

Polk County Public Schools

# Dr. Ne Roberts Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Dr. Ne Roberts Elementary School

6600 GREEN RD, Lakeland, FL 33810

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

### 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.**

The mission of Dr. NE Roberts Elementary, with the support from home and the community, is to provide the highest quality education for our students by creating a caring and challenging atmosphere that encourages life-long learning.

**Provide the school's vision statement.**

Our vision is for family, community and staff to build the foundation necessary to create productive citizens.

### 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
Ewing, Dorothy	Principal	<p>Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes but is not limited to the following:</p> <ul style="list-style-type: none"> <li>* achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula;</li> <li>* demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success;</li> <li>* working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments;</li> <li>* recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers;</li> <li>* linking professional practice with student achievement to demonstrate the cause and effect relationship;</li> <li>* facilitating effective professional development;</li> <li>* monitoring implementation of critical initiatives;</li> <li>* securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice;</li> <li>* providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population;</li> <li>* employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data;</li> <li>* managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate;</li> <li>* establishing personal deadlines for self and the entire school;</li> <li>* using a transparent process for making decisions and articulating who makes which decisions;</li> <li>* actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;</li> <li>* managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment;</li> <li>* effectively managing and delegating tasks and consistently demonstrating fiscal efficiency;</li> <li>* understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything;</li> <li>* using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;</li> <li>* managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;</li> <li>* recognizing individuals for good work;</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>* maintaining high visibility at school and in the community;</li> <li>* demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research;</li> <li>* engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system;</li> <li>* and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.</li> </ul>
<p>Reimer, Dr. Ruth</p>	<p>Assistant Principal</p>	<p>Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following:</p> <ul style="list-style-type: none"> <li>* achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula;</li> <li>* demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success;</li> <li>* working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments;</li> <li>* recruiting, retaining, and developing an effective and diverse faculty and staff;</li> <li>* focusing on evidence, research, and classroom realities faced by teachers;</li> <li>* linking professional practice with student achievement to demonstrate the cause and effect relationship;</li> <li>* facilitating effective professional development;</li> <li>* monitoring implementation of critical initiatives;</li> <li>* securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice;</li> <li>* providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population;</li> <li>* employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data;</li> <li>* managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate;</li> <li>* establishing personal deadlines for self and the entire school;</li> <li>* using a transparent process for making decisions and articulating who makes which decisions;</li> <li>* actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;</li> <li>* managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<p>effective learning environment;</p> <ul style="list-style-type: none"> <li>* effectively managing and delegating tasks and consistently demonstrating fiscal efficiency;</li> <li>* understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything;</li> <li>* using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;</li> <li>* managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;</li> <li>* recognizing individuals for good work;</li> <li>* maintaining high visibility at school and in the community;</li> <li>* demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research;</li> <li>* engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system;</li> <li>* and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.</li> </ul>

The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.

Roles and responsibilities include, but are not limited to, the following:

Berry,  
Shanda

Reading  
Coach

- Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.
- Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.
- Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.
- Support teachers in planning instruction to meet the needs of all students through differentiated instruction.
- Provide classroom support by observing, modeling, co-teaching and providing specific feedback.
- Help teachers understand state and district mandates and how these mandates support student achievement.
- Provide support for school-based professional development to build the school's training capacity.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>- Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.</li> <li>- Provide follow-up support at the school level for district professional development in assigned content area.</li> <li>- Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work.</li> <li>- Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills.</li> <li>- Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction.</li> <li>- Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.</li> </ul>
<p>Burroughs, Dana</p>	<p>Math Coach</p>	<p>The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.</p> <p>Roles and responsibilities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>- Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.</li> <li>- Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</li> <li>- Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.</li> <li>- Support teachers in planning instruction to meet the needs of all students through differentiated instruction.</li> <li>- Provide classroom support by observing, modeling, co-teaching and providing specific feedback.</li> <li>- Help teachers understand state and district mandates and how these mandates support student achievement.</li> <li>- Provide support for school-based professional development to build the school's training capacity.</li> <li>- Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>based on targeted school needs and identified teacher needs.</p> <ul style="list-style-type: none"> <li>- Provide follow-up support at the school level for district professional development in assigned content area.</li> <li>- Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work.</li> <li>- Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills.</li> <li>- Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction.</li> <li>- Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.</li> </ul>
<p>Clopton, Diana</p>	<p>Parent Engagement Liaison</p>	<p>Provides educational support and accountability affecting personnel, programs and services within the Title I programs. Supervises program design, implementation and evaluation in areas such as mathematics, reading, and parental involvement. Researches supplemental instructional programs, activities, and materials. Evaluates programs and updates program guidelines as needed. Coordinates programs with other personnel. Provides continuing in-service programs to teachers and administrators. Works with administrators and school personnel in improving the effectiveness of teachers. Interprets federal guidelines for programs. Consults with teachers, principals, specialists, tutors and other staff in of assignment. Works with teachers and tutors in classroom management, curriculum planning and techniques of teaching. Monitors budgets for Title I programs. Works with other groups in program development and evaluation. May assist principals in evaluating performance of program personnel.</p>
<p>Bell, Erica</p>	<p>School Counselor</p>	<p>The School Counselor aligns with the district's mission to support the academic achievement of all students, insuring equity and access to all. The counselor implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student planning, preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate.</p>

Name	Position Title	Job Duties and Responsibilities
Coombs, Rachel	School Counselor	<p>The School Counselor aligns with the district's mission to support the academic achievement of all students, insuring equity and access to all. The counselor implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student planning, preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate.</p>
Hargrove, Barbara		<p><b>PERFORMANCE RESPONSIBILITIES:</b>                      Coordinates the referral, staffing, placement, and re-evaluation process for exceptional student education at the school level.                      Serves as a member of individual educational plan (IEP) meetings as the LEA representative.                      Provides the level and frequency of direct support to students and teachers based upon general educators' and students' need for assistance.                      Arranges for classroom and testing accommodations for students with disabilities.                      Assists in the development and adaptation of curriculum and testing materials to meet the needs of teachers and students.                      Models small group instruction to ESE students in general classes, as well as in a pullout setting.                      Serves as a resource to school personnel regarding ESE rules and regulations.</p> <p><b>STUDENT SUPPORT RESPONSIBILITIES:</b>                      Implements a program of study designed to meet individual needs of students with disabilities as outlined in the student's IEP.                      Provide support for ESE student achievement in the general education classroom through cooperative consultation and support facilitation.                      Provides small group and supplemental services beneficial to students with disabilities as an extension of regular classroom activities and modification for students on access points attending basic classes.                      Will assist with progress monitoring, data collection, analysis and necessary changes in the instructional program for students with disabilities based on assessed results                      Student responsibility will be at a school based level. LEA Facilitators will serve students with disabilities in a range specific to their school level to include a ratio not to exceed 1:15 at the elementary level, a ratio not to exceed 1:18 at the middle level, and a ratio not to exceed 1:20 at the high school level.                      LEA Facilitators will serve in a 70/30, meetings/student contact capacity.</p>

**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.

The school leadership team reviews school-wide data after spring state testing and district progress monitoring to establish a needs assessment and to develop an action plan for the upcoming school year. The School Advisory Council (SAC) consists of a diverse group of school leadership personnel, staff members, parents, and community leaders that mirrors the student population. The SAC reviews the school’s data and provides input to the principal regarding any recommendations or concerns about academic achievement and school culture. All stakeholders are notified that a copy of the School Improvement Plan is in the front office for review, and all are invited to provide feedback in writing to the principal. Stakeholder suggestions are discussed with the leadership team and the plan is revised as needed.

**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 leadership team will meet bi-weekly to review the SIP goals and to determine if the action steps outlined in the SIP are being effective. Data including teacher observations, lesson plans, progress monitoring data, and collaborative planning information will be discussed. Revisions to the plan will be on-going to ensure that we are selecting and monitoring appropriate researched-based interventions/ programs, monitoring the effectiveness of each program, and making revisions to meet the needs of all student subgroups.

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	56%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	TSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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)
<p align="center"><b>School Grades History</b></p> <p>*2022-23 school grades will serve as an informational baseline.</p>	2021-22: C
	2019-20: C
	2018-19: C
	2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	0	29	43	42	33	37	0	0	0	184
One or more suspensions	5	3	5	1	7	7	0	0	0	28
Course failure in English Language Arts (ELA)	2	12	24	46	33	17	0	0	0	134
Course failure in Math	1	10	12	33	25	7	0	0	0	88
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
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.	9	21	26	30	23	25	0	0	0	134

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	7	14	13	37	29	40	0	0	0	140

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	3	3	1	24	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**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	43	42	40	31	43	0	0	0	199
One or more suspensions	0	9	0	5	17	22	0	0	0	53
Course failure in 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	39	0	0	0	0	0	39
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	51	57	35	23	20	0	0	0	186

**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	19	16	14	44	55	0	0	0	148

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	1	0	0	0	0	0	0	7
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	43	42	40	31	43	0	0	0	199
One or more suspensions	0	9	0	5	17	22	0	0	0	53
Course failure in 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	39	0	0	0	0	0	39
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	51	57	35	23	20	0	0	0	186

**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	19	16	14	44	55	0	0	0	148

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	1	0	0	0	0	0	0	7
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*	42	45	53	41	47	56	35		
ELA Learning Gains				51			33		
ELA Lowest 25th Percentile				45			46		
Math Achievement*	45	49	59	49	42	50	45		
Math Learning Gains				46			31		
Math Lowest 25th Percentile				28			35		
Science Achievement*	24	41	54	40	49	59	35		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	51	54	59	64			44		

\* 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)	TSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	208
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	364
Total Components for the Federal Index	8
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	14	Yes	3	3
ELL	29	Yes	1	1
AMI				
ASN				
BLK	24	Yes	2	1
HSP	35	Yes	1	
MUL	50			
PAC				
WHT	50			

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%
FRL	36	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	28	Yes	2	2
ELL	41			
AMI				
ASN				
BLK	33	Yes	1	
HSP	45			
MUL				
PAC				
WHT	49			
FRL	42			

**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	42			45			24					51
SWD	13			25			0				4	
ELL	27			33			10				5	51
AMI												
ASN												
BLK	24			23			13				4	
HSP	31			45			19				5	46
MUL	50			50							2	

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
PAC												
WHT	57			52			35				4	
FRL	35			38			20				5	50

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	41	51	45	49	46	28	40					64
SWD	19	42	27	26	38	29	14					
ELL	28	59	50	35	41	27	27					64
AMI												
ASN												
BLK	22	47	64	28	40	14	19					
HSP	40	58	36	49	45	22	42					67
MUL												
PAC												
WHT	49	46	39	59	51	50	47					
FRL	33	46	41	44	45	27	33					65

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	35	33	46	45	31	35	35					44
SWD	17	17	30	23	32	40	18					
ELL	26	40		35	22		29					44
AMI												
ASN												
BLK	14	5		30	26		11					
HSP	33	39	55	44	30	36	35					39
MUL												
PAC												
WHT	45	41		55	36		44					
FRL	29	29	47	39	26	31	29					41

**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	37%	43%	-6%	54%	-17%
04	2023 - Spring	54%	53%	1%	58%	-4%
03	2023 - Spring	43%	42%	1%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	57%	51%	6%	59%	-2%
04	2023 - Spring	59%	56%	3%	61%	-2%
05	2023 - Spring	22%	44%	-22%	55%	-33%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	25%	39%	-14%	51%	-26%

**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 5th grade Science 25% and Math 22%.

The contributing factors to the low performance:

1. Teacher attendance
2. Instructional knowledge and delivery of new benchmarks
3. Student discipline/ teacher classroom management

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

Science has had the greatest decline in 5th grade last year 25% proficiency. This is a critical decrease over the past for years of 27%.

Factors that contributed to this decline:

1. Teacher attendance
2. Teacher knowledge of new benchmarks
3. Student discipline

**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.**

1. Largest gap is in 5h grade Science percentage of proficiency is at a critical stage – There has been a 27% decrease in proficiency the last 4 years (52% to 25%)
2. 5th grade overall scores negatively impacted school grade and the % of proficiency for 5th grade students (math – 22% ; ELA – 38%, Sci – 25%)
3. K-2 FAST ELA Data – all three grade levels decreased in % of proficiency from PM2 to PM3
4. ELA - 1st grade also ended PM3 with a lower % of proficiency (48%) than they did after PM1 (54%)

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

1. K-2 overall percent of proficiency in FAST math was 70%
2. 4th grade's proficiency in FAST Math was 63%
3. ELA 3-5 proficiency improved 4% points from 21-22

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

1. Increase proficiency in ELA across the grade levels K-5
2. Increase proficiency in Math across the grade levels K-5
3. Increase Science proficiency in 5th grade by 15%

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

1. Monitor small groups & SOAR/WIN time with fidelity ( with an emphasis on Math L25 especially in the BLK subgroup) (admin and coaches)
2. ESE instruction, HR teacher & inclusion teacher plan together, moving students back to inclusion, service with fidelity, monitor progress (admin, coaches, LEA, inclusion teachers, SC teachers, HR teachers)
3. Monitor progress for Math L25 especially in the BLK subgroup
4. Science instruction with fidelity in all grade levels, monitor progress (admin, M/S coach, science teachers)
5. Provide instructional coaching support to returning teachers whose data from 22-23 did not meet 50% proficient in ELA and/or math (coaches)

### **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.

The need for this area of focus in ELA with the subgroup of SWD is a critical focus due to this subgroup trending down each year and falling below the 41% for 2 years.

**Measurable Outcome:**

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

The measurable outcomes we plan to achieve will be a 2%-5% increase with SWD in ELA.

**Monitoring:**

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

This area of focus will be monitored by:  
 Administration observation feedback  
 Coaching support  
 Modeling of instruction practices and delivery  
 Facilitation of small groups for students needs

**Person responsible for monitoring outcome:**

Dorothy Ewing (dorothy.ewing@polk-fl.net)

**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.)

Small groups with district based intervention implementation (Reading Mastery and corrective reading).

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We were able to use Corrective Reading 2022-2023 school year and we saw an increase in student fluency as well as comprehension through this intervention. Now we will add the use of Reading Mastery for a deeper dive into Language Aquisition for student intervention.

**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 2 - Moderate 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***

**#2. 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.

The area focus of Positive Culture and Environment is critical to student learning. We will focus on creating a positive culture and environment with student attendance.

**Measurable Outcome:**

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

The measurable outcome we wish to achieve is students excited about coming to school and engagement in their learning.

We will implement various of attendance recognition for individual students as we as class rewards.

Reduce the number of absences by 25%-30%.

Reduce the number and frequency of early check outs by 25%-30%

**Monitoring:**

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

This area will be monitor to weekly and monthly attendance recognition.

Monthly top class awards for attendance.

**Person responsible for monitoring outcome:**

Team Leadership (leadershipteam@polk-fl.net)

**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.)

Evidence based Intervention:

Teacher will reach out to parents after a student has missed two days of school in one week.

Student attendance check in with Guidance counselor phone calls or a miss you post card.

Implementation of a weekly responsibility with school based therapy dog to promote coming to school.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Research has shown when a teacher reaches out to a parent about missing a student they show up for school the next day and the following few weeks.

Also, a post card always gets student attention especially when it's from the school. As well as guidance building a relationship with families via phone to help with strategies for students and parents who struggle with coming to school.

**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).

- Title I/UniSIG Comprehensive Needs Assessment (CNA)
- Data Com
- Summer Leadership Academy/Retreat
- School Improvement Plan Meetings/Trainings
- PURE Process
- Regional and Office of School Transformation review SIP plan

## 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

Kindergarten will give explicit instruction in phonics and phonemic awareness. Small groups with D.I. (use of Heggerty and district resources ie.. Reading Mastery

First and Second grade will use support non- readers with explicit phonics and phonemic awareness to give non readers support. Small group instruction daily with explicit grade level instruction. Also, the use of small group D.I. strategies daily with fidelity

K-2 - Daily phonic and phonemic awareness instruction and small group with fidelity to meet the needs of all learners.

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

Third- fifth grade with implement Corrective reading per district. Also, D.I. instructions in small groups daily to meet the needs of all learners.

The use of phonic strategies embedded in small group support for non readers. Also, comprehension strategies and supports used daily for student success.

Push-in support daily for the retained 3rd graders.



Supports and services for all students in 3rd-5th to ensure the use of the proper strategies and support for student success.

### 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

The measurable outcome for grades K-2 is an overall 5%-10% increase per grade level on STAR/ F.A.S.T.

K -SY 24 end goal is 75% of the students at/ or on benchmark grade level in STAR Early Lit.

1st- SY 23- 48% end of year data goal was 78%. SY -24 75% at or above grade level in STAR.

2nd -SY 23 50% end of year data goal was 75%. SY- 24 78% at or above grade level in STAR.

### Grades 3-5 Measurable Outcomes

The measurable outcome for grades 3rd-5th is an overall 5%-10% increase per grade level per F.A.S.T. PM1-P.M3.

No comparable data due to new benchmarks and New State Assessment.

### 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.

The Focus Area will be monitored teacher classroom data.

Bi- weekly data chats with students and parent conferences based upon data. Also, interim report check point.

Monitoring of PM1 PM 2 and PM 3 to drill down data for each student and supports to meet individual and grade level goals for student to be at or above grade level.

Data chats- students- teacher, as colleagues for plan of support, admin. to teacher with regards to each student in their classes

STAR K-5th

#### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Ewing, Dorothy, dorothy.ewing@polk-fl.net

### 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?

K-2 will be using Reading Mastery as well as Heggerty and SIPPS to improve students phonics and phonemic awareness. - Promising, These programs align with the K-12 Comprehensive Evidence-based Reading Plan, Alignment with B.E.S.T ELA benchmarks.

3rd-5th Will be using district assigned Corrective Reading Program. Also, implementation of explicit phonics/phonemic awareness through Wally Belvin.- promising support material, All aligned to district and state Comprehensive Evidenced-based Reading Plan, and Alignment to the B.E.S.T ELA benchmarks.

**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?

The STAR and pm data shows that our students are not performing at grade level.

Corrective Reading is District directed implementation for all schools.

Reading MAstery and Corrective Reading are researched based programs to support student success in reading for struggling readers.

**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
The Literacy Coach/ Admin will ensure teachers are trained in the proper programs and provide coaching as needed. Weekly classroom walk throughs to monitor implementation Professional learning will be provided through district and school based coaching.	Berry, Shanda, shanda.berry@polk-fl.net

## 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.

Review Parent and Family Engagement Plan and Compact for suggestions:

- School/District Webpage
- PEN Notebook
- Parent/Family/Community Input Meetings
- Annual Meetings

**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))

- Building Capacity Events
- Staff Capacity Building Professional Development
  - o Conferencing
  - o family/school relationship
- Family/Community Input
- Data Chats/Conferences
- Webpage
- Annual Meeting
- Preventing Barriers

**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)**

- Supplemental Staff (academic coaches, interventionists, paraprofessionals)
- Supplemental Resources
- Extended Learning
- Professional Development

- Collaborative Planning
- MTSS-Tier Support for Students

**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))**

- Data Com
- School Improvement Planning Trainings
- Regional (area) Meetings
- Summer Leadership Academy
- Title I Technical Assistance – Use of Funds, PFE Input, Back to School Mtg
- Comprehensive Needs Assessment Technical Assistance
- ESE, Migrant, Early Childhood,

### **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))**

- <https://polkschoolsfl.com/mentalhealth/>
- Individual Counseling
- Group Counseling
- School Consultations
- Drumbeats
- Collaboration with community providers – Peace River Center, Watson Clinic Behavioral Health,
  - o Support Groups
  - o Grief Support
  - o Children's Home Society

**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))**

- Building Capacity of Events – Transition events

**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).**

- PBIS
- RTI
- MTSS
- Behavior Interventionist, Student Success Coaches, Mental Health Counselors, School Counselors, Deans

**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))**

- Data Com
- Collective Bargaining Stipends – Title I, Critical Shortage Area, Highly Effective
- Recruitment and Educator Quality Department - PCPS Culture Ambassador Program

**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))**

- Early Childhood - <https://polkschoolsfl.com/earlychildhood/>
- Head Start
- VPK (Title I)
- Kindergarten Round Up
- Kindergarten Readiness Camps
- Books Bridge Bus
- Migrant Early Childhood Services

**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	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
<b>Total:</b>			<b>\$0.00</b>

**Budget Approval**

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

Yes