

Glades County School District

Moore Haven 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	17
III. Planning for Improvement	22
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	26
VI. Title I Requirements	29
VII. Budget to Support Areas of Focus	30

Moore Haven Elementary School

401 TERRIER PRIDE DR SW, Moore Haven, FL 33471

www.gladesedu.org

School Board Approval

This plan was approved by the Glades County School Board on 10/5/2023.

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.

Moore Haven Elementary School is committed to providing a positive cross-cultural learning environment with responsible and self-motivated learners.

Provide the school's vision statement.

Moore Haven Elementary School's vision is to develop responsible and self-motivated learners through teaching Florida standards with fidelity.

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
	Principal	<p>*(1) Provide leadership in the continuous improvement of the total educational program in the school.</p> <p>*(2) Manage and administer the overall instructional program of the school.</p> <p>*(3) Manage and administer the overall activities of assessing and developing the instructional program of the school.</p> <p>*(4) Provide leadership and facilitate the accreditation program at assigned school.</p> <p>(5) Involve others in the decision-making process and encourage teamwork, collaboration and partnerships.</p> <p>*(6) Assume, as requested, a District-wide leadership role for an identified function, program, or service, such as curriculum development, instructional technology, staff development, or custodial coordination.</p> <p>*(7) Participate, as requested, in District-wide curriculum development and assume responsibility for the implementation of such programs when approved.</p> <p>(8) Participate, as requested, in the evaluation, selection and adoption of textbooks and other instructional materials.</p> <p>*(9) Participate, as requested, in the development of the District's student assessment program. Manage and administer the testing program for the school.</p> <p>*(10) Provide leadership, facilitate and oversee the wise use of personnel resources within the school.</p> <p>*(11) Serve as the liaison between the school and Districtwide services available to assist the school in its mission.</p> <p>*(12) Manage the implementation and administration of negotiated employee contracts at the school level.</p> <p>*(13) Provide leadership and facilitate the development of long- and shortrange instructional and facility needs. *(14) Manage and administer plant safety and facility inspections, including supervision of buildings and grounds.</p> <p>(15) Manage and administer maintenance services for the school in such a manner that ensures safety, maximum life and use of the facility.</p> <p>*(16) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>*(17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget.</p> <p>*(18) Manage and supervise the wise use of financial resources for the school.</p> <p>*(19) Manage and administer purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services.</p> <p>*(20) Oversee financial accounting to ensure judicious management of all school funds.</p> <p>*(21) Manage and supervise the preparation of financial reports for the school.</p> <p>*(22) Manage and supervise student accounting and attendance procedures at the school.</p> <p>*(23) Coordinate with the Food Service Director to oversee and supervise the school food service program. * (24) Serve as a liaison between the school and community and provide leadership for positive school /</p>

Name	Position Title	Job Duties and Responsibilities
		<p>community relations.</p> <p>*(25) Serve as the liaison between the school and business community and provide leadership for the development of partnerships to benefit the school.</p> <p>*(26) Keep well informed about current trends in education.</p> <p>*(27) Keep informed of policy, procedures, instructional programs, potential problems, and resolutions of existing problems.</p> <p>*(28) Keep staff informed of policy, procedures, instructional programs, potential problems, and the resolution of existing problems.</p> <p>*(29) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature.</p> <p>*(30) Oversee and maintain accountability for property inventory records and security of school property.</p> <p>*(31) Oversee the development of a master schedule for teachers.</p> <p>*(32) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs.</p> <p>*(33) Approve and oversee school-sponsored activities and maintain a calendar for all school events.</p> <p>*(34) Provide for the articulation of the school's instructional program and services among school personnel and the community.</p> <p>*(35) Provide leadership for the school improvement and accountability process.</p> <p>*(36) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning.</p> <p>*(37) Assume all duties and responsibilities in Florida statutes.</p> <p>*(38) Provide leadership to ensure that appropriate staff development activities are available to meet staff needs in carrying out the school improvement plan.</p> <p>*(39) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.</p> <p>(40) Coordinates with the Executive Director of Support Services to supervise and oversee transportation services at the school.</p> <p>*(41) Establish procedures to be used in the event of a school crisis or civil disobedience and provide leadership in the event of such happenings.</p> <p>*(42) Implement School Board policy, State statutes and federal regulations as they pertain to the school.</p> <p>*(43) Establish the job assignments for all school-site administrators and assess the school-site administrator's performance.</p> <p>*(44) Manage and supervise the school's student activity programs including selection of club sponsors.</p> <p>*(45) Maintain visibility and accessibility on the school campus.</p> <p>(46) Participate in the development of the District strategic plan, District school calendar, District staffing plan and manpower plans. Manage and administer school functions relating to these items.</p> <p>(47) Assign and supervise school personnel in special projects for the enhancement of the school.</p> <p>*(48) Attend school-related activities and events.</p> <p>(49) Participate in leadership development activities.</p> <p>*(50) Perform job responsibilities with sustained focus and attention to detail</p>

Name	Position Title	Job Duties and Responsibilities
		<p>for extended periods of time.</p> <p>(51) Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>*Essential Performance Responsibilities</p>
Story, Rita	Teacher, K-12	<p>(1) Provide assistance and feedback to school personnel. *</p> <p>(2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. *</p> <p>(3) Develop the master teaching schedule and assign teachers according to identified needs. *</p> <p>(4) Utilize current educational trends in the planning and preparation of the school instructional program. *</p> <p>(5) Interpret and enforce School Board policy, state statutes and federal regulations. *</p> <p>(6) Implement the accreditation program for the assigned school. *</p> <p>(7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. *</p> <p>(8) Manage and administer the testing program for the school. *</p> <p>(9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. *</p> <p>(10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. *</p> <p>(11) Provide leadership in the event of school crisis and/or civil disobedience. *</p> <p>(12) Provide leadership in the school improvement process. *</p> <p>(13) Administer and develop teacher duty rosters for the school. *</p> <p>(14) Provide supervision while maintaining visibility about the campus and classroom. *</p> <p>(15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. *</p> <p>(16) Interpret and enforce the District's Code for Student Conduct. *</p> <p>(17) Supervise all facets of the registration process. *</p> <p>(18) Coordinate the production of pre-planning materials. *</p> <p>(19) Supervise and evaluate support and service personnel as assigned by the Principal. *</p> <p>(20) Comply with provisions of collective bargaining agreements. *</p> <p>(21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. *</p> <p>(22) Develop and maintain positive school/community relations and act as a liaison between school and community. *</p> <p>(23) Coordinate the school food service program as it relates to the special needs of the school. *</p> <p>(24) Maintain adequate property inventory records, key control and security of school property. *</p> <p>(25) Participate in the development of long-range facility needs at the assigned school. *</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(26) Coordinate plant safety and facility inspection at the school. *</p> <p>(27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. *</p> <p>(28) Coordinate the transportation services at the assigned school. *</p> <p>(29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. *</p> <p>(30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. *</p> <p>(31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. *</p> <p>(32) Manage and administer the attendance policy and procedures. *</p> <p>(33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. *</p> <p>(34) Coordinate data processing activities as assigned. *</p> <p>(35) Provide leadership for, and supervision of, extracurricular activity programs. *</p> <p>(36) Participate in the administration of the school's athletic program. *</p> <p>(37) Assist in managing and supervising the student activity programs, including the selection of club sponsors.* (38) Approve school-sponsored activities and maintain a calendar of all school events. *</p> <p>(39) Assume responsibility of the school when the Principal is absent from the building. *</p> <p>(40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.*</p> <p>(41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(42) Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>*Essential Performance Responsibilities</p>

Garrett, Stefanie	Reading Coach	<p>(1) Assist with the coordination and conducting of staff development activities.*</p> <p>(2) Assist classroom teachers with developing and/or presenting teaching strategies and instructional units and recommending materials and activities.*</p> <p>(3) Assist with the process of previewing, selecting, and developing materials related to the program and its effectiveness.*</p> <p>(4) Assist with the development, presentation, and implementation of the curriculum instructional activities related to the program. *</p> <p>(5) Provide supportive services to parents, teachers, students, and administration.*</p> <p>(6) Promote community understanding of curriculum goals, objectives, and programs, and encourage community involvement wherever appropriate.*</p> <p>(7) Assist with planning, coordination, and implementation of special projects, programs, and events.*</p> <p>(8) Collect, submit, and maintain accurate financial and/or informational</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>reports or applications as requested.* (9) Keep professional skills and knowledge updated.*</p> <p>(10) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(11) Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>*Essential Performance Responsibilities</p>
Humphries, Tammy	Instructional Coach	<ol style="list-style-type: none"> 1. Consult frequently with classroom teachers on matters relating to reading instruction using our progress-monitoring instrument as a base. 2. Assist in the evaluation of ongoing programs and make recommendations for change. 3. Assist teachers and other administrators and/or supervisors in implementing the school reading program. 4. Help teachers diagnose reading strengths and weaknesses and match these skills with appropriate techniques and materials. 5. Keep the parents informed as to the purposes and progress of the reading program. 6. Work with support staff and school administrators to facilitate the coordination of the reading program with the total curriculum. 7. Consult with curriculum committees studying such topics as textbook selection, vocabulary development, concept development, supplementary materials and the development of study skills. 8. Promote interest in reading. 9. Work with the classroom teacher and district personnel to coordinate reading instruction designed to meet the individual needs of students. 10. Work with the classroom teacher to monitor student progress. 11. Teach remedial reading as needed. 12. Perform other responsibilities as may, from time to time, be assigned by the supervisor. 13. Familiar with the MTSS process and Tiered Instruction.
Pryor, Leslie	Math Coach	<ol style="list-style-type: none"> 1. Consult frequently with classroom teachers on matters relating to math instruction using our progress-monitoring instrument as a base. 2. Design interventions and write lesson plans detailing methods and materials. 3. Assist in the evaluation of ongoing programs and make recommendations for change. 4. Assist teachers and other administrators and/or supervisors in implementing the school math program. 5. Help teachers diagnose math strengths and weaknesses and match these skills with appropriate techniques and materials. 6. Keep the parents informed as to the purposes and progress of the math program. 7. Work with support staff and school administrators to facilitate the coordination of the math program with the total curriculum. 8. Consult with curriculum committees studying such topics as textbook selection, concept development, supplementary materials and the

Name	Position Title	Job Duties and Responsibilities
		<p>development of study skills.</p> <p>9. Promote interest in math.</p> <p>10. Work with the classroom teacher and district personnel to coordinate math instruction designed to meet the individual needs of students.</p> <p>11. Work with the classroom teacher to monitor student progress.</p> <p>12. Teach remedial math as needed.</p> <p>13. Perform other responsibilities as may, from time to time, be assigned by the supervisor.</p> <p>14. Familiar with the MTSS process and Tier'd Instruction.</p>
Spivey, Veronica	Teacher, PreK	<p>The lead teacher is responsible for organizing and implementing curriculum and instructional programs for students and meeting the duties of teaching as outlined in laws and policies. During non-student contact time, this teacher is responsible for assisting in the development of standards-based curriculum and assessment opportunity, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and other teacher leadership responsibilities.</p>
Thompson, Lauren	Teacher, K-12	<p>The lead teacher is responsible for organizing and implementing curriculum and instructional programs for students and meeting the duties of teaching as outlined in laws and policies. During non-student contact time, this teacher is responsible for assisting in the development of standards-based curriculum and assessment opportunity, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and other teacher leadership responsibilities.</p>
Watson, Shelby	Teacher, K-12	<p>The lead teacher is responsible for organizing and implementing curriculum and instructional programs for students and meeting the duties of teaching as outlined in laws and policies. During non-student contact time, this teacher is responsible for assisting in the development of standards-based curriculum and assessment opportunity, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and other teacher leadership responsibilities.</p>
Kelly, Darcel	School Counselor	<p>(1) Remain readily available to students so as to provide counseling that will lead each student to increased personal growth, self-understanding, and maturity. *</p> <p>(2) Assist students in evaluating their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and works with students in developing education and occupation plans in terms of such evaluation. *</p> <p>(3) Take an active role in interpreting the role of the counselor and the guidance program objectives to students, teachers, parents, and the community at large. *</p> <p>(4) Work with teachers and other staff members to familiarize them with the general range of services offered by the Student Services Department, and to improve the educational prospects of individual students. *</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(5) Supervise the preparation and processing of college, scholarship and employment applications. *</p> <p>(6) Help to plan the guidance program and the curriculum in relation to the needs of pupils. This would include assisting in the development of the schools master schedule of course offerings. *</p> <p>(7) Oversee registration of, or registers students new to the school and orients them to school procedures and the school's varied opportunities for learning. *</p> <p>(8) Advise students in course and subject selection. *</p> <p>(9) Supervise maintenance of student records and protects their confidentiality. *</p> <p>(10) Maintain all other records necessary for the performance of his/her duties. *</p> <p>(11) Work to resolve students' educational needs and to help students get the most out of their educational experiences. *</p> <p>(12) Work to discover and develop special abilities of students. *</p> <p>(13) Work to prevent students from dropping out of school. *</p> <p>(14) Assist in obtaining and disseminating occupational and vocational information to students. *</p> <p>(15) Work with students on an individual basis in the solution of personal problems related to such problems as home and family relations, health, and emotional adjustment. *</p> <p>(16) Consult with parents and school staff whenever necessary. *</p> <p>(17) Provide in-service training in guidance for teachers and student teachers. *</p> <p>(18) Work to discover students' special needs that indicate referral to other school personnel or other outside agencies. *</p> <p>(19) Work to stay informed regarding legislative changes that affect students' academic progress. *</p> <p>(20) Work to communicate with students and their parents regarding academic progress and graduation status.*</p> <p>(21) Work as a member of school's Crisis Intervention Team to prevent and deal with crisis situations. *</p> <p>(22) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(23) Perform such other incidental tasks consistent with the goals and objectives of this position.</p> <p>* Essential Performance Responsibilities</p>
Bille, Shelby	Teacher, ESE	<p>The lead teacher is responsible for organizing and implementing curriculum and instructional programs for students and meeting the duties of teaching as outlined in laws and policies. During non-student contact time, this teacher is responsible for assisting in the development of standards-based curriculum and assessment opportunity, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and other teacher leadership responsibilities.</p>

Name	Position Title	Job Duties and Responsibilities
Howell, Diana	Teacher, K-12	The lead teacher is responsible for organizing and implementing curriculum and instructional programs for students and meeting the duties of teaching as outlined in laws and policies. During non-student contact time, this teacher is responsible for assisting in the development of standards-based curriculum and assessment opportunity, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and other teacher leadership responsibilities.
Everett, Olivia	Teacher, K-12	The lead teacher is responsible for organizing and implementing curriculum and instructional programs for students and meeting the duties of teaching as outlined in laws and policies. During non-student contact time, this teacher is responsible for assisting in the development of standards-based curriculum and assessment opportunity, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and other teacher leadership responsibilities.
Borden, Lesley	Teacher, K-12	The lead teacher is responsible for organizing and implementing curriculum and instructional programs for students and meeting the duties of teaching as outlined in laws and policies. During non-student contact time, this teacher is responsible for assisting in the development of standards-based curriculum and assessment opportunity, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and other teacher leadership responsibilities.
McNeil, Tonya	Teacher, K-12	The lead teacher is responsible for organizing and implementing curriculum and instructional programs for students and meeting the duties of teaching as outlined in laws and policies. During non-student contact time, this teacher is responsible for assisting in the development of standards-based curriculum and assessment opportunity, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and other teacher leadership responsibilities.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Principal, Teacher on Assignment, Reading Coach, Math Coach, Interventionist, and Lead Teachers, who some are parents of students at MHES, worked together in the SIP development process. The SIP will be shared at the first SAC meeting, and if additional input is received at the meeting, it will be added to the SIP.

SIP Monitoring

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

The SIP will be regularly monitored by the Principal, Teacher on Assignment, Lead Teachers, Reading Coach, Math Coach, and Interventionist. MHES will follow the Action Steps the BSI team recommends. We will use progress monitoring tools to make adjustments where needed. Our mid-year reflection will count as an accountability tool for effective implementation and impact on increasing student achievement and narrowing the achievement gap.

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	86%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 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	27	36	30	28	22	26	0	0	0	169	
One or more suspensions	6	2	2	3	3	7	0	0	0	23	
Course failure in English Language Arts (ELA)	12	13	15	26	7	12	0	0	0	85	
Course failure in Math	10	10	3	17	15	9	0	0	0	64	
Level 1 on statewide ELA assessment	0	0	0	12	14	13	0	0	0	39	
Level 1 on statewide Math assessment	0	0	0	17	19	25	0	0	0	61	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	18	32	24	31	27	30	0	0	0	162	

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	9	9	11	11	6	6	0	0	0	52

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	6	6	4	7	3	0	0	0	0	26
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	40	31	30	32	23	24	0	0	0	180	
One or more suspensions	0	1	0	2	4	12	0	0	0	19	
Course failure in ELA	13	6	21	20	19	8	0	0	0	87	
Course failure in Math	3	5	18	8	10	8	0	0	0	52	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	10	5	16	12	12	11	0	0	0	66

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	3	2	7	24	0	0	0	0	41
Students retained two or more times	0	0	0	0	6	0	0	0	0	6

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	40	31	30	32	23	24	0	0	0	180	
One or more suspensions	0	1	0	2	4	12	0	0	0	19	
Course failure in ELA	13	6	21	20	19	8	0	0	0	87	
Course failure in Math	3	5	18	8	10	8	0	0	0	52	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	10	5	16	12	12	11	0	0	0	66

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	3	2	7	24	0	0	0	0	41
Students retained two or more times	0	0	0	0	6	0	0	0	0	6

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*	46	46	53	32	32	56	25		
ELA Learning Gains				54			25		
ELA Lowest 25th Percentile				42			21		
Math Achievement*	39	39	59	28	46	50	19		
Math Learning Gains				58			16		
Math Lowest 25th Percentile				52			7		
Science Achievement*	53	53	54	10	28	59	15		
Social Studies Achievement*					58	64			
Middle School Acceleration					50	52			
Graduation Rate					10	50			
College and Career Acceleration						80			
ELP Progress	44	44	59	63			32		

* 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)	CSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	236
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	42

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	339
Total Components for the Federal Index	8
Percent Tested	97
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	25	Yes	1	1
ELL	43			
AMI				
ASN				
BLK	33	Yes	4	
HSP	47			
MUL				
PAC				
WHT	61			
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	41			
ELL	63			
AMI				
ASN				
BLK	29	Yes	3	3
HSP	41			

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%
MUL				
PAC				
WHT	50			
FRL	42			

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	46			39			53					44
SWD	31			21			30				4	
ELL	44			38							4	44
AMI												
ASN												
BLK	34			21			27				4	
HSP	45			41			54				5	44
MUL												
PAC												
WHT	57			48			71				4	
FRL	48			39			58				5	44

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	32	54	42	28	58	52	10					63
SWD	29	35		33	65							
ELL												63
AMI												
ASN												

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
BLK	21	26		11	58							
HSP	24	60	42	28	49	46	14					63
MUL												
PAC												
WHT	53	65		41	81		9					
FRL	33	53	41	28	56	50	11					63

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	25	25	21	19	16	7	15					32
SWD	16	20		16	10							
ELL	17			8								32
AMI												
ASN												
BLK	12	23		6	0		8					
HSP	23	41		24	23		26					32
MUL												
PAC												
WHT	35	12		23	24		11					
FRL	19	32		18	16		17					31

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	45%	51%	-6%	54%	-9%
04	2023 - Spring	40%	47%	-7%	58%	-18%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	48%	58%	-10%	50%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	67%	-14%	59%	-6%
04	2023 - Spring	37%	61%	-24%	61%	-24%
05	2023 - Spring	36%	51%	-15%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	57%	-7%	51%	-1%

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.

Although an increase was demonstrated in both Math and ELA, there is still need for improvement. Math improved from 28% proficient (FSA-2022) to 43% proficient (FAST-2023). There was a shift in standards, a change in assessments, students' absenteeism, and unforeseen circumstances with teachers, which resulted in extended leaves, were contributing factors to the low performance. ELA improved from 32% (FSA-2022) to 44% proficient (FAST-2023). The change in assessments, students' absenteeism, and the majority of teachers in grades 3-5 were new to the grade level were contributing factors to the low performance. However our targeted focus will be on 4th grade ELA (40%) and Math(37%) along with 5th grade ELA (45%) and Math(36%). A contributing factor to the low Math performance was due to a part time Math coach. Since she was part time, she was unable to provide consistent support to both 4th and 5th grade teachers. The Reading Coach spent time pulling small groups which limited her time supporting both 4th and 5th grade teachers.

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

MHES did not have a decline in any area according to the 2022-2023 state standardized assessments.

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.

Math had the greatest gap when compared to the state average. Students' lack of knowledge with foundational math skills, change in standards, lack of student ownership in learning, lack of teacher accountability and lack of gradual release all contributed to the gap.

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

Science demonstrated the greatest improvement, increasing from 9% proficient in 2021-2022 to 50% proficient in 2022-2023. The actions MHES took in Science were hiring a certified teacher to teach 5th grade science, providing support in the science class, raising the expectations for students, having small group rotations in science class, incorporating hands-on and real life learning experiences, and teaching of test strategies.

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

Student absenteeism is the main area of concern for MHES. 169 students were absent 10% or more days during the 2022-2023 school year.

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

1. Decrease the number of student absences
2. Increase percent proficient in ELA
3. Increase percent proficient in Math
4. Teachers will work with Coaches to breakdown and understand standards.
5. Teachers will build positive relationships with students.

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 Early Warning System**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.

Positive relationships between students and teachers contribute to increased student academic performance. Students learn from those who take the time to build those relationships. Our team agrees that students don't care how much you know until they know how much you care. Building these positive relationships will motivate students to come to school and demonstrate academic growth.

Measurable Outcome:

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

MHES aims to decrease the percentage of students missing below 90% of school days from 40% to 30%.

Monitoring:

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

Weekly attendance report checks will be conducted with increased communication with parents regarding the importance of students being in school. Teachers will communicate with parents through the Apptegy App for both positive and negative reinforcements.

Person responsible for monitoring outcome:

Rita Story (rita.story@glades-schools.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.)

Positive Behavior System, Restorative Practices, and Resiliency curriculum will be used to increase attendance rates.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There is evidence-based research that shows a clear correlation between attendance and student performance. It has been shown that students who regularly attend school have greater positive outcomes than those who struggle with routine attendance patterns.

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.

Teacher communication with parent;

Teacher notifies the office when the student reaches three unexcused absences.

Person Responsible: Rita Story (rita.story@glades-schools.org)

By When: Weekly beginning September 1, 2023.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**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 analysis of our ELA and Math assessments, MHES performed below the state average of 47% in 4th grade ELA and 37% in 4th grade Math. MHES performed below the state average of 45% in 5th grade ELA and 36% in Math according to state progress monitoring assessments.

Measurable Outcome:

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

MHES will increase student proficiency performance by a minimum of 10% in both 4th and 5th grade ELA and Math as measured by state progress monitoring assessments.

Monitoring:

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

This area of focus will be monitored by coaches facilitating the planning of standards based lessons weekly with teachers and use the district walk through tool to measure the effectiveness of the lessons. Data will be used in PLC's to drive the planning process and for teachers to make adjustments in their classroom instruction. The admin. team will conduct weekly walk throughs using the District Walk Through tool to identify trends across the school directly connected to benchmark based instruction.

Person responsible for monitoring outcome:

Leslie Pryor (leslie.pryor@glades-schools.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.)

Teachers will actively participate in weekly PLCs to breakdown and understand the Florida B.E.S.T. standards in reading and math. Teachers will use the state provided resources such as Test Item Specs, BIGM, and the MTR's during planning. Teachers will collaborate with other grade levels to better understand the vertical progression of standards. Teachers will participate in continuous professional development relevant to delivering standards based instruction. The admin team will provide walk through trends during grade level PLC's to provide relevance to planning processes and structures to build teacher knowledge of the BEST benchmarks.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Progress monitoring data and walkthrough data provided evidence that standards based instruction wasn't consistent across grade levels and subject areas. Teachers lacked knowledge of the BEST standards along with how to use the state provided resources effectively in planning. This lead to a necessary change in coaching personnel and planning practices. The admin team will provide walk through trends during grade level PLC's to provide relevance to planning processes and structures to build teacher knowledge of the BEST benchmarks.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

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

Administration and Coaches conduct walkthroughs and classroom observations, providing immediate feedback and support.

Person Responsible: Stefanie Garrett (stefanie.garrett@glades-schools.org)

By When: Daily beginning September 1, 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).

The majority of the school improvement funding has been allocated to salaries such as (1/2) School Improvement Director, (1/2) Reading Coach, and (1/2) Math Coach. The remaining funds will be used for professional development with UFLI, flip Chromebooks for classroom walkthroughs and observations, clickers for the SmartBoards to be used with UFLI, supplies for the data wall, chart paper, various supplies needed to support standards-based instruction in the classrooms, and PBIS incentives to help improve student attendance. MHES will have clear and transparent collaboration and communication with all stakeholders regarding the funding allocated and how it is being used. The full SIP will be disclosed to stakeholders at the first SIP meeting, and will be available to anyone upon request. Data-driven decisions will be made to address needs of students to ensure allocated funds are spent appropriately.

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

46% of our K-2 students demonstrated a substantial reading deficiency. This data identifies a critical need for more student engagement, standards based instruction, and data driven instruction to ensure our students are academically successful.

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

46% of our 3-5 students demonstrated a substantial reading deficiency. This data identifies a critical need for more student engagement, standards based instruction, and data driven instruction to ensure our students are academically successful.

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

MHES will increase ELA proficiency by a minimum of 10% as measured by F.A.S.T. (PM 3).

Grades 3-5 Measurable Outcomes

MHES will increase ELA proficiency by a minimum of 10% as measured by F.A.S.T. (PM 3).

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.

Monitoring will take place throughout the school year by reviewing progress monitoring data and collecting walkthrough data.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Durance, Kristi, kristi.durance@glades-schools.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?

UFLI is a research based program built upon the science of reading and focuses on both teacher and reader development.

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?

UFLI was chosen because it promotes equitable and inclusive and effective teaching and enhanced reading outcomes for all students.

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
Literacy Leadership: MHES will continue utilizing a Data Committee, and meeting every 4-6 weeks discussing data and trends exhibited within each grade level.	Durance, Kristi, kristi.durance@glades-schools.org
Leadership Leadership: Teachers will continue holding quarterly data chats with students reviewing areas of growth and address areas of concerns. Teachers will also share data chat information with parents and guardians.	Humphries, Tammy , tammy.humphries@glades-schools.org
Literacy Coaching: MHES has a full-time Reading Coach who will assist all ELA teachers in breaking down standards, planning standards based lesson, modeling ELA lessons and assisting teachers with small group development.	Garrett, Stefanie, stefanie.garrett@glades-schools.org
Math Coaching: MHES has a full-time Math Coach who will assist all Math teachers in breaking down standards, planning standards based lesson, modeling Math lessons and assisting teachers with small group development.	Pryor, Leslie, leslie.pryor@glades-schools.org
Assessment: K-5 teachers will administer FAST progress monitoring assessments.	Story, Rita, rita.story@glades-schools.org
Professional Learning: Teachers completed UFLI training with MHES Reading Coach and reviewed pacing guides that will guide instruction throughout the school year.	Garrett, Stefanie, stefanie.garrett@glades-schools.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.

The SIP will be reviewed at the first SAC meeting.

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))

Literacy Night and Open Houses for parent/teacher conferences will be held throughout the school year. Apptegy will be utilized for parent/guardian communication with teachers and school.

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)

PLCs, across grade level collaboration and walkthroughs.

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

N/A

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: Early Warning System				\$7,827.13
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	649	0051 - Moore Haven Elementary School	UniSIG		\$3,150.00
			<i>Notes: Flip Chromebooks for school leadership team to analyze and prepare data for monthly team meetings. Chromebook will also be used to conduct walk throughs to provide specific feedback to improve instructional practice and student engagement. (9 Flip Chromebooks @ \$350 ea. = 3150.00)</i>			
	5100	519	0051 - Moore Haven Elementary School	UniSIG		\$2,046.85
			<i>Notes: Headphones to be used by students in the classroom. (classroom headphones, 50 x \$17.99 = \$899.50) (Headphones w/microphone 15 (10 in a pack) X \$76.49 = \$1,147.35)</i>			
	5100	590	0051 - Moore Haven Elementary School	UniSIG		\$2,630.28
			<i>Notes: Listening Center Stations The listening Center will provide opportunities for students to have text read aloud to them. This experience will help build reading fluency for students. (12 listening center audio stations @ \$219.19= \$2630.28)</i>			
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$163,196.62
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0051 - Moore Haven Elementary School	UniSIG	0.5	\$45,000.00
			<i>Notes: Salary for School Improvement Program Director- The School improvement director will be responsible for providing planning and instructional coaching support to administrators and teachers at Moore Haven Elementary and Moore Haven Middle High School, working directly with each school to implement and monitor the SIP plans and Unisig grant. The director will provide and monitor walk through data using a district created walk through look-fors and rubric form. The director will also monitor state assessment and other district data throughout the year to monitor student progress and achievement. T (Salary- \$90,000/.5= \$45,000 for MES)</i>			
	6400	130	0051 - Moore Haven Elementary School	UniSIG	0.5	\$28,441.67

			<i>Notes: .5 Reading Coach for Moore Haven Elementary School The Reading Coach will provide on-going coaching support to teachers to increase student achievement and performance on state and district assessments in reading. The reading coach will assist teachers in analyzing student data and how to use the data to provide more focused instruction based on student needs. (Salary- \$56883.33/ 2 = \$28441.67 for MES)</i>			
	6400	210	0051 - Moore Haven Elementary School	UniSIG	1.5	\$13,991.79
			<i>Notes: Retirement for School Improvement Program Director (12,213.00/2= 6106.50 for MES), .5 Reading Coach at MES (3859.54) and .5 Math Coach at MES (4025.75)</i>			
	6400	130	0051 - Moore Haven Elementary School	UniSIG	0.5	\$30,949.00
			<i>Notes: .5 Math Coach for Moore Haven Elementary School The Math Coach will provide on-going coaching support to teachers to increase student achievement and performance on state and district assessments in math. The math coach will assist teachers in analyzing student data and how to use the data to provide more focused instruction based on student needs. (Salary- 59,333.00/ 2 = \$29666.50 + \$1282.50 supplemental pay for additional time spent on analyzing and preparing data, PD preparation and school improvement meetings beyond contract time for MES)</i>			
	6400	220	0051 - Moore Haven Elementary School	UniSIG	1.5	\$7,887.78
			<i>Notes: FICA for School Improvement Program Director (6885.00/2 = 3442.50 for MES), .5 Reading Coach at MES (2175.79) and .5 Math coach at MES (2269.49)</i>			
	6400	230	0051 - Moore Haven Elementary School	UniSIG	1.5	\$8,286.00
			<i>Notes: Insurance and Benefits for School Improvement Program Director (8262.00/2= 4131.00 for MES), .5 Reading Coach at MES (24.00) and .5 math coach at MES (4131.00)</i>			
	6400	240	0051 - Moore Haven Elementary School	UniSIG	1.5	\$675.00
			<i>Notes: Workers Comp for School Improvement Program Director (450.00/2= 225.00 for MES), .5 Reading Coach at MES (225.00) and .5 math coach at MES (225.00)</i>			
	6400	310	0051 - Moore Haven Elementary School	UniSIG		\$7,000.00
			<i>Notes: Professional Develop and Training on the UFLI Foundations Reading Program for MES Teachers. UFLI is an explicit and systematic program that teaches students foundational reading skills. This expense covers all costs associated with Professional Development and Training of the UFLI Reading Program.</i>			
	5100	510	0051 - Moore Haven Elementary School	UniSIG		\$4,203.33
			<i>Notes: Materials and supplies to support instructional practices and student engagement classrooms. Dry erase markers (100 x 27.45=2745.00), Flip chart sharpie markers (8 x 9.99 = 79.92), magnetic board erasers (15 x 9.99 = 149.85), index cards (4 x 6.99 = 27.96), dot labels (1 x 6.99= 6.99), printable labels (1 x 19.99= 19.99), hanging clear pocket folder (30 x 20.37 = 611.10) Batteries for clickers (4 pack x 14.89= 59.56), Post it Chart Paper (10 packs @ 49.99= 499.90)</i>			
	5100	519	0051 - Moore Haven Elementary School	UniSIG		\$4,079.70
			<i>Notes: Technology related supplies to support standards aligned instruction Presenter clickers (30 x 15.99 = 479.70), Smartboard pens (30 sets x 120.00 = 3600.00)</i>			
	5100	590	0051 - Moore Haven Elementary School	UniSIG		\$4,042.35
			<i>Notes: Magnetic dry erase boards (40 x 79.19= 3167.60) and paddleboard dry erase boards (25 x 34.99 = 874.75) to support student engagement and formative assessment.</i>			

	5100	129	0051 - Moore Haven Elementary School	UniSIG		\$8,640.00
			<i>Notes: Teachers and coaches will be required to attend and participate in additional planning and analyzing of data outside the school contract day. (Approx. 12 teachers @ 24 hours of additional pay @ \$30 an hour= \$8640.00)</i>			
Total:						\$171,023.75

Budget Approval

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

No