Dr. Ne Roberts Elementary School

2022-23 Schoolwide Improvement Plan

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Dr. Ne Roberts Elementary School

6600 GREEN RD, Lakeland, FL 33810

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

Demographics

Principal: Dorothy Ewing

Start Date for this Principal: 6/20/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-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)	100%
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* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (43%) 2018-19: C (53%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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
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
Ewing, Dorothy	Principal	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: * 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; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * 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; * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * 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; * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; * recognizing individuals for good work;

Name	Position Title	Job Duties and Responsibilities
		* maintaining high visibility at school and in the community; * 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; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Jones, Rachel	Assistant Principal	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: * 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; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; * focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * 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; * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and

Name	Position Title	Job Duties and Responsibilities
		effective learning environment; * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * 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; * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; * recognizing individuals for good work; * maintaining high visibility at school and in the community; * 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; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Berry, Shanda	Reading Coach	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. Roles and responsibilities include, but are not limited to, the following: - Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. - Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. - 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. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction. - Provide classroom support by observing, modeling, co-teaching and providing specific feedback. - Help teachers understand state and district mandates and how these mandates support student achievement. - Provide support for school-based professional development to build the

Name	Position Title	Job Duties and Responsibilities
		school's training capacity. - 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. - Provide follow-up support at the school level for district professional development in assigned content area. - 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. - 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. - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - 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.
Burroughs, Dana	Math Coach	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. Roles and responsibilities include, but are not limited to, the following: - Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. - Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. - 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. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction. - Provide classroom support by observing, modeling, co-teaching and providing specific feedback. - Help teachers understand state and district mandates and how these mandates support student achievement. - Provide support for school-based professional development to build the school's training capacity.

Name	Position Title	Job Duties and Responsibilities
		- 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. - Provide follow-up support at the school level for district professional development in assigned content area. - 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. - 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. - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - 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.
Clopton, Diana	Parent Engagement Liaison	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. 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.
Bell, Erica	School Counselor	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.

Name	Position Title	Job Duties and Responsibilities
	Other	PERFORMANCE RESPONSIBILITIES: Coordinates the referral, staffing, placement, and re-evaluation process for exceptional student education at the school level. Serves as a member of individual educational plan (IEP) meetings as the LEA representative. Provides the level and frequency of direct support to students and teachers based upon general educators' and students' need for assistance. Arranges for classroom and testing accommodations for students with disabilities. Assists in the development and adaptation of curriculum and testing materials to meet the needs of teachers and students. Models small group instruction to ESE students in general classes, as well as in a pullout setting. Serves as a resource to school personnel regarding ESE rules and regulations. STUDENT SUPPORT RESPONSIBILITIES: Implements a program of study designed to meet individual needs of students with disabilities as outlined in the student's IEP. Provide support for ESE student achievement in the general education classroom through cooperative consultation and support facilitation. Provides small group and supplemental services beneficial to students with disabilities as an extension of regular classroom activities and modification for students on access points attending basic classes. Will assist with progress monitoring, data collection, analysis and necessary changes in the instructional program for students with disabilities based on assessed results Student responsibility will be at a school based level. LEA Facilitators will serve students with disabilities in a range specific to their school level to include a ratio not to exceed 1:15 at the elementary level, a ratio not to exceed 1:18 at the middle level, and a ratio not to exceed 1:20 at the high school level. LEA Facilitators will serve in a 70/30, meetings/student contact capacity.

Demographic Information

Principal start date

Saturday 6/20/2020, Dorothy Ewing

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

0

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

0

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

766

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

12

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

4

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	117	139	115	118	98	147	0	0	0	0	0	0	0	734
Attendance below 90 percent	0	43	42	40	31	43	0	0	0	0	0	0	0	199
One or more suspensions	0	9	0	5	17	22	0	0	0	0	0	0	0	53
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	39	0	0	0	0	0	0	0	0	0	39
Level 1 on 2022 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	51	57	35	23	20	0	0	0	0	0	0	0	186

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	19	16	14	44	55	0	0	0	0	0	0	0	148

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

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

Date this data was collected or last updated

Monday 6/20/2022

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	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

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	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

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	41%	47%	56%				44%	51%	57%
ELA Learning Gains	51%						54%	51%	58%
ELA Lowest 25th Percentile	45%						57%	49%	53%
Math Achievement	49%	42%	50%				64%	57%	63%
Math Learning Gains	46%						58%	56%	62%
Math Lowest 25th Percentile	28%						43%	47%	51%
Science Achievement	40%	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	40%	52%	-12%	58%	-18%
Cohort Comparison		0%				
04	2022					
	2019	40%	48%	-8%	58%	-18%
Cohort Comparison		-40%				
05	2022					
	2019	50%	47%	3%	56%	-6%
Cohort Comparison		-40%				

				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	67%	56%	11%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	56%	56%	0%	64%	-8%
Cohort Comparison		-67%				
05	2022					
	2019	64%	51%	13%	60%	4%
Cohort Comparison		-56%				

				SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	45%	4%	53%	-4%
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	19	42	27	26	38	29	14				
ELL	28	59	50	35	41	27	27				
BLK	22	47	64	28	40	14	19				
HSP	40	58	36	49	45	22	42				
WHT	49	46	39	59	51	50	47				
FRL	33	46	41	44	45	27	33				

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

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)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	364
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	41
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
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	49
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	42
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?

The proficiency in K- 5th grade Reading and Math decrease each year based upon FSA data. Students with Disabilities (-13%) and African American (-8%) these subgroups fall below the 41% federal index.

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

The need to increase overall proficiency across content areas ELA and Math in K-5.

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

Factors for improvement:
The factors contributing to the need for improvement were attendance, behavior, content knowledge, and new benchmark implementation.

New actions:
Implementation of the Learning Arc tool for planning, ESE training and the use of Focus for ESE, Attendance plan to communicate school wide attendance policy and teacher contact for excessive absences.
Review of PBIS and school expectations as well as new procedure of implementing weekly rewards along with quarterly rewards.
The use of the Learning Arc tool for planning for instructional implementation and improvement.

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

Fourth grade Math STAR increased by 13% and Fifth STAR reading increased 5% this data is from PM1 to PM3.

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

The implementation of small group instructions with fidelity per teacher feedback. Student attendance with students being in school instead of E-learning options.

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

PLC's on small group instructions with a focus on the student task and assessments
Learning Arc tool for the B.E.S.T. Benchmarks for ELA and Math.
Fidelity checks for implementation of small groups and B.E.ST. benchmarks.
Monthly data chats

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.

Training on small group instruction with fidelity/ consistency. B.E.S.T. benchmark training with the use of the Learning Arc tool with school staff and district coaches.

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

Collaborating with district based coaches to support teachers/ specialist.
Push in support with support staff quarterly with Math and ELA across all grade levels K-5.
Voluntary planning day
Rewards and incentives for students and teachers
Provide resources

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 B.E.S.T. Standards	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The B.E.S.T benchmarks is critical need for focus due the new benchmarks. Also, the use of the Learning Arc tool as a planning tool to assist with the understanding of the state intent. Also, our overall school proficiency is low and shows a need for a deeper understanding of the benchmarks and instructional practices as well as the task.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The measure outcome the school plans to achieve is a 5% increase in K-5 in proficiency according to STAR and FAST.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Focus area will be monitored by PM1 and PM2 in K-5. Monthly grade level data chats teacher to students and admini. to teacher. STAR in K-5th
Person responsible for monitoring outcome:	Leadership Team (robertsleadershipteam@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The Learning Arc Tool for professional development and planning.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The district has chosen the Learning Arc Tool to be our strategy for implementing the B.E.S.T. benchmarks across the district.

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.

Ongoing Professional development on Learning Arc implementation

Person Responsible   Leadership Team (robertsleadershipteam@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

K will give explicit instruction in phonemic awareness
First and second will get systematic instruction in foundational skills
Small groups instruction for all K-2 students daily

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

Third -Fifth grade identified students in ELA will receive intensive direct instructions-based reading intervention based upon their needs. (Corrective Reading)
Reading support for retained 3rd grades
Additional support from the Reading Interventionist in 4th and 5th.

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)

The measurable outcome for grades K-2 is an overall 5% increase per grade level on STAR.
K- end goal is SY 23 is 75% at above benchmark in STAR Early Lit
1st- end of SY 22- 73% goal for 23 78% at or above benchmark on STAR Early Lit.
2nd-end of SY 22- 34% end of the year 44% proficiencient

Grades 3-5: Measureable Outcome(s)

The measurable outcome for grades 3-5 is an overall 5% increase per grade level per FAST PM1- PM3.
No comparable because of new benchmarks.

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

The Focus area will be monitored by PM1 and PM2 in K-5.
Monthly grade level data chats teacher to students and admini. to teacher.
STAR in K-5th

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Ewing, Dorothy, dorothy.ewing@polk-fl.net

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?

K-2
K will be using Heggerty to strengthen their phonemic awareness
First and second will be using SIPPS to strengthen their foundational skills

3rd-5th
We will be using the Corrective Reading program to use to support students in 3-5th,
Reading support for retained 3rd grades
Additional support from the Reading Interventionist in 4th and 5th.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

The STAR data shows our students are not performing at grade level.
Corrective Reading is district directed implementation for all schools.
Heggerty's and SIPPS are research based intensive reading supplemental material for struggling reading students.

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
Training- The literacy coach will ensure teachers are trained in the proper program and provide coaching as needed. Weekly classroom walk for throughs monitoring implementation. Professional learning will be provided through coaching.	Berry, Shanda, shanda.berry@polk-fl.net
Implementation- Teachers will implementing programs daily at their master schedule time. Frequent checks by coaches and administration. Within monthly data chats	Jones, Rachel, rachel.jones@polk-fl.net

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.

Sunshine committee- for teachers
PBIS rewards for student
Birthday celebration for teachers and students
Student of the month
Positive postcards
Bus of the month
Book vending machine
Math grade level recognition
AR grade level recognition
Parent Involvement Nights

Harmony
School Wide book: Energy Bus
Willa The Therapy Dog
Morning announcement motivation
Monday Motivation Board
Kiwanis Club

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

The school based Leadership Team
PTA
School Advisory Council
Fuel Church- Community Partner
PBIS Committee
Sunshine committee
Media Specialist
Kiwanis Club