

Polk County Public Schools

Eastside Elementary School



2022-23 Schoolwide Improvement Plan

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Eastside Elementary School

1820 JOHNSON AVE E, Haines City, FL 33844

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

Demographics

Principal: Elizabeth Munoz

Start Date for this Principal: 10/8/2020

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: C (45%) 2018-19: D (36%) 2017-18: C (41%)
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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1820 JOHNSON AVE E, Haines City, FL 33844

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

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	94%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		D	D

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<https://www.floridacims.org>.

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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.

“A classroom that fosters student ownership, creative thinking, and positive communication while learning from mistakes, so we can be successful in life.”

Provide the school's vision statement.

Eastside Elementary School is committed to providing high-quality education for all students. We are committed to instilling students with skills and experiences that will enable them to reach their fullest potential while building on their strengths to prepare students to be successful in life.

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
Munoz, Elizabeth	Principal	<ul style="list-style-type: none"> *Oversee and facilitate instructional staff and professional development of staff including paraprofessionals. *Demonstrate that student learning is the top priority through effective leadership actions that build and support a learning organization focused on student success. *Collaborate with School Based Leadership Team. *Collaborate with staff during collaborative planning sessions. *Ensure standards-based rigorous instruction is provided to students. *Employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data. *Generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Wilson, Amber	Assistant Principal	<ul style="list-style-type: none"> *Oversee and facilitate instructional staff and professional development of staff including paraprofessionals. *Demonstrate that student learning is the top priority through effective leadership actions that build and support a learning organization focused on student success. *Collaborate with School Based Leadership Team. *Collaborate with staff during collaborative planning sessions. *Ensure standards-based rigorous instruction is provided to students. *Employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data. *Generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Rogers, Kellie	Science Coach	<ul style="list-style-type: none"> *Assist teachers in analyzing school, class, and individual student data to determine needs in Science. * 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. * Provide classroom support by observing, modeling, co-teaching, and providing specific feedback. * Provide support for school-based professional development to build the school's training capacity. * Support and participate 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.
Miranda, Zachira	Math Coach	<ul style="list-style-type: none"> *Assist teachers in analyzing school, class, and individual student data to determine needs in Math. * Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Assist content area teachers in Math 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. * Provide classroom support by observing, modeling, co-teaching, and providing specific feedback. * Provide support for school-based professional development to build the school's training capacity. * Support and participate 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.
Clabough, Alexah	Reading Coach	<ul style="list-style-type: none"> * Assist 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. * Provide classroom support by observing, modeling, co-teaching, and providing specific feedback. * Provide support for school-based professional development to build the school's training capacity. * Support and participate 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.
Santiago, Zerimar	Other	<ul style="list-style-type: none"> * Identify students who are at-risk in not meeting grade level proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades. * Collaborate with teachers to plan, implement, and evaluate interventions for identified students. * Work with administration to implement and document activities related to the Title I Plan; monitoring students' response and communicating with administration, teachers, and parents regarding students' progress in tutoring activities. * Small group instruction for retained students in grades 3-5 and some students in the B30% for ELA in grades 3-5.

Demographic Information

Principal start date

Thursday 10/8/2020, Elizabeth Munoz

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.*

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.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

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

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

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	84	87	96	101	88	98	0	0	0	0	0	0	0	554
Attendance below 90 percent	16	12	15	15	21	18	0	0	0	0	0	0	0	97
One or more suspensions	3	4	10	2	13	11	0	0	0	0	0	0	0	43
Course failure in ELA	2	0	2	7	2	2	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	0	1	7	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	42	48	0	0	0	0	0	0	0	90
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	39	44	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	52	37	72	57	45	49	0	0	0	0	0	0	0	312

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	11	7	22	17	24	26	0	0	0	0	0	0	0	107

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

Date this data was collected or last updated

Friday 7/15/2022

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	90	89	92	104	99	0	0	0	0	0	0	0	474
Attendance below 90 percent	0	35	27	28	38	31	0	0	0	0	0	0	0	159
One or more suspensions	0	1	1	6	9	14	0	0	0	0	0	0	0	31
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	17	31	35	0	0	0	0	0	0	0	83
Level 1 on 2019 statewide FSA Math assessment	0	0	0	15	35	36	0	0	0	0	0	0	0	86
Number of students with a substantial reading deficiency	0	34	52	41	53	57	0	0	0	0	0	0	0	237
Level 1 on 2021 statewide FSA ELA assessment	0	0	0	43	50	50	0	0	0	0	0	0	0	143
Level 1 on 2021 statewide FSA Math assessment	0	0	0	45	45	42	0	0	0	0	0	0	0	132
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	21	26	18	39	68	0	0	0	0	0	0	0	172

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	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	90	89	92	104	99	0	0	0	0	0	0	0	474
Attendance below 90 percent	0	35	27	28	38	31	0	0	0	0	0	0	0	159
One or more suspensions	0	1	1	6	9	14	0	0	0	0	0	0	0	31
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	17	31	35	0	0	0	0	0	0	0	83
Level 1 on 2019 statewide FSA Math assessment	0	0	0	15	35	36	0	0	0	0	0	0	0	86
Number of students with a substantial reading deficiency	0	34	52	41	53	57	0	0	0	0	0	0	0	237
Level 1 on 2021 statewide FSA ELA assessment	0	0	0	43	50	50	0	0	0	0	0	0	0	143
Level 1 on 2021 statewide FSA Math assessment	0	0	0	45	45	42	0	0	0	0	0	0	0	132
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	21	26	18	39	68	0	0	0	0	0	0	0	172

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	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	37%	47%	56%				27%	51%	57%
ELA Learning Gains	50%						45%	51%	58%
ELA Lowest 25th Percentile	28%						51%	49%	53%
Math Achievement	45%	42%	50%				38%	57%	63%
Math Learning Gains	66%						38%	56%	62%
Math Lowest 25th Percentile	58%						29%	47%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	29%	49%	59%				25%	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	22%	52%	-30%	58%	-36%
Cohort Comparison		0%				
04	2022					
	2019	32%	48%	-16%	58%	-26%
Cohort Comparison		-22%				
05	2022					
	2019	21%	47%	-26%	56%	-35%
Cohort Comparison		-32%				

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	33%	56%	-23%	62%	-29%
Cohort Comparison		0%				
04	2022					
	2019	40%	56%	-16%	64%	-24%
Cohort Comparison		-33%				
05	2022					
	2019	25%	51%	-26%	60%	-35%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	23%	45%	-22%	53%	-30%
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	7	35	36	17	60	62					
ELL	36	49	30	47	66	56	17				
BLK	27	41		30	56	80	42				
HSP	38	52	31	49	69	54	25				
WHT	56			50							
FRL	38	50	30	45	66	63	31				
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	10	25		10	20						
ELL	34	46	62	39	56	44	23				
BLK	26	37		23	35		12				
HSP	33	45	65	39	53	47	21				
WHT	29			38							
FRL	29	38	63	33	40	45	18				
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	18	47	55	29	38	33	33				
ELL	26	42	50	38	38	31	26				
BLK	19	37	35	26	28	22	16				
HSP	29	46	59	42	42	33	29				
WHT	33	55		31	33						
FRL	27	46	48	36	39	29	25				

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

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	45
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	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
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	53
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	48
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?

- * Increase percentage points in ELA, MATH, and Science for the past two years.
- * With the assistance of Write Score both 4th and 5th grade scores have increased; however, 4th outperformed 5th grade.
- * 3-5 struggle with key details and language and editing
- * 3rd and 5th struggled with Measurement/Fractions
- * 4th grade struggled with number operations and fractions
- * There was a strong correlation between our Science and ELA

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

- *ELA shows a strong need for improvement of proficiency overall with a high need to address key ideas and details
- *Science showed a need for nature of science as student scored lower in this content area
- *In math, students demonstrated a need for support in measurement and fractions

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

*ELA scores in STAR, weekly assessments, and formative assessments showed students struggled to identify key ideas and details.

*In science, students performed lower on quarterlies in the area of nature of science; in addition, students performed low in ELA with key ideas and details which was strongly correlated to science scores.

*Math module assessments showed students needed extra support in measurement and fractions; students need additional manipulatives in order to support learning in this area.

*Offer PD opportunities on main idea/key details and how to find main idea; use collaborative planning to ensure that teachers understand the skills and text prior to instruction

*Spiral review of nature of science standards consistently throughout school year

*Spiral reviews and PD on hands on activities to support student learning in these areas of focus; implementation of kinesthetic learning

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

*Math showed a 10 point increase from a 35 in 20-21 to a 45 in 21-22

*Science scores increased from a 19 20-21 to a 29 in 21-22

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

*Academic vocabulary

*Implementation of Marzano's 6 step vocabulary process with fidelity

*Math support for skills deficient on STAR

*ELA support for skills deficient on STAR

*Science labs

*Write Score implementation

*Writing boot camp to address areas of need

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

*Continued use of Marzano's 6 step vocabulary process

*Focus on academic vocabulary

*Use of hands on and manipulatives

*Use of summaries in all content areas

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.

*The learning arc

*Kinesthetic learning/strategies

*Continued PD on academic vocabulary

*Implementation of Fraction Bait for math

*Metacognition; think aloud/read aloud

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

- *Fidelity in implementations of PD
- *Proactive thinking to address school needs
- *Support schedules to maximize learning

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.	Data from FSA math shows 46% proficiency for students grades 3-5 showing a need for continuous improvement of standards-aligned instruction. Data from district assessments shows students grades K-2 were 39% proficient in math showing a need for standards-aligned instruction.
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Measurable Outcome:

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

District data will show a minimum of +1% proficiency increase for all grades as well as 10% of the students just below the proficiency line becoming proficient.

Monitoring:

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

Progress monitoring data offered by district level assessment platforms will be used to ensure students are mastering math benchmarks being taught after planning is properly implemented.

Person responsible for monitoring outcome:

Elizabeth Munoz (elizabeth.munoz@polk-fl.net)

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

1. Monitoring students engaging in equivalent experiences aligned to state expectations using SWT.
2. Engage teachers in standards-based planning protocol using the Learning Arc Framework.

*These strategies were chosen because they align with the district strategic plan and incorporate district initiatives to support student success.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

*Facilitates equivalent learning to support success of all students.

*Incorporates collaboration within grade levels between teachers, administration, and coaches to ensure instructional practices are aligned to standards and that we are reaching the full depth of standards while providing students with rigorous learning opportunities and equivalent experiences.

*Ensures alignment and consistent instruction in all classrooms as determined by data collected by using SWT.

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.

Starting in August, teacher will meet weekly and collaborate to create standards-aligned lesson plans including specific strategies to ensure equivalent learning experiences.

Person Responsible

Zachira Miranda (zachira.miranda@polk-fl.net)

Training on the Learning Arc Framework and implementation of the Learning Arc Framework with fidelity to support content area teachers in planning instruction and assessments to ensure alignment to standards and that they reach the depth of the standards.

Person Responsible

Alexah Clabough (alexah.clabough@polk-fl.net)

Leadership will consistently visit classrooms in order to monitor instruction and the alignment to the standards as well as the target-task alignment. In order to monitor this, administration will walk classrooms daily and utilize the SWT. Leadership team will complete calibration walks to ensure expectations and criteria being observed is consistent between administrators and does not vary from classroom to classroom.

Person Responsible Elizabeth Munoz (elizabeth.munoz@polk-fl.net)

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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.

No action steps were entered for this area of focus

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

According to the ELA STAR Assessment, only 35% of our student population in grades K-2 were proficient in literacy for the 2022 school year. We will provide PLC's on Marzano's 6 step Vocabulary and Marzano's summarization best practices to increase academic achievement. This will include creating a systematic weekly monitoring of data, weekly classroom walks with immediate feedback provided to teachers, and continuous meetings with the leadership team and staff to discuss our progress toward our academic goals. Students will increase the overall proficiency by 1% by the end of the school year.

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

According to the FSA ELA Assessment, only 36% of our student population in grades 3-5 were proficient in literacy for the 2022 school year. We will provide PLC's on Marzano's 6 step Vocabulary and Marzano's summarization best practices to increase academic achievement. This will include creating a systematic weekly monitoring of data, weekly classroom walks with immediate feedback provided to teachers, and continuous meetings with the leadership team and staff to discuss our progress toward our academic goals. Students will increase the overall proficiency by 1% by the end of the school year.

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)

ELA progress monitoring data will show continuous improvement for all ESSA subgroups, with an overall proficiency of 1% by the end of the year.

Grades 3-5: Measureable Outcome(s)

ELA progress monitoring data will show continuous improvement for all ESSA subgroups, with an overall proficiency of 1% by the end of the year.

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.

Monitoring will occur during directed PLC dates. Data and conversations will help determine if "real time" adjustments are being made to move instruction toward partials or full mastery of the standards.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Munoz, Elizabeth, elizabeth.munoz@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?

In order to assist in improving our collaborative planning, we will be using several resources and methods to evaluate and continuously improve this strategy.

Professional Development to target instructional practices including:

- Analyzing Student learning PD
- Write Score training
- Marzano's 6 Step Vocabulary
- Marzano's Summarization
- Marzano's 9 Effective Instructional Strategies
- Learning Arc Framework
- PD on an Effective Monitoring tool
- Data Chats students/staff

Classroom walkthroughs to provide immediate feedback to teachers on instructional practices and alignment to the standards.

Data analysis to address instructional needs and practices that may need to be adjusted based on student and school needs.

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?

Marzano's 9 Effective Instructional Strategies, Academic Vocabulary, and Summarization is research-based with clear strategies to improve student achievements. This assists our students who need support with academic vocabulary, key ideas/details, and enhances summarization.

Learning Arc Framework facilitates best practice when planning for instruction and allows planning for equivalent learning experiences.

Write Score assists with deficiencies in writing and supports reading/knowledge of craft and structure.

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
PD in Learning Arc Framework *Teachers will receive training from school leadership on how to use the Learning Arc Framework and use this to improve instructional planning and collaborative discussions to drive instruction.	Clabough, Alexah , alexah.clabough@polk-fl.net
PD on Marzano's Vocabulary, Instructional Strategies, and Summarization continuing from the professional development we started in the 21-22 school year. Teachers will focus on adding summarization into the instructional process to enhance student learning.	Clabough, Alexah , alexah.clabough@polk-fl.net
Training on Write Score and how to use it to address student needs to drive student growth in ELA with a focus on key ideas and details to address school-wide deficiencies.	Clabough, Alexah , alexah.clabough@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.

The school leadership team is working with students, staff, families, and community members in order to create a school culture where learning is valued and students are being prepared to be successful academically and to be successful in life.

Students will earn rewards and incentives for positive behavior in the classroom to promote student contribution to the school and individual success. Students will be rewarded for meeting academic goals that will be tracked through progress monitoring. Staff and students will be recognized for their work and contributions to the school.

Families will be provided with resources and events to promote positive relationships between our community and school where students are supported both in the classroom and at home. During family events, parents will receive information about the progress of the school, how their children are performing, and resources to support students in continuous growth. Parents will also have the opportunity to contribute to school decisions through participation in SAC committee.

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

Proximal Stakeholder Groups:

Students-Come to school prepared to learn and grow. Engaging in a growth-mindset to learn from mistakes to be successful in and out of the classroom. Follow school rules and procedures to ensure a safe learning environment for all students.

Teachers-Support student learning and growth through instructional plans, monitor student progress and use interventions to address the needs of students in the classroom. Establish clear and consistent classroom procedures that align with school expectations. Build positive relationships with students, family, and other staff members to promote a partnership in learning for all students and provide a safe and efficient learning environment.

Families-Communicating with school staff about the needs of students and the school. Establishing a partnership with school staff to support student learning and growth. Support student success by assisting students with home resources and assignments.

Volunteers/Community-Contribute time and materials to support the needs of the students, staff, and families. Communicate with school leadership team to discuss school progress, target areas of need, and support school in addressing those areas of need.

Broad Stakeholder Groups:

Early Childhood-Headstart will work in collaboration with K-5 in order to support students in Pre-K and address needs of students while teaching students school-wide expectations for academic performance, behavior, and contribution to the school community.

Business Partners-Local businesses will work in coordination to support the needs of the students and school in order to prepare students to be successful in the classroom and in life. Business partners will contribute according to data and school areas of focus including improving culture and providing Positive Behavior Interventions and Supports.