

Okeechobee County School District

North Elementary School



2022-23 Schoolwide Improvement Plan

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North Elementary School

3000 NW 10TH TER, Okeechobee, FL 34972

<http://northelementaryschool.sites.thedigitalbell.com/>

Demographics

Principal: Tuuli Robinson

Start Date for this Principal: 7/1/2016

2019-20 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (43%) 2020-21: (37%) 2018-19: B (60%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Kati Pearson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Okeechobee County School Board on 10/11/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

North Elementary School will create a learning environment in which teachers and parents work together to enable each student to realize his/her potential. The school and its faculty will provide students with the best resources and instruction possible in order for them to be successful both in school, and later in life as thriving members of our society.

Provide the school's vision statement.

Together: Achieving excellence, putting students first!

School Leadership Team

Membership

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.:

Name	Position Title	Job Duties and Responsibilities
Robinson, Tuuli	Principal	School leadership, all levels
Johnson, Heather	Assistant Principal	Assist the principal in school leadership, all levels Specific area of responsibility focusing on student discipline, classified employee support, and school building management
Williams, Rachel	Instructional Coach	Needs Updated
Conroy, Jessica	Teacher, K-12	Team leadership in kindergarten Ensure common PLC time is used with fidelity to plan instruction to meet the needs of all students
Jansen, Sarah	Teacher, K-12	Team leadership in 1st grade Ensure common PLC time is used with fidelity to plan instruction to meet the needs of all students
Varnadore, Christan	Teacher, K-12	Team leadership in 3rd grade Ensure common PLC time is used with fidelity to plan instruction to meet the needs of all students
Bockoras, Candace	Teacher, K-12	Team leadership in 4th grade Ensure common PLC time is used with fidelity to plan instruction to meet the needs of all students

Demographic Information

Principal start date

Friday 7/1/2016, Tuuli Robinson

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

561

Identify the number of instructional staff who left the school during the 2021-22 school year.

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	94	106	94	90	73	97	0	0	0	0	0	0	0	554
Attendance below 90 percent	4	39	26	17	21	24	0	0	0	0	0	0	0	131
One or more suspensions	1	0	3	0	1	9	0	0	0	0	0	0	0	14
Course failure in ELA	10	32	24	4	2	0	0	0	0	0	0	0	0	72
Course failure in Math	5	1	8	4	2	2	0	0	0	0	0	0	0	22
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	5	24	0	0	0	0	0	0	0	41
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	16	31	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	10	32	24	12	5	24	0	0	0	0	0	0	0	107

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	14	11	14	8	19	0	0	0	0	0	0	0	74

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	21	7	14	2	0	0	0	0	0	0	0	0	54
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/2/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	85	90	91	97	91	87	0	0	0	0	0	0	0	541
Attendance below 90 percent	36	40	30	25	30	24	0	0	0	0	0	0	0	185
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	14	20	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	15	20	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	0	0	0	0	9	6	0	0	0	0	0	0	0	15
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	8	12	0	0	0	0	0	0	0	20

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	11	18	3	0	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	85	90	91	97	91	87	0	0	0	0	0	0	0	541
Attendance below 90 percent	36	40	30	25	30	24	0	0	0	0	0	0	0	185
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	14	20	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	15	20	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	0	0	0	0	9	6	0	0	0	0	0	0	0	15
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	8	12	0	0	0	0	0	0	0	20

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	11	18	3	0	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	50%	56%	57%			65%	52%	57%
ELA Learning Gains	56%	56%	61%	41%			56%	54%	58%
ELA Lowest 25th Percentile	26%	42%	52%	20%			57%	55%	53%
Math Achievement	50%	52%	60%	60%			71%	62%	63%
Math Learning Gains	40%	52%	64%	22%			68%	57%	62%
Math Lowest 25th Percentile	30%	45%	55%	26%			56%	42%	51%
Science Achievement	45%	42%	51%	36%			49%	44%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	77%	59%	18%	58%	19%
Cohort Comparison		0%				
04	2022					
	2019	50%	46%	4%	58%	-8%
Cohort Comparison		-77%				
05	2022					
	2019	61%	50%	11%	56%	5%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	70%	66%	4%	62%	8%
Cohort Comparison		0%				
04	2022					
	2019	73%	60%	13%	64%	9%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	57%	56%	1%	60%	-3%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	46%	44%	2%	53%	-7%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE 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
SWD	10	18	11	18	11	6					
ELL	37	46	29	39	35	19	15				
BLK	25	10		8	10						
HSP	44	47	23	41	33	24	27				
WHT	69	67	33	59	48	41	59				
FRL	50	53	30	40	35	34	33				
2021 SCHOOL GRADE 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
SWD	27	35		29	13		26				
ELL	43	33	17	54	27	42	29				
BLK	27			45							
HSP	54	42	14	58	22	38	37				
WHT	61	38		60	21		33				
FRL	48	40	20	57	21	18	38				
2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
SWD	47	44	56	49	48	33	25				
ELL	49	43	57	67	69	56	28				
BLK	47	61		42	61						
HSP	54	47	54	66	69	54	34				
WHT	76	62	60	77	70	60	65				
FRL	56	54	63	63	60	47	39				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	346
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	13
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
 Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We continue the streak of 50% proficiency or higher in 3rd grade (ELA 50%, math 54%). We continue to hold 50% or above proficiency in ELA across the board (3rd grade 50%, 4th grade 53%, and 5th grade 61%). Our 5th grade ELA scores were the highest in the district.

Overall Areas of Improvement
 5th grade ELA scores improved by 7%.
 Science scores improved by 11%.
 4th grade learning gains are 57% in ELA and 39% in math.
 5th grade ELA learning gains improved from 37% to 51%, with the learning gains in the BQ improving from 11% to 26%.

5th grade Math learning gains improved from 24% to 35%.

Subgroup Data, Room for Growth

SWD, African American students, ELL students, and students in the BQ demonstrated lower achievement and learning gains compared to their White, nondisabled peers.

4th grade ELA and 5th grade math scores were below the state average.

5th grade science performance was 7% below state average.

3rd and 4th grade ELA proficiency -7%.

8% more students scored level 1 in 3rd grade ELA compared to 2021.

3rd grade math proficiency -13%.

13% more students scored level 1 in 3rd grade Math compared to 2021.

4th grade math proficiency -14% compared to 2021.

10% more students scored level 1 in 4th grade Math compared to 2021.

5th grade math proficiency -5%.

6% more students scored level 1 in 5th grade Math compared to 2021.

5th grade math learning gains for the students the Bottom Quartile were 0%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Students overall need intensive and explicit instruction and support to achieve grade level goals.

10 kindergarten students were retained.

21 1st grade students were retained.

14 3rd grade students were retained.

Subgroup Data

We need to increase the achievement and learning gains for SWD, African American students, ELL students, and students in the BQ.

ELA

We need to decrease the number of students scoring Level 1 in 3rd grade ELA.

We need to increase our reading proficiency in 3rd and 4th grade.

Math

We need to decrease the number of students scoring Level 1 in 3rd grade, 4th grade, and 5th grade Math.

We need to increase our math proficiency in 3rd, 4th, and 5th grade.

We need to improve our 5th grade math learning gains for the students the BQ.

Science

We need to continue to increase our 5th grade science proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We believe that factors contributing for the need for improvement may have been the lack of small group instruction due to COVID, and further restrictions related the the number of students in the group, due to exposure.

Students' attendance (COVID exposures and other) may have contributed to factors affecting students' overall performance.

We observed that student engagement in class and in instructional activities was low, especially in 5th grade.

New Actions

Small group instruction needs to be incorporated into the daily routines, focusing on the subgroup data. Instructional team will need to work on establishing realistic MTSS time frames and supports.

Work needs to happen on enhancing student engagement in class.

New materials, to include supplements, should be used strategically to support standards based instruction.

Teachers need to be supported through coaching cycles and frequent administrative feedback.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

We continue our streak of 50% proficiency or higher in 3rd grade (ELA 50%, math 54%).

We continue to hold the 50% or above proficiency in ELA across the board (3rd grade 50%, 4th grade 53%, and 5th grade 61%).

Our 5th grade ELA scores were the highest in the district.

5th grade science scores improved by 11%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We believe that a relatively high proficiency in upper grades continues to be the case due to the strong foundational skills instruction in K-2.

We believe that during the day remedial sessions with targeted students and the after school tutoring program that was implemented from January through April, contributed to some of the improvement.

Targeted lesson planning and support in 5th grade contributed to some of the improvement in science.

What strategies will need to be implemented in order to accelerate learning?

Teacher support for multi-sensory, systematic, foundational and phonics instruction.

Weekly team planning to allow collaboration and ensure that all lessons that are prepared reach the depth of the intended benchmark in all subject area.

Restructuring the instructional coaching time to allow more time for teacher support.

Ongoing teacher support to enhance student engagement in class (coaching cycles, modeling, feedback, common plan, PBIS strategies).

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- Foundational skills support through curriculum and implementation
- Common plan to support instructional planning
- PD for new program implementation and assessment alignment
- School-wide coaching cycles
- District coaching meetings incorporate walkthroughs in schools to observe lessons (learning will be applied to instructional practices at NES).
- District admin meetings incorporate walkthroughs in schools to observe lessons (learning will be applied to instructional practices at NES).
- AP meetings to support effective school leadership (learning will be applied to instructional practices at NES).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- New resources specialist, speech therapist assistant on site daily, and on site behavior support (2 and 1/2 days) to support student needs.

- Gifted programming and ESE services to support students' needs
- Continue the separation of ESE FT classrooms (upper and lower)
- Support of two certified inclusion teachers

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Economically Disadvantaged Students
 - Economically Disadvantaged students' ESSA index was 39%.

Hispanic Students
 - Hispanic students' ESSA index was 35%,

English Language Learners
 - ELL students' ESSA index was 33%.

Students with Disabilities
 - Students with Disabilities ESSA index was 15%.

Additionally, only 10% of students with disabilities demonstrated proficiency on the 2021-2022 state assessment in ELA, and 18% in math. This is a declining trend that we have seen for the past three years. Additionally, only 18% of students with disabilities demonstrated learning gains in ELA, and 11% in math.

African American Students*
 - African American students' ESSA index was 13% compared to the White students (54%).

*This data is comprised of 10 individual students.

Subgroup Data (Goals based on ESSA Federal Index):

- 42% of students with disabilities will demonstrate proficiency and learning gains in ELA.

- 42% of students with disabilities will demonstrate proficiency and learning gains in math.

- 42% of English Language Learners will demonstrate proficiency and learning gains in ELA.

- 42% of English Language Learners will demonstrate proficiency and learning gains in math.

- 42% of Black/African American Students will demonstrate proficiency and learning gains in ELA.

- 42% of Black/African American Students will demonstrate proficiency and learning gains in math.

State Progress Monitoring Assessments in Fall, Winter, and Spring

- STAR Early Literacy in K and 1 (foundational support)

- STAR Reading in 1 and 2 (foundational support)

- STAR Math in K-2 (foundational support)

- FAST ELA and Math in 3-5

Local Progress Monitoring and Assessments

- STAR Reading and STAR Math in 3-5 (given at the beginning of the school year and again in March)

- Students' performance in Reflex Math

- Progress monitoring in new online programs that build on data from STAR

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

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

(Lalilo, Freckle).

- Weekly progress check ups in SAVVAS for ELA.
- Daily performance in class as evident from classroom grades.

Person responsible for monitoring outcome:

Tuuli Robinson (robinsont@okee.k12.fl.us)

ESE Support

- Timely and accurate identification of students with special needs, and supports needed
- Support from two inclusion teachers to strengthen foundational skills
- Use of grade level materials in both general education as well as in FT ESE classrooms

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

ELL Support

- Explicit instruction on how to use the word to word dictionary to support learning
- Support from the ELL paraprofessional to support the basic language needs
- Additional support through Imagine Learning program for students who are significantly lacking English proficiency

Other Support (African American, Economically Disadvantaged)

- Small group support for students based on need

Students in special education programs need unique supports that can be provided by specially trained teachers. Collaboration between these and general education teachers is important so that timely and appropriate identification of students with special needs is a common practice. These students need strong support from their general education and/or ESE teachers, focusing both on the remedial as well as grade level aspects of curriculum.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students who speak other languages need tiered supports such as

- Independent functioning (use of dictionary)
- Asking for support (ELL paraprofessional), or
- More extensive support through a language acquisition program

Ongoing instructional support can help teachers improve practice, leading to higher educational outcome for students.

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.

Appropriate Accommodations

- Ensuring that appropriate accommodations as they pertain to the computer-based assessments are identified and in place for students with special needs

Person Responsible Emily Morris (emily.morris@okee.k12.fl.us)

- Use of rigorous instructional materials for students in ESE and ELL programs to ensure access and exposure

Person Responsible Tuuli Robinson (robinsont@okee.k12.fl.us)

- Support of ELL paraprofessional to support English Language Learners
- Teachers will familiarize students to make a good use of word to word dictionaries to support learning

Person Responsible Tuuli Robinson (robinsont@okee.k12.fl.us)

- Daily support in core subject areas by inclusion teachers

Person Responsible Tuuli Robinson (robinsont@okee.k12.fl.us)

Instructional Support

- Ongoing identification of instructional areas of need, supported by coaching cycles and deliberate planning to improve practice

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Instructional Support

- Ongoing identification of instructional areas of need, supported by coaching cycles and deliberate planning to improve practice

Person Responsible Tuuli Robinson (robinsont@okee.k12.fl.us)

Title IA funds allocated for this area of focus include:

Salaries for paraprofessionals, migrant advocate, instructional coach, substitutes, technology specialist, and Math Bowl coach

Tech related rentals for Accelerated Reader

Laminator for anchor charts and instructional posters

Supplies and other consumable materials to support classroom instruction: paper, pens, post-it notes, highlighters, markers, math manipulatives, lab materials for science, guided reading books

Consumable workbooks for supplemental ELA instruction from Top Score Writing

Instructional Technology: computer hardware and supplies

Library Books for Battle of the Books

Supplies and other consumable materials necessary to support family engagement events. Examples: folders, paper, pens, highlighters, post-it notes, markers, foam board, dry erase boards, chart paper, and items for make-and-take academic practice.

Registration and travel for teachers from Title I schools to attend the 3-day AVID Summer Institute to successfully implement AVID to help all students become college and career ready.

Person Responsible Tuuli Robinson (robinsont@okee.k12.fl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Tier 1 Support in ELA

Include a rationale that explains how it was identified as a critical need from the data reviewed.

- 8% more students scored level 1 in 3rd grade ELA compared to 2021
- 3rd and 4th grade ELA proficiency declined 7%
- 4th grade ELA scores were below the state average

K-2

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

- Retention rates in KG decrease. More students are fluent in letters, sounds, and sight words compared to 2021-2022.
- Retention rates in 1st grade decrease due to improved reading fluency.

3-5

- Overall proficiency in ELA will improve by 5% (from 56% to 61%).
- Overall learning gains in ELA will improve by 5% (from 56% to 61%).

State progress monitoring assessments in Fall, Winter, and Spring

- STAR Early Literacy in K and 1 (foundational support)
- STAR Reading in 1 and 2 (foundational support)
- FAST ELA in 3-5

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

Local progress monitoring assessments

- Running records in K
- Fluency checks in grade 1
- STAR Reading in 3-5 (given at the beginning of the school year and again in March)
- Progress monitoring in new online programs that build on data from STAR (Lalilo, Freckle)
- Weekly progress check ups in SAVVAS
- Daily performance in class as evident from classroom grades

Person responsible for monitoring outcome:

Rachel Williams (rachel.williams@okee.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Tier 1 Strategies

- Explicit focus on teaching foundational skills to improve fluency and ability to read
- Use of rigorous instructional materials to support students' learning
- Small group instruction with additional supports based on students' MTSS needs

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We believe that students who have the foundational skills in reading will perform better in both reading as well as in other core subject areas. Fluency and foundational skills focus is a strategy that was selected because our belief that if students can read, they are better able to access their curriculum and learning needs.

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.

Foundational Skills Support in K

- Kindergarten Bootcamp to expedite exposure to letters
- Revised instructional block outline to allow 25 minutes for foundational skills, 15 minutes for text based whole group practice, and 60 minutes of small group time to support students' unique needs

Person Responsible Rachel Williams (rachel.williams@okee.k12.fl.us)

Foundational Skills Support in 1st Grade

- Revised instructional block outline to allow 20 minutes of explicit foundational skills practice using UFLI materials, 20 minutes of text-based whole group practice focusing on specific benchmarks, and 70 minutes of small group time
- Teacher led group utilizes Decodable Readers from Sing Spell to develop fluency and comprehension through intensive and explicit phonics and phonemic awareness instruction
- Teachers select independent work that is meaningful and reinforces skills taught

Person Responsible Rachel Williams (rachel.williams@okee.k12.fl.us)

Tier 1, 2, and 3 Support

Revised instructional block outline as follows:

- 45 minutes of Whole Group Instruction utilizing close reading strategies with SAVVAS text, emphasizing the focus benchmark
- 45 minutes of Small Group Time to include Guided Reading and Centers to support students' needs (to include MTSS needs)
- Teachers select independent work that is meaningful, and reinforces skills taught
- 30 minutes of Writing using Top Score Writing materials to include informative/expository and opinion/argumentative, as well as narrative writing

Person Responsible Rachel Williams (rachel.williams@okee.k12.fl.us)

School-wide MTSS planning meetings to support MTSS work

- Careful review of students' MTSS needs to include multiple data points after all major assessments
- Quick turnaround in identifying MTSS needs and providing supports
- Targeted retiering of students after new assessment data becomes available

Person Responsible Rachel Williams (rachel.williams@okee.k12.fl.us)

Instructional Support

- Ongoing identification of instructional areas of need, supported by coaching cycles and deliberate planning to improve practice

Person Responsible Tuuli Robinson (robinsont@okee.k12.fl.us)

Targeted Additional Support through Tutoring and Remediation

- After school tutoring sessions (fall and spring) for students who are in need of supports to be successful with Tier 1 instruction but do not qualify for other services/supports

Person Responsible Tuuli Robinson (robinsont@okee.k12.fl.us)

Title IA funds allocated for this area of focus include:

Salaries for paraprofessionals, migrant advocate, instructional coach, substitutes, technology specialist,

and Math Bowl coach

Tech related rentals for Brain Pop

Supplies and other consumable materials to support classroom instruction: paper, pens, post-it notes, highlighters, markers, and guided reading books.

Consumable workbooks for supplemental ELA instruction from Top Score Writing

Instructional Technology: computer hardware and supplies

Library Books for Battle of the Books

Supplies and other consumable materials necessary to support family engagement events. Examples: folders, paper, pens, highlighters, post-it notes, markers, foam board, dry erase boards, chart paper, and items for make-and-take academic practice.

Person Responsible Tuuli Robinson (robinsont@okee.k12.fl.us)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Tiered support in Math, to include Tier 1 Support

- Our 5th grade math scores were below the state average.
- 3rd grade math proficiency declined 13%.
- 13% more students scored level 1 in 3rd grade Math compared to 2021.
- 4th grade math proficiency declined 14%.
- 10% more students scored level 1 in 4th grade Math compared to 2021.
- 5th grade math proficiency declined 5%.
- 6% more students scored level 1 in 5th grade Math compared to 2021.
- 5th grade math learning gains for the students the Bottom Quartile were 0%.

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

- Overall proficiency in Math will improve by 5% (from 50% to 55%).
- Overall learning gains in Math will improve by 5% ((from 40% to 45%).

State progress monitoring assessments in Fall, Winter, and Spring

- STAR Math in K-2 (foundational support)
- FAST Math in 3-5

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

Local progress monitoring assessments

- STAR Math in 3-5 (given at the beginning of the school year and again in March)
- Students' performance in Reflex Math
- Progress monitoring in new online programs that build on data from STAR (Freckle)
- Weekly progress check ups in Go Math
- Daily performance in class as evident from classroom grades

Person responsible for monitoring outcome:

Myranda Striebel (myranda.sriebel@okee.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Tier 1 Strategies

- Explicit focus on math fact fluency to improve students' computational skills
- Use of rigorous instructional materials to support students' learning

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this

Tier 1 2, and 3 Strategies

- Small group instruction with additional supports based on students' MTSS needs

Math fact fluency focus is a strategy that was selected because our belief that if students have their foundational

specific strategy. Describe the resources/criteria used for selecting this strategy.

math skills, they are better able to solve math problems.

Identification of tiered support needs and tailored instruction to support these needs allows us to fill gaps in students' learning to allow them to be more successful in the future.

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.

School-wide MTSS planning meetings to support MTSS work

- Careful review of students' MTSS needs to include multiple data points after all major assessments
- Quick turnaround in identifying MTSS needs and providing supports
- Targeted re-tiering of students after new assessment data becomes available

Person Responsible

Myranda Striebel (myranda.sriebel@okee.k12.fl.us)

Instructional Support

- Ongoing identification of instructional areas of need, supported by coaching cycles and deliberate planning to improve practice

Person Responsible

Tuuli Robinson (robinsont@okee.k12.fl.us)

Targeted Additional Support through Tutoring and Remediation

- After school tutoring sessions (fall and spring) to help students who are in need of supports to be successful with Tier 1 instruction but do not qualify for other services/supports
- Additional remediation groups in grades 3-5 for students needing support with foundational math skills (once a week)

Person Responsible

Tuuli Robinson (robinsont@okee.k12.fl.us)

Tier 1, 2, and 3 Support

Revised instructional block outline (developing based on findings in the new curriculum):

- Whole Group Instruction to includes spiral review using Acaletics materials
- Whole Group Instruction using Go Math resources emphasizing the focus benchmark
- Small Group support using Measuring Up resources for teacher led portion, and other teacher selected materials to support independent work that is meaningful, and reinforces skills taught

Person Responsible

Myranda Striebel (myranda.sriebel@okee.k12.fl.us)

Title IA funds allocated for this area of focus include:

Salaries for paraprofessionals, migrant advocate, instructional coach, substitutes, technology specialist, and Math Bowl coach

Tech related rentals for Frax Math, Reflex Math, and Brain Pop

Supplies and other consumable materials to support classroom instruction: paper, pens, post-it notes, highlighters, markers, math manipulatives, and guided reading books.

Consumable workbooks for supplemental math instruction from Acaletics

Instructional Technology: computer hardware and supplies

Supplies and other consumable materials necessary to support family engagement events. Examples: folders, paper, pens, highlighters, post-it notes, markers, foam board, dry erase boards, chart paper, and items for make-and-take academic practice.

Person Responsible

Tuuli Robinson (robinsont@okee.k12.fl.us)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Tier 1 support in Science

5th grade science performance was 7% below state average.

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

Overall Science proficiency will improve by 7% (from 45% to 52%).

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

Students' performance on NWEA assessments.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Selection and use of high quality science materials that closely align with the state standards.

Use of hands on manipulatives and project based learning to increase students' engagement and understanding.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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.

Use of Supplemental Science Materials

- Generation Genius

Person Responsible

Heather Johnson
 (heather.johnson@okee.k12.fl.us)

Collaborative planning to enhance alignment between standards, teaching points, and assessment.

Person Responsible

Heather Johnson
 (heather.johnson@okee.k12.fl.us)

School-wide Science Fair Implementation and Support

Person Responsible

Heather Johnson
 (heather.johnson@okee.k12.fl.us)

Instructional Support

- Ongoing identification of instructional areas of need, supported by coaching cycles and deliberate planning to improve practice.

Person Responsible

Tuuli Robinson (robinson@okee.k12.fl.us)

Targeted Additional Support through Tutoring

- After school tutoring sessions (spring) to help students who are in need of supports to be successful with Tier 1 performance in Science and are not already enrolled in ELA and Math tutoring.

Person Responsible

[no one identified]

Title IA funds allocated for this area of focus include:
 Salaries for paraprofessionals, migrant advocate, instructional coach, substitutes, technology specialist, and Math Bowl coach
 Tech related rentals for Edmentum Study Island Science Library, STEMScopes Science, Mystery Science, Generation Genius, and Brain Pop
 Supplies and other consumable materials to support classroom instruction: paper, pens, post-it notes, highlighters, markers, and lab materials for science
 Consumable workbooks for supplemental science instruction from Acaletics
 Instructional Technology: computer hardware and supplies
 Supplies and other consumable materials necessary to support family engagement events. Examples: folders, paper, pens, highlighters, post-it notes, markers, foam board, dry erase boards, chart paper, and items for make-and-take academic practice.

Person Responsible

Tuuli Robinson (robinson@okee.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

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

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 new 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: Measureable Outcome(s)**Grades 3-5: Measureable Outcome(s)****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 take place with evaluating impact at the end of the year.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

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. Â§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?

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific 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 practices/programs show proven record of effectiveness for the target population?

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

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

NES is a PBIS school. SEL instruction is happening school-wide with fidelity through the media center. School spirit days are implemented weekly to support unity. Clubs and after school activities will be planned to promote student involvement in school life.

Identify the stakeholders and their role in promoting a positive school culture and environment.

1. All grade level teachers are supporting the PBIS initiatives in their rooms.
2. Media specialists/instructional coaches provide Social Emotional supports and strategies through media weekly.
3. School administration promotes spirit days weekly.