

Polk County Public Schools

Dr. Ne Roberts Elementary School



2018-19 Schoolwide Improvement Plan

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Dr. Ne Roberts Elementary School

6600 GREEN RD, Lakeland, FL 33810

<http://schools.polk-fl.net/drnerobertsel>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	C	C*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

Our mission is to work together encouraging each other to become life long learners who are able to solve problems in the real world.

Provide the school's vision statement.

Our vision is for family, community and staff to build the foundation necessary to create productive citizens.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Warren, Timothy	Principal
Hill, Phyllis	School Counselor
Burroughs, Dana	Instructional Coach
Clopton, Diana	Other
Bell, Erica	School Counselor
Menetre, Ashley	Instructional Coach
Jones, Rachel	Instructional Coach
Hassler, Moe	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Timothy T. Warren, Principal: Serves as the instructional leader and is responsible for establishing policy, procedures, and school-wide systems to realize the vision and mission of the school.

Moe Hassler, Assistant Principal: Serves as administrative support for the principal and manages daily community concerns, as well as participating in leadership meetings that establish and monitor school-wide improvement: initiatives.

Ashley Menetre, Principal Designee/Math Coach: Serves as the administrator when the Principal and Assistant Principal are out of the building, and is the tactical coordinator for math instruction and professional development

Rachel Jones, Reading Coach: Serves as the tactical coordinator of literacy instruction and professional development.

Diana Clopton, Reading Interventionist: Serves as the tactical coordinator for literacy intervention instruction and professional development, as well as all Title I Parent Involvement activities.

Dana Burroughs, Science Coach: Serves as the tactical coordinator for science instruction and professional development for STEM activities.

Phyllis Hill, Local Educator Agency Facilitator: Serves as the tactical coordinator for ESE instruction and professional development for inclusive practices.

Erica Bell, Guidance Counselor: Serves as the coordinator of student support services and safe/healthy schools professional development.

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	6	9	10	12	22	19	0	0	0	0	0	0	0	78
One or more suspensions	3	9	4	8	5	6	0	0	0	0	0	0	0	35
Course failure in ELA or Math	8	5	14	21	8	4	0	0	0	0	0	0	0	60
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	5	8	18	6	4	0	0	0	0	0	0	0	44

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	1	0	0	28	0	0	0	0	0	0	0	0	0	29
Retained Students: Previous Year(s)	0	7	7	28	5	1	0	0	0	0	0	0	0	48

Date this data was collected

Monday 7/30/2018

Year 2016-17 - As Reported

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	
Attendance below 90 percent	25	20	13	12	7	15	0	0	0	0	0	0	0	92
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	4	3	4	2	0	8	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	0	71	22	0	0	0	0	0	0	0	93

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Year 2016-17 - Updated

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	
Attendance below 90 percent	25	20	13	12	7	15	0	0	0	0	0	0	0	92
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	4	3	4	2	0	8	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	0	71	22	0	0	0	0	0	0	0	93

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

3rd Grade ELA performed the lowest, earning 43% proficiency. This is a trend that evidence 3rd Grade ELA performance consistently in the 40s. This is also a trend that indicates deficiencies in K-2 literacy.

Which data component showed the greatest decline from prior year?

4th Grade Math showed the greatest decline with a decrease of -23%. This is NOT a trend of teacher performance, rather represents cohort movement from 4th to 5th grade.

Which data component had the biggest gap when compared to the state average?

3rd Grade ELA had the biggest gap when compared to the state with a difference of -14%. This is a trend that evidence 3rd Grade ELA performance consistently in the 40s. This is also a trend that indicates deficiencies in K-2 literacy.

Which data component showed the most improvement? Is this a trend?

5th Grade ELA showed the most improvement with an increase of 29%. This is a trend of cohort movement.

Describe the actions or changes that led to the improvement in this area.

Student cohort movement and a 4th Grade ELA teacher looping with her homeroom contributed to the 29% increase in 5th Grade ELA-FSA performance. Also, increased rigor and deeper student-teacher discussion through the Socratic Seminar contributed to the improvement.

School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	53%	50%	56%	45%	48%	52%
ELA Learning Gains	63%	51%	55%	52%	49%	52%
ELA Lowest 25th Percentile	55%	45%	48%	42%	42%	46%
Math Achievement	66%	58%	62%	55%	54%	58%
Math Learning Gains	65%	56%	59%	55%	52%	58%
Math Lowest 25th Percentile	54%	44%	47%	33%	41%	46%
Science Achievement	66%	53%	55%	38%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6 (25)	9 (20)	10 (13)	12 (12)	22 (7)	19 (15)	78 (92)
One or more suspensions	3 (0)	9 (0)	4 (0)	8 (1)	5 (0)	6 (0)	35 (1)
Course failure in ELA or Math	8 (4)	5 (3)	14 (4)	21 (2)	8 (0)	4 (8)	60 (21)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (71)	0 (22)	0 (93)

Grade Level Data

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
03	2018	43%	51%	-8%	57%	-14%
	2017	44%	53%	-9%	58%	-14%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	46%	48%	-2%	56%	-10%
	2017	60%	51%	9%	56%	4%
Same Grade Comparison		-14%				
Cohort Comparison		2%				
05	2018	66%	50%	16%	55%	11%
	2017	37%	44%	-7%	53%	-16%
Same Grade Comparison		29%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	65%	56%	9%	62%	3%
	2017	55%	58%	-3%	62%	-7%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	56%	57%	-1%	62%	-6%
	2017	79%	60%	19%	64%	15%
Same Grade Comparison		-23%				
Cohort Comparison		1%				
05	2018	69%	56%	13%	61%	8%
	2017	51%	47%	4%	57%	-6%
Same Grade Comparison		18%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	61%	51%	10%	55%	6%
	2017					
Cohort Comparison						

Subgroup Data

2018 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 2016-17	C & C Accel 2016-17
SWD	23	49	52	31	48	53	42				
ELL	36	45	40	62	59	50					
BLK	39	53	38	51	52	42	50				
HSP	54	63	58	72	70	50	75				
MUL	64			91							
WHT	58	69	75	67	66	63	64				
FRL	45	59	54	63	63	51	58				
2017 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 2015-16	C & C Accel 2015-16
SWD	14	38	37	24	55	57	26				
ELL	31	53	42	55	76	58	20				
BLK	22	48	50	44	66	65	20				
HSP	47	52	43	67	81	68	48				
WHT	59	61	53	70	74	63	65				
FRL	34	53	50	52	70	58	44				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title K-3 ELA

Rationale Currently, on average 42% of K-2 students are reading independently on grade-level in ELA based on STAR Assessment Period (AP) 3 results. Due to this ongoing trend, 3rd Grade FSA-ELA proficiency has averaged 48% over the past 3 years.

Intended Outcome Increase K-2 STAR ELA proficiency from an average of 42% to 55% by AP 3, resulting in a 3rd Grade FSA-ELA proficiency of >55%.

Point Person Rachel Jones (rachel.jones@polk-fl.net)

Action Step

Description Identify K-3 students with a STAR ELA performance level below proficiency. Analyze student STAR and Reading Wonders Weekly Unit test data to determine deficiencies (i.e. grade-level trends, class trends, individual student trends, etc.). Gather resources for whole group (class trends) and small differentiated group instruction (student trends). Develop lesson plans and identify pacing to meet individual student needs. Create a monitoring schedule, with performance benchmark to track progress (i.e. K-3 performance: grade, teacher, student, etc.).

Person Responsible Timothy Warren (timothy.warren@polk-fl.net)

Plan to Monitor Effectiveness

Description Use daily/weekly classroom observations to monitor teacher implementation of standards-based instruction related to student deficiencies in ELA. Review student work samples and teacher lesson plans during grade-level common planning for K-3 ELA teachers. Analyze performance benchmarks of grade-level, classroom, and individual student progress on STAR ELA and Reading Wonders Weekly Unit Tests in the School-wide Progress Monitoring Systems.

Person Responsible Timothy Warren (timothy.warren@polk-fl.net)

Activity #2	
Title	Low 25% ELA and Math
Rationale	Less than 75% of students identified in the low 25% performance made a year's worth of growth of the Florida Standards Assessment in 2017-2018. This indicates that these students are not on track to reach proficiency within three (3) years and may lead to other risk factors (i.e. poor attendance, future retention, high school drop out, etc.).
Intended Outcome	Increase low 25% student population yearly gains in reading and math on the FSA to ensure they remain on track for improved attendance, promotion, and graduation from high school.
Point Person	Timothy Warren (timothy.warren@polk-fl.net)
Action Step	
Description	Identify students performing in the low 25% based on STAR Reading and Math, Reading Wonders Weekly Unit Tests, and Math Modules. Analyze student STAR (reading and math) and Reading Wonders Weekly Unit test data to determine deficiencies (i.e. grade-level trends, class trends, individual student trends, etc.). Gather resources for whole group (class trends) and small differentiated group instruction (student trends). Develop lesson plans and identify pacing to meet individual student needs. Create a monitoring schedule, with performance benchmark to track progress (i.e. K-3 performance: grade, teacher, student, etc.).
Person Responsible	Timothy Warren (timothy.warren@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Use daily/weekly classroom observations to monitor teacher implementation of standards-based instruction related to student deficiencies in ELA and Math. Review student work samples and teacher lesson plans during grade-level common planning for 2nd-5th teachers. Analyze performance benchmarks of grade-level, classroom, and individual student progress on STAR (reading and math) and Reading Wonders Weekly Unit Tests in the School-wide Progress Monitoring Systems.
Person Responsible	Timothy Warren (timothy.warren@polk-fl.net)

Activity #3	
Title	Subgroups: African American and Students with Disabilities (SWDs)
Rationale	On average African American students and regular standards ESE students lag 20% behind Caucasian and Hispanic students in reading and math.
Intended Outcome	Close achievement gaps among African American and SWDs between Caucasian and Hispanic students with 5% on the FSA ELA and Math.
Point Person	Timothy Warren (timothy.warren@polk-fl.net)
Action Step	
Description	Identify African American and SWDS performing below proficiency and/or in the low 25% based on STAR Reading and Math, Reading Wonders Weekly Unit Tests, and Math Modules. Analyze student STAR (reading and math) and Reading Wonders Weekly Unit test data to determine deficiencies (i.e. grade-level trends, class trends, individual student trends, etc.). Gather resources for whole group (class trends) and small differentiated group instruction (student trends). Develop lesson plans and identify pacing to meet individual student needs. Create a monitoring schedule, with performance benchmark to track progress (i.e. K-3 performance: grade, teacher, student, etc.). Provide additional instruction outside the instructional block (i.e. resources: P.E., recess, art, music, etc.) to increase student yearly gains and proficiency.
Person Responsible	Timothy Warren (timothy.warren@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Review student work samples and teacher lesson plans during grade-level common planning for 2nd-5th teachers. Analyze performance benchmarks of African American and SWD student progress on STAR (reading and math) and Reading Wonders Weekly Unit Tests in the School-wide Progress Monitoring Systems.
Person Responsible	Timothy Warren (timothy.warren@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The Response to Intervention Coach (Guidance Counselor), teachers, and leadership members meet weekly/monthly to discuss students, their data to include behavior and academic trends. The MTSS Coordinator (Guidance Counselor) will schedule a Problem-Solving Team (PST) meeting for all students who are at-risk or are exhibiting a change in behavior/academics. During the meeting, necessary supports will be utilized to provide a support system that will allow students to be success as evidenced by reduced referrals, increase academic achievement, and improved attendance. Attendees include, but are not limited to the Principal, Assistant Principal, Guidance Counselor, LEA Facilitator, Psychologist, Speech Pathologist, Nurse, and appropriate classroom teachers..

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

For the Pre-K students transitioning into Kindergarten, the school hosts a kindergarten round- up which provides parents with readiness information and tour of the kindergarten classroom. In addition, we have VPK readiness programs on site which provide a familiar environment and bridge transitions for parents, teachers, and students when their student rolls up to kindergarten . Posts are made using social media (i.e. school website, Facebook, Instagram, Class Dojo, etc.) as well as distributed via flyers and brochures throughout the area to announce upcoming registration for incoming students. The STAR Early Literacy and iStation Reading/Math assessment is administered during the first 30 days of school. The results of these assessments target specific areas of student needs and are utilized be teachers to refine instruction to ensure a successful learning experience.

Middle School staff members are invited to visit the school, to present the extracurricular activities, academic expectations, and environmental logistics of their middle school program. In addition, parents are given information regarding middle school orientation deemed just for 5th grade students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Based on 2017-2018 FSA data, we will identify our instructional needs. Title I money will be used to fund a Reading Interventionist, Reading Coach, Science Coach, and two (2) instructional paras for 3rd grade ELA.. Remaining 2018-2019 Title I dollars will fund instructional technology, purchase standards-based instructional materials, as well as acquire books for literacy support.

Weekly data chats are used to determine the needs of all students and how resources will be shared. Monthly data meetings are held for each grade level to determine what resources are having the greatest impact. Tier 2 plans are utilized to monitor student and grade-level progress. The Assistant Principal and Media Specialist maintains an accurate inventory of resources.

Walk-throughs with school-based and district coaches, as well as teacher surveys will assist administrators in identifying and determining the effectiveness of professional development and planning tools.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Students are prepared for college readiness in an inclusive environment by receiving a standards-based education, which is differentiated to meet their individual academic and behavioral needs. Career awareness yearly activities are coordinated by the school Guidance Counselor and held at the school site. The Career awareness events invite business and community members to discuss their profession

(i.e. education required for the job, average salary, expectations of supervisor, etc.). This allows students to receive firsthand knowledge of college and career expectations.

Part V: Budget	
Total:	\$0.00