Doris A. Sanders Learning Center

2022-23 Ungraded Schoolwide Improvement Plan

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Doris A. Sanders Learning Center

1201 ENCHANTED DR, Lakeland, FL 33801

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

Demographics

Principal: Holly Melton

Start Date for this Principal: 6/20/2019

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Unsatisfactory 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%

- Nonsecure Programs: 0%-59%

- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To learn, achieve and believe in our potential.

Provide the school's vision statement.

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

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Doris Sanders Learning Center is a school serving students with significant cognitive, physical, medical and behavioral disabilities. Our students range in grades from kindergarten to transition students. Serving a population of approximately 90% of our students are non-verbal, we utilize visual supports in each classroom to communicate the expectations both behaviorally and academically. Our primary goals are to provide students with social, emotional and academic skills to enhance their lives so they can become as independent as possible. All of our students are served by using Access Standards and take Florida Standards Alternate Assessment, Datafolio and Performance Task. In addition to using Access Standards, our students are provided with behavioral expectations using foundations from Positive Behavior Intervention and Supports schoolwide. The students requiring additional supports have a Positive Behavioral Intervention Plan (PBIP) written by a BCBA and implemented by our staff. We utilize Zones of Regulation as a social emotional learning for each student daily and provide our students daily instructions on life skills appropriate to their individual needs.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Bruno, Polly	Principal	To be the instructional leader and ensure evidenced-based practices are being utilized for both academic and behavioral growth. By providing PLC's and monitoring using the continuous improvement cycle, Dr. Bruno will provide training and assistance in the following areas: student tasks alignment to benchmark, progress monitoring (including tracking data on IEP's), and social/emotional learning (Zones of Regulation). Dr. Bruno will plan and oversee the PLC, "The IEP from elementary to Transition" by Jenifer Lee, "Classroom Management 101" by Leonard Leblanc and "Unique 101 " by Alexis Barnie, "Family and Community Services" by Giselle Duque.
Duque, Giselle	School Counselor	To provide weekly small group sessions for the development of appropriate social and emotional skills to our Tier 2 students, individual sessions for our Tier 3 students. Provide quarterly showcases with community resources for our families. Mrs. Duque will co-plan and develop "Family and Community Services" and provide PD in monthly sessions
Lee, Jenifer	Teacher, ESE	Co-plan and develop "The IEP from elementary to Transition". Provide support and training monthly to teachers on IEP development, documentation and skills based instruction so our students will gain the most independence possible. In addition, map a sequence of job opportunity skills for our students.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Thursday 6/20/2019, Holly Melton

Total number of students enrolled at the school.
87

Total number of teacher positions allocated to the school.
16

Number of teachers with professional teaching certificates?
12

Number of teachers with temporary teaching certificates?
4

Number of teachers with ESE certification?
13

Identify the number of instructional staff who left the school during the 2021-22 school year.
2

Identify the number of instructional staff who joined the school during the 2022-23 school year.
3

Demographic Data

Early Warning Systems

2022-23

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	1	2	4	2	2	6	7	9	6	9	5	5	29	87
Attendance below 90 percent	0	2	3	1	1	3	4	4	2	6	3	3	11	43
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	1	3
Course failure in ELA	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	2	6	7	8	4	8	5	2	4	46
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	2	6	7	9	4	9	0	0	1	38
Number of students with a substantial reading deficiency	1	2	4	2	2	6	7	9	6	9	5	5	8	66

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	2	3	1	1	4	4	4	2	6	3	3	4	37

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

Date this data was collected or last updated
Tuesday 9/13/2022

2021-22 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	2	5	3	1	5	4	10	7	10	8	3	9	24	91
Attendance below 90 percent	1	2	3	1	3	2	7	3	7	5	3	5	13	55
One or more suspensions	0	0	1	0	1	3	2	2	1	0	0	0	3	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	

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

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

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	1	0	1	0	2	1	1	1	0	0	2	9

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		51%	55%					61%	61%
ELA Learning Gains								58%	59%
ELA Lowest 25th Percentile								49%	54%
Math Achievement		37%	42%					61%	62%
Math Learning Gains								56%	59%
Math Lowest 25th Percentile								52%	52%
Science Achievement		48%	54%					52%	56%
Social Studies Achievement		53%	59%					79%	78%

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%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	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%				
06	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	52		12	32			18			
BLK				20							
WHT		33		8	36						
FRL	6	57			15			10			

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	20		23	43		23	38			
WHT	15	25		19	50						
FRL	19	20		17	40						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	42	50	19	34		5	60			
BLK	27	42		29							
HSP				9							
WHT	13	44		15	37						
FRL	12	38		16	47						

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	128
Total Components for the Federal Index	6
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	20
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	19
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	18
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

FSAA Performance Task and Datafolio, have been used for progress monitoring along with benchmarks from ULS .

Which data component showed the most improvement? What new actions did your school take in this area?

By reviewing the data, there is a need for target task alignment and progress monitoring. By utilizing our DSLC Progress Monitoring and Quarterly Datafolio and PT Assessment, in addition to ULS quarterly reports, we will be able to monitor instructional alignment more accurately. Target task alignment is an area of improvement that is needed.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Understanding standards and target task alignment is a contributing factor for such a large number in ELA and Math scoring a level 1. Another factor is not utilizing the ULS teaching curriculum that has been

aligned to meet the needs of our students. The curriculum program, UNQUE, conducts monthly and quarterly assessments. In order to address this need, teachers will have monthly PLC on standards based target task alignment and the impact of proper utilization of UNIQUE so monthly tracking is used to demonstrate progress.

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

By reviewing the data, there is a need for target task alignment and progress monitoring. By utilizing our DSLC Progress Monitoring and Quarterly Datafolio and PT Assessment, in addition to ULS quarterly reports, we will be able to monitor instructional alignment more accurately. Target task alignment is an area of improvement that is needed.

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

Understanding standards and target task alignment is a contributing factor for such a large number in ELA and Math scoring a level 1. Another factor is not utilizing the ULS teaching curriculum that has been aligned to meet the needs of our students. The curriculum program, UNQUE, conducts monthly and quarterly assessments. In order to address this need, teachers will have monthly PLC on standards based target task alignment and the impact of proper utilization of UNIQUE so monthly tracking is used to demonstrate progress.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

PLC's will be provided monthly to determine task alignment to benchmark, UNIQUE Learning training on accessing appropriate level of instruction, IEP alignment to students' individual skills, Zones of Regulation to assist with behaviors and teach students to self-regulate. By providing hands on PLC's to teachers, we will build capacity among our staff, we will be able to
ensure we identify contributing factors for both success and growth areas.

Areas of Focus:

#1. Instructional Practice specifically relating to Instructional Coaching	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The lack of a progress monitoring tool that could be given quarterly based on assessed ACCESS standards that measure Performance Task questions has limited the potential showing of growth for some of our students. We have Datafolio that is given quarterly and measured by the state, we feel we need some type of progress monitoring that can do the same for our students that take the performance task for FSAA
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The lack of a progress monitoring tool that could be given quarterly based on assessed ACCESS standards that measure Performance Task questions has limited the potential showing of growth for some of our students. We have Datafolio that is given quarterly and measured by the state, we feel we need some type of progress monitoring that can do the same for our students that take the performance task for FSAA
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Assessment will be administered quarterly and PLC will be provided on how to read, plan and examine assessment results.
Person responsible for monitoring outcome:	Polly Bruno (polly.bruno@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Progress monitoring is an assessment technique that shows growth or need from each student based on a set of standards that are tested.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	This will allow teachers to notate progress or struggles with each student and be

able to address their needs individually.

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 be using Unique Benchmark Assessment quarterly as a progress monitoring tool. Quarterly meetings will take place with teachers to discuss data.

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

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Teachers will use quarterly benchmark assessments from ULS to determine growth for students based on tested standards.

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In order to meet standards, teacher must be able to identify what the standard is asking for and what the students needs to do to demonstrate mastery.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The plan is to Develop PD to focus on standards based instruction with aligned tasks. Begin with identifying with what is the standards asking, then move to what does it look life for a student work sample. The work will begin with ELA Access Points.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monthly PD will be provided and work samples will be posted in each classroom. We will work collaboratively along grade levels and grade bands together for supporting our teachers.
Person responsible for monitoring outcome:	Polly Bruno (polly.bruno@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Will be utilizing the continuous improvement model with teachers. Plan-do-check-act. We will look at each month as how we can improve each month throughout the year.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By using CIM, this provides for individual growth by looking at individual needs and what area each person is growing or needing additional support.

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 meet monthly to determine areas of need based on data. This data will come from the ULS pre and post test given monthly to measure growth. Looking at assessment scores and student work samples will provide teachers an idea of the growth of students.

Person Responsible

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

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

PLC will be developed on a monthly basic to teach teachers the standard and how to adapt their teaching strategies to meet the extent of the standard. By addressing the tested FSAA benchmarks first, the teachers will begin to see how the alignment process works. Work samples will be brought in to identify
the progress and growth areas.

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

The instructional practice focus will be on increasing teacher knowledge of ACCESS Point standards. This practice will allow teachers to directly understand what the standard is asking and understand how to develop task aligned to meet the standard.

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

The instructional practice focus will be on increasing teacher knowledge of ACCESS Point standards. This practice will allow teachers to directly understand what the standard is asking and understand how to develop task aligned to meet the standard.

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The measurable outcome will be specifically related to 3 different progress monitoring tools. The first tool utilized will be the pre/post assessments given for each month utilizing UNIQUE LEARNING SYSTEM (ULS),our curriculum, based on the monthly targeted standards. The second tool, will be the quarterly assessment using ULS and the final tool will be our progress monitoring tool given three times a year.

Grades 3-5: Measureable Outcome(s)

The measurable outcome will be specifically related to 3 different progress monitoring tools. The first tool utilized will be the pre/post assessments given for each month utilizing UNIQUE LEARNING SYSTEM (ULS),our curriculum, based on the monthly targeted standards. The second tool, will be the quarterly assessment using ULS and the final tool will be our progress monitoring tool given three times a 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.

During monthly PLC's data will be reviewed based on the monthly assessments. Once a baseline is established for the progress monitoring, data will be reviewed quarterly to gain insight on student areas of focus and small group instruction will be given in the deficit areas.

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

Bruno, Polly, polly.bruno@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?

By providing PD on target task alignment and understanding our ACCESS standards, teachers will gain knowledge on how to utilize instructional strategies to meet the needs of the students. By using monthly and quarterly progress monitoring, teachers will have the opportunity to gain an insight into areas of need. Meeting monthly with work samples and test data will provide teachers an understanding on how to identify weak areas based on data and develop small group instruction to increase student understanding in their area of need. We will be utilizing the continuous improvement model of plan, do, check and act for our evidenced based practices.

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?

By utilizing the continuous improvement model, we will be able to look at the data, identify the weak areas, and plan for small group instruction which will lead to improvements in student work. This will be a continuous cycle each month.

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
Professional Learning- will take place monthly in small group PLC's. Teachers will come for PLC based on grade bands taught and we will identify their specific needs.	Bruno, Polly, polly.bruno@polk-fl.net
Assessment- I will monitor monthly assessments and quarterly assessment to identify areas if growth for students and teachers.	Bruno, Polly, polly.bruno@polk-fl.net

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Other

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Student performance will be monitored on a daily, weekly, and monthly basis. Work samples, IEP Notebooks and data are checked through walk through's and observations. Student IEP notebooks are turned in monthly for compliance. All behavior plans are monitored and data is collected on behaviors that are not socially appropriate.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

We have incorporated school wide expectations that have been communicated through social media, website and our school agendas. Parents are notified on a daily basis if the student has meet the expectations. Parents are invited and participate in parent conferences and yearly IEP meetings.

Describe how implementation will be progress monitored.

Daily walk though and weekly conversations with all staff will be conducted. Teacher observations will be noted on the level of effective record keeping or needs improvement.

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.

Action Step	Person Responsible for Monitoring
Daily, weekly and monthly observations of classroom practices will be conducted by principal.	Bruno, Polly, polly.bruno@polk-fl.net
Jenifer Lee-specialist in monitoring and ensuring students receive the services in their IEP, reward systems and interactive materials to support each student with their long term goal of independence. By being the teachers resource for instructional strategies and ULS the teachers have a direct contact for experienced assistance.	Lee, Jenifer , jenifer.lee@polk-fl.net