

Pinellas County Schools

Ponce De Leon Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Ponce De Leon Elementary School

1301 PONCE DE LEON BLVD, Clearwater, FL 33756

<http://www.ponce-es.pinellas.k12.fl.us>

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.

Educate and prepare each student for college, career and life.

Provide the school's vision statement.

100% Student Success

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
James, Kristy	Principal	<p>The principal and AP monitor the learning environment and support teacher growth through observation and feedback. Based on that data, teams are provided with differentiated supports from school leaders and coaches. Principal designee. Instructional Leader. Intentional focus on all aspects of school improvement. Develop and monitor goals and action steps developed by school leadership team. Curriculum Specialist/Learning Specialist. PBIS Coordinator. Safety and Operations Manager. Instructional walk throughs. Teacher observation and evaluation. Testing Coordinator. MTSS team member. ILT. CST. Engage in Learning Walks with ILT. Oversee all curriculum area. Manage, analyze, and interpret school data from a variety sources, followed by effective action planning to identify and close achievement gaps to meet academic goals. Active participant in collaborative planning. Provide teachers with constructive and honest feedback to continuously improve instructional practice.</p>
Ohmer, Angela	Assistant Principal	<p>The principal and AP monitor the learning environment and support teacher growth through observation and feedback. Based on that data, teams are provided with differentiated supports from school leaders and coaches. Principal designee. Instructional Leader. Intentional focus on all aspects of school improvement. Develop and monitor goals and action steps developed by school leadership team. Curriculum Specialist/Learning Specialist. PBIS Coordinator. Safety and Operations Manager. Instructional walk throughs. Teacher observation and evaluation. Testing Coordinator. MTSS team member. ILT. CST. Engage in Learning Walks with ILT. Oversee all curriculum area. Manage, analyze, and interpret school data from a variety sources, followed by effective action planning to identify and close achievement gaps to meet academic goals. Active participant in collaborative planning. Provide teachers with constructive and honest feedback to continuously improve instructional practice.</p>
Angles, Tina	Instructional Coach	<p>Support ELA curriculum lesson planning aligned to standards. Support school leadership by helping to develop and implement goals and action steps to increase reading and writing achievement. Build capacity by increasing teacher leadership. Literacy Leader. Monitor all data related to ELA including computer-based learning programs. Promote a culture of collaboration and high standards for instruction. Help teachers create formative assessments within ELA. Oversee academic pacing calendar to ensure all grade level standards are taught. ELA ILT member. Facilitator of ELA PD. MTSS team member. Participate in instructional walk throughs. Reading Recovery monitoring and support. Attend monthly district coaching meetings and implement ideas/tasks. Apply and communicate knowledge of research based instructional practices that are effective. Analyze ELA data with teachers and school leadership team and assist with developing action plans. Assist teachers with collaborative planning around the ELA standards using district reading adoption and resources. Provide coaching cycles to improve teacher quality for specific teachers. Pull small groups for students needing intervention and enrichment. Support curriculum planning and PLC's using extended planning time. Engage in Learning Walks with ILT. Provide</p>

Name	Position Title	Job Duties and Responsibilities
		<p>teachers with constructive and honest feedback to continuously improve instructional practice.</p>
Christena, Sarah	Instructional Coach	<p>Promote a culture of collaboration and high standards for instruction. Support school leadership by helping to develop and implement goals and action steps to increase math achievement. Build capacity by increasing teacher leadership. Support math curriculum lesson planning aligned to standards and within grade level limitations. Facilitate Math PD, work with teachers during collaborative planning. Develop, monitor, and assist teachers in analysis and use of math formative assessments to drive instruction. Ensure interim assessment are completed by all grade levels. Monitor pacing of the math instructional calendar to ensure all standards are taught. Assist teachers in Grades 3-5 with using FSA Test Specifications. Engage teachers in doing the math prior to instructing students. Monitoring and supporting math block and intervention. Math ILT leader. Monitor and take action on all data related to math including learning computer-based programs. Participates in instructional walk throughs. Analyze and interpret math data and use it to help guide lesson planning, assessment, coaching, and effective action planning. Pull small groups for students needing intervention and enrichment. Developing math spiral review plans. Supporting curriculum planning and PLC's using extended planning time. Engage in Learning Walks with ILT. Attend monthly district coaching meetings and implement ideas/tasks. Provide teachers with constructive and honest feedback to continuously improve instructional practice.</p>
Perdue, Amanda	Instructional Coach	<p>Support school leadership by helping to develop and implement goals and action steps to increase science achievement. Promote a culture of collaboration and high standards for instruction. Build capacity by increasing teacher leadership. Oversee academic pacing unit calendar to ensure all grade level standards are taught. Intentional focus on grades 3-5 to increase science learning. Implement new district resources with teachers. Coach teachers in science by modeling high yield strategies and assisting in planning and developing engaging lessons aligned to the standards. Teach a review group to fifth graders after school. Establish plans with teachers to assist all subgroups of students in achieving at high levels. Promoting science gaming in the cafe. Analyze and review science data and develop and action plans to close gaps in learning. Developing exit tickets. Establish and monitor fifth grade spiral review and daily question of the day in grades 3-5. Recognized as a science leader. Conduct leadership walks. Site-based mentor. Monitor and support science lab. Implement coaching cycles to meet the needs of individual teachers. Engage in Learning Walks with ILT. Provide teachers with constructive and honest feedback to continuously improve instructional practice. Attend monthly district coaching meetings and implement ideas/tasks.</p>
Cortez, Keri	School Counselor	<p>School Counselor. Restorative Practices coach. Bully Prevention. Support mental health learning for students. Counseling. Implement guidance</p>

Name	Position Title	Job Duties and Responsibilities
		lessons. 504 Coordinator. MTSS Team Member. SBLT Member. Analyze student performance in class and identify sources of concerns. Establish meaningful relationships with students and families to know students and their unique needs to offer specialized solutions. Crisis team member. Student Services Member. Facilitate communication between parents, teachers, administrators and students about behavior and academic problems. Assist with school programs and events.

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.

School data and feedback from parent and staff surveys were analyzed by the leadership team, staff, and PTA to determine next steps. Areas with the largest gaps will be areas of focus for the 2023-2024 school year.

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))

The school improvement plan will be reviewed regularly to monitor for effective implementation and the impact on increasing student achievement at PTA, SAC, SBLT, PLCs and staff meetings. Data will be analyzed multiple times a year and the plan will be revised as needed.

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	76%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: F
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	4	38	22	23	25	17	0	0	0	129	
One or more suspensions	0	1	0	0	2	0	0	0	0	3	
Course failure in English Language Arts (ELA)	0	0	0	2	1	0	0	0	0	3	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	3	19	21	0	0	0	43	
Level 1 on statewide Math assessment	0	0	0	2	28	18	0	0	0	48	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level 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	1	1	0	2	15	9	0	0	0	28

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	4	5	3	4	0	0	0	0	0	16
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

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	0	45	32	42	34	31	0	0	0	184	
One or more suspensions	0	0	1	1	0	2	0	0	0	4	
Course failure in ELA	0	0	0	0	0	4	0	0	0	4	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	5	13	0	0	0	0	18	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	0	0	3	5	1	0	0	0	9

The number of students identified retained:

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

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	0	45	32	42	34	31	0	0	0	184	
One or more suspensions	0	0	1	1	0	2	0	0	0	4	
Course failure in ELA	0	0	0	0	0	4	0	0	0	4	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	5	13	0	0	0	0	18	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	0	0	3	5	1	0	0	0	9

The number of students identified retained:

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

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*	37	54	53	45	55	56	44		
ELA Learning Gains				64			45		
ELA Lowest 25th Percentile				53			40		
Math Achievement*	48	61	59	45	51	50	43		
Math Learning Gains				55			66		
Math Lowest 25th Percentile				44			63		
Science Achievement*	49	62	54	59	62	59	59		
Social Studies Achievement*					65	64			
Middle School Acceleration					52	52			
Graduation Rate					57	50			
College and Career Acceleration						80			
ELP Progress	55	64	59	54			56		

** 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)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	236
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	8
Percent Tested	98
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	45			
ELL	44			
AMI				
ASN				
BLK	34	Yes	1	
HSP	47			
MUL				
PAC				

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%
WHT	57			
FRL	44			

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	37	Yes	1	
ELL	49			
AMI				
ASN				
BLK	51			
HSP	49			
MUL				
PAC				
WHT	59			
FRL	51			

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	37			48			49					55
SWD	33			31			27				5	80
ELL	32			46			43				5	55
AMI												
ASN												
BLK	27			39			43				4	
HSP	37			47			50				5	58

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
MUL												
PAC												
WHT	47			60			47				4	
FRL	33			46			46				5	51

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	45	64	53	45	55	44	59					54
SWD	28	33		41	39	36	39					40
ELL	34	62	53	36	57	45	50					54
AMI												
ASN												
BLK	40	60	70	38	49	46	57					
HSP	43	59	41	40	56	50	53					52
MUL												
PAC												
WHT	50	65		57	54		70					
FRL	46	63	54	43	51	38	61					51

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	44	45	40	43	66	63	59					56
SWD	42	17	27	34	52	58	26					
ELL	43	71		46	88		60					56
AMI												
ASN												
BLK	41	25		34	45		33					
HSP	41	68		47	80		71					57
MUL												
PAC												
WHT	47	40		45	80		71					

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
FRL	44	43	42	41	65	62	59					52

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	28%	57%	-29%	54%	-26%
04	2023 - Spring	41%	58%	-17%	58%	-17%
03	2023 - Spring	38%	53%	-15%	50%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	37%	62%	-25%	59%	-22%
04	2023 - Spring	55%	66%	-11%	61%	-6%
05	2023 - Spring	43%	61%	-18%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	60%	-15%	51%	-6%

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.

The data component that showed the lowest performance was ELA proficiency. The contributing factors were multiple new teachers on all grade levels and gaps in reading foundational skills.

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

The data component that showed the greatest decline from the prior year was Science proficiency in 5th grade. The factors that contributed to the decline were new teachers in the 5th grade and the reading levels of the students. (21% proficient in 4th grade ELA)

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 data component that had the greatest gap when compared to the state average was ELA. The contributing factors were multiple new teachers on all grade levels and gaps in reading foundational & comprehension skills.

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

The data component that showed the most improvement was math proficiency. Contributing factors for this increase included additional support from the Math coach in 3rd-5th grade focusing on Benchmark aligned tasks and well planned-out PLCs.

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

An area of concern regarding student attendance is the number of students in kindergarten through 5th grade have been absent more than 10% of the year.

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

1. ELA proficiency
2. Science Proficiency
3. Math Proficiency

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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 has struggled to maintain consistent teachers and staff over the years due to consistent change in leadership as well as poor academic performance resulting in Ponce being in the transformation zone in 2016-2017. Teachers have also left due to personal family reasons or to transfer to a school closer to home.

Ponce de Leon Elementary School was a PBIS model school in previous years. Our goal is to tighten up our PBIS plan with students and staff to support a positive educational environment for all.

Measurable Outcome:

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

Ponce de Leon Elementary School will maintain 100% highly effective teachers and staff by the end of the 2023-2024 school year.

Monitoring:

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

The Ponce de Leon Elementary School staff roster will be monitored for the desired outcome of 100% retention at the end of the 2023-2024 school year.

Person responsible for monitoring outcome:

Amanda Perdue (perduea@pcsb.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.)

All new to Ponce teachers and staff members, regardless of years of service in Pinellas, will receive a mentor for support, questions, and collaboration. All staff will be invited to participate in monthly team building and positive interactions with all staff to maintain and build connectiveness.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Some employees that transferred over the years have expressed that they were overwhelmed or didn't feel supported or connected to their grade level team or the school. All new employees to Ponce de Leon Elementary School will be assigned a mentor for support, questions, and collaboration by July 2023. The school leadership team will also facilitate and schedule monthly climate & culture building events and activities to increase staff morale and relationships.

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.

All new employees to Ponce de Leon Elementary School will be assigned a mentor for support, questions, and collaboration by July 2023.

Person Responsible: Amanda Perdue (perduea@pcsb.org)

By When: July 19, 2023

All staff will be invited to participate in monthly staff climate & culture building events and activities to increase staff morale and relationships. All events have been planned out for the 23-24 school year.

Person Responsible: Angela Ohmer (ohmera@pcsb.org)

By When: July 26, 2023 and continue throughout the '23-'24 school year.

Ponce de Leon Elementary School will fully implement PBIS strategies to increase positive relationships among campus.

Person Responsible: Angela Ohmer (ohmera@pcsb.org)

By When: August 10, 2023 and continue throughout the '23-'24 school year.

#2. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a 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.

ELA and Math- Standards-based data (state assessments) collected from the 2022-2023 school year showed students performing below grade level in ELA and Math with a lack of consistency small group and intervention instruction. Students are not provided with consistent opportunities to be successful at their level to close achievement gaps.

Science- Standards-based data (state assessments) collected from the 2022-2023 school year showed students performing below grade level in Science lacked prior knowledge in grade- appropriate standards. Students are not provided with consistent opportunities to be successful in closing gaps during small group instruction.

Bridging the gap- Standards-based data (state assessments) collected from the 2022-2023 school year showed African American students performing below grade level in content areas due to lack consistent small group instruction across all grade levels.

Measurable Outcome:

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

ELA- Proficiency in ELA will increase from 41% to 51%, as measured by state assessments.
Math-Proficiency in Math will increase from 51% to 61%, as measured by state assessments.
Science- Proficiency in Science will increase from 49% to 59%%, as measured by NGSSS.
African American students' proficiency in content areas will increase by 10% as measured by state assessments.

Monitoring:

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

The area of focus will be monitored by daily informal and formal walkthrough observations with actionable feedback. All performance data will be consistently monitored and discussed with content coaches and staff at weekly PLCs. Lesson plans will be monitored by the leadership team and coaches to ensure small instruction is intentional.

Person responsible for monitoring outcome:

Kristy James (jameskr@pcsb.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.)

Differentiated instruction will be provided daily in all content areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom to ensure all students are being taught at their level.

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.

Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning.

Person Responsible: Kristy James (jameskr@pcsb.org)

By When: On going. Progress will be monitored throughout the year.

Ensure instructional supports are in place for all students during core instruction, small group and intervention, based on data, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced tasks for students above benchmark.

Person Responsible: Kristy James (jameskr@pcsb.org)

By When: On going. Progress will be monitored throughout the year.

#3. ESSA Subgroup specifically relating to Black/African-American**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 2021-2022 Assessment data, our African American Students at Ponce scored at 51% proficiency in ELA.

Measurable Outcome:

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

Ponce de Leon Elementary will increase ELA proficiency in our African American students by 10% as measured by end of year assessment data.

Monitoring:

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

Teachers and staff at Ponce de Leon will provide a safe and equitable learning environment in which black students build a growth mindset and increase perseverance to achieve academic, behavioral, and social/emotional success.

This area of focus will be monitored by daily walk-throughs, side-by-side coaching, and modeling of best practices.

Person responsible for monitoring outcome:

Kristy James (jameskr@pcsb.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.)

Teachers and staff at Ponce de Leon will provide a safe and equitable learning environment in which black students build a growth mindset and increase perseverance to achieve academic, behavioral, and social/emotional success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order to reduce the disparity within our black subgroup's data in attendance, discipline, and academics, professional development is necessary for ALL adults on our campus. The professional development should be on increasing the student engagement of our black students through the use of culturally responsive teaching practices, an equitable mindset, and the setting of high expectations.

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.

No action steps were entered for this area of focus

#4. ESSA Subgroup specifically relating to Students with Disabilities**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.

All grade level data, including, common assessments, formative and summative assessments, attendance, social/emotional learning and subgroups will be monitored at weekly PLCs and SBLT meetings.

Administration will meet regularly with ESE teachers regarding the collection of data and monitor progress towards IEP goals and objectives, then if needed, adjust services and accommodation. ESE teachers will administer foundational skills diagnostic and running records to monitor specific foundational skill IEP goals and assist in determining ELA intervention groups to close the foundational skills gap.

Measurable Outcome:

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

Based on the 2021-22 ESSA SUBGROUP DATA SUMMARY, Ponce de Leon's students with disabilities are performing below proficiency at 37%.

Proficiency will increase by 10% as measured by end of school year data.

Monitoring:

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

Students with disabilities data will be monitored by daily walk-throughs and weekly PLCs.

All grade level data, including, common assessments, formative and summative assessments, attendance, social/emotional learning and subgroups will be monitored at weekly PLCs and SBLT meetings.

Administration will meet regularly with ESE teachers regarding the collection of data and monitor progress towards IEP goals and objectives, then if needed, adjust services and accommodation. ESE teachers will administer foundational skills diagnostic and running records to monitor specific foundational skill IEP goals and assist in determining ELA intervention groups to close the foundational skills gap.

Person responsible for monitoring outcome:

Angela Ohmer (ohmera@pcsb.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.)

ESE teachers will collaboratively plan with grade level general education teachers that they support and provide modifications to the core curriculum so that SWD can access and engage in rigorous, grade-level content and either the general education or ESE teacher can provide specially designed instruction. In grades 3-5 a co-teach model will be utilized to increase access to grade level core curriculum. SWD will be provided prescribed small group instruction during the reading intervention block that supports foundational skills specific to their individual IEPs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order for SWD to increase proficiency with grade level content, they must be provided modifications to core curriculum so that grade level content is accessible and they increase proficiency (specially designed curriculum). Daily collaboration and communication between the general education teacher and ESE teacher is vital for students to meet their IEP goals and be successful with grade level content.

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.

No action steps were entered for this area of focus

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).

School Improvement funding allocations will be reviewed monthly at the School Advisory Committee meetings. Data will be presented to ensure the allocated funds are being spent according to the needs of the school.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Strategically focus on fully implementing the Pinellas Early Literacy Initiative by focusing on VKP-2 classrooms ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

Strategically focus on fully implementing differentiated reading intervention and small group instruction in 3rd-5th grade ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

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 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 Measurable Outcomes

Based on state ELA assessments we plan to achieve the following increases by PM3.

K- 88% to 90%

1st- 57% to 67%

2nd- 53% to 63%

Grades 3-5 Measurable Outcomes

Based on ELA state assessments we plan to achieve the following increases by PM3.

3rd- 40% to 50%

4th- 44% to 54%

5th- 30% to 50%

Monitoring

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 impact student achievement outcomes.

Areas of focus will be monitored by coaches and administration through classroom observations, formative assessments and state assessments. State assessments will be given 3 times a year and adjustments to instruction will be made based on the data. In addition, intervention groups will be flexible based student needs.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

James, Kristy, jameskr@pcsb.org

Evidence-based Practices/Programs

Description:

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. §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?

- o Provides print rich, explicit, systematic, and scaffolded instruction
- o Teach students to decode words, analyze word parts, and recognize words
- o Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary
- o Provide instruction in broad oral language skills
- o Teach students how to use reading comprehension strategies
- o Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

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
<p>Literacy Leadership</p> <ul style="list-style-type: none"> - School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. - School Literacy Leadership teams support the full implementation of the Pinellas Early Literacy Initiative in grades VPK-2. - Build capacity by identifying teachers, coaches, and district staff who can support training in understanding how high-quality instructional materials connect to evidence-based practices and the B.E.S.T standards. 	<p>James, Kristy, jameskr@pcsb.org</p>
<p>Literacy Coaching</p> <ul style="list-style-type: none"> - Literacy coaches work with school principals to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative around evidence-based practices grounded in the science of reading as well as the UFLC Flamingo Small group model to demonstrate a significant effect on improving student outcomes. - Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily. - Literacy coaches support and train teachers to administer assessments, analyze data and use data to differentiate instruction. 	<p>Angles, Tina, anglest@pcsb.org</p>
<p>Assessment</p> <ul style="list-style-type: none"> - Develop a structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs - Determine a structure for conducting screening, progress monitoring, and diagnostic assessments is in place to identify students with a substantial deficiency in reading. - Utilize a walkthrough tool to provide feedback to teachers to communicate and highlight how evidence-based practices learned as a part of the Pinellas Early Literacy Initiative professional development are impacting student achievement within the classroom. 	<p>James, Kristy, jameskr@pcsb.org</p>
<p>Professional learning</p> <ul style="list-style-type: none"> - Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction. - School-based teams support Pinellas Early Literacy Initiative professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment supported by the University of Florida Lastinger Center. - School-based teams provide training to teachers that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies outlined in the Pinellas Early Literacy Initiative. 	<p>James, Kristy, jameskr@pcsb.org</p>

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 SIP and SWP plan will be available to all stakeholders throughout the year on the school website, in the front office, in the media center, and on the school One Drive. Both plans will be reviewed at the following events: PTA and SAC meetings and staff meetings.

<https://www.pcsb.org/ponce-es>

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 will send all parent/Title 1 documents home with students, in the first week packet information. Copies of all documents will be uploaded to the school website and parents will be informed of their presence on the website through school messenger/Connect Ed phone calls. Teachers will hold a parent conference with each parent, during the first semester. Alternate conference times will be offered (outside of the school day) to parents. Professional development will be provided to teachers on how to best conference with parents and which information should be shared during those conferences (curriculum, testing, data, behavior, attendance, etc.). Feedback will be gathered using the annual survey, and surveys from each parent involvement activity. Multiple family and academic nights will be planned throughout the year to build positive relationships with all stakeholders.

<https://www.pcsb.org/ponce-es>

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 created a master schedule that allows support staff members more flexibility in working with multiple grades and to support all content areas. In addition, time was allotted for all staff members to attend trainings focused on intervention, enrichment and acceleration while preparing every student for college, career, and life.

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))

In addition to the list of programs and services above, Ponce de Leon Elementary has created community partnerships with the following agencies to further support our families with wrap around services:

Ross Norton Community partnership to support parents with resources and afterschool care, Chrysalis Mental Health services are available by referral,

Pack-a-snack, providing additional meals for students over the weekends and long breaks from school, Save Club, See Something Say Something, Violence prevention week, are all state mandated programs supported at Ponce de Leon Elementary school.

Ponce de Leon schedules a variety of family engagement events, highlighting student academics,

including the arts. Events include a literacy night as well as STEAM night, where community partners are invited to support our community.

Ponce de Leon has three VPK classes and one PreK3 class in order to support early intervention and preparation for kindergarten. The program is monitored by the VPK FAST assessments. Ponce de Leon and VPK will work together to coordinate transition programs for students entering the regular public-school program. Activities may include coordinated meetings with parents, VPK teachers and kindergarten teachers meet to discuss the specific learning needs of students, joint parenting meetings to discuss readiness skills and strategies that will better prepare students to transition into kindergarten. Yearly, Ponce de Leon hosts a Ready, Set, Kindergarten parent and family engagement event to allow families more information about the school, programs, and resources to support kindergarten readiness. We invite our local VPK providers outside of Pinellas County Schools to attend the event.

We monitor and seek feedback on all events through our PTA, SAC, family engagement surveys, and feedback. We aim to increase family and community engagement by sharing events via our website, facebook page, email, school messenger calls, school marquee, as well as fliers.

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))

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 throughout the year. Services are offered during nonacademic times during the day, as well as before and after instructional time. Staff members are also available to meet with families to offer support with additional community resources.

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 is embracing AVID strategies and our mission to prepare every student for college, career, and life. On-going professional development opportunities will be offered throughout the year to guide implementation of AVID strategies in classrooms and to prepare students for middle school and beyond.

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 staff have been trained schoolwide in Positive Behavioral Interventions and Supports (PBIS), which is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. On-going trainings will take place this year to ensure it is implemented with fidelity.

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))

Professional learning and other activities for teachers, paraprofessionals, and other school personnel will be offered throughout the year to improve instruction. Professional development opportunities will be held monthly, based on school data from academic assessments. Professional Learning Communities & collaborative planning on each grade level will be held weekly and differentiated based on each grade level team's needs. New staff members will attend monthly mentoring meetings to ensure they have the support they need to be successful.

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))

Ponce VPK teachers will work directly with the primary teachers, to transition students into kindergarten. Teachers will collaborate throughout the year to ensure all scholars are ready for kindergarten. VPK data will be shared with kindergarten teachers to allow them to meet each scholar's needs.

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: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

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

No