Davenport Elementary

2022-23 Schoolwide Improvement Plan

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Davenport Elementary

8 W PALMETTO ST, Davenport, FL 33837

[no web address on file]

Demographics

Principal: Shannon Brown E

Start Date for this Principal: 1/1/2020

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 White Students Economically Disadvantaged Students
School Grades History	2021-22: D (40%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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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Davenport Elementary

8 W PALMETTO ST, Davenport, FL 33837

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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	85%

School Grades History

Year	**2021-22**	**2020-21**
Grade	D	

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.

Davenport Elementary will be a beacon for life-long learning providing a safe, orderly, positive educational environment dedicated to exemplary work that inspires trust and loyalty, embraces equity, builds confidence, and responds to the needs of others in a way in which all people are treated with dignity and respect.

Provide the school's vision statement.

Our vision for our Davenport Elementary students is that they will be properly equipped for the next phase of their educational career and will be able to utilize best practices gained from their time as a student at DES.

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
Brown, Shannon	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

Name	Position Title	Job Duties and Responsibilities
		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; * 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.
Highley, Ashley	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,

Name	Position Title	Job Duties and Responsibilities
		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;

Name	Position Title	Job Duties and Responsibilities
		* 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.
Reynolds, Andrea	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 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.

Name	Position Title	Job Duties and Responsibilities
		- 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.
Kobs, Mary	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. - 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.

Name	Position Title	Job Duties and Responsibilities
		- 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 developm
Brown, Kathryn	Teacher, ESE	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.
Canto, Ashley	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,

Name	Position Title	Job Duties and Responsibilities
		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. Performs other duties as assigned. Knowledge of the principles and practices of counseling; developmental, physical, social/emotional needs and abilities of students, and cultural diversity. Complies with legal and ethical standards (American School Counselor Association ethical standards). Ability to communicate effectively verbally and in writing; maintains effective working relationships with others; proficient in current technology and software; provides leadership and professional learning. Attends to detail and follows tasks through to completion; organizes and sets priorities; works independently and effectively and meets deadlines. Exercises good judgment and maintains appropriate confidentiality. Develops and implements data-rich, needs-driven, research supported programs; and engages in continuous program evaluation activities. Bilingual/biliterate preferred.
Canto, Dennys	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. Performs other duties as assigned. Knowledge of the principles and practices of counseling; developmental, physical, social/emotional needs and abilities of students, and cultural diversity. Complies with legal and ethical standards (American School Counselor Association ethical standards). Ability to communicate effectively verbally and in writing; maintains effective working relationships with others; proficient in current technology and software; provides leadership and professional learning. Attends to detail and follows tasks through to completion; organizes and sets priorities; works independently and effectively and meets deadlines. Exercises good judgment and maintains appropriate confidentiality. Develops and implements data-rich, needs-driven, research supported programs; and engages in continuous program evaluation activities. Bilingual/biliterate preferred.

Demographic Information

Principal start date

Wednesday 1/1/2020, Shannon Brown E

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

33

Total number of students enrolled at the school

674

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

9

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

5

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	128	104	112	126	102	135	0	0	0	0	0	0	0	707
Attendance below 90 percent	56	33	37	39	31	37	0	0	0	0	0	0	0	233
One or more suspensions	3	2	3	7	7	14	0	0	0	0	0	0	0	36
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	0	0	0	0	0	0	0	0	0	0	
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	54	38	74	59	22	23	0	0	0	0	0	0	0	270
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	5	37	39	29	37	0	0	0	0	0	0	0	150

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	7	2	7	48	0	0	0	0	0	0	0	0	0	64
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

Tuesday 6/21/2022

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	77	91	99	72	105	81	0	0	0	0	0	0	0	525
Attendance below 90 percent	0	24	29	17	22	9	0	0	0	0	0	0	0	101
One or more suspensions	0	2	1	0	7	3	0	0	0	0	0	0	0	13
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	30	59	28	46	24	0	0	0	0	0	0	0	187

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	14	31	11	28	35	0	0	0	0	0	0	0	119

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

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	77	91	99	72	105	81	0	0	0	0	0	0	0	525
Attendance below 90 percent	0	24	29	17	22	9	0	0	0	0	0	0	0	101
One or more suspensions	0	2	1	0	7	3	0	0	0	0	0	0	0	13
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	30	59	28	46	24	0	0	0	0	0	0	0	187

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	14	31	11	28	35	0	0	0	0	0	0	0	119

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

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	38%	47%	56%					51%	57%
ELA Learning Gains	49%							51%	58%
ELA Lowest 25th Percentile	44%							49%	53%
Math Achievement	36%	42%	50%					57%	63%
Math Learning Gains	48%							56%	62%
Math Lowest 25th Percentile	41%							47%	51%
Science Achievement	22%	49%	59%					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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019					
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	9	24	21	19	38	25	25				
ELL	30	49	62	30	47	40	17				
BLK	33	43		22	31	20	15				
HSP	38	51	58	37	49	41	23				
WHT	44	48		43	66		36				
FRL	36	48	43	33	44	39	17				

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	30	27		26	50		40				
ELL	33	32		33	37	33	35				
BLK	31			41			20				
HSP	35	34	33	32	40	47	34				
WHT	50			50							
FRL	35	34	30	32	38	29	32				

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

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)	CSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	340
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	42
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	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
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	47
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

K-2 SEL proficiency increase Fall -> Spring; Reading decreased as more students began to qualify
3-4 Star Reading proficiency decrease F->S; 5th increased
1-5 Star Math– 2nd & 4th increased F->S, 1st, 3rd, & 5th decreased
SWD and ELL much lower proficiency than average for Reading

Fall->Spring proficiency change by subgroup
Reading: Black +4%; Hispanic -1%; White +3%; Asian or PI -12%
Econ Disadvantaged +2%; SWD +5%; ELL-3%
Math: Black -5%; Hispanic -5%; White -1%; Asian or PI -13%
Econ Disadvantaged -6%; SWD +7%; ELL -8%

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

2nd & 3rd ELA proficiency – (Students with substantial reading deficiency – 2nd: 74 or 66%, 3rd: 59 or 47%)
5th grade ELA and math proficiency (ELA 31%; Math 29%) – students now in middle school
Referrals: 203

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

Contributing Factors:
Attendance – 33% less than 90% attendance; 35% 90-94.99%
Low foundational skills in reading
Behavior- 203 referrals, 36 students with 1 or more suspensions; 7 in 3rd, 7 in 4th, 14 in 5th
Not enough structure in MTSS process
Large ELL population with limited support for push in services
Lack of equivalent experiences across grade levels

New Actions:
Social Emotional Learning for students
Clearly defined MTSS expectations and procedures
Core instruction improvement, especially in K-2 foundational skills
Master Schedule focused on maximizing academic time, supports for push in services, calibration walks with leadership team, PLC focused topics

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

2nd grade math +7%
SWD +5% in ELA, +7% in Math
White and Black subgroups increased in math from fall to winter

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

2nd grade math – collaborative planning with math coach, implementation of BEST standards
SWD – additional inclusion teacher, restructuring ESE self contained classes to remove general standards students from Access Points class, pushing students out to gen ed classes as appropriate

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

High quality, standards aligned instruction in all classes
Enrichment for proficient and advanced students
Exposing all students to grade-level content and materials while building missing skills to continue improving proficiency.
Create clear MTSS structure/MTSS handbook

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.

Standards aligned instruction with Learning Arc process
Training in MTSS structure and for materials used
Training in social emotional program

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

MTSS Handbook – adjust as needed for following year, but continue using structure to take the guesswork out of interventions.
Use of coaches to help implement standards aligned instruction and to observe how Learning Arc/ planning is being implemented in classrooms, providing feedback to teachers
Monitoring calendar with planned out dates for PLC; leadership to practice ARC and calibration walks for SBI

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.**	All students will receive grade level rigorous standard-based instruction to improve student achievement in core content areas which will decrease and work towards closing the gap in proficiency. In 2021-2022, an average of 60% of the students in grades 3-5 earned a Level 1 on the State Reading or Math Assessment.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	ELA and Math STAR data will be expected to demonstrate continuous growth on each STAR administration (Fall, Winter, Spring) with an end of the year STAR proficiency of 50% per ELA and Math. Science Quarterly data will be expected to demonstrated continuous growth on each Quarterly assessment with an end of year proficiency of 45%. ELA/Math/Science weekly (bi-weekly for ELA) assessments are expected with a 70% of mastery or higher for all students which include all ESSA subgroup populations and Bottom 25. Learning Gains expected outcome of 50% for ELA/Math and Bottom 25% with 50% in ELA/Math. We will use our weekly PLC times and our after school UNISIG planning days to disaggregate data from our F.A.S.T. Progress Monitoring assessments and our quarterly STAR Reading and Math assessments to determine how we are progressing to our goal.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will use STAR, ISIP, Florida Wonders bi-weekly assessments, AR data, Schoology assessments for math and science quarterly assessments as well as Tier 2 and Tier 3 instruction data to look for proficiency as well as growth of our Lowest 25 and Learning Gains.
Person responsible for monitoring outcome:	Shannon Brown (shannon.brown@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	BEST standards and task-aligned rigorous collaborative learning is a chosen strategy as tasks aligned to the instruction and the standard creates purposeful and meaningful instruction for students allowing teachers to capture data and evidence of student achievement and growth towards mastery of the standards. The lessons will be purposeful and engaging as well as relevant to the students while teachers provide support for students to move towards mastery of the standards. Professional Learning Communities will be held for staff to study the standards and review student data to make revisions to instruction and instructional groups. We will use UNISIG funds to pay teachers, instructional coaches and school counselors to meet after school to dive into data to create plans based on current collected data point.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/**	This strategy was chosen because it incorporates collaborative learning, planning within grade levels with teachers, admin, coaches and paras in addition to using the ARC planning as well as School Based Instructional walk through data. This will assist in revisions to instructional groups and instruction for

criteria used for selecting this strategy. students. This strategy will enhance the teacher/admin conferences, Coaching Cycles, and Admin walk-throughs.

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.

Teachers will collaborate with reading and math coaches, as well as, the reading administration on standard-aligned lesson plans using district resources available in schoology.
Coaches will assist and support content area teachers in planning instruction and assessments to meet the needs of all students for mastering standard assessments. They will also use resources found in Schoology as well as intervention sets from FL Wonders, new math series, SIPPS, LLI and the new intervention program that we are piloting. Coaches will also collaborate with paras in increasing their knowledge in content areas to further assist paras in working with students. Student data chats will be conducted for all students.

Person Responsible   Ashley Highley (ashley.highley@polk-fl.net)

Professional development for using the ARC planning method to breakdown the benchmark to create a plan to teach the benchmark to full intent of the benchmark. When this priority, standards-based learning will be aligned with state expectations and learning growth will occur. This will be done in PLC since it is a teaching lesson for teachers, this is a new way to look at benchmarks since prior standards were given to teachers through Curriculum and Learning Department.

Person Responsible   Shannon Brown (shannon.brown@polk-fl.net)

We will conduct administration walks with our instructional coaches to look in classrooms for specific parts that are proven to ensure standards based instruction. We will use the new/updated classroom walkthrough tool to collect data so that we look for trends, areas of weakness and areas of strengths by teacher, grade level and school which drive our PLC topics.

Person Responsible   Shannon Brown (shannon.brown@polk-fl.net)

During our rigor walks, we will also focus on the implementation of the district resources from Schoology in regards to science instruction. We will use the district quarterlies to determine areas of need, not just proficiency. We will offer after school "science clubs" to assist with increasing our students' knowledge of science standards and our SAS overall proficiency score.

Person Responsible   Shannon Brown (shannon.brown@polk-fl.net)

The instructional coaches will be using the school based walk-through tool to gather information that will lead to supporting teachers with how they utilize the FOCUS boards for teaching and how the students use the boards for learning.

Person Responsible   Shannon Brown (shannon.brown@polk-fl.net)

#2. Positive Culture and Environment specifically relating to Social and Emotional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Last year we did a school-wide staff book study on creating a trauma sensitive classroom environment. We also found that our attendance rates were well under the district average and we associated that with the lack of social/emotional supports, coping skills, inability to create and keep positive relationships with peers, lack of trust between the home and school as well as our discipline referrals were higher for students who came from homes with high trauma experiences.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will increase daily attendance for our students, increase our family engagement and supports, lower our discipline referrals and create classroom and school-wide environments that foster learning for all students. We will increase our daily attendance by 2% this year based on data collected in 2021-2022. We will also increase our PFE activities for face to face learning by at least one more event focused on our SIP goals. Lately, we will decrease our office incidents by 10% based on data collected in 2021-2022.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will use our Title I documentation of parent contacts, family engagement meetings, Class DOJO data, attendance records and discipline data from FOCUS as well as our school data collections platform for behavior supports as well as classroom walk-through data found in Journey and SBI walk-through site.
Person responsible for monitoring outcome:	Shannon Brown (shannon.brown@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	According to Fostering Resilient Learners by Kristin Souers and Pete Hall, understanding what trauma is and how it hinders the learning motivation and success of all students in the classroom, our school-wide attendance and discipline data is not making a positive change which is directly affecting our academic successes.

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

Using our data found on Inzata, we recognize that in order to move our school towards an increased proficiency, our students need to be in attendance daily. We used the discipline referral data to determine that we need to decrease office managed behaviors with alternate means beside suspensions. Our Title I data shows that we have a low family engagement involvement at school-wide events and the correlation between student success and family involvement is necessary for student and school success. On Journey, reports show that classroom management and student expectations is an area of need, so building relationships within the classroom will also add the efforts of increasing attendance and lowering referrals.

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.

We will implement an attendance board in the front office documenting daily attendance, tardies and time missed by being tardy/absence. We will incentivize students who increase their attendance based on their attendance data from 2021-2022 school year. We will also do monthly attendance awards for perfect and exemplary attendance. Also focus on lowering our amount of tardy students and early checkouts with recognitions and incentives for students and parents.

Person Responsible   Ashley Highley (ashley.highley@polk-fl.net)

Adding a school counselor this year with Title I funding will allow more targeted attention to grades K-2 by Mr. Canto and grades 3-5 by Mrs. Canto. The team will meet monthly with each class to teach social emotional lessons, PBiS inspired lessons, focusing on self-esteem, building relationship and positive classroom/school relationships and pride. Research shows that when students feel connected and have a fear of missing out, they will be more likely to attend school daily.

Person Responsible   Ashley Canto (ashley.canto@polk-fl.net)

Our first two years of being open, we were limited to outside stakeholders being campus for family engagement events, face to face teacher/family conferences, volunteers, etc. We will open our campus for family engagement events focused on reading, math, science, and technology safety and usage at home. This will be paid for by TITLE I funds. We will incentivize students and parents for attending and working with follow up activities at home that will require feedback/survey as a monitoring system for the effectiveness of the engagement event.

Person Responsible   Andrea Reynolds (andrea.reynolds@polk-fl.net)

#3. 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.	Small group instruction is a critical part of each instructional block and is the foundation for ensuring individual student needs are being met. When small group instruction is leveraged effectively, teachers are able to group students in a way that maximizes the opportunities to close the gaps in knowledge for our struggling students while also enriching those students who are currently working above grade level. This area is critical for us since our 2021-2022 STAR data showed that in many classrooms we are not meeting the needs of those in the middle (level 3 students) while those who are above and below grade level are not moving at the same pace. This is particularly true for our SWD subgroup. Small group instruction is also critical to increasing the performance of our ESSA subgroups.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	All subgroups will increase the percent of students who are proficient by at least 5 percentage points in ELA and Mathematics as evidenced by STAR and State Monitoring reports. Concurrently, at least 50% of students in grade 4 will make learning gains using the same reporting mechanisms.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration and Instructional Coaches will review data from ISIP, STAR, Bi-Weekly Reading Assessment, Formative and Summative Math Assessments, common assessments for math created by teachers or taken from Schoology. We will chart/graph the data to see areas of need by class, grade, and subgroup. This will determine and drive our push in services, small group instruction and power hour grouping.
Person responsible for monitoring outcome:	Shannon Brown (shannon.brown@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Targeted small group instruction will be led by teachers, with assistance by paraprofessionals. This small group instruction will provide interventions and enrichment, according to student need, using research based programs and strategies.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Small group instruction is the gateway to learning gains, as it allows teachers time to provide targeted interventions and track the student responses to those interventions.

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.

Strategic scheduling and grouping of students to ensure interventionists, ESE and ELL teachers are able to maximize the time spent with students in small group settings.

Person Responsible   Ashley Highley (ashley.highley@polk-fl.net)

Provide time for collaborative learning during and after school. After school planning
sessions will include special activity pay for teachers and academic coaches. Planning
sessions will focus on small group instructional strategies, monitoring for learning, creation of
formative assessments, examination of student work, and data analysis. The academic
coaches will oversee all planning sessions.

Person Responsible   Ashley Highley (ashley.highley@polk-fl.net)

Use research based content resources to provide opportunities for reteaching, remediation,
and enrichment during small group and center time. Resources for small group instruction
will be allocated and/or purchased to ensure teachers have the necessary tools to create
engaging small group lessons. These resources will include, but not limited to, SIPPS, LLI, Intervention
program with new math resources, items on Schoology created for intervention and small group, RTD
materials.

Person Responsible   Ashley Highley (ashley.highley@polk-fl.net)

ESOL paras will assist teachers to provide targeted interventions to ELL students
based on ACCESS and STAR assessment data. Each ESOL para will be assigned a
group of students, and they will monitor the progress of these students on a weekly basis. We will also
appeal for an ESOL teacher to increase the richness of the instruction by a certified teacher with the
support of the paras and working directly with the classroom teacher and instructional coaches, as well as
the administration.

Person Responsible   Ashley Highley (ashley.highley@polk-fl.net)

Reading and math interventionists (with para assistance) will provide targeted interventions
for selected students based on previous FSA data coupled with current STAR data. Each
interventionist and para will be assigned a group of students, and they will monitor the
progress of these student on a weekly basis. Interventionists and paras will be funded by
UniSIG grant. We recognize students who make progress with incentives and also encourage students
who are still struggling with incentives.

Person Responsible   Shannon Brown (shannon.brown@polk-fl.net)

After school tutoring will be provided for students utilizing small group instructional practices.
Tutoring will target students in grades 2-5, with a heavy emphasis on grades 4 and 5. Staff
will be paid through Unisig funding. We will incentivize students who are attending regularly after school.

Person Responsible   Shannon Brown (shannon.brown@polk-fl.net)

We have added 60 extra minutes to our ELA block specifically for interventions and dedicated 30 minutes
of the math block for interventions. We will be piloting an intervention program called Corrective Reading
intervention and Numbers World. Our students will be given a diagnostic test for both, if they test into the
program they will spend 45-60 a day during Power Hour for Corrective Reading, and 30 minutes for the
math program. Therefore, it will not be for all students, just those who actually test into those programs.

Person Responsible   Ashley Highley (ashley.highley@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

We will focus on foundational skills that are key to bridging the learning to read and reading to learn paradigm. We will use SIPPS, LLI and intervention materials from FL Wonders as wil as STAR Early Lit reports to diagnose and prescribe interventions as needed.

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

We will focus on proficiency in grades 3-5 in ELA on state assessments using formative, summative, progress monitoring and diagnostic assessment tools provided by the state, district and school level. We will use Title I funding to support a tiered response to enrich and supplement foundational skills missing for students in grades 3-5.

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)

In 2021-2022 our K-2 Early Lit scores showed that we promoted students with an overall 40% proficiency in reading. Our 2nd grade did not have 100% students move from SEL to STAR. We will monitor these students early as they take STAR in 3rd grade. Our K and 1 students were more proficient as they move to grades 1 and 2. We will continue to set goals for students reading, taking AR tests and achieve 85%proficiency on each test taken. We will use SIPPS and LLI to help with missing foundational skills. We have also been chosen to pilot a new intervention programs to target low achieving students in reading.

Grades 3-5: Measureable Outcome(s)

In 2021-2022 our overall proficiency was 37% in ELA. Our 4th grade was our highest achieving, so moving in 22-23 school year, we will focus on our new 3-4 grades to focus on increasing proficiency while pushing 5th grade to grow in learning gains and our lowest 25%. We will use SIPPS and LLI to help with missing foundational skills. We have also been chosen to pilot a new intervention programs to target low achieving students in reading. We will continue to monitor individual student reading with our AR program to push for 85% proficiency when taking tests.

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.

We will use reports available from STAR, Istation, AR, intervention programs. As a team we will meet with the teacher to hold data chats about overall proficiency, Tier 2 and Tier 3 students that are be monitored for possible testing. This will include principal, assistant principal, literacy coach, school counselor assigned to the grade level.

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

Brown, Shannon, shannon.brown@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?

SIPPS the program accelerates learners through a systematic scope and sequence that utilizes research-based best practices for literacy instruction.

The Fountas & Pinnell Leveled Literacy Intervention System(LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading.

Accelerated Reader is highly effective at raising reading achievement for students of all ability levels.

Corrective Reading intervention program. Our students will be given a diagnostic test for both, if they test into the program they will spend 45-60 a day during Power Hour for Corrective Reading, and 30 minutes for the math program. Therefore, it will not be for all students, just those who actually test into those programs.

Write Score will also be used in grades 3-5 to increase writing proficiency scores.

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?

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Write Score will also be used in grades 3-5 to increase writing proficiency scores.

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
Our literacy team will meet regularly to discuss the current reading data based on grade level, intervention/program to determine where we need support, push-in, alignment, etc.	Brown, Shannon, shannon.brown@polk-fl.net
Our literacy coach will be fluent in the intervention programs in order to support classroom teachers with the program as well as do classroom coaching and support in order to ensure proper use and delivery.	Reynolds, Andrea, andrea.reynolds@polk-fl.net
Assessments will be done as prescribed by the intervention program being used. We will look at the weekly, bi-weekly and monthly assessment data at our literacy team meetings. The focus of this group is to make sure the assessment is giving us the data needed to move students forward and close gaps.	Highley, Ashley, ashley.highley@polk-fl.net
PLC will focus on learning what is needed from the teacher for student achievement, what is the benchmark that caused the most trouble, how to dissect data to determine a prescriptive plan for each student, how to collect data and explain to families what the data means and to align achievement with report card grades...this is a huge piece that causes false hope for students and parent.	Brown, Shannon, shannon.brown@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.

Davenport Elementary addresses building positive school culture and environment involving all stakeholders by building relationships with school families and community members in an ongoing, welcoming environment. This is a constant, flexible process with multiple avenues including weekly grade level meetings, monthly grade chair meetings, weekly leadership team meetings, monthly PBiS meetings and bi-weekly SST/ESE team meetings. We have organized a SAC committee made up of teachers, parents, business partners and community members. We actively seek input on our mission, protocols and input on school plans for decision-making through our stakeholder feedback and as well as surveys from our PFE Title I events.

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

Administration and leadership team members will encourage school-wide collegiality, comradery, transparency when appropriate, establish open lines of communication with staff, students and families. Our front office staff will be welcoming to all who enter our campus; provide information as best as possible; act as a liaison between school and families. Teachers will work together and collaborate often. Teachers will

keep the line of communication open with parents/families via the agenda, Class DOJO, emails and/or phone calls. As a staff, we will represent DES in the public with only positive interactions so that our school is represented as a caring and devoted as well as high qualified school and faculty/staff. Our families will be encouraged and equipped as to how to bridge the gap between school and home; stay in close contact with their child's teacher; monitor grades via FOCUS Parent Portal; attend school-wide activities as often as possible understanding that the more involved the family is, the more successful the child will be in school; ensure daily attendance and arriving on time and staying all day each school day.