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## South Elementary School

2468 SW 7TH AVE, Okeechobee, FL 34974

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

### Demographics

**Principal: Lonnie Steiert**

Start Date for this Principal: 10/25/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	97%
<b>2021-22 ESSA Subgroups Represented</b> (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 Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (49%) 2020-21: (28%) 2018-19: C (49%) 2017-18: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Kati Pearson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Okeechobee County School Board.

## 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](http://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.**

It is the mission of South Elementary School to prepare children for college and career by addressing the needs of the whole child. We create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning.

#### **Provide the school's vision statement.**

South Elementary School will create an engaging and safe learning environment for all students while instilling an enthusiasm for learning and a solid foundation of academic fluency skills in order to prepare students for colleges and careers.

### 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
Steiert, Lonnie	Principal	To provide the leadership and vision necessary to design, develop, implement and evaluate a comprehensive program of instructional and support services which optimize available resources to establish and maintain a safe, caring and enriching environment to promote success for students, staff, parents, and community.
McCluskey, Jennifer	Assistant Principal	To assist the principal with administrative and instructional functions and development and implementation of the school improvement plan to carry out the mission and goals of the school and the district and to meet the needs of students.
Johns, Stephanie	Instructional Coach	To assist and support classroom teachers in providing a balanced and highly effective instructional program for all students.
Jennings, Trisha	Other	Resource Specialist
		To facilitate and monitor the implementation of state and federal guidelines related to exceptional education students, tiered intervention supports, positive behavior interventions, and students being considered for exceptional student education services.
Davis, Morgan	Guidance Counselor	To provide students with educational, personal, and vocational counseling and to identify and coordinate all available resources to empower students to reach full potential.

**Demographic Information**

**Principal start date**  
Monday 10/25/2021, Lonnie Steiert

**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.*

0

**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.*

7

**Total number of teacher positions allocated to the school**

31

**Total number of students enrolled at the school**

578

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

7

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

7

**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	95	99	106	109	82	89	0	0	0	0	0	0	0	580
Attendance below 90 percent	9	8	10	9	7	8	0	0	0	0	0	0	0	51
One or more suspensions	5	5	6	7	7	14	0	0	0	0	0	0	0	44
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 2022 statewide FSA ELA assessment	0	0	0	20	18	30	0	0	0	0	0	0	0	68
Level 1 on 2022 statewide FSA Math assessment	0	0	0	24	19	50	0	0	0	0	0	0	0	93
Number of students with a substantial reading deficiency	8	14	12	15	14	22	0	0	0	0	0	0	0	85

**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	4	26	22	28	21	27	0	0	0	0	0	0	0	128

**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	3	2	1	10	0	0	0	0	0	0	0	0	0	16
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**

Wednesday 9/21/2022

**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	98	100	104	104	84	84	0	0	0	0	0	0	0	574
Attendance below 90 percent	18	32	23	24	16	18	0	0	0	0	0	0	0	131
One or more suspensions	1	6	3	4	5	7	0	0	0	0	0	0	0	26
Course failure in ELA	6	27	22	17	5	8	0	0	0	0	0	0	0	85
Course failure in Math	4	22	30	16	14	12	0	0	0	0	0	0	0	98
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	4	10	16	11	2	6	0	0	0	0	0	0	0	49

**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	5	20	25	21	11	14	0	0	0	0	0	0	0	96

**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	8	14	7	3	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	98	100	104	104	84	84	0	0	0	0	0	0	0	574
Attendance below 90 percent	18	32	23	24	16	18	0	0	0	0	0	0	0	131
One or more suspensions	1	6	3	4	5	7	0	0	0	0	0	0	0	26
Course failure in ELA	6	27	22	17	5	8	0	0	0	0	0	0	0	85
Course failure in Math	4	22	30	16	14	12	0	0	0	0	0	0	0	98
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	4	10	16	11	2	6	0	0	0	0	0	0	0	49

**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	5	20	25	21	11	14	0	0	0	0	0	0	0	96

**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	8	14	7	3	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	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	53%			48%			49%	52%	57%
ELA Learning Gains	59%			30%			52%	54%	58%
ELA Lowest 25th Percentile	55%			35%			61%	55%	53%
Math Achievement	50%			40%			59%	62%	63%
Math Learning Gains	47%			13%			53%	57%	62%
Math Lowest 25th Percentile	49%						35%	42%	51%
Science Achievement	28%			31%			37%	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	52%	59%	-7%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	45%	46%	-1%	58%	-13%
Cohort Comparison		-52%				
05	2022					
	2019	43%	50%	-7%	56%	-13%
Cohort Comparison		-45%				

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	59%	66%	-7%	62%	-3%
Cohort Comparison		0%				
04	2022					
	2019	59%	60%	-1%	64%	-5%
Cohort Comparison		-59%				
05	2022					
	2019	55%	56%	-1%	60%	-5%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	40%	44%	-4%	53%	-13%
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	17	34	44	32	47	47	11				
ELL	39	54	50	36	39	50	13				
BLK	24			18							
HSP	49	63	56	42	48	56	25				
MUL	67			50							
WHT	57	60	60	58	48	40	35				
FRL	45	56	53	42	46	52	22				
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	32	30	30	29	13		26				
ELL	38	18		29	9		55				
BLK	7			7							
HSP	43	21		37	11		42				
MUL	60			60							
WHT	55	37	31	44	16		26				
FRL	39	20	50	32	3		20				
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	24	49	67	38	49	32	15				
ELL	33	43	53	51	45	20	10				
BLK	26	42		39	50						
HSP	43	49	56	54	44	15	25				
WHT	57	58	67	62	57	47	55				
FRL	42	49	64	53	52	39	22				

**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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	8
Percent Tested	99%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	21
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

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	51
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?**

In ELA, 3rd and 4th grade scored above the district average in overall proficiency, with 4th grade at 60% which was above the state average. 4th grade reduced the number of level 1 students by half for both ELA and Math from 20-21 to 21-22 test administrations. As a school, all areas of achievement, learning gains and lowest 25th percentile improved greatly, with the exception of Science achievement.

Students with disabilities, African American students, and ELL students continue to underperform their counter subgroups. Although: ELL subgroup students made large gains in all areas, except Science achievement in 5th grade. African American students increased ELA achievement from 7% to 24% from the prior year and Math achievement from 7% to 18%. Students with disabilities made gains in Math achievement from 29% to 32% and in Math learning gains from 12% to 47%.

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

Overall, Math learning gains, math bottom quartile learning gains, and science proficiency continue to demonstrate the greatest need for improvement.

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

Teacher turnover, substitutes in classrooms, and students still needing to catch up after COVID school closures were all hinderances to learning in the 21-22 school year. This year, teachers must follow the curriculum map while working with our new instructional coach to make appropriate adjustments to meet the depth and stay aligned with the B.E.S.T. standards. Teachers will track the data of individual students in relation to

standards mastery. The instructional leadership team will be supporting these areas also through collaborative planning and data tracking.

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

4th Grade ELA: Highest Overall Proficiency in the District @ 60% (District Average is 52%, State is 57%)

4th Grade Math: Second Overall in Proficiency in the District @ 62% (District Average is 55%, State is 61%)

4th Grade ELA & Math: Reduced the number of level 1 students by half from 20-21 to 21-22 for both subject areas.

3rd Grade ELA: Highest Overall Proficiency in the District @ 52% (District Average is 47%, State is 53%)

3rd Grade ELA: Lowest Number and Percentage of Level 1s in the District

3rd Grade Math: Second Overall in Proficiency in the District @ 55% (District Average is 53%, State is 58%)

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

The majority of the team members for 3rd and 4th grade stayed consistent throughout the year. The team participated in collaborative planning of rigorous, standards-based instruction, which was a new action.

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

We will implement data tracking, both school-wide and classroom-wide. Teachers have choice in the PD they complete to fit their instructional needs.

**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.**

Teachers will engage in professional development with the implementation of new curriculum and resources to support the B.E.S.T. standards, the MTSS platform and process, student engagement, data tracking, and formative assessment.

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

The instructional coach, principal, and assistant principal will conduct walkthroughs of classrooms throughout the year to leave non-evaluative feedback targeted on the areas of formative assessment, engagement, and/or data tracking.

**Areas of Focus**

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

:

**#1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**

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

The focus of the leadership team is to increase visibility across campus and in classrooms to ensure that instruction is being conducted with fidelity, and according to all available data from current instructional programs. This will be accomplished by providing timely and actionable feedback to teachers.

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

By the end of the 2022-23 school year, the lowest quartile of students will increase learning gains by 5% in math and 5% in ELA. Science proficiency will increase by 20%.

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

The STAR and/or FAST Math and ELA Assessments will help monitor the progress in ELA and math. NWEA will monitor progress in science. For ongoing progress monitoring by individual student need and standard focus, Freckle will be used in math and Freckle and Literacy First assessments will be used in ELA, specifically for those students with gaps in foundational skills. The data from these assessments will be used to guide feedback discussions with teachers.

**Person responsible for monitoring outcome:**

Lonnie Steiert (steiertl@okee.k12.fl.us)

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

Visibility in classrooms increases academic achievement through the use of targeted coaching support via the administrative staff and instructional coaches. Administration and the leadership team will provide timely and targeted feedback to teachers to guide classroom instruction to meet the needs of students. Further, they will participate in ongoing discussions relating to student data and its use in driving instruction.

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

Effective feedback is designed to determine a learner's level of understanding and skill development in order to plan the next steps towards achieving the learning intentions and goals. Feedback has an immediate impact on learning progress for both teachers and 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.

Administration and the leadership team will meet with observed teachers to discuss, debrief, and plan next steps. The focus of these coaching meetings will be to discuss classroom data and plan for future instruction relating to the standards.

**Person Responsible** Lonnie Steiert (steiertl@okee.k12.fl.us)

Administration and the leadership team (school based and district) will conduct timely debrief meetings after walk-throughs and other observations. The purpose of these debrief meetings is to calibrate data.

**Person Responsible** Lonnie Steiert (steiertl@okee.k12.fl.us)

Title IA funds allocated for this area of focus include:

Virtual Implementation Training for Really Great Reading Countdown, Blast, and HD Word phonics programs.

**Person Responsible** Lonnie Steiert (steiertl@okee.k12.fl.us)



**#2. 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.**

Students with disabilities, African American students, and ELL students continue to underperform their counter subgroups. Although: ELL subgroup students made large gains in all areas, except Science achievement in 5th grade. African American students increased ELA achievement from 7% to 24% from the prior year and Math achievement from 7% to 18%. Students with disabilities made gains in Math achievement from 29% to 32% and in Math learning gains from 12% to 47%.

ESSA Subgroup Data:  
 ELL students 40%  
 Students with Disabilities 33%  
 African American Students 21%

To continue the increases in achievement and learning occurring within these subgroups, this is an area of focus that will continue to be a priority for the 2022-23 school year.

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

By the end of the 2022-23 school year all three ESSA subgroups identified above will meet the 41% or higher threshold for the ESSA federal index for subgroup achievement.

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

The STAR and/or FAST Math and ELA Assessments will help monitor the progress in ELA and math. NWEA will monitor progress in science. For ongoing progress monitoring by individual student need and standard focus, Freckle will be used in math and Freckle and Literacy First assessments will be used in ELA, specifically for those students with gaps in foundational skills. The data from these assessments will be used to guide feedback discussions with teachers.

**Person responsible for monitoring outcome:**

Lonnie Steiert (steiertl@okee.k12.fl.us)

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

Targeted, standards-based instruction will be provided by teachers in all grades. Teachers will implement explicit instruction using researched based best practices, including but not limited to small group instruction, visual representations, manipulatives, and hands-on and real-world simulations.

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

The chosen instructional practices and strategies have been shown to support improvement for students who have not yet met academic benchmarks.

**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.

Teachers for students in grades 3 - 5 will use the available progress monitoring for all identified students. This tool will be used to collect data to drive a teachers identification of students needing to be retaught and reassessed for specific standards.

**Person Responsible** Lonnie Steiert (steiertl@okee.k12.fl.us)

The instructional leadership team will meet monthly with teachers to discuss instructional needs and math data of identified BQ students in grades 4 and 5 from the SWD subgroup, and to plan a course of action for the month. Included in these discussions will be the identification of materials to be used - directly based on the identified students needs.

**Person Responsible** Stephanie Johns (stephanie.johns@okee.k12.fl.us)

Title IA funds allocated for this area of focus include:

Salaries for migrant advocate, instructional coach, substitutes, technology specialist, Math Bowl coach  
Tech related rentals from Really Great Reading: Blast Foundations, Countdown Phonics, Blast Reading Playground, and HD Word, Accelerated Reader, Reflex Math, BrainPop, Flocabulary

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

Consumable workbooks and supplies from Really Great Reading: Blast Phonics, Countdown Phonics, HD Word, classroom set-ups, anchor charts, poster sets, and wall cards; Magnetic Reading, Acaletics Math  
Instructional Technology: computer hardware and supplies

Library Books: 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** [no one identified]

**#3. 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.**

South's Science Achievement was the lowest in the district for the 2021-22 school year with a 27% proficiency score. This is 25 percentage points below the state average and 16 percentage points below the district average.

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

Science achievement will increase by at least 20% in the 2022-23 school year.

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

The Science NWEA Assessment will be given 3 times a year for progress monitoring of standards mastery of students in 3rd through 5th grades.

**Person responsible for monitoring outcome:**

Lonnie Steiert (steiertl@okee.k12.fl.us)

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

Targeted, standards-based Science instruction, provided by teachers in all grades, will ensure SES students have strong foundational Science skills. Teachers will implement explicit instruction using researched based best Science practices, including but not limited to small group instruction, visual representations, manipulatives, and hands-on and real-world science simulations.

Teachers in all grade levels will follow the OCSB Science Curriculum Maps with fidelity. The state science assessment contains standards beginning in 3rd grade so 5th grade teachers will spiral within the maps to ensure all content tested has been mastered.

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

The chosen instructional practices and strategies have been shown to support science improvement for students who have not yet met academic benchmarks.

**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.

Science additional progress monitoring for all identified students. This tool will be used to collect data to drive a teachers identification of students needing to be retaught and reassessed for specific standards.

**Person Responsible**

Lonnie Steiert (steiertl@okee.k12.fl.us)

Title IA funds allocated for this area of focus include:

Salaries for migrant advocate, instructional coach, substitutes, technology specialist  
 Tech related rentals from Edmentum Study Island Science Library, STEMScopes Science, BrainPop, Flocabulary

Supplies and other consumable materials to support classroom instruction: paper, pens, post-it notes,

highlighters, markers, lab materials for science

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**

Lonnie Steiert (steiertl@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

Reading instruction focuses on and builds learner capacity in the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension) as appropriate to the age/grade level. Reading instruction will also:

- Provide print-rich, explicit, systematic, scaffolded and differentiated instruction
- Build background and content knowledge
- Incorporate appropriate writing in response to reading.

Additionally, early literacy and reading instruction in prekindergarten through second grade will:

- Aligned to the Florida Early Learning and Developmental Standards for Language and Literacy and the B.E.S.T.

Standards for English Language Arts

- Informed by four types of classroom assessment (screening, progress monitoring/formative assessment,

diagnosis and summative assessment) to guide differentiation of instruction and the use of corrective feedback.

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

Reading instruction focuses on and builds learner capacity in the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension) as appropriate to the age/grade level. Reading instruction will also

- Provide print-rich, explicit, systematic, scaffolded and differentiated instruction
- Build background and content knowledge
- Incorporate appropriate writing in response to reading.

**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)**

Based on 2021-22 i-Ready End of Year Data:

Kindergarten performed at 96% of median percent of typical growth

1st grade performed at 96% of median percent of typical growth

2nd grade performed at 108% of median percent of typical growth

At least 70% of students in grades K-2 will score as on track to pass the statewide ELA assessment.

**Grades 3-5: Measureable Outcome(s)**

Based on 2021-22 i-Ready End of Year Data:

3rd grade performed at 131% of median percent of typical growth

4th grade performed at 163% of median percent of typical growth

5th grade performed at 185% of median percent of typical growth

By the end of the 2022-23 school year, the students will in grades 3-5 will increase proficiency, with 51% or more scoring a 3 or above on the FAST statewide assessment in ELA.

**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.

The STAR and/or FAST Math and ELA Assessments will help monitor the progress in ELA and math. For ongoing progress monitoring by individual student need and standard focus, Freckle will be used in math and Freckle and Literacy First assessments will be used in ELA, specifically for those students with gaps in foundational skills. The data from these assessments will be used to guide feedback discussions with teachers.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Steiert, Lonnie, steiertl@okee.k12.fl.us

**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?

Savvas myView (State Adopted) CORE Alignment to BEST Standards

Lalilo does not meet strong, moderate or promising levels of evidence for grades K-3; however, the following IES Practice Guide Recommendations support the program:

<https://ies.ed.gov/ncee/wwc/practiceguide/21>

Freckle does not meet strong, moderate or promising levels of evidence for grades K-5; however, the following IES Practice Guide Recommendations support the program: Improving Reading Comprehension in K-3 Grade: Recommendation(s):

<https://ies.ed.gov/ncee/wwc/practiceguide/21>

Orton-Gillingham is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy. PROMISING

**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?

The IES Practice Guide Recommendations provide rationale to support the use of Lalilo by having students complete activities aligned to phonological awareness, phonics, word recognition, comprehension, and grammar.

The IES Practice Guide Recommendations provide rationale to support the use of Freckle by continuously adapting for student practice in ELA activities while offering teachers the ability to focus practice on grade-level standards. It adapts for the students Zone of Proximal Development while allowing the student to increase proficiency through standards based skill development in ELA.

**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
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Administration and the literacy/leadership team, including the instructional coach, will meet with observed teachers to discuss, debrief, and plan next steps. The focus of these coaching meetings will be to discuss classroom data and plan for future instruction relating to the standards. The STAR and/or FAST Math and ELA Assessments will help monitor the progress in ELA and math. For ongoing progress monitoring by individual student need and standard focus, Freckle will be used in math and Freckle and Literacy First assessments will be used in ELA, specifically for those students with gaps in foundational skills. The data from these assessments will be used to guide feedback discussions with teachers during professional learning communities.

Steiert, Lonnie,  
steiertl@okee.k12.fl.us

Administration and the literacy/leadership team, including the instructional coach (school based and district), will conduct timely debrief meetings after walk-throughs and other observations. The purpose of these debrief meetings is to calibrate data. The STAR and/or FAST Math and ELA Assessments will help monitor the progress in ELA and math. For ongoing progress monitoring by individual student need and standard focus, Freckle will be used in math and Freckle and Literacy First assessments will be used in ELA, specifically for those students with gaps in foundational skills. The data from these assessments will be used to guide feedback discussions with teachers during professional learning communities.

Steiert, Lonnie,  
steiertl@okee.k12.fl.us

Title IA funds allocated for this area of focus include:

Salaries for migrant advocate, instructional coach, substitutes, technology specialist  
Virtual Implementation Training for Really Great Reading Countdown, Blast, and HD Word phonics programs.

Steiert, Lonnie,  
steiertl@okee.k12.fl.us

**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.

Two initiatives at South that will develop and strengthen our positive school culture for all students and families:

APTT (Academic Parent Teacher Teams): South is the only elementary school in the district that had not implemented the program schoolwide prior to the 2022-23 school year, but the program will be implemented with fidelity beginning this school year. Academic Parent-Teacher Teams is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school. The model is research-based and aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration.

The APTT model supplements and elevates the efforts of traditional parent conferences by expanding opportunities for families and teachers to collaborate. This format creates a systematic pathway for teachers to share grade-level information, tools, and strategies that families can apply at home and in the community to accelerate students' learning. By implementing APTT, schools take responsibility for engaging in a collaborative process to build strong relationships with families and empowering their students' families to make concrete contributions to student growth and achievement.

AVID (Advancement Via Individual Determination) South is using the 2022-23 school year to strengthen and re-align the AVID program to ensure it is being implemented with fidelity. AVID's mission is to close to opportunity gap by preparing all students for college readiness and success in a global society. For the 2022-2023 school year, the SES AVID site team will meet monthly. The site team will implement school-wide initiatives to build a school culture of college and career readiness. This will include, collegiate teacher classroom signs, field trips to middle and high school, visitors from various careers available in Okeechobee County.

### 2022-23 South AVID:

Grades K-5: Use agenda's daily as a way to communicate with families. Monthly writing display.

Grades K-3: Create and maintain a writing portfolio to show students growth. This can be as simple as one writing sample per quarter in a folder with each student's name. Team leaders will determine to appropriate use of agendas and organizational materials such as binders, colored folders and notebooks. Depending on grade have students write in agenda. 1st might write their color, 2nd might have a sentence stem, 3rd might write their objectives.

Grades 4&5: Maintain grade level AVID organization system to include an agenda, sections for content areas, and a section for data/goals. Students are expected to write in their agenda daily. Writing portfolio to show student's growth.

### CAPE DIGITAL TOOLS CERTIFICATIONS OPPORTUNITIES (4TH & 5TH GRADES)

South is exploring this opportunity with the Coordinator of Career & Technical Education CAPE stands for the Florida Career and Professional Education Act. CAPE Digital Tool certificates indicate a student's digital skills proficiency. Targeted skills to be mastered for the certificate include digital skills that are necessary to the student's academic work and skills the student may need in future employment. The Digital Tools Certifications would potentially include:

- Digital Literacy
- Cyber Citizen Jr.
- Google Docs
- Google Slides
- Google Sheets



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

At South Elementary, the staff, families, and leadership team will collaborate through the school advisory council which includes community partners, school improvement goals committees, professional learning communities for staff, and team leader meetings to ensure these initiatives are supported to create a positive school culture and climate where all students can be successful.