

Polk County Public Schools

# Dr. Ne Roberts Elementary School



## 2021-22 Schoolwide Improvement Plan

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## Dr. Ne Roberts Elementary School

6600 GREEN RD, Lakeland, FL 33810

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

### Demographics

**Principal: Dorothy Ewing**

Start Date for this Principal: 6/24/2020

<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>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 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>	2018-19: C (53%) 2017-18: B (60%) 2016-17: B (58%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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 Polk 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.

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

### School Board Approval

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### SIP Authority

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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.**

The mission of Dr. NE Roberts Elementary, with the support from home and the community, is to provide the highest quality education for our students by creating a caring and challenging atmosphere that encourages life-long learning.

#### **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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Jones, Rachel	Assistant Principal	<p>Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following:</p> <ul style="list-style-type: none"> <li>* achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula;</li> <li>* demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success;</li> <li>* working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments;</li> <li>* recruiting, retaining, and developing an effective and diverse faculty and staff;</li> <li>* focusing on evidence, research, and classroom realities faced by teachers;</li> <li>* linking professional practice with student achievement to demonstrate the cause and effect relationship;</li> <li>* facilitating effective professional development;</li> <li>* monitoring implementation of critical initiatives;</li> <li>* securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice;</li> <li>* providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population;</li> <li>* employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data;</li> <li>* managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate;</li> <li>* establishing personal deadlines for self and the entire school;</li> <li>* using a transparent process for making decisions and articulating who makes which decisions;</li> <li>* actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;</li> <li>* managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment;</li> <li>* effectively managing and delegating tasks and consistently demonstrating fiscal efficiency;</li> <li>* understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything;</li> <li>* using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;</li> <li>* managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>* recognizing individuals for good work;</li> <li>* maintaining high visibility at school and in the community;</li> <li>* demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research;</li> <li>* engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system;</li> <li>* and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.</li> </ul>
Bell, Erica	School Counselor	<p>The School Counselor aligns with the district's mission to support the academic achievement of all students, insuring equity and access to all. The counselor implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student planning, preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate.</p>
Berry, Shanda	Instructional Coach	<p>The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.</p> <p>Roles and responsibilities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>- Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.</li> <li>- Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</li> <li>- Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.</li> <li>- Support teachers in planning instruction to meet the needs of all students through differentiated instruction.</li> <li>- Provide classroom support by observing, modeling, co-teaching and providing specific feedback.</li> <li>- Help teachers understand state and district mandates and how these mandates support student achievement.</li> <li>- Provide support for school-based professional development to build the school's training capacity.</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>- Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.</li> <li>- Provide follow-up support at the school level for district professional development in assigned content area.</li> <li>- Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work.</li> <li>- Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills.</li> <li>- Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction.</li> <li>- Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.</li> </ul>
Ewing, Dorothy	Principal	<p>Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes but is not limited to the following:</p> <ul style="list-style-type: none"> <li>* achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula;</li> <li>* demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success;</li> <li>* working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments;</li> <li>* recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers;</li> <li>* linking professional practice with student achievement to demonstrate the cause and effect relationship;</li> <li>* facilitating effective professional development;</li> <li>* monitoring implementation of critical initiatives;</li> <li>* securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice;</li> <li>* providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population;</li> <li>* employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data;</li> <li>* managing the decision making process, but not all decisions, using the</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>process to empower others and distribute leadership when appropriate;</p> <ul style="list-style-type: none"> <li>* establishing personal deadlines for self and the entire school;</li> <li>* using a transparent process for making decisions and articulating who makes which decisions;</li> <li>* actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;</li> <li>* managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment;</li> <li>* effectively managing and delegating tasks and consistently demonstrating fiscal efficiency;</li> <li>* understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything;</li> <li>* using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;</li> <li>* managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;</li> <li>* recognizing individuals for good work;</li> <li>* maintaining high visibility at school and in the community;</li> <li>* demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research;</li> <li>* engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system;</li> <li>* and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.</li> </ul>
Bennett, Claudia	Other	
Burroughs, Dana	Instructional Coach	<p>The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.</p> <p>Roles and responsibilities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>- Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.</li> <li>- Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</li> <li>- Assist content area teachers in planning instruction and assessments</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.</p> <ul style="list-style-type: none"> <li>- Support teachers in planning instruction to meet the needs of all students through differentiated instruction.</li> <li>- Provide classroom support by observing, modeling, co-teaching and providing specific feedback.</li> <li>- Help teachers understand state and district mandates and how these mandates support student achievement.</li> <li>- Provide support for school-based professional development to build the school's training capacity.</li> <li>- Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.</li> <li>- Provide follow-up support at the school level for district professional development in assigned content area.</li> <li>- Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work.</li> <li>- Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills.</li> <li>- Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction.</li> <li>- Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.</li> </ul>
Clopton, Diana	Other	<p>Provides educational support and accountability affecting personnel, programs and services within the Title I programs. Supervises program design, implementation and evaluation in areas such as mathematics, reading, and parental involvement. Researches supplemental instructional programs, activities, and materials. Evaluates programs and updates program guidelines as needed. Coordinates programs with other personnel.</p> <p>Provides continuing inservice programs to teachers and administrators. Works with administrators and school personnel in improving the effectiveness of teachers. Interprets federal guidelines for programs. Consults with teachers, principals, specialists, tutors and other staff in areas of assignment. Works with teachers and tutors in classroom management, curriculum planning and techniques of teaching. Monitors budgets for Title I programs. Works with other groups in program development and evaluation. May assist principals in evaluating performance of program personnel.</p>

### Demographic Information

**Principal start date**

Wednesday 6/24/2020, Dorothy Ewing

**Number of teachers with a 2019 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.*

3

**Number of teachers with a 2019 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.*

5

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

54

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

747

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

6

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

9

**Demographic Data****Early Warning Systems****2021-22**

**The number of students by 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	0	114	115	97	144	105	0	0	0	0	0	0	0	575
Attendance below 90 percent	0	28	34	29	32	28	0	0	0	0	0	0	0	151
One or more suspensions	0	8	0	4	7	6	0	0	0	0	0	0	0	25
Course failure in ELA	0	0	0	0	1	0	0	0	0	0	0	0	0	1
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	31	0	0	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	19	0	0	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	21	44	40	50	39	0	0	0	0	0	0	0	194

**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	15	15	15	31	47	0	0	0	0	0	0	0	123

**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	3	0	5	0	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**Date this data was collected or last updated**

Tuesday 7/13/2021

**2020-21 - 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	
Number of students enrolled	108	101	100	146	115	137	0	0	0	0	0	0	0	707
Attendance below 90 percent	17	15	20	11	21	16	0	0	0	0	0	0	0	100
One or more suspensions	2	4	3	5	7	4	0	0	0	0	0	0	0	25
Course failure in ELA	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in Math	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	17	19	33	0	0	0	0	0	0	0	69
Level 1 on 2019 statewide Math assessment	0	0	0	16	8	31	0	0	0	0	0	0	0	55
Dec. 2019 STAR Reading Level 1	0	0	0	28	26	20	0	0	0	0	0	0	0	74
Dec. 2019 STAR Math Level 1	0	0	0	15	16	26	0	0	0	0	0	0	0	57

**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	3	0	3	2	8	15	0	0	0	0	0	0	0	31

**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	1	2	4	0	1	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**2020-21 - 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	
Number of students enrolled	108	101	100	146	115	137	0	0	0	0	0	0	0	707
Attendance below 90 percent	17	15	20	11	21	16	0	0	0	0	0	0	0	100
One or more suspensions	2	4	3	5	7	4	0	0	0	0	0	0	0	25
Course failure in ELA	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in Math	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	17	19	33	0	0	0	0	0	0	0	69
Level 1 on 2019 statewide Math assessment	0	0	0	16	8	31	0	0	0	0	0	0	0	55
Dec. 2019 STAR Reading Level 1	0	0	0	28	26	20	0	0	0	0	0	0	0	74
Dec. 2019 STAR Math Level 1	0	0	0	15	16	26	0	0	0	0	0	0	0	57

#### 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	3	0	3	2	8	15	0	0	0	0	0	0	0	31

#### 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	1	2	4	0	1	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

## 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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				44%	51%	57%	53%	50%	56%
ELA Learning Gains				54%	51%	58%	63%	51%	55%
ELA Lowest 25th Percentile				57%	49%	53%	55%	45%	48%
Math Achievement				64%	57%	63%	66%	58%	62%
Math Learning Gains				58%	56%	62%	65%	56%	59%
Math Lowest 25th Percentile				43%	47%	51%	54%	44%	47%
Science Achievement				52%	47%	53%	66%	53%	55%

**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
03	2021					
	2019	40%	52%	-12%	58%	-18%
Cohort Comparison						
04	2021					
	2019	40%	48%	-8%	58%	-18%
Cohort Comparison		-40%				
05	2021					
	2019	50%	47%	3%	56%	-6%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	56%	11%	62%	5%
Cohort Comparison						
04	2021					
	2019	56%	56%	0%	64%	-8%
Cohort Comparison		-67%				
05	2021					
	2019	64%	51%	13%	60%	4%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	45%	4%	53%	-4%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

For ELA, 1st Grade we used STAR Early Lit Data; 2nd-5th Grade we used STAR Reading Data.

For Math, 1st-5th Grade we used STAR Math Data

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57	75	64
	Economically Disadvantaged	46	69	57
	Students With Disabilities	71	67	50
	English Language Learners	36	50	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74	79	56
	Economically Disadvantaged	69	74	43
	Students With Disabilities	86	100	50
	English Language Learners	77	80	35
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	88	91	77
	Economically Disadvantaged	81	96	71
	Students With Disabilities	40	71	50
	English Language Learners	60	86	71
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47	56	53
	Economically Disadvantaged	43	38	43
	Students With Disabilities	19	41	23
	English Language Learners	32	35	39

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	42	33
	Economically Disadvantaged	32	37	29
	Students With Disabilities	22	22	13
	English Language Learners	11	17	24
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	61	40
	Economically Disadvantaged	41	53	32
	Students With Disabilities	25	38	13
	English Language Learners	17	50	14
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	45	43
	Economically Disadvantaged	40	35	36
	Students With Disabilities	17	20	8
	English Language Learners	30	38	30
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	64	55
	Economically Disadvantaged	49	58	48
	Students With Disabilities	38	40	36
	English Language Learners	39	56	47

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	38	44
	Economically Disadvantaged	35	31	40
	Students With Disabilities	17	14	20
	English Language Learners	17	22	33
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	44	34
	Economically Disadvantaged	38	40	26
	Students With Disabilities	16	23	25
	English Language Learners	39	48	29
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	53	57
	Economically Disadvantaged	47	47	50
	Students With Disabilities	11	24	40
	English Language Learners	55	53	57

## Subgroup Data Review

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	17	17	30	23	32	40	18				
ELL	26	40		35	22		29				
BLK	14	5		30	26		11				
HSP	33	39	55	44	30	36	35				
WHT	45	41		55	36		44				
FRL	29	29	47	39	26	31	29				
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	12	34	44	33	44	24	20				
ELL	39	48	50	65	60	60	44				
BLK	30	52	65	53	58	38	31				
HSP	41	47	39	64	62	59	48				

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
MUL	40	50		70	60						
WHT	54	61	70	68	55	38	67				
FRL	39	54	55	60	57	49	45				
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				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	304
Total Components for the Federal Index	8
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	

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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	17
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### 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?

The trend that we see across the 2020-2021 school data core content low reading proficiency though out the tested grades 3rd-5th students with disabilities and ELL students.

In Math the 2020-2021 school STAR data shows economically disadvantage and students with disabilities with the lowest proficiency.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA -Achievement- Proficiency (18-19 FSA -44% )(STAR Spring 2021 40%)  
Side note 5th grade Math (FSA 18-19 -64% )(STAR Spring 20-21-34%)

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

A. Contributing Factors:

- i. New instructional staff
- ii. Teachers new to content area Math
- iii. Elearning platform
- iv. Lack of staff Development
- v. Special Education Professional Development

B. New Actions:

- i. New Teacher support (Coaches -Coaching cycle with fidelity/ administration)
- ii. Summer Professional development
- iii. School year PD- Small Groups & MTSS
- iv. Implement SIPPS / Heggerty

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

No improvements from 2018-2019. All grade levels dropped 4th grade FSA 18-19 Math 56% to Spring 20-21 STAR 55% (-1%) All other grades reading and math dropped significantly.

My school goal is to increase ELA proficiency by 5% or more in all grade levels as well as Math proficiency by 5% or more to close the achievement gap.

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

,No improvements however, we did implement PD with Schoology, Support for new teachers and Data chats to increase fidelity of the MTSS process.

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

- a. Rewards for attendance for staff and students/Incentives for progress monitoring growth.
- b. Reinforcement and training with PBIS rules and procedures
- c. Professional development to support new standards/ instructional strategies ie..Tier 1 instructions and Small groups instructions

- d. Academic Interventionist for grade 2nd-5th/ Title 1 support for K-3.
- e. Additional support for academic planning for K-5th.

**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.**

- a. Professional development: new standards and instructional strategies
- b. Small Group implementation with fidelity
- c. MTSS Academics and Behavior
- d. SIPPS 1st/ 2nd
- e. Heggerty K
- f. Accelerated Reader
- g. Support/ Incentives Staff and Student Attendance
- h. Istation, Smarty Ants, & Freckle

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

Professional development, resources, incentives and rewards, monitoring expectations, purposeful planning/ PD, a. Professional development  
b. Resources  
c. Incentives and rewards  
Coach/ Resource staff support

### Part III: Planning for Improvement

**Areas of Focus:**

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus Description and Rationale:</b>	Students with Disabilities are identified as critical need based upon FSA data 2018-2019 12% proficiency which was an -11% decrease from 2017-2018 FSA data. The Students with Disabilities show little to no growth across all academic areas as it relates to progress monitoring ie. ELA, Math and Science.
<b>Measurable Outcome:</b>	The measurable outcome the school plans to achieve is a 3%-5 % increase in students with disabilities achievement in Math, ELA & Science. (**While monitoring our students with disabilities we will be able to focus on students in our other ESSA sub groups like ELL, and African American students.)
<b>Monitoring:</b>	The Area of of Focus will be monitored by objectively analyzing SIPPS initial assessments and formative assessments. We will also monitor STAR (Math & ELA) Results, STAR Early Lit, and Smarty Ants participation and mastery.
<b>Person responsible for monitoring outcome:</b>	Dana Burroughs (dana.burroughs@polk-fl.net)
<b>Evidence-based Strategy:</b>	The evidence-based strategy being implemented for the area of focus aligns to state based testing (STAR Math as well as Freckle). The use of small groups with weekly math fluency practice to support student growth and achievement with weekly measurable outcomes.
<b>Rationale for Evidence-based Strategy:</b>	The rationale for selecting this is it aligns to state standards and a good indicator of student probability on the FSA assessment. This is a good indicator for ELL students and African American students.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

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

This area was identified as a critical need based upon state data as well as school state assessment scores and progress monitoring data. Also, school grade calculations.

FSA ELA state assessment data 3rd grade -43% , 4th grade 40%, 5th grade- 36% and only 49% of 2nd second graders tested out of Star Early Literacy.

**Measurable  
Outcome:**

The goal for our school is to have 50% of our 3rd- 5th grades score a a level 3 or above on State Assessment. Also, 90% of second graders test out STAR Early Literacy.

**Monitoring:**

Monitoring will take place during weekly PLC's and planning, observations and monthly data chats.

**Person  
responsible for  
monitoring  
outcome:**

Team Leadership (leadershipteam@polk-fl.net)

**Evidence-based  
Strategy:**

Hired personnel such as Interventionist, Title 1 Coordinator/ Paras, and support staff to push in to support students learning in class.

Purchased support for K- Heggerty Phonics program, 1st and 2nd grade- SIPPS Phonics program

**Rationale for  
Evidence-based  
Strategy:**

Based state HB-7011 Reading Achievement Initiative for Scholastic Excellence (RAISE) the students in grades K-5 were 50% or more below proficiency on progress monitoring tool and state assessment.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Dr. N.E. Roberts Elementary violent incident ranks Very High base upon the the SafeschoolforAlex.org report. This is due to an Alternate Assessment student whose behavior is documented as violent behaviors. He has an ABA and a SBRT to support him in the classroom. He is restrained at least 2- 3 times a week. Sometimes 2-3 times an day due to physical outburst or difficult behaviors. This ranking with the safe school program for Dr. N.E. Roberts Elementary is ranked high based upon this one student and his behaviors that warrants restraints multiple times per day leading to several times per week. We use various strategies support to support all our student success one is the SBRT team (Student Behavior Response Team). One of the many strategies is check ins/outs, specific rewards of student choice, and a point system for home and school reward to connect. Students will be monitored by their teachers and any staff member on campus. Students will get positive recognition in class as well as by administration for making the right choices, parent phone calls to share students successful behavior for the week and or every 2-3 days. The PBIS team , teachers, school guidance, interventionist support, and LEA facilitator all department teams will monitor this report format for corrections.**

**Our Property Incident Report rank very high due to the number of ipads off campus for e-learning. We had approximately 250 or more students with ipads from our school and a number of them were returned badly damaged. Screens shattered, broken keyboard, missing keyboard parts just to name a few ways they were damaged. Also, many charging cables weren't returned this is apart of the damage/lost too. Most of the damaged Ipads could not be repaired. To be ranked high for ensuring students had the proper tool to learn is a concern. We continue to ensure students have the necessary tools to learn by implementing rewards for students who care and protect school property. We will continue to monitor students and make sure students have a computer resource for learning through teaching computer education/care of property.**

**Our report on drug and public incident is also ranked high based upon an isolated incident of one student bringing an illegal substance to school. This incident was handled properly based upon the district and state policy. To ensure support for this student he had to complete a course that aligned with the discipline for Polk county school district. We educated our student through the state and district SAY NO TO DRUGS curriculum. Education and awareness teaches our students safety and respect for themselves and others.**

**All areas of incident are monitored throughout the school year and through various programs, education and awareness, as well as reward systems. We strive to ensure all students can be successful in school by focusing and implmenting strategies to support their social/ emotional needs as well as positive behavior supports.**

## **Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

A positive school culture is critical to the needs of our students and staff at Dr. N.E. Roberts. At Dr. N.E. Roberts we start by addressing our students social and emotional needs.

To address social and emotional needs, the teachers receive training at the start of the school year to address child abuse, social emotional support strategies and resources. The teachers are also trained on the PBIS system that's district wide as well as Stanford Harmony skills. Also, bullying training as well as characteristics of a mindful school. We have a school based Student Success Team (SST) that lead these efforts and trainings throughout the year. We also meet to update and make necessary changes to plans and supports to benefit our school culture. Teachers and leadership meet monthly to discuss student who exhibit any warning signs (ie.. absenteeism, low grades, depression, multiple referrals, tragedy at home, Our Positive Behavior Team (PBIS) plays a critical role in the support of our school culture. The PBIS team use the Response to Intervention (RTiB) and collects school wide data on discipline violations, attendance and other areas to determine where an intervention is needed and additional support is needed. Both of these groups work together to ensure that the campus environment is conducive to a positive and healthy student learning environment.

School culture and support groups, such as the SST, RTiB and PBIS team members include but are not limited to the Principal, Assistant Principal, Guidance Counselor, LEA Facilitator, Psychologist, Speech Pathologist, Nurse, and the appropriate classroom teachers. Strategies are implemented daily, weekly, and monthly to ensure necessary supports for students positive growth and learning success.

The stakeholders that take part in ensuring that the school has a positive culture is our School Advisory Council (SAC) and Parent Teacher Association (PTA).

Meetings are held monthly or bi-monthly to inform and update on the stakeholders on academic progress, behavior plan implementation and student/staff incentives, family/ community events, to review the School Improvement Plan (SIP) as well as the Parent Family Engagement Plan (PFEP). This communication is critical to the alignment of the school goals as well as the mission and vision of the school. Data presented to communicate progress toward each goal, findings and adjustment that are necessary to address barriers.

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

The PTA- will support though school wide fundraiser to purchase student incentives for monthly and quarterly rewards. The PTA will support school based initiative for the PBIS program to ensure students feel valued and recognized for not only behavior but their academic achievement and success.

The SAC School Advisory Council meets monthly /or bimonthly to discuss school academics and behavior to address plans and implementation. The School Advisory Council assist with aligning of goals to the SIP that will meet the students needs and providing information for resources and other community partnerships to meet school based needs.

The principal has also been able to make connection with the area Kiwanis Club President to establish a relationship to support student and school wide programs.

## Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1851 - Dr. Ne Roberts Elementary School	Title, I Part A		\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
Total:						\$0.00