

AVID strategies K-5

- a. AVID / WICOR strategies will be modeled monthly
- b. Student goal- setting using AVID/ organizational skill using rubric
- c. Student quarterly self-assessment of organizational skill using rubric
- d. Collaboration with community partners to assist with student needs
- e. PD for all teachers/ staff

Person Responsible: Maerea Kent (kentm@walton.k12.fl.us)

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

Tier 1 Strategy 2

Writing to learn and reflective writing strategies

- a. Incorporate strategies from Writing Revolution across the curriculum
- b. Implementation of Write Score in grades K-5
- c. Analysis and feedback of student writing by teacher weekly
- d. Student will use district-approved rubrics to self-evaluate work
- e. Implement keyboarding strategies across curriculum
- f. PD for writing strategies

Person Responsible: Maerea Kent (kentm@walton.k12.fl.us)

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

Tier 1 Strategy 3

Student Goal Setting

- a. Achievement Level Descriptors are posted and incorporated into lessons.
- b. Students will rate and provide evidence of their performance levels.
- c. Students will goal set (AR, summative assessments, FAST, state and district assessments , and attendance).

Person Responsible: Maerea Kent (kentm@walton.k12.fl.us)

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

Tier 2 and Tier 3 strategy 1

District-approved research-based interventions

- a. Bilingual aide will use district-approved reading programs and ESOL strategies
- b. Intensive reading instruction provided daily by ESP's and teachers for Tier 2 students
- c. ESE teachers will push in during Tier 1 core instruction to aid with differentiation
- d. Utilize the MTSS process to identify Tier 3 students
- e. PD for bilingual aides /teachers/ESPs for ELL subgroup
- f. Daily individualized intervention plans for targeted subgroups (ELL and ESE)
- g. Utilize highly qualified teacher and reading interventionist for Tier 3 students
- h. LETRS Training for teachers that are not reading endorsed

Person Responsible: Cindy Neale (cindy.neale@walton.k12.fl.us)

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

Tier 1 Strategy 4

Full implementation of the AR program including goal setting

- a. Use of tracking sheets

- b. Rewards for meeting goals
- c. Graph AR scores
- d. School-wide and classroom recognition

Person Responsible: Lindy Peterson (lindy.peterson@walton.k12.fl.us)

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

Tier 1 strategy 5

District-approved computer-based programs

- a. Lexia (K-5)
- b. Nearpod
- c. Reading Eggs
- d. Keyboarding Without Tears (Keyboarding.com)

Person Responsible: Cindy Neale (cindy.neale@walton.k12.fl.us)

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

Tier 1 strategy 6

B.E.S.T. books read aloud

- a. Read aloud to increase vocabulary will be incorporated daily primarily using B.E.S.T. Books.
- b. Verbal questioning and student response using B.E.S.T. books.

Person Responsible: Maerea Kent (kentm@walton.k12.fl.us)

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

Tier 1 strategy 7

extended day/ year

- a. after school tutoring (pending funding)
- b. summer bridge (pending funding)

Person Responsible: Cindy Neale (cindy.neale@walton.k12.fl.us)

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

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

Based on the 2022-2023 F.A.S.T Data, it has been determined that the core curriculum is not effective based on the percentage of students not proficient.

Measurable Outcome:

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

By the final administration of the F.A.S.T Assessment 65% of all 1st-5th grade students will be proficient by scoring a level three or higher.

Monitoring:

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

Progress monitoring using F.A.S.T. three times per year in addition to diagnostic testing recommended in the Walton County School district Math plan.

Person responsible for monitoring outcome:

Cindy Neale (cindy.neale@walton.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

AVID Strategies

Student Self-report grades (ALD and student goal setting)

STEM (Science Technology, Engineering, and Math)

Math BEST standards in grades k-5

Research based interventions

ExactPath

ReflectMath

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

For Grades k-5th based on Math FAST scores the specific areas where they need growth.

K-31%

1-66%

2-49%

3-63%

4-58%

5-58%

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.

Tier 1 Strategy 1

AVID strategies K-5

- a. Training for all teachers and ESPs
- b. Incorporated across curriculum
- c. Student use of AVID /WICOR strategies
- d. Student goal setting using AVID /organizational skills.
- e. Student rated organizational skills using rubric
- f. Collaboration with community partners to assist with student needs.

Person Responsible: Shannon Zorn (shannon.zorn@walton.k12.fl.us)

By When: Ongoing throughout 2023-2024 school year.

Tier 1 Strategy 2

Student goal setting

- a. Achievement Level Descriptors are posted and incorporated into lessons
- d. Student will rate themselves and provide evidence using ALD's
- c. Student goal set (summative assessments, F.A.S.T. state and district assessments, and attendance)

Person Responsible: Shannon Zorn (shannon.zorn@walton.k12.fl.us)

By When: Ongoing throughout 2023-2024 school year.

Tier 1 strategy 3

STEAM (Science Technology Engineering , Art , and Math)

- a. Support Math standards across grade level
- b. Student will rate themselves and provide evidence using ALDs/Performance Scales
- c. Student goal setting

Person Responsible: Shannon Zorn (shannon.zorn@walton.k12.fl.us)

By When: Ongoing throughout 2023-2024 school year.

Tier 1 strategy 4

B.E.S.T. standards for Math

- a. Use district-approved computer programs to aid in differentiation
- b. Teachers will work with instructional coach to implement standards-based instruction
- c. CAP training provided

Person Responsible: Shannon Zorn (shannon.zorn@walton.k12.fl.us)

By When: Ongoing throughout 2023-2024 school year.

Tier 2 and Tier 3 strategy 1

District-approved research-based interventions

- a. Teacher and /or Interventionist provide tiered instruction
- b. Utilize district-approved math intervention program
- c. Purchase needed math manipulatives
- d. Utilize the MTSS process to identify Tier 3 students
- e. Standards-based math vocabulary across grade levels.
- f. PD/Vertical planning to specifically address standards- based math vocabulary and curriculum.

Person Responsible: Shannon Zorn (shannon.zorn@walton.k12.fl.us)

By When: Ongoing throughout 2023-2024 school year.

Tier 1 strategy 5

District- approved computer- based programs

- a. ExactPath
- b. Nearpod
- c. Reflect Math

Person Responsible: Shannon Zorn (shannon.zorn@walton.k12.fl.us)

By When: Ongoing throughout 2023-2024 school year.

Tier 1 strategy 6

extended day/ year

a. after school tutoring (pending funding)

b. summer bridge (pending funding)

Person Responsible: Cindy Neale (cindy.neale@walton.k12.fl.us)

By When: Ongoing throughout 2023-2024 school year.

#3. Instructional Practice specifically relating to Science**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.

In order for 5th grade to be able to meet the rigor of the FCAT Science Assessment , grade level standards- based instruction will be implemented in grades 1-5.

Measurable Outcome:

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

By the final administration of the 2023-2024, District- approved Science Assessment 65% of all 3rd-5th grade students will score 70% or higher.

Monitoring:

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

Progress monitoring three times per year using the curriculum-based/district common science assessment.

Person responsible for monitoring outcome:

Cindy Neale (cindy.neale@walton.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

STEAM

Enrichment activities

Scientific inquiry skills

District-approved computer-based programs

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

5th- grade FCAT scores make up 11% of the school grade.

The opportunity for growth is in the areas of 3rd and 4th grade tested science standards.

Earth and Space - SC4. E.G.2, SC4. E.5.4,

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.

Tier 1 strategy 1

STEAM

a. Support science standards

b. Collaboration across all grade levels

c. Incorporate hands-on activities

d. Implement 21st Century Skills

Person Responsible: Sheryl Evans (evanss@walton.k12.fl.us)

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

Tier 1 strategy 2

Enrichment activities

- a. Lego League
- b. Biophilia (4th)
- c. Hands on science labs
- d. Grasses in Classes (3rd Grade)

Person Responsible: Sheryl Evans (evanss@walton.k12.fl.us)

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

Tier 1 strategy 3

Scientific Inquiry skills

- a. STEAM
- b. Hands-on projects relating to nature and science standards addressing scientific method

Person Responsible: Sheryl Evans (evanss@walton.k12.fl.us)

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

Tier 1 strategy 4

District approved computer-based programs

- a. Study Island
- b. All-In-Learning
- c. Nearpod
- d. Generation Genius

Person Responsible: Sheryl Evans (evanss@walton.k12.fl.us)

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

Tier 1 Strategy 5

- a. Utilize district approved FCIM questions (5th Grade)
- b. Page Keeley Probes (5th grade)
- c. Utilize ALD'S (5th Grade)
- d. Utilize Study Island 30 minutes twice a week. (3-5)
- e. Utilize District Science Coach

Person Responsible: Sheryl Evans (evanss@walton.k12.fl.us)

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

#4. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale:**

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

The use of professional learning communities is a requirement of the Federal Title 1 program, the Florida Professional Learning Protocol and Learning Protocol, and the AdvancEd Accreditation System. Best practice promotes the use of PLC's as the most effective method of professional learning. Teachers will work together and engage in collective inquiry to find what works in terms of teaching and learning to endure there are no gaps in the curriculum. Teachers will share responsibility for the total development of the student and their success.

Measurable Outcome:

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

90% (9 out of 10) of PLC team meetings will address the following questions:

(Questions 3 and 4)

3. What do you do when students have not learned it?

4. What are we going to do for students that have learned it?

Monitoring:

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

The area of focus will be monitored by the submission of and averaging of the agendas.

Person responsible for monitoring outcome:

Haley Smothers (smothersh@walton.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Continue to improve the PLC process

Focus on team efficacy by intentionally planning for differentiation addressing questions 3 and 4.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To strengthen our Tier 1 core instruction

To increase Team collaboration

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.

Tier 1 strategy 1

Continue to improve the PLC process

a. The PLC facilitator will be a grade-level teacher

b. PLC team will meet bi-weekly and one two-hour PLC Meeting per semester for each grade level

c. The Principal will meet with various roles of a PLC group

- d. Differentiate Tier 1 instruction
- e. Plan for collective responsibility by addressing questions 3 and 4
- f. Data analysis after common assessments to determine student needs

Person Responsible: Haley Smothers (smothersh@walton.k12.fl.us)

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

#5. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

To provide a supportive and fulfilling environment with conditions that are conducive to learning and meet the needs of all students

Measurable Outcome:

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

By the end of the 2023-2024 school year, the percent of students with referrals will be reduced from 18% to 15%.

Monitoring:

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

It will be monitored monthly utilizing disciplinary reports through Focus Student Information System.

Person responsible for monitoring outcome:

Stephen Coker (stephen.coker@walton.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Ron Clark House System
Character Development
Capturing Kids Hearts
Incentives to improve attendance for students and staff

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

During the 2022-2023, school year 18% of our students received one or more referral.

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.

Tier 1 strategy 1
House System
a. House meeting per 9 weeks
b. Consistent use of Ron Clark App by staff school wide
c. Behavior Blitz each nine weeks
d. Administration will meet with 5th grade once every nine weeks.
e. House Training sending a minimum of 2 per year

Person Responsible: Stephen Coker (stephen.coker@walton.k12.fl.us)

By When: Ongoing throughout 2023-2024 school year.

Tier 1 strategy 2

character development

- a. Continue the Morning messages
- b. Suite 360
- c. Utilize the mental health counselor
- d. Implement Capturing Kids Heart strategies school-wide
- e. Individual grade-level behavior plan

Person Responsible: Stephen Coker (stephen.coker@walton.k12.fl.us)

By When: Ongoing throughout 2023-2024 school year

Tier 1 Strategy 3

Attendance

- a. Incentives for individuals and classes for attendance.
- b. Provide information to parents about the importance of attendance.
- c. Positive calls home regarding attendance.
- d. Perfect attendance banner
- e. No tardy smarty per month

Person Responsible: Stephen Coker (stephen.coker@walton.k12.fl.us)

By When: Ongoing throughout 2023-2024 school year

Tier 1 strategy 4

Utilize the Title 1 behavior interventionist and ESP

Person Responsible: Sonya Merchant (merchans@walton.k12.fl.us)

By When: Ongoing throughout 2023-2024 school year

#6. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

Individualized positive communication between parents, students and teachers utilizing planners, communication folders, electronic communication or phone calls on a quarterly basis.

Two-way communication using planners.

Measurable Outcome:

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

During the 2023-2024 school year, all teachers will make a positive parent/family contact for 80% of their students a minimum of once each quarter.

Monitoring:

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

The class percentage will be calculated and shared with the Title 1 teacher at the end of each 9 weeks.

Person responsible for monitoring outcome:

Krisy Spence (spencek@walton.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Based on prior year observation planner/communication folders were not utilized effectively.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We will utilize the planner / folders to increase family engagement by improving ongoing two way communication.

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.

Tier 1 Strategy 1

1. Training in the use of the planners and communication folders
2. Dedicated time during the faculty meeting to discuss tips for home- school connections
3. Incentives such as drawings each nine weeks to reward students whose family participated in conferences
4. Utilize bilingual staff to improve communication with ELL families
5. Use of planners for 2-way communication
6. Staff/Parent involvement in PTO meetings and activities

Person Responsible: Krisy Spence (spencek@walton.k12.fl.us)

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

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

Percentage of students below level 3 based on the 2023 F.A.S.T. AP 3 data

K - 32%

1 - 42%

2 - 40%

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

Percentage of students below level 3 based on the 2023 F.A.S.T. AP 3 data

3 - 55%

4 - 52%

5 - 43%

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

By the final administration of F.A.S.T., a minimum of 50% of all K-2nd grade students will be proficient. Students will be progress monitored using F.A.S.T.

Grades 3-5 Measurable Outcomes

By the final administration of F.A.S.T., a minimum of 50% of all 3rd-5th grade students will be proficient. Students will be progress monitored using F.A.S.T. and STAR Reading.

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.

Data chats will take place to discuss students academic growth by progress monitoring using the F.A.S.T., diagnostic assessments, and grade level common assessments.

MSE's Leadership Team will also be looking at F.A.S.T. data and Tier 1 fidelity observations on a monthly basis.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Neale, Cindy, cindy.neale@walton.k12.fl.us

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Learning walk-throughs for grades 3 and 4 to reinforce best practices in Tier 1 and Tier 2 instruction using diagnostic testing from our WCSD Reading Plan to identify students with gaps and providing research-based interventions (Sunday, Wilson, Phonics-First).

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 programs selected are approved by the State of Florida and are part of our WCSD Reading Plan.

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
The School Improvement ELA Committee will work together to assure School Improvement strategies are being implemented.	Neale, Cindy, cindy.neale@walton.k12.fl.us
The District Literacy Coach in conjunction with the MSE Leadership Team will work with teachers to assure that best practices are being implemented.	Neale, Cindy, cindy.neale@walton.k12.fl.us
F.A.S.T., diagnostic, and common summative assessments will be used to monitor students' skill levels and determine if students are making adequate progress. Students identified as needing Tier 2/Tier 3 interventions will be monitored by teachers, grade level PLCs, and the MTSS Team.	Neale, Cindy, cindy.neale@walton.k12.fl.us
Professional Learning Communities (PLCs) will focus on best practices that answer the following four questions: 1. What do we want students to learn? 2. How do we know if they learned it? 3. What will we do if they have not learned it? 4. What will we do if they have learned it?	Neale, Cindy, cindy.neale@walton.k12.fl.us

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan (SIP), including budget, is posted on the school's website (mse.walton.k12.fl.us) under Title 1 Documents tab. A binder housing the complete SIP is kept in the front office, available to parents upon request. A "SIP Summary" which lists the SIP goals and summarized strategies is available in English and Spanish and is sent home with all students in the first

month of school. Copies are also kept in the Parent Resource Center in the school's safe lobby and included in new student registration packets to ensure every family receives the same information. The SIP Summary will be shared in the school newsletter which is sent home with every student and posted on the school Facebook page. The School Improvement Plan goals are also shared at the Annual Title 1 meeting held in the Fall. Monthly school improvement meetings and quarterly School Advisory Council meetings are held, with parents and staff present, to monitor the plan, discuss progress, and make adjustments as needed.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The Parent and Family Engagement Plan is posted on the school's website (mse.k.12.fl.us) under the Title 1 Documents tab.

The responsibility and accountability for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP) will be shared between MSE, the District, families, and community. MSE invites all stakeholders to participate in School Improvement and School Advisory Council meetings, via announcements in the monthly newsletters, school Facebook page, and school website.

At SIP and SAC meetings, the Title 1 contact shares the previous year's PFEP and compact for review along with a draft of the next year's plan and compact for open discussion and input from all parties.

Parent remarks and suggestions are included when possible during the writing of any family involvement documents. All stakeholders will be asked for input into how the Title 1 budget should be used.

Parent involvement surveys are distributed in 3 parts at the end of the first, second, and third nine weeks to seek input on activities, trainings, and materials needed by families in order to help their children achieve academic success. Results of parent surveys are reviewed by the School Advisory Council, and School Improvement Team to determine needed revisions to current practices.

The Title 1 Annual Meeting for families of participating students will be initially offered in the evening in the Fall, usually in conjunction with Open House. A recorded version of the meeting is made available to all parents through social media and distribution of a link to watch at their convenience. Parent conferences are scheduled during and after school, either in-person, by phone, or virtually through TEAMS or ZOOM, in order to meet the needs of our parents. Other school events occur during the day, after school, and at night to allow for more parent participation.

Timely information, including progress reports and state and local assessment results will be sent home by backpack. General information about school events, both academic and social, will be shared on the school website and Facebook page, in the monthly newsletter, flyers sent home with students, and in AVID planners and communication folders.

Teachers will make every effort to meet with all parents individually at least 1 time per semester. During their initial meeting, teachers will provide an overview of the Parent/Teacher/Student Compact. MSE teachers will incorporate information about Title I for parents that inform and explain the school's participation in Title I, Part A programs, the programs requirements and rights of parents. At this meeting, the school's curriculum, forms of assessment used to measure student progress, how to schedule parent/teacher conferences, and the proficiency levels students are expected to meet, will be discussed and explained, as well as opportunities for participation in decisions related to the education of their child. This information will be sent home to parents who are unable to attend either academic nights or individual conferences.

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)

At MSE, we are committed to improving Tier 1 instruction to ensure at least 80% of students are achieving on grade level, without interventions. Tier 1 small groups utilize systematic and research based curriculum. Teachers at each grade level are assigned common planning time daily in order to review data, reflect on successes and improvement areas, and carefully plan instruction. Common assessments are used to gauge the effectiveness of teaching and evaluate the level of learning. Grade level Professional Learning Communities (PLC's) meetings are held bi-weekly to assess the effectiveness of instruction and adjust as needed.

Data meetings are held quarterly with administration and teachers to monitor student progress.

District-level Literacy, Science, and Digital Support Coaches meet regularly with administration and teachers to provide support as needed.

When students in need of interventions are identified through a triangulation of data (common assessments, district and state assessments, classroom performance, diagnostics), teachers or support personnel will immediately provide Tier 2 interventions, focusing on area of need. Interventions are provided daily in a small group setting, using District – approved, curriculum. Interventions are documented and student achievement is closely monitored.

If a student is not showing improvement, they will be referred to the MTSS team to determine if there is a need for Tier 3 interventions. By reviewing the data, the specific area(s) of weakness will be identified and a prescriptive remediation plan using research-based curriculum and materials will be developed.

Parents will be involved in the decision-making process. MSE employs 2 full-time Academic Interventionists. The Interventionist providing support will either “push-in” by providing small group support within the classroom setting or provide support in a small-group setting outside the classroom. If a student is identified as requiring ESE support, the student will receive support from an ESE certified teacher, in a small group setting. Most often, support is provided within the classroom; however some ESE support may be provided in small group or individual setting outside the classroom. MSE has a full-time certified ESE teacher assigned to each grade level, K-5.

The master schedule provides for bell-to-bell instruction at all grade levels, with 120 minutes of ELA instruction, 75-80 minutes of math instruction, and 60 minutes of intervention/remediation. Students not receiving interventions receive instruction and practice in grade-level or accelerated curriculum, approved by the District and State.

Pending funding, after- school tutoring is offered to provide additional interventions or enrichment to students.

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))

MSE participates in the discussion and development of a student's Individualized Educational Plan (IEP) with teachers, specialized support personnel, and parents. Supplemental instructional support and resources are discussed with parents during the development of the student's IEP.

Near the end of each school year, students in Head Start and Voluntary Pre-K are invited to MSE for a transition to school visit during the school day. Accompanied by their teachers, students are transported from their respective centers, and parents/guardians are invited and encouraged to attend. Kindergarten Expectations are shared and all participants visit a Kindergarten classroom as well as special area classes. This familiarizes students and families with the school site and the expectations of a Kindergarten student. Families are given information about MSE, and information regarding registration for their child for the upcoming school year. Staff are available to answer any questions parents and teachers may have about transitioning to Kindergarten.

MSE partners with Walton High School to participate in the ReadSquad (formerly Teen Trendsetters) program, which is a reading mentoring program for first, second, and third graders who are reading half a year or more behind their grade level. These struggling readers are assigned a teen mentor who meets with them weekly, to improve reading proficiency.

PAEC (Panhandle Area Educational Consortium) provides migrant education services through meetings and home services to ensure parents have information on ELL, FAST, and homeless services. Maude Saunders partners with PanCare to provide free medical care to our students, staff, and families. There is a dedicated PanCare office onsite and with permission, students are able to be seen in person by a nurse, and virtually by a doctor, who can diagnose and prescribe medications during the school day.

A Dental Assistant is on campus for a portion of the school year and provides free dental cleanings and screenings to students who take advantage of this service.

Our school has an active Lego League, supported by Title 4, Part A.

Our school also partners with local and state agencies, including Food For Thought, the Kiwanis Club, United Way, Emerald Coast Technical College, St. Joe Community Foundation, and Panhandle Area Education Consortium.

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))

MSE employs one full-time Behavior Interventionist. The Behavior Interventionist provides support to the classroom and special area teachers, as needed. On a daily basis, she provides "check-in" support to identified students in order to take an emotional inventory of their day so far to avoid escalating negative behavior. If needed, she provides students with a quick time-out in order to provide a "reset" to avoid the child missing academic instruction. If behavior has escalated to a level where it is severely disrupting class, the Behavior Interventionist will remove the child from the classroom and provide instruction in a quiet, isolated setting, always with the goal of returning the student to class as quickly as possible.

MSE employs one full-time Guidance Counselor. The Guidance Counselor provides initial support to students in need of learning strategies, self-management and social skills. During parent meetings, the guidance counselor links families to community resources for needed support. If the Guidance Counselor, teacher, or parent feels that further support is needed, the MTSS team will request that the student meet with the District Mental Health Counselor. The Mental Health Counselor meets regularly with students to observe and engage in activities or discussions, suggest behavioral and coping skills, facilitate social emotional learning skills, or support students through crisis situations.

The Guidance Counselor also facilitates the Multi-Tiered System of Support (MTSS) to ensure that the academic and behavioral needs of all students are met. Our school employs 1 Title 1 Interventionist who works closely with the MTSS team to ensure that academic needs of lower-performing students are met, to avoid frustration, and ultimately off-task or disruptive behavior.

A District Behavior Specialist is assigned to MSE and meets with the MTSS team and identified students on a regular basis. The Behavior Specialist provides the MTSS team, and specifically the classroom teacher, with behavior plans and strategies to de-escalate negative behavior and decrease time off-task. "Capturing Kids Hearts" is being implemented school-wide. This program equips school staff to implement transformational processes focused on social-emotional well-being, create a relationship-driven campus culture, and student connectedness.

MSE utilizes the Ron Clark HOUSE System to create a positive climate and culture for students and staff. All staff and students are assigned to a HOUSE and meet to discuss and practice activities that create a culture that builds character, relationships, and school spirit.

The primary goal of the Guidance Counselor, Behavior Interventionist, District Behavior Specialist,

Capturing Kids Hearts, and the Ron Clark HOUSE System, is to provide strategies and create a climate that prevents unwanted behaviors.

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))

MSE is an AVID (Advancement Via Individual Determination) school. Our elementary students develop the academic habits they will need to be successful in middle school, high school, and college, in an age-appropriate way. AVID seeks to support students in developing the knowledge, skills, and characteristics that they need to plan for and achieve college and career success. Some key characteristics taught through AVID are self-awareness, self-care, self-monitoring, self-advocacy, and self-organizing. Regardless of how distant a career might seem, students at any age can start preparing by thinking about a career as a long-term goal and taking gradual steps toward reaching it. MSE supported AVID strategies are used school-wide with students setting nine week academic and personal goals, developing organization skills with weekly planner and binder/folder usage, and developing leadership skills through modeling of Capturing Kids' Hearts EXCEL model. Teachers participate in AVID Summer Institute in order to utilize AVID strategies in their classroom.

Throughout the school year, we encourage our students to consider their college and career plans, and will hold a career fair during the 2023-2024 school year to expose students to different career opportunities that are available to them in the future. We will invite guests from a variety of career fields to participate, in order for students to see a wide range of career opportunities and gain first-hand knowledge about various jobs.

When possible, our fifth grade students participate in a field trip to Emerald Coast Technical College or Northwest Florida State College, where they are shown the different career options available to them through technical training. The students tour and experience training in areas such as nursing, cosmetology, auto mechanics, technology, and building construction. The instructors highlight their career fields and they are able to talk to current students about careers that interest them.

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).

At MSE, each grade level develops a behavior expectation plan that is submitted to administration at the beginning of the school year. This plan consists of rewards for expected behavior and consequences for unwanted behavior. The plan specifically states how teachers will communicate behaviors to parents and determine Conduct grades on report cards.

We implement the "Ron Clark House System" throughout the school. Every student and staff member is assigned to a House and individuals compete to earn points for their HOUSE. Monthly House meetings are held, where we address character traits, and complete community service projects. Each year, designated teachers attend the Ron Clark Academy to become better prepared to implement the program school-wide.

A "behavior blitz" is held at the end of each quarter, rewarding students who earn a satisfactory grade in Conduct with free, fun activities. During the behavior blitz, students who have earned an unsatisfactory grade in conduct meet with teachers to devise a plan to improve their behavior.

"Capturing Kids Hearts" is being implemented school-wide. This program equips school staff to implement transformational processes focused on social-emotional well-being, create a relationship-driven campus culture, and student connectedness. Through the Capturing Kids Hearts discipline model, students create a social contract which acts as the teacher and student's behavior agreement in the classroom. In this way, students are empowered to take ownership of their own behavior.

When a teacher identifies a student in need of behavior interventions, a summary of concerns is

submitted to the MTSS (Multi Tiered System of Support) team. The team, which consists of families, school and district interventionists, teachers, and administration, identify the behaviors and develop strategies to extinguish unwanted behaviors. If behaviors continue, the MTSS team submits a screener for behavior observation in order to develop a tiered behavior intervention plan.

MSE employs one full-time Behavior Interventionist. The Behavior Interventionist provides support to the classroom and special area teachers, as needed. On a daily basis, she provides “check-in” support to identified students in order to take an emotional inventory of their day so far to avoid escalating negative behavior. If needed, she provides students with a quick time-out in order to provide a “reset” to avoid the child missing academic instruction. If behavior has escalated to a level where it is severely disrupting class, the Behavior Interventionist will remove the child from the classroom and provide instruction in a quiet, isolated setting, always with the goal of returning the student to class as quickly as possible. A District Behavior Specialist is assigned to MSE and meets with the MTSS team and identified students on a regular basis. The Behavior Specialist provides the MTSS team, and specifically the classroom teacher, with behavior plans and strategies to de-escalate negative behavior and decrease time off-task.

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))

Prior to school starting, teachers participate in CAP (Curriculum Alignment Projects) where reflection, data review, and planning take place. Lesson plans, utilizing approved curriculum, are aligned with the needs of the school and individual students. Classroom teachers, ESE teachers, and interventionists engage in planning and pacing instruction for the upcoming school year. Vertical planning is also addressed as all grade levels participate.

Ongoing professional development occurs through the grade level Professional Learning Communities (PLC's) which meet bi-weekly to further reflect, review, and adjust instruction and monitor the progress of all students. Data meetings are also held regularly to review progress monitoring results.

Teachers new to the school are paired with an experienced mentor teacher to provide support.

District Coaches provide onboarding for new teachers as well as PD for all teachers on new curriculum. Both instruction and support personnel participate in Professional Development designed to utilize the State and District-approved curriculum, including intervention and remediation materials. This Professional Development is typically provided by District Coaches or personnel.

MSE regularly sends teachers to the Ron Clark Academy to receive Professional Development in implementation of the Ron Clark HOUSE System. It is our goal to train a minimum of 2 teachers per school year.

As an AVID school, there is ongoing professional development in AVID strategies provided by the AVID facilitator throughout the school year. When funds are available, teachers attend the AVID Summer Institute to receive in-depth training in AVID strategies that promote student achievement and success.

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))

Near the end of each school year, students in Head Start and Voluntary Pre-K are invited to MSE for a transition to school visit during the school day. Accompanied by their teachers, students are transported from their respective centers, and parents/guardians are invited and encouraged to attend. Kindergarten Expectations are shared and all participants visit a Kindergarten classroom as well as special area classes. This familiarizes students and families with the school site and the expectations of a Kindergarten student. Families are given information about MSE, and information regarding registration for their child for the upcoming school year. Staff are available to answer any questions parents and teachers may have about transitioning to Kindergarten.

During Kindergarten Registration, typically in March, MSE invites all area students who are eligible to begin Kindergarten the following school year, to a "SMART Start!" event. This event is held in the evening and allows students and families the opportunity to tour our campus, meet staff members, visit

the Kindergarten classrooms, and learn about the learning opportunities and expectations of Kindergarten. Parents are provided with grade level expectations and strategies to ensure their child is ready to start school. Staff is available to answer questions and provide resources. At the beginning of each school year, MSE provides an orientation for students entering Kindergarten. The orientation includes an information session with the Kindergarten teachers to address how families can help their children make a smooth transition into kindergarten, and explains academic and behavioral expectations and strategies/techniques for a successful school year. The students and families participate in a tour of special areas and their Kindergarten classroom. Information kiosks are set up for transportation, school meals, after-school care, and other community resources. Additional information and materials are provided to parents each year during kindergarten registration and can be found in guidance, on the school website, and at the school Parent Resource Center.

A preview is held for all students, grades 1-5, prior to school starting.

Exceptional Education Students (ESE) participate in transition services in Pre-K to allow for a smooth transition to Kindergarten. Transition meetings are held that include representation from the elementary school as well as Pre-K.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA					\$3,349.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
	N/A	Materials/Training	0281 - Maude Saunders Elementary School	School Improvement Funds		\$3,349.00	
			Notes: AVID				
2	III.B.	Area of Focus: Instructional Practice: Math					\$0.00
3	III.B.	Area of Focus: Instructional Practice: Science					\$0.00
4	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities					\$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Other					\$0.00
6	III.B.	Area of Focus: Positive Culture and Environment: Other					\$0.00
Total:							\$3,349.00

Budget Approval

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

No