Ponce De Leon Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Ponce De Leon Elementary School

1473 AMMONS RD, Ponce De Leon, FL 32455

http://pdle.hdsb.org/

School Board Approval

This plan was approved by the Holmes County School Board on 9/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

It is the mission of Ponce de Leon Elementary and its stakeholders to provide a nurturing, caring environment that meets our students' needs by providing a comprehensive curriculum that will allow our students to reach their highest potential.

Provide the school's vision statement.

Ponce de Leon Elementary is working to educate students of today to be successful in tomorrow's world.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Motley, Sonya	Principal	
Castaneda, Kaitlyn	School Counselor	
Brown, Wanda	Assistant Principal	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders of Ponce de Leon Elementary School are invited to be active participants in the success of the students and school. Community Leaders, parents, teachers, and staff make up the School Advisory Council at Ponce de Leon Elementary School and play a vital role in the establishment of school goals and support a variety of activities throughout the year to encourage and support the accomplishment of these goals. Members work along side school leaders to review the needs of the students and faculty at Ponce de Leon and play an active role in the creation of goals that will serve as a guide to achieving academic, social, and emotional growth.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Ponce de Leon Elementary School School Improvement Plan will be reviewed and monitored by the school leadership team during regularly scheduled school leadership meetings. The Curriculum and Assessment Coordinator will provide data to the leadership team at said leadership meetings. During this

time, school leadership will analyze student progress monitoring data and document any areas, classes, or grade-levels that indicate areas of concern. If the data reflects that the SIP goal has already been attained, the leadership team will revise the SIP to encourage further growth and student achievement in those areas.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	9%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	11	16	12	10	6	17	0	0	0	72
One or more suspensions	0	0	2	1	0	0	0	0	0	3
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	20	18	19	0	0	0	57
Level 1 on statewide Math assessment	0	0	0	0	13	19	0	0	0	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	2	7	3	5	6	0	0	0	31

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	1	5	7	3	9	0	0	0	31

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	17	14	15	5	13	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	1	1	0	0	0	0	5
Course failure in Math	0	1	0	3	0	0	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	0	12	11	0	0	0	23
Level 1 on statewide Math assessment	0	0	0	0	13	21	0	0	0	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	4	9	4	12	10	0	0	0	46

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	17	14	15	5	13	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	1	1	0	0	0	0	5
Course failure in Math	0	1	0	3	0	0	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	0	12	11	0	0	0	23
Level 1 on statewide Math assessment	0	0	0	0	13	21	0	0	0	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	4	9	4	12	10	0	0	0	46

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	37	53	59	59	56	56		
ELA Learning Gains				64			47		
ELA Lowest 25th Percentile				62					
Math Achievement*	49	49	59	54	61	50	45		
Math Learning Gains				64			34		
Math Lowest 25th Percentile				52					
Science Achievement*	38	38	54	61	54	59	41		
Social Studies Achievement*					64	64			
Middle School Acceleration					52	52			
Graduation Rate					60	50			
College and Career Acceleration						80			
ELP Progress			59						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	158
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	1	1
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	40	Yes	1	
FRL	33	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL				
AMI				
ASN				
BLK				
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	60			
FRL	55			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			49			38					
SWD	19			22			6				4	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	39			50			37				4	
FRL	30			41			31				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	59	64	62	54	64	52	61					
SWD	33	47	60	31	59							
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP												
MUL												
PAC												
WHT	61	65	65	56	63	50	61					
FRL	52	60	65	48	63	53	47					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	56	47		45	34		41					
SWD	26			30								
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	56	46		46	36		40					
FRL	46	38		36	29		37					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	46%	-2%	54%	-10%
04	2023 - Spring	43%	44%	-1%	58%	-15%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	27%	40%	-13%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	56%	56%	0%	59%	-3%
04	2023 - Spring	41%	60%	-19%	61%	-20%
05	2023 - Spring	52%	42%	10%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	37%	43%	-6%	51%	-14%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the FAST PM3, less than 50% of each grade level scored within the proficiency
range in 4th and 5th grade mathematics.
We feel that this decrease in performance is based on the absence of foundational skills that some students missed during the COVID shutdown, as well as the transition to the BEST standards and new curriculum.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our greatest decline was in the area of mathematics. We feel that this is due to the absence of foundational skills that were missed during the shutdown. Many of these skills would have been taught during first and second grade, which most of these students would have been in during the time that school was closed. Another factor has been the transition into the BEST Standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The biggest gap when compared to the state average is in 4th Grade Math. 43% School 61% State We feel that this gap is due to the teacher being a new teacher, in addition to the fact that the students are missing foundational math skills that should have been learned during the COVID shutdown. In addition,

this class has also recently transitioned into the BEST standards and began using a completely new curriculum.

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

Fifth Grade Reading showed the most improvement with 46% of students performing at or above proficiency.
Teachers met with school Curriculum/Assessment Coordinator bi-weekly to discuss data received from diagnostic assessments. Data from these diagnostic assessments allowed teachers to focus on the standards that students had not demonstrated mastery in. This information was then used to develop small groups and to drive instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern is with the absentee rates. Last year 72 students school-wide missed 10% or more days of instruction. Third grade and Fifth grade had two of the highest number of students absent more that 10%,
Another major area of concern was the number of 3rd grade students who made a level one on the FAST PM3 Reading Assessment. Out of fifty-one total third grade students, twenty students scored a level one on the final FAST Reading Assessment in May 2023.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Academic Achievement in Math
2. Academic Achievement in Reading
3. Academic Achievement of Students with Disabilities
4. Social/emotional instruction and School Safety
5. Student attendance

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on data collected using the FAST PM3,
less than 50% of 3rd Grade students demonstrated proficiency in the area of
reading. In order to reach the desired achievement level at the end of the 2023-24
school year students who did not demonstrate proficiency will need to receive intensive reading
instruction.

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

Based on the final Progress Monitoring Assessment taken in May 2024, the number of students who demonstrate mastery in ELA will increase by 10% or more.

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

Ponce de Leon Elementary School Curriculum and Assessments
Coordinator, Mrs. Wanda Brown will be monitoring student progress through diagnostic
assessments given throughout the year. She will report required data to the
school administration as well as classroom teachers.

Person responsible for monitoring outcome:

Wanda Brown (brownw@hdsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Each classroom teacher will provide small group reading instruction to
students who are in the lowest 25th percentile. This small group instruction will be
devoted to addressing specific reading deficiencies or non-mastered
standards identified by progress monitoring assessments. Teachers will
create data notebooks in order to monitor and track student progress.
Teachers will also meet with Mrs. Brown to discuss student performance
and participate in professional development activities throughout the school
year.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The use of a variety of learning and instructional styles are essential
to student achievement. In addition, small group instruction is one of the
most beneficial methods for delivering and monitoring student growth and understanding. A
small group setting allows teachers the opportunity to best monitor
individual understanding and provide consistent support.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. The school leadership team will work with the fourth grade ELA teacher regularly to discuss student data, as well as any necessary instructional and curriculum needs that need to be addressed in order to help students reach their goal.

Person Responsible: Sonya Motley (sonya.motley@hdsb.org)

By When: ELA Teacher will participate in Bi-weekly grade-level meetings to review data and participate in professional learning communities.

2. ELA teachers will meet with Mrs. Brown and administration to review student performance and review curriculum pacing guides in order to make instructional changes if needed to ensure student progress.

Person Responsible: Sonya Motley (sonya.motley@hdsb.org)

By When: Two weeks after Progress Monitoring is complete.

3. Administration will monitor progress monitoring data, conduct walk-throughs, and monitor lesson plans.

Person Responsible: Sonya Motley (sonya.motley@hdsb.org)

By When: Ongoing throughout the school year.

4.. The leadership team will meet after the final 2023-24 progress monitoring data is received to determine if goal was achieved.

Person Responsible: Sonya Motley (sonya.motley@hdsb.org)

By When: 06.01.24

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the FAST PM3 taken in May 2023, 43% of 4th grade students demonstrated proficiency in Math. This average was 22% below the state average and 17% below the district average.

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

Based on the final Math Diagnostic Assessment taken in May 2024, 50% of
students will score at or above proficiency in mathematics.

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

Ponce de Leon Elementary School Curriculum and Assessments
Coordinator, Mrs. Wanda Brown will be monitoring student progress through diagnostic
assessments given throughout the year. She will report required data to the
school administration, as well as classroom teachers.

Person responsible for monitoring outcome:

Wanda Brown (brownw@hdsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Math teachers will provide small group math instruction to
students identified as being below grade level on the progress monitoring
assessment. This small group instruction will be devoted to addressing
specific math deficiencies identified by progress
monitoring assessments. Teachers will create a data notebook to track and
monitor student progress. Teachers will meet with Mrs. Brown to discuss
student performance after each diagnostic assessment. Teachers will
participate in regular grade-level meetings and professional development
activities throughout the year.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The use of a variety of learning and instructional styles are essential
to student achievement. Small group instruction is one of the most
beneficial methods for delivering and monitoring student growth and understanding. A
small group setting allows teachers the opportunity to best monitor
individual understanding and provide consistent support.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. The school leadership team will work with math teachers regularly to discuss student data as well as any necessary instructional or curriculum needs that may be needed.
.

Person Responsible: Sonya Motley (sonya.motley@hdsb.org)

By When: Math teachers will participate in Bi-weekly grade level meetings with administration for the purpose of reviewing data and to participate in professional learning communities.

2. Grade level teachers will meet with Mrs. Brown and administration to review student performance, and review curriculum pacing guides in order to make instructional changes if needed to ensure student progress.

Person Responsible: Sonya Motley (sonya.motley@hdsb.org)

By When: Two weeks after Progress Monitoring is complete.

3. Administration will review progress monitoring data, conduct walk-throughs, and monitor lesson plans.

Person Responsible: Sonya Motley (sonya.motley@hdsb.org)

By When: Ongoing throughout the school year.

4.. The leadership team will meet after the final 203-24 progress monitoring data is received to determine if goal was achieved.

Person Responsible: Sonya Motley (sonya.motley@hdsb.org)

By When: 06.01.24

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Ponce de Leon Elementary School and its leadership recognize the direct correlation between parent involvement and student success. In addition, we recognize the invaluable resource we have in the parents who support the students, teachers, and staff at Ponce de Leon Elementary School.

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

In an effort to improve parents' ability to impact their child's academic performance, Ponce de Leon Elementary School will host a minimum of four events during the 2022-23 school year to provide instruction and information that can be used to assist students in improving their academic performance.

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

In order to monitor the planning and carrying out of these events, the school leadership team will meet on a monthly basis for the purpose of planning upcoming parent training events. Agendas, sign-in sheets, and meeting notes will be filed with documents related to other Title I activities and events.

Person responsible for monitoring outcome:

Wanda Brown (brownw@hdsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Ponce de Leon Elementary School will use a variety of communication methods to inform parents of events. Monthly newsletters will be sent home with students that includes a calendar of events for the month. This will include detailed information about opportunities for parents and stakeholders to participate in school related activities and meetings.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Increased parent involvement results in increased student achievement. When parents feel welcomed and supported at their child's school, they are more likely to communicate areas of weakness and ask school personnel for help. In addition, the relationships formed between teachers and parents through these activities establishes a positive rapport that will enable teachers to engage in conversations with parents on a regular basis throughout the school year.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. The Leadership Team will meet with Grade Level Team Leaders to develop a list of possible training/ event topics.

Person Responsible: Sonya Motley (sonya.motley@hdsb.org)

By When: 09.01.23

2. The Leadership Team will meet monthly to plan for parent events.

Person Responsible: Sonya Motley (sonya.motley@hdsb.org)

By When: Leadership Team during the first week of each month.

3. Administration will work with school and district personnel to organize and carry out events

Person Responsible: Sonya Motley (sonya.motley@hdsb.org)

By When: All events will be coordinated, planned, and advertised more than 30 days prior to event being held.

4. Administration will meet at the end of the school year to discuss effectiveness of parent events and establish event goals for the 2024-25 school year.

Person Responsible: Sonya Motley (sonya.motley@hdsb.org)

By When: 06.01.24

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Ponce de Leon Elementary School will work with school and district level finance personnel to ensure that all allocated funds are used to meet the goals set for our school, which includes the emphasis on targeted needs described in this School Improvement Plan. The School Advisory Council as well as the District Title I Coordinator will provide feedback and accountability to the School Leadership team in regards to the progression towards the accomplishment of these goals and the use of allocated funds used to assist in helping students achieve success through these efforts and beyond.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan will be created using input from community leaders, parents, teachers, and staff. The goals of the plan will be shared during the initial Title I Family Night. The SIP will also be published on the school webpage. Progress of the SIP goals will be shared regularly at School Advisory Council meetings as well as parent involvement and Title I activities throughout the school year.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Ponce de Leon Elementary School will use the Title 1 Parent and Family Engagement Plan as a guide in its efforts to build positive relationships with parents, families, and other community stakeholders. Our local community is invited to take part in our school by becoming community partners and/or stakeholders. These community members are encouraged to serve on our School Advisory Council, participate in PTO, and help provide support and resources when possible. In addition, families and community partners are invited to participate in a variety of family-oriented events and activities throughout the year. To further build and nurture relationships with parents and families, the school will host events throughout the school year to provide opportunities for parents to interact with teachers and other school employees. Teachers will also use communication folders to correspond with parents and families concerning their child's academic progress and to inform them about upcoming meetings and events.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Ponce de Leon Elementary School leadership team seeks every opportunity to improve as a team and promote growth school-wide. After analyzing student data, the team meets monthly to assess the MTSS plan and check the implementation progress. The role of the team is to assist the teacher in identifying students, implementing MTSS, and analyzing data.
Tier 1 - This tier consists of scientific, research-based instruction administered to all students by the classroom teacher.
Tier 2 - This tier involves students who are not making adequate progress at Tier 1. Students involved in Tier 2 receive additional academic instruction in addition to the core program.
Tier 3 - Interventions are provided by the teacher for students who do not make adequate progress at Tier 2. These interventions consist of intensive instruction in small groups or one-on-one instruction. Classroom teachers will provide small group reading instruction to all students. Targeted small group instruction will be devoted to addressing specific reading deficiencies identified by progress monitoring assessments by students in the lowest 25th percentile. Teachers will create and maintain data notebooks to monitor and track student progress.
Teachers will also meet with the Curriculum Coordinator and the Leadership Team to discuss student performance and participate in professional learning communities throughout the school year. These learning communities will be based on needs identified by progress monitoring data and areas of focus within the SIP.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Ponce de Leon Elementary has a voluntary pre-kindergarten program based on our campus that can serve up to 20 students with one full time instructor and one full time aide; The Pre-K students use the school facilities and join the student body for special programs when they are age appropriate. We are also one of the three schools in the district that receives students from the Holmes County Head Start program. Our district provides the students at Head Start with speech and language therapy when they are needed to help prepare these students for school

Title I, Part A provides funding and support for professional development activities, parent involvement activities, and technology needs.

Title I Part A will work in coordination with:

Title I, Part C - Migrant - address the issues that are common to migrant students and assists these students with their educational needs.

Title I Part D to provide the local institution for neglected and or delinquent children, and to at risk students services that are comparable to those provided to children in Title I schools such as: computer assisted instruction, dropout prevention programs, mentors career exploration etc.

Title X - Homeless provides funding to assist identified homeless students with school supplies, medical care and tutoring opportunities.

Nutrition Programs - PDLE participates in the free breakfast and free lunch program which is provided to all students in our district. We also work in conjunction with the Holmes County Health Department to provide education in nutrition and healthy lifestyle choices.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

School Counselor, Kaitlyn Castaneda works with faculty, staff, and students to promote good mental health habits. At the beginning of the year, students are asked to choose one school personnel individual as their point of contact if they need social or emotional support. This information is documented within our FOCUS system. Mrs. Castaneda also teaches character education and social skill classes throughout the year in each grade level. In addition, our school allows an outside agency to teach Child Safety Classes to students at Ponce de Leon Elementary School. As a district, all faculty and staff are required to be trained in Youth Mental Health First Aide every two years. Strategies and resources obtained through this course are used in the classrooms to assist students who demonstrate a need for mental health services.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Ponce de Leon Elementary School participates in a variety of activities throughout the year, with the goal of exposing children to the vast career opportunities available beyond the completion of their high school education. These activities are made possible by partnering with agencies such as Holmes County Sheriff's Department and Florida Department of Forestry. We also invite businesses, such as Gulf Power and Geneva Family Dentistry to speak and do demonstrations with our students. These presentations encourage students to explore a variety of career fields and strive to achieve their education goals.
Ponce de Leon Elementary School will provide a variety of opportunities for our students to learn about real world careers as an extension of the classroom. Information about jobs and careers is shared using

posters, presentation boards, guest speakers, and announcements made using the school intercom. Presentation boards and posters are created by people in the community. Students are also shown videos about different career fields. Our school also sponsors "Career Week" in which our students have dress up days that include dressing up as what they would like to be when they grow up.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Ponce de Leon Elementary School will implement elements of the PBIS program including behavior MTSS based on targeted behavior interventions needed for students. The leadership team will define schoolwide positive behavior expectations for all settings and focus on creating a positive school climate for Tier 1. Teachers and Guidance will monitor individual student behavior intervention plans for Tier 2 to help prevent worsening of problem behaviors. Facilitating collaboration between school professionals, community agencies and other mental and behavioral health providers will be included in Tier 3. The tiered model addresses all students with the goal of reducing problem behaviors and increasing instructional time.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Grade level teachers will meet with Mrs. Brown and administration to review student performance, and review the curriculum pacing guides in order to make instructional changes if needed to ensure student progress. Administration will review progress monitoring data, conduct walk-throughs, monitor lesson plans, and provide feedback as needed. Teachers will participate in bi-weekly grade-level meetings with the Curriculum Coordinator and participate in professional learning communities based on student needs indicated by progress monitoring data and the School Improvement Plans.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Students from local daycare and preschool programs (including Head Start) are invited to visit the school at the end of each school year. During this visit, students have an opportunity to visit classrooms, take a tour of the campus, and meet kindergarten teachers. The school and early childhood programs communicate data, records, and information that will assist in helping the teachers be prepared to address the student's individual needs at the beginning of the school year.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	500	0111 - Ponce De Leon Elem. School	General Fund		$500.00
2	III.B.	Area of Focus: Instructional Practice: Math				$500.00

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	590	0111 - Ponce De Leon Elem. School	General Fund		$500.00
3	**III.B.**	**Area of Focus: Positive Culture and Environment: Other**				**$250.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	590	0111 - Ponce De Leon Elem. School	General Fund		$250.00
					Total:	**$1,250.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes