

Polk County Public Schools

Cleveland Court Elementary School



2022-23 Schoolwide Improvement Plan

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Cleveland Court Elementary School

328 EDGEWOOD DR E, Lakeland, FL 33803

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

Demographics

Principal: Emily Fite

Start Date for this Principal: 5/23/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (75%) 2018-19: A (62%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>88%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>52%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	A

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SIP Authority

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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.

Every CCE student will be prepared academically and socially through rigorous learning experiences to become successful lifelong learners.

Provide the school's vision statement.

CCE, in partnership with family and community, will provide a safe and supportive learning environment where students strive for excellence in all they do.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
RUTENBAR, CHERYL	Principal	<p>The administration sets clear expectations for instruction (Rigor, Relevance, and Relationships). They share past and current data from many different sources with team members. As a team they discuss barriers and instructional strategies to decrease gaps and increase proficiency. They seek input from teacher leaders in all areas of school improvement. School leaders, in turn, provide teachers on their grade level information to help them understand barriers, determine the effectiveness of instructional strategies, and next steps needed to move the students forward. School Leaders suggest professional develop needs for the staff. The literacy coach facilitates collaborative planning and provides coaching to the teachers. The guidance counselor provides teachers with social/emotional data and strategies for Tier 1, 2, and 3 students.</p>
Kranek, Lee	Assistant Principal	<p>The administration sets clear expectations for instruction (Rigor, Relevance, and Relationships). They share past and current data from many different sources with team members. As a team they discuss barriers and instructional strategies to decrease gaps and increase proficiency. They seek input from teacher leaders in all areas of school improvement. School leaders, in turn, provide teachers on their grade level information to help them understand barriers, determine the effectiveness of instructional strategies, and next steps needed to move the students forward. School Leaders suggest professional develop needs for the staff. The literacy coach facilitates collaborative planning and provides coaching to the teachers. The guidance counselor provides teachers with social/emotional data and strategies for Tier 1, 2, and 3 students.</p>
Stephens, Emily	Reading Coach	<p>Reading Coach SIP Planning Collaborative Planning Data Monitoring Modeling and Mentoring Teachers</p>
Gainer, Linda	School Counselor	<p>Guidance Counselor Oversee the MTSS process Counsels Students</p>

Name	Position Title	Job Duties and Responsibilities
Ibarra, Rose	Other	LEA SIP Planning Data Reviews Facilitates ESE Staffings
Cruz, Barbara	Teacher, K-12	Classroom Teacher SIP Planning Collaborative Planning Data Monitoring
Byrd, Theresa	Teacher, K-12	Classroom Teacher SIP Planning Collaborative Planning Data Monitoring
Alia, Sebrina	Teacher, K-12	Classroom Teacher SIP Planning Collaborative Planning Data Monitoring
Rivera, Kayla	Teacher, K-12	Classroom Teacher SIP Planning Collaborative Planning Data Monitoring
Monge, Jamie	Teacher, K-12	Classroom Teacher SIP Planning Collaborative Planning Data Monitoring
Collier, Shannon	Teacher, K-12	Classroom Teacher SIP Planning Collaborative Planning Data Monitoring
Nolin, Lisa	Teacher, ESE	Inclusion Teacher SIP Planning Collaborative Planning Data Monitoring
Ortiz, Suggesty	Other	Special Area Teacher and Representative SIP Planning Collaborative Planning Data Monitoring

Demographic Information

Principal start date

Monday 5/23/2016, Emily Fite

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

3

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

3

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

370

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

4

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

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	66	62	51	61	63	0	0	0	0	0	0	0	303
Attendance below 90 percent	0	22	18	13	15	20	0	0	0	0	0	0	0	88
One or more suspensions	0	1	3	5	2	7	0	0	0	0	0	0	0	18
Course failure in ELA	3	2	0	4	0	1	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	0	2	3	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	6	6	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	7	11	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	1	2	5	3	6	6	0	0	0	0	0	0	0	23

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	4	0	3	0	0	0	0	0	0	0	0	0	11
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

Friday 7/8/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	58	66	63	65	71	46	0	0	0	0	0	0	0	369
Attendance below 90 percent	0	16	11	19	4	3	0	0	0	0	0	0	0	53
One or more suspensions	0	6	3	8	2	1	0	0	0	0	0	0	0	20
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	0	6	16	18	8	12	0	0	0	0	0	0	0	60

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	6	2	12	4	12	0	0	0	0	0	0	0	36

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	58	66	63	65	71	46	0	0	0	0	0	0	0	369
Attendance below 90 percent	0	16	11	19	4	3	0	0	0	0	0	0	0	53
One or more suspensions	0	6	3	8	2	1	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	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	
Number of students with a substantial reading deficiency	0	6	16	18	8	12	0	0	0	0	0	0	0	60

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	6	2	12	4	12	0	0	0	0	0	0	0	36

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	72%	47%	56%				67%	51%	57%
ELA Learning Gains	77%						64%	51%	58%
ELA Lowest 25th Percentile	65%						41%	49%	53%
Math Achievement	83%	42%	50%				80%	57%	63%
Math Learning Gains	84%						71%	56%	62%
Math Lowest 25th Percentile	79%						61%	47%	51%
Science Achievement	68%	49%	59%				52%	47%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	72%	52%	20%	58%	14%
Cohort Comparison		0%				
04	2022					
	2019	65%	48%	17%	58%	7%
Cohort Comparison		-72%				
05	2022					
	2019	56%	47%	9%	56%	0%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	79%	56%	23%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	79%	56%	23%	64%	15%
Cohort Comparison		-79%				
05	2022					
	2019	63%	51%	12%	60%	3%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	47%	45%	2%	53%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	39	45	45	56	76	70					
ELL	29	80		69	91						
BLK	56	71	60	69	80	80	50				
HSP	62	88	91	80	88	80	54				
WHT	84	74		91	84		88				
FRL	59	71	65	76	81	76	50				
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	28			34			40				
ELL	38			46							
BLK	47	42		41	27		17				
HSP	63			74							
WHT	82	67		89	76		92				
FRL	58	33		62	50		50				
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	43	50	50	48	60	77					
ELL	35	67		53	67						
BLK	50	56	40	65	62		33				
HSP	52	62	50	66	57	60	43				
WHT	83	70		90	80		67				
FRL	57	59	40	79	70	67	42				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	67
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	67
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	78
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	84
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

ELA scores are trending up 2018-63%, 67%, 69%, 72%
 Math scores took a dip in 2021, but are now at an all time high
 There are no trends in learning gains or in the lowest 25%-scores are up and down

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

The lowest cell on the report card is lowest 25% reading gains, which is at 65%
 The smallest gain from the previous year was proficiency in reading from 69% to 72%

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

Students starting the year below grade level
 A continued push in our AR program. Continue to have paras support for students who do not receive help from home.
 Start the program at the beginning of the year

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

Learning gains and lowest 25% learning gains in reading and math

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

Having high expectations

Monitoring/reporting book level by student at every grade level weekly

Holding students accountable for their learning and behavior.

Communicating students progress with parents

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

Increased frequency of communication with parents regarding student progress-letting parents know that their child read for only X number of minutes the previous week at home.

Re-assigning paraprofessionals after each progress monitoring assessment to work with students based on need, instead of the same students each day. If teacher A has more students struggling than teacher B, the para will spend more time in teacher A's room. Having paraprofessionals provide guided reading assistance using grade level materials with students who are not reading at home. Having paraprofessionals preview content with struggling students during small group. Small group instruction and teaming will help in accelerating learning.

Additional ESE teacher to work with students with disabilities-this ensures that ESE students will receive more individual attention. ESE teachers will be asked to preview lessons with students. Verifying that students, especially ESE and B25 are reading during AR time, as shown in the diagnostic AR report that is run each week. Tracking the number of students reading on grade level/not reading on grade level each week based on AR report. Carefully selecting read-alouds to help build background and make connections to content ahead of lessons. Using the learning arc steps to ensure lessons are planned effectively, benchmarks are clustered appropriately, and tasks meet the rigor of the standards and benchmarks. Administrators using the classroom walkthrough tool to monitor the rigor of student tasks and assignments.

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.

Professional development on accelerated learning vs. remediation, and the learning arc planning procedures will be provided for classroom teachers.

Once a month during faculty meeting, teachers will analyze reading data, make adjustments to instructional plans, communicate progress to parents, and change AR reading levels as appropriate with guidance from administration and Literacy Coach.

Literacy Coach and administration will provide professional development on the new BEST standards, as well as effective instructional strategies.

PD will be based on observation by administration and literacy coach. It could be Closed Reading, Guided Reading, SIPPS, HOT Questions, Teaming, Classroom Management and/or Writing. LFS, LSI, and BEST materials will be used for resources as needed. Teachers will receive feedback based on their individual need.

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

With fewer grade levels to focus on, the ESE teachers will become knowledgeable about the grade level standards and will have time to preview new information with the ESE students. This will ensure that during whole group instruction the student with disabilities is not hearing the information for the first time.

The amount of time that paras will be assigned to classrooms will be dependent on student data/need within each classroom. Their schedules will change based on student need. They will be provided with previewing materials. Paraprofessionals work with non-ESE students.

Our guidance counselor will be able to provide more support for students with behavioral and emotional needs, with the addition of an LEA this year. Looking at our lowest 25%, this will hopefully, reduce or eliminate behaviors that are keeping students from learning and paying attention in the classroom.

Holding students accountable for the amount of reading they do in a week, should increase student proficiency.

Tutoring will be offered.

Areas of Focus

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

:

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

Area of Focus

Description and

Rationale:

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

According to our Spring 2022 FSA data, a percentage of our students are not proficient. In ELA, 28% are not proficient, in Math, 17% are not proficient, and in Science, 32% are not proficient.

Measurable Outcome:

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

State data will show a minimum of a 1% decrease in the number of non-proficiency students for all grades and content.

Monitoring:

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

Weekly--AR book levels, comprehension percentages, and points earned
Bi-Monthly--Florida Wonders reading comprehension assessments, math module assessments, and science quarterlies
Quarterly--STAR and Progress Monitoring assessments in ELA and Math

Person responsible for monitoring outcome:

Lee Kranek (lee.kranek@polk-fl.net)

Evidence-based

Strategy:

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

1. Monitor student AR book level, comprehension percentage, and points earned each week.
2. Engage teachers in standards-based planning protocol using the Learning Arc Framework.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

There is a relationship between academic success and ensuring students are able to engage in grade level standards-based expectations and assignments. There is a relationship between student's AR book level, comprehension level, and points earned and academic success. It is imperative to monitor for AR success and teachers' understanding of benchmarks and aligned tasks.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategy 1: AR

1. AR Diagnostic and STAR reports analyzed by administration, reading coach, classroom and ESE teachers weekly.
2. Train teachers to use the Diagnostic report to make appropriate instructional decisions for student success.
3. Teachers will communicate via phone calls, texting, agendas, Tuesday Folders, and Family Night meetings to inform parents of their child's academic status.
5. Paras and other support staff will work with students who are not making adequate progress toward AR goals each week.
6. Library books will be purchased to ensure enough reading materials are available at all reading levels.

Person Responsible Lee Kranek (lee.kranek@polk-fl.net)

Strategy 2: Learning Arc Framework

1. Classroom observations by the administration using Journey and the Standards Walkthrough Tool to ensure the implementation of the standards and the assigned tasks.
2. Analysis of student products, formative and summative assessment data, to ensure tasks are at grade level.
3. Weekly collaborative planning with Literacy Coach, utilizing the Learning Arc Framework to ensure grade level assignments are being used in classrooms.
4. Literacy Coach will meet with each grade level for a Collaborative Planning Day once per year. Teachers will meet during summer months to review school data and plan appropriately for the coming school year.
5. Teachers, paras and/or support staff will work daily with small groups of students in K-5th grades in the areas of ELA and Math to support instruction of standards using grade level materials.
6. After school tutoring will be offered for students.

Person Responsible Lee Kranek (lee.kranek@polk-fl.net)

#2. Instructional Practice specifically relating to Small Group Instruction

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

According to Spring 2022 FSA ELA data, 33% of our students did not show learning gains and 35% of our students in the lowest 25% did not showing learning gains. According to Spring 2022 FSA Math data, 16% of our students did not show learning gains and 21% of our students in the lowest 25% did not showing learning gains.

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

State data will show a minimum of 10% decrease in the number of students not showing learning gains.

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

Weekly--AR book levels, comprehension percentages, and points earned
 Bi-Monthly--Florida Wonders reading comprehension assessments and math module assessments
 Monthly--MTSS Tier 2 and Tier 3 data
 Quarterly--STAR and Progress Monitoring assessments in ELA and Math

Person responsible for monitoring outcome:

Lee Kranek (lee.kranek@polk-fl.net)

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

1. Monitor student AR book level, comprehension percentage, and points earned each week.
2. Identify the specific deficiencies in ELA and Math for the students who are not proficient on state assessments, and then plan for small group instruction to provide addition support toward mastery.

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

There is a relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. There is a relationship between student's AR book level, comprehension level, and points earned and academic success. It is imperative to target specific skills that the students have not mastered in order to improve achievement of our students who are not proficient.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Strategy 1: AR
1. AR Diagnostic and STAR reports analyzed by administration, reading coach, classroom and ESE teachers weekly.
 2. Train teachers to use the Diagnostic report to make appropriate instructional decisions for student success.
 3. Teachers will communicate via phone calls, texting, agendas, Tuesday Folders, and Family Night

meetings to inform parents of their child's academic status.

5. Paras and other support staff will work with students who are not making adequate progress toward AR goals each week.

6. Library books will be purchased to ensure enough reading materials are available at all reading levels.

Person Responsible Lee Kranek (lee.kranek@polk-fl.net)

Strategy 2: Small Group Instruction for Students Below Proficiency & Lowest 25%

1. Identify students who scored below proficiency on state and district assessments.

2. Identify students in the lowest 25%.

3. Analyze the STAR State Standards Mastery report to determine specific gaps in the mastery of specific standards for students below proficiency.

4. Determine other factors contributing to non-mastery of standards (i.e., behavior, attendance, etc.).

5. Students lacking phonics skills will receive daily instruction using SIPPS in K-3rd grade.

6. Teachers will use the STAR State Standards Mastery report to plan for small group lessons on specific skills students are lacking. Literacy Coach will support teachers to use appropriate resources for small group lessons.

7. Train paras to use planned lessons with targeted small groups of students with fidelity.

Person Responsible Lee Kranek (lee.kranek@polk-fl.net)

RAISE

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

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

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

NA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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NA

Positive Culture & Environment

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

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

CCE implements a school-wide PBIS plan and behavior framework (CHAMPS). Teachers provide lessons on classroom and common area behavior expectations, including bus expectations. Behavior expectations are modeled, taught, and practiced in all common areas of the school and monitored by all staff members on campus.

Teachers provide Sanford Harmony community building lessons, team building activities embedded within academics, and monthly character building lessons in each classroom. Administrators review expectations daily during the morning announcements.

Our PTO members provide grants for the teachers, pay for field trips and transportation, purchased equipment for recess and provide gifts to show appreciation to the school staff throughout the school year SAC Committee includes staff members, parents, and community members which meet quarterly to discuss

the areas of strengths and needs of our school, analyze student data, and make financial decisions that would best meet the needs of our students.

The Great American Teach In is a day we dedicate to our students to learn about careers and hobbies by welcoming in a variety of community business owners to share their expertise.

Business Partners invest in our school as sponsors to provide resources such as iPad carts, library books, and on-line learning subscriptions to further learning.

Volunteers dedicate their time to assist in classrooms, work with small group of students and read with students individually.

The Title I Annual Parent Meeting and Open House is held at the beginning of the school year to discuss school expectations, Title I funding, Title I, Compact and Parent Family Engagement Plan. Conference night is held for parents unable to attend a parent/teacher conference during the day.

Family nights are held throughout the year to discuss curriculum, FSA state testing, classroom and school expectations. Families are also invited to our annual Winter and Spring showcases.

Facebook and CCE's YouTube channel are used to showcase the positive things happening at school.

All stakeholder groups are asked for feedback and suggestions on how to improve the whole school experience at CCE. This includes parents (family nights, PTO meetings, SAC meetings), community members (SAC meetings), volunteers (volunteer orientation), social worker (school visits), universities (field studies and internship programs), and students (PBiS surveys) and staff (family nights, conference nights, PBiS days).

Communication is on-going with all stakeholders through: newsletters, agendas, Tuesday Folders, Remind messages, conference nights, calendar dates, and emails.

Teachers serve as facilitators to various clubs, such as Kindness Club, Garden Club, Chorus, and Art Club.

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

Teachers provide lessons and model behavior expectations, Sanford Harmony community building lessons, team building activities, and monthly character building lessons in each classroom.

Administrators review expectations daily during the morning announcements, communicate often with staff and parents, have an open door policy, are visible daily to staff, students, and parents. Administrators have bus and breakfast duty in the morning and bus and car duty in the afternoon.

PTO provide grants for the teachers, pay for field trips and transportation, purchased equipment for recess and provide gifts to show appreciation to the school staff throughout the school year

SAC Committee meets quarterly to discuss the areas of strengths and needs of our school, analyze student data, and make financial decisions that would best meet the needs of our students.

Business Partners invest in our school as sponsors to provide resources such as iPad carts, library books, and on-line learning subscriptions to further learning, and volunteer to share their expertise with students.

Volunteers dedicate their time to assist in classrooms, work with small group of students and read with students individually and complete tasks for classroom teachers.

Teachers serve as facilitators to various clubs, such as Kindness Club, Garden Club, Chorus, and Art Club.