

Polk County Public Schools

Doris A. Sanders Learning Center



2021-22 Schoolwide Improvement Plan

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Doris A. Sanders Learning Center

1201 ENCHANTED DR, Lakeland, FL 33801

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

Demographics

Principal: Holly Melton

Start Date for this Principal: 6/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students* Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

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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1201 ENCHANTED DR, Lakeland, FL 33801

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-12</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>%</p>
<p>Primary Service Type (per MSID File)</p> <p>Special Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>%</p>

School Grades History

Year
Grade

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.

To learn, achieve and believe in our potential.

Provide the school's vision statement.

All students will communicate effectively, be successful with their educational goals, exhibit universally accepted social behavior, participate in community experiences and contribute positively as a productive member of society.

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
Bruno, Polly	Principal	<p>The principal guides the instructional and behavioral practices of the school by conducting weekly leadership team meetings to discuss academic, behavior/discipline, and attendance concerns. The team reviews data from multiple sources (IEP data, UNIQUE academic data and behavioral tracking charts to determine where assistance is needed. The team looks at referrals, behavior intervention plans, data to document IEP's, grades and attendance. Our guidance counselor identifies attendance concerns and holds monthly attendance meetings. The assistance for behavior is provided through our behavior specialist and individual teacher needs and academic instruction is provided by our Resource Teacher. Each team member is a grade chair and reports back to their grade level the expectations of curriculum, behavior and attendance policies and procedures.</p>
Driver, Kathleen	Assistant Principal	<p>The assistant principal is part of the leadership team who will meet weekly to discuss academic, behavior/discipline, and attendance concerns. The team reviews the data to determine where assistance is needed for behavioral and academic concerns. The team looks at referrals, behavior intervention plans, data to document IEP's, grades and attendance. Our guidance counselor identifies the needs for attendance and holds monthly attendance meetings. The assistance for behavior is provided through our behavior specialist and academic assistance is provided by our curriculum team. Each team member is a grade chair and reports back to their grade level the expectations of curriculum, behavior and attendance policies and procedures.</p>
Duque, Giselle	School Counselor	<p>The principal guides the instructional and behavioral practices of the school by conducting weekly leadership team meetings to discuss academic, behavior/discipline, and attendance concerns. The team reviews data from multiple sources (IEP data, UNIQUE academic data and behavioral tracking charts to determine where assistance is needed. The team looks at referrals, behavior intervention plans, data to document IEP's, grades and attendance. Our guidance counselor identifies attendance concerns and holds monthly attendance meetings. In addition to this, she will provide the individual and small group social skills needed for individual students.</p>
Murray, Sherry	Teacher, ESE	<p>Instruct our students in all academic areas, participating as a team leader for Elem/Middle teachers</p>
Cobb, Ashlyn	Instructional Coach	<p>Mrs. Cobb will be providing assistance by modeling, lesson planning and coaching for teachers with teaching needs.</p>

Name	Position Title	Job Duties and Responsibilities
LeBlanc, Leonard	Behavior Specialist	Mr. LeBlanc will be providing behavioral supports and behavioral training to teachers and students through modeling, PLC's and one on one instruction.
Hernandez, Gino	Teacher, ESE	Instruct our students in all academic areas, participating as a team leader for Middle/High/Transition teachers
Mayer-Williams, Doris	Paraprofessional	Mrs. Williams is our network manager and will ensure our technological needs are met.
Cooper, Pamela	Paraprofessional	Mrs. Cooper is a paraprofessional that brings insight from the positions' perspective and will serve as the lead para.

Demographic Information

Principal start date

Wednesday 6/19/2019, Holly Melton

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.*

0

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.*

0

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

90

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.

0

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	4	3	2	5	4	7	7	10	10	3	8	11	21	95
Attendance below 90 percent	3	2	0	3	3	4	3	6	4	3	5	3	10	49
One or more suspensions	0	1	0	1	1	1	1	0	0	0	0	0	0	5
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	4	3	2	6	4	8	7	10	10	3	8	11	6	82

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	1	0	0	1	0	0	0	0	0	1	0	0	3

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 6/24/2021

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	0	2	2	4	2	8	7	10	11	4	9	15	4	78
Attendance below 90 percent	0	1	1	1	1	4	0	5	4	3	5	4	0	29
One or more suspensions	0	1	0	0	0	0	0	2	1	1	0	0	0	5
Course failure in ELA	0	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	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	2	2	4	2	8	7	10	11	4	9	15	4	78
Attendance below 90 percent	0	1	1	1	1	4	0	5	4	3	5	4	0	29
One or more suspensions	0	1	0	0	0	0	0	2	1	1	0	0	0	5
Course failure in ELA	0	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	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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	0	0	0	0	0	0	0	0	0	0	0	0	1	1
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					61%	61%		54%	60%
ELA Learning Gains					58%	59%		52%	57%
ELA Lowest 25th Percentile					49%	54%		46%	52%
Math Achievement					61%	62%		55%	61%
Math Learning Gains					56%	59%		54%	58%
Math Lowest 25th Percentile					52%	52%		51%	52%
Science Achievement					52%	56%		48%	57%
Social Studies Achievement					79%	78%		85%	77%

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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

Unique GPS has been used to track data. However our district does not have a tool used district wide to progress monitor access point standards. This year we are using GPS from UNIQUE and creating our own progress monitoring tool. We have been added this year August 2021-2022 to utilize STAR Reading as a progress monitoring tool.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0-	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0-	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0

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	20		23	43		23	38			
WHT	15	25		19	50						
FRL	19	20		17	40						

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	16	42	50	19	34		5	60			
BLK	27	42		29							
HSP				9							
WHT	13	44		15	37						
FRL	12	38		16	47						
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

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	27
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	164
Total Components for the Federal Index	6
Percent Tested	74%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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

Native American Students	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	27
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	24
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?

Based on previous FSAA reports and Unique Learning Systems our students scoring in levels 1 and 2 are represented in the percentages listed below:

Reading 77%

Math 88%

Science 85%

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

Due to an average of 83% of our students scoring Levels 1 and 2, we can determine there is a significant need for improvement across all academic areas. This will lead to assessing the need for students qualifying to use Datafolio assessment and improvement in instructional alignment tasks.

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

Our students take FSAA and still the majority score Level 1. We could aim to improve by assessing students through Datafolio. Review data from performance tasks and decided as an IEP team if Datafolio is more of an appropriate assessment for our students.

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

Reading performance was improved due to instructional practices and aligned curriculum to meet the assessed standards.

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

Review of instructional practice and the implementation of the instructional practices. PLC monthly on different instructional researched based instructional practices and Zones of Regulation program. This program allowed for students to understand the emotions and allow for more instructional time.

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

Continue the implementation of the instructional practices, Zones of Regulation and improve the appropriate testing measures such as Datafolio for our students.
Instructional practices used for students with significant cognitive disabilities
Appropriate progress monitoring tool in addition to the IEP goals

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.

1. Identifying the type of assessments needed for our students, performance tasks or Datafolio.
2. Instructional practices for standards and life skills.
3. Continue with implementation of Zones of Regulation and PBIS
4. How to appropriately utilize a progress monitoring tool in addition to the IEP goals

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

Principal and Assistant Principal will hold weekly PLC in order to train teachers on the types of assessments, instructional practices, Zones of Regulation/PBIS, and how to utilize the progress monitoring tools in alignment with the IEP goals. Teacher Resource teacher will assist with the instructional practice needs, behavior interventionist will focus in behavior modification and reward systems, and finally administration provide compliance checks and monitoring progress monitoring data and have data chats with teachers.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Student engagement is determined by the effective instructional practices delivered by the teacher. Improvement with instructional practices are needed to raise our student achievement. By focusing on target, task alignment with current tested standards, student engagement will improve due to improvement of the instructional practices.
Measurable Outcome:	We plan to improve our instructional practices to have an impact on student engagement that will result in an improvement in student achievement based on the 2020-2021 FSAA results in all tested areas. In order for instructional practices to improve, we must monitor the following: the use of target task alignment, standards achievement, student engagement, and utilization of communication via CoreBoard
Monitoring:	Monitoring will occur during formal and informal walk thorough by administration. Weekly informal will take place for all teachers to determine if they are implementing the monthly focus strategy.
Person responsible for monitoring outcome:	Kathleen Driver (kathleen.driver@polk-fl.net)
Evidence-based Strategy:	We have identified instructional practices as an area of need due to student achievement. The utilization of coaching cycles will be used with teachers to determine their individual area of need and support. Teachers will focus on using evidenced based instructional practices to improve student engagement and achievement.
Rationale for Evidence-based Strategy:	During school year 2020-2021, we noticed a lack of use of student engagement techniques or strategies, that lead to further investigate the why? The "why" we feel could be from the instructional practices not being aligned with the appropriate standards and led to disengagement in the classrooms. Knowing effective instructional practices lead to student engagement which will lead to student achievement is a goal for our school.

Action Steps to Implement

Develop professional development plan for teachers to increase their knowledge of instructional practices that improve student engagement and increase student achievement. By utilizing Emily Bouck's "Instructional Strategies for Students with Mild, Moderate and Severe Intellectual Disabilities" Mrs. Driver will lead PD for teachers to increase their instructional practices for student engagement that will lead to student achievement.	
Person Responsible	Kathleen Driver (kathleen.driver@polk-fl.net)
Identify instructional practices that will result in more student engagement and model and monitor these strategies using a coaching cycle for teachers. Qualitative and quantitative data will be gathered to determine the effectiveness of instructional practices that lead to student engagement through the use of walk-through data, rubrics, student achievement on access point benchmarks for Math and ELA and teacher feedback.	
Person Responsible	Polly Bruno (polly.bruno@polk-fl.net)
Teachers will meet bi-weekly to discuss progress towards the goal of improving student engagement that will result in student achievement.	

Person Responsible Kathleen Driver (kathleen.driver@polk-fl.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Due to the lack of a specific progress monitoring tool for each grade level, we will create a progress monitoring tool for all of our students based on the tested ACCESS standards for each grade level. This progress monitoring tool will be designed in a manner that reflect the alternate assessment in both performance task items and datafolio.

Measurable Outcome: The outcome of this plan is to be able to present our students with a progress monitoring tool that will allow teachers to determine growth or areas of opportunities for every student. By providing a progress monitoring tool, the students and staff will be able to address the needs of the students. Each of the items will be modeled after the ACCESS point assessments so students will be give a field of three choices for each question. There will be 3-5 questions for each assessed standard.

Monitoring: Three times a year tis assessment will be given and student progress will be monitored and assessed.

Person responsible for monitoring outcome: Polly Bruno (polly.bruno@polk-fl.net)

Evidence-based Strategy: Progress monitoring is an assessment technique that tells teachers how and when to adjust curriculum so that students meet benchmark goals by the end of the year. This research shows that progress monitoring is an effective way to set and meet academic goals.

Rationale for Evidence-based Strategy: Progress monitoring is when teachers assess students' academic performance on a regular basis for two purposes one is to determine whether children are benefiting from the instructional practices and the second reason is to be able to be more effective and create intentional teaching for students that are not benefiting from the instructional practices utilized.

Action Steps to Implement

Gather standards that are assessed on the Alternate Assessment. Align test items to meet the standard that is being assessed. There will be 3-5 questions asked for each tested benchmark and then a field of three for the choices of each question.

Person Responsible Polly Bruno (polly.bruno@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.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.

Our school is not listed on the comparison list. However, we will continue to implement Zones of Regulation,calming corners and PBIS to gather and compare our data from previous years to determine the effectiveness of the programs.

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.

By treating each other with respect and all of the staff working to meet the same goal, success for our students has been the driving force to build a positive culture. By having everyone have a voice in what we do at school and providing "open meetings or discussions" for anyone that would like to attend. We have a weekly video greeting to start the new week and a "Shout Out" board where staff can give a shout-out to others for their amazing work. Administration has praise notes they can randomly leave for staff. "Awesomeness Ticket". We also have included this year, Spirit Days, where the staff may participate in different dressing themes with the students.

Prior to COVID-19, we had developed cross curriculum activities such as our ELA Quarterly Multi-Sensory Activities, open to families and community members to participate with their student; Holly Ball, community stakeholders provide a gratitude experience for our students; we hosted a Fall Festival and had our "sister school", CODE Academy, join us and some of their students assisted in the activities.

Our school leadership team and SAC represent all diverse groups so our students, staff and community are represented in the planning of our school.

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

- Polly Bruno-Principal- weekly video update, Awesomeness tickets, shout-outs
- Kathleen Driver- AP - Awesomeness tickets, shout-outs
- Ansley Henderson-PTO President-Donations from PTO
- Valerie Jordan- Sunshine Club-organizer
- Doris Mayer-Williams- Sunshine Club
- Giselle Duque- Spirit DAY/Holly Ball- coordinator-Awesomeness tickets, shout-outs
- Pam Cooper-Paraeducator Leader on SIP and SAC

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
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2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$0.00