Davenport Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Davenport Elementary

8 W PALMETTO ST, Davenport, FL 33837

[no web address on file]

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.

Davenport Elementary will be a beacon for life-long learning providing a safe, orderly, positive educational environment dedicated to exemplary work that inspires trust and loyalty, embraces equity, builds confidence, and responds to the needs of others in a way in which all people are treated with dignity and respect.

Provide the school's vision statement.

Our vision for our Davenport Elementary students is that they will be properly equipped for the next phase of their educational career and will be able to utilize best practices gained from their time as a student at DES.

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
Brown, Shannon	Principal	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: * 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; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * 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;

Name	Position Title	Job Duties and Responsibilities
		* managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * 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; * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; * recognizing individuals for good work; * maintaining high visibility at school and in the community; * 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; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives. Non-Essential Functions of this Job Performs other duties as assigned.
Highley, Ashley	Assistant Principal	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: achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional

Name	Position Title	Job Duties and Responsibilities
		improvement, development and implementation of quality standards-based curricula; demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers; linking professional practice with student achievement to demonstrate the cause and effect relationship facilitating effective professional development monitoring implementation of critical initiatives securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establishing personal deadlines for self and the entire school using a transparent process for making decisions and articulating who makes which decisions 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 managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; 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; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school recognizing individuals for good work; maintaining high visibility at school and in the community 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; engaging in professional development opportunities that improve personal

Name	Position Title	Job Duties and Responsibilities
		professional practice and align with the needs of the school system; and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives. Non-Essential Functions of this Job Performs other duties as assigned.
Kobs, Mary	Math Coach	For all things Math related: 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: - 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. - 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. - Provide follow-up support at the school level for district professional development in assigned content area. - 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. - 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.

Name	Position Title	Job Duties and Responsibilities
		- Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - 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. Non-Essential Functions of this Job Performs other duties as assigned.
Reynolds, Andrea	Reading Coach	For all things Reading related: 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: - 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. - 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. - Provide follow-up support at the school level for district professional development in assigned content area. - Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study

Name	Position Title	Job Duties and Responsibilities
		and collaborative work such as lesson study and examining student work. - 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. - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - 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. Non-Essential Functions of this Job Performs other duties as assigned.
Nyeholt, David	Instructional Coach	All things MTSS related as well as instruction and coaching 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: - 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. - Develop and deliver school-based professional development in content

Name	Position Title	Job Duties and Responsibilities
		area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. - Provide follow-up support at the school level for district professional development in assigned content area. - 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. - 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. - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - 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. Non-Essential Functions of this Job Performs other duties as assigned.
Capocasale, Catherine	Other	This position exists to perform intervention services in math, literacy or science for students who are underperforming and at risk of not meeting state standards. In a Title I school, this position may also be responsible for documenting the implementation of the Title I Plan. Commitment is essential to the position for consistency in the educational process. Training and preparation will be afforded to successful candidates. However, this is not intended to preclude an Intervention Teacher from requesting transfers or applying for other opportunities. Essential Functions of this Job Professional duties will include identifying students who are at-risk in not meeting grade level proficiency by analyzing data from identified state and district formative and summative assessments, classroom assignments, and other identified curricula-based learning tasks; collaborating with teachers to plan, implement, and evaluate interventions for identified students; identifying appropriate supplemental resources to meet students' individual needs; working with administration to implement and document activities related to the Title I Plan; monitoring students' response and communicating with administration, teachers, and parents regarding students' progress in tutoring activities.

Name	Position Title	Job Duties and Responsibilities
		Implementation of intervention strategies with students may be accomplished through "pull out" or "push in" with small groups or on a one-to-one basis, when necessary.á Tutoring may occur before, during, and/or after school.
Villarini, Felsy	Other	This position exists to perform intervention services in math, literacy or science for students who are underperforming and at risk of not meeting state standards. In a Title I school, this position may also be responsible for documenting the implementation of the Title I Plan. Commitment is essential to the position for consistency in the educational process. Training and preparation will be afforded to successful candidates. However, this is not intended to preclude an Intervention Teacher from requesting transfers or applying for other opportunities. Essential Functions of this Job Professional duties will include identifying students who are at-risk in not meeting grade level proficiency by analyzing data from identified state and district formative and summative assessments, classroom assignments, and other identified curricula-based learning tasks; collaborating with teachers to plan, implement, and evaluate interventions for identified students; identifying appropriate supplemental resources to meet students' individual needs; working with administration to implement and document activities related to the Title I Plan; monitoring students' response and communicating with administration, teachers, and parents regarding students' progress in tutoring activities. Implementation of intervention strategies with students may be accomplished through "pull out" or "push in" with small groups or on a one-to-one basis, when necessary. Tutoring may occur before, during, and/or after school.
Canto, Ashley	Behavior Specialist	This position exists to assist leadership with the development of individual, class and schoolwide behavior interventions and to deliver appropriate teacher-to-teacher professional learning and support, resulting in improved effectiveness of classroom management, instructional practices, increased learning time for students, and enhanced student achievement. Essential Functions of this Job The Behavior Interventionist is responsible for teacher-to-teacher classroom support, modeling, mentoring, and collaborating to promote better behavior management strategies for teachers and students. This position will also be responsible for supporting teachers in data collection, analysis, interpretation and usage; research-based behavior strategies and programs; and school improvement.

Name	Position Title	Job Duties and Responsibilities
		The Behavior Interventionist will assist with developing and implementing behavior supports at all levels, including: * Assisting the leadership team to review schoolwide data and plan, implement, and monitor strategies to teach schoolwide rules and expectations * Assisting in the development of schoolwide discipline plan * Helping teachers identify obstacles to effective classroom management; providing and monitoring the effectiveness of alternative management strategies * Developing, implementing, and monitoring behavior plans based on Functional Behavioral Analysis for individual students * Participating in professional development opportunities to deepen content knowledge and best practices in the appropriate content area * Communicating with parents, peers, and administration Non-Essential Functions of this Job Performs other duties as assigned.

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.

We include our stakeholders by holding bi monthly SAC meetings to share out school-wide instructional data, attendance data, behavioral data and elicit feedback and ask for suggestions and partnerships. Our SAC includes parent, community members, business partners, and employees. The meetings are in person and virtual, recorded and made available to our community upon request. Our leadership team meets weekly for one hour to discuss data from walk-throughs, coaching cycles, concerns, and celebrations. With all meetings, any suggestions that are collected are then looked at by administration to determine if they are able to be implemented as well as a value add to the overall needs and best interests of the school.

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))

Each month, data from Journey, SWT tool, grade level assessments, progress-monitoring, intervention data and behavioral data will be examined to determine the effectiveness of the current plan for

implementation, if changes need to be made regarding student placement, teacher effectiveness, supports for teachers and students the team will make necessary adjustments and update SIP when applicable.

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	85%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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: D
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	60	53	40	60	28	42	0	0	0	283
One or more suspensions	8	5	2	10	5	26	0	0	0	56
Course failure in English Language Arts (ELA)	17	10	36	22	5	7	0	0	0	97
Course failure in Math	17	10	36	22	5	7	0	0	0	97
Level 1 on statewide ELA assessment	18	17	18	40	23	36	0	0	0	152
Level 1 on statewide Math assessment	12	7	9	56	30	52	0	0	0	166
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	12	7	9	56	30	52	0	0	0	166

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	5	3	10	41	3	0	0	0	65
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	56	33	37	39	31	37	0	0	0	233
One or more suspensions	3	2	3	7	7	14	0	0	0	36
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	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.	54	38	74	59	22	23	0	0	0	270
	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	3	5	37	39	29	37	0	0	0	150

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	2	7	48	0	0	0	0	0	64
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	56	33	37	39	31	37	0	0	0	233
One or more suspensions	3	2	3	7	7	14	0	0	0	36
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	25	29	21	0	0	0	75
Level 1 on statewide Math assessment	0	0	0	21	33	28	0	0	0	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	54	38	74	59	22	23	0	0	0	270
	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	3	5	37	39	29	37	0	0	0	150

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	10	6	34	36	4	0	0	0	91
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	44	45	53	38	47	56	37		
ELA Learning Gains				49			36		
ELA Lowest 25th Percentile				44			33		
Math Achievement*	41	49	59	36	42	50	37		
Math Learning Gains				48			43		
Math Lowest 25th Percentile				41			37		
Science Achievement*	42	41	54	22	49	59	34		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	49	54	59	62			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)	CSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	223
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	340
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	21	Yes	2	2
ELL	43			
AMI				
ASN				
BLK	44			
HSP	44			
MUL				
PAC				
WHT	47			
FRL	41			

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	23	Yes	1	1
ELL	42			
AMI				
ASN				
BLK	27	Yes	1	1
HSP	45			
MUL				
PAC				
WHT	47			
FRL	40	Yes	1	

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	44			41			42					49
SWD	21			17							4	29
ELL	39			39			46				5	49
AMI												
ASN												
BLK	49			38			44				4	
HSP	42			40			42				5	48
MUL												
PAC												
WHT	46			46			46				4	
FRL	41			39			38				5	45

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	38	49	44	36	48	41	22					62
SWD	9	24	21	19	38	25	25					
ELL	30	49	62	30	47	40	17					62
AMI												
ASN												
BLK	33	43		22	31	20	15					
HSP	38	51	58	37	49	41	23					63
MUL												
PAC												
WHT	44	48		43	66		36					
FRL	36	48	43	33	44	39	17					60

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	37	36	33	37	43	37	34					56
SWD	30	27		26	50		40					
ELL	33	32		33	37	33	35					56
AMI												
ASN												
BLK	31			41			20					
HSP	35	34	33	32	40	47	34					55
MUL												
PAC												
WHT	50			50								
FRL	35	34	30	32	38	29	32					51

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	43%	43%	0%	54%	-11%
04	2023 - Spring	52%	53%	-1%	58%	-6%
03	2023 - Spring	44%	42%	2%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	40%	51%	-11%	59%	-19%
04	2023 - Spring	54%	56%	-2%	61%	-7%
05	2023 - Spring	41%	44%	-3%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	39%	2%	51%	-10%

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.

As evidenced by the Statewide Science Assessment, 5th grade has a 41% proficiency compared to the PM3 data for ELA (46% proficient) and Math (45% proficient). Our team was restructured with a HIGHLY EFFECTIVE teacher leading the science instruction along with support from the District Science Coordinator, planning for intentional delivery and creating mini lessons for cycling back through standards during early release days and response to intervention during specials for targeted students.

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

We had no declines this school year as evidenced by the PM3 of FAST ELA and Math as well as the Statewide Science Assessment.

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.

As evidenced by PM3 FAST Math data, the state average was 58% proficient and we were only at 45% proficient; therefore, Math is the area in which we had the greatest gap. In grade 3, we did not have

confident teachers teaching math, several were on impact cycles with our math coach and the instability was higher due to class size and subs waiting for certified teachers to be hired.

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

As evidenced by the Statewide Science Assessment, 5th grade has a 41% proficiency compared to 23% proficient in 21-22. We hired a Highly Effective teacher to replace a teacher that transferred out and she was the main science contact that worked directly with the District Science Coordinator assigned to our school. The students were highly engaged, lessons were standards-aligned, we departmentalized 5th grade with one self=contained teacher who taught all subjects, so the majority of students were exposed to the HE teacher for science instruction. When we had UniSIG planning days, she worked again with our District Science Coordinator to create rotations that were used on early release days focused on standards identified in Q1, Q2, and Q3 as need for improvement. We also identified bubble students in 5th grade for Response to Data instruction during an extra block two days a week.

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

Attendance is a high need area of concern as well as our 3rd grade reading deficiency as evidence in EWS data reported.

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

1. Increase proficiency above 41% in ELA, Science and Math
2. Math proficiency increase to within 5% of the state average
3. Science proficiency increase to within 5% of the state average
4. Focus on K-2 interventions for closing the proficiency gap before entering grades 3-5
5. ELL population for targeted interventions with closing the learning gap in ELA, Math and Science

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 Early Warning System

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.

Last year we did a school-wide staff book study on a companion book about creating a trauma sensitive classroom environment. We also found that our attendance rates were improving in regards to the district average and we associated that with a more focused social/emotional supports, including coping skills, creating and keeping positive relationships with peers, creating trust between the home and school as well as our we focused on discipline referrals that were from students who came from homes with high trauma experiences. This year we will have a dedicated Behavior Interventionist as well as a Dean to assist with being proactive instead of reactive. Training teachers, monitoring and providing feedback and side by side coaching as needed to improve the classroom environment which will then improve attendance and the overall social-emotional health of all parties. The rationale for this focus area is due to the trauma faced by our students upon entering our school; teachers not equipped to respond to students in a deescalating manner; attendance is a targeted concern as it collates to trauma, behavior and academic inconsistencies.

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

We will continue to monitor daily attendance for our students, increase our family engagement and supports to impower our families to make academics and attendance a priority, continue to work our teachers and staff to reduce office managed discipline referrals and continue to monitor our PBIS program in the classroom and school-wide environments that foster learning for all students.

We will increase our daily attendance by 2% this year based on data collected in 2022-2023. We will also increase our PFE activities for face to face learning by at least one more event focused on our SIP goals. Lastly, we will decrease our office incidents by 15% based on data collected in 2022-2023.

We will decrease our office referrals or need for classroom interventions based on data collected from our Student Assistance Form in which teachers report for behaviors as documentation or as an immediate need for assistance. The form was used in 22-23 school year, we can compare data each quarter. Reports can be pulled by student, teacher, area, time of day, and specific behavior. This is used for Tier II meetings with families and support staff next steps.

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

We will use our Title I documentation of parent contacts, family engagement meetings, attendance records and discipline data from FOCUS as well as our school data collections platform for behavior supports as well as classroom walk-through data found in Journey and SBI walk-through site. We will also use the PBIS monitoring tool to ensure the program is being implemented with fidelity.

Person responsible for monitoring outcome:
Ashley Canto (ashley.canto@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.)

Adding a Behavior Interventionist and a Dean will allow for a more targeted approach for monitoring school-wide interventions and implementation of strategies to reach our most fragile learners as well as the opportunity to support staff with side by side coaching, feedback, use monitoring tools and weekly meetings with admin to discuss success, areas of concerns and next steps.

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

According to Fostering Resilient Learners by Kristin Souers and Pete Hall, understanding what trauma is and how it hinders the learning motivation and success of all students in the classroom, our school-wide attendance and discipline data is not making a positive change which is directly affecting our academic successes.

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.

Meet with staff (teachers, paras and support) during preplanning week to review, discuss, and plan for PBIS. One PLC per month will be dedicated to reviewing data from EWS to determine needs.

Person Responsible: Ashley Canto (ashley.canto@polk-fl.net)

By When: monthly PLC meetings with instructional staff and paras re: the form, its use and how it will impact student support; monthly Tier II meetings; weekly leadership meetings to discuss data reported;

Attendance procedures, FOCUS, flow chart for attendance, meet with SW weekly to review attendance, FOCUS accuracy, incentives, parent meetings as needed.

Person Responsible: Dennys Canto (dennys.canto@polk-fl.net)

By When: Weekly starting day 9, monthly PLC meetings with instructional staff and paras regarding the form, its use and how it will impact student support; monthly Tier II meetings; weekly leadership meetings to discuss data reported;

#2. Instructional Practice specifically relating to Benchmark-aligned 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.

All students will receive grade level rigorous benchmark-aligned instruction to improve student achievement in core content areas which will decrease and work towards closing the gap in proficiency. In 2021-2022, an average of 60% of the students in grades 3-5 earned a Level 1 on the State Reading or Math Assessment. In 2022-2023, we increased our proficiency in all subjects to above 41% and our overall proficiency was a 44%.

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

ELA and Math STAR data will be expected to demonstrate continuous growth on each STAR administration (Fall, Winter, Spring) with an end of the year STAR proficiency of 50% per ELA and Math. Science Quarterly data will be expected to demonstrated continuous growth on each Quarterly assessment with an end of year proficiency of 45%.

ELA/Math/Science weekly (bi-weekly for ELA) assessments are expected with a 70% of mastery or higher for all students which include all ESSA subgroup populations and Bottom 25. Learning Gains expected outcome of 50% for ELA/Math and Bottom 25% with 50% in ELA/Math.

We will use our weekly PLC times and UNISIG funding to disaggregate data from our F.A.S.T. Progress Monitoring assessments and our quarterly STAR Reading and Math assessments to determine how we are progressing to our goal.

Our SBI tool will be what we use for measuring instruction related to benchmark alignment. This walkthrough tool lends itself to conversations, tiering of teachers, coaching opportunities and used for instructional planning needs when funding is needed for after contract planning.

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

We will use STAR, ISIP, Florida Wonders bi-weekly assessments (edited based on Transformation supports identified for our school population), AR data, Schoology assessments for math and science quarterly assessments as well as Tier 2 and Tier 3 instruction data to look for proficiency as well as growth of our Lowest 25 and Learning Gains in our ESSA subgroups specifically.

Person responsible for monitoring outcome:
Shannon Brown (shannon.brown@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.)

BEST benchmarks and task-aligned rigorous collaborative learning is a chosen strategy as tasks aligned to the instruction and the benchmark creates purposeful and meaningful instruction for students allowing teachers to
capture data and evidence of student achievement and growth towards mastery of the standards. The lessons will be purposeful and engaging as well as relevant to the students while teachers provide support for students
to move towards mastery of the standards. Instruction will begin at the PROFICIENCY level and adjusted as needed based on data reported. Professional Learning Communities will be held for staff to study the

benchmarks and review student data to make revisions to instruction and instructional groups. We will use UNISIG funds to pay teachers, instructional coaches and school counselors to meet after school and during the school day to dive into data and to create plans based on current collected data points.

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

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 4 - Demonstrates a Rationale

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.

Teachers will collaborate with reading and math coaches, as well as, the support of the Office of Transformation (PTO) on benchmark-aligned lesson plans using district resources available in Polk Transformation's Schoology.

Person Responsible: Shannon Brown (shannon.brown@polk-fl.net)

By When: This will be started after the FAST PM1 and then regularly monitored for growth or lack of growth. Weekly leadership meetings and weekly PLC meetings will occur to consistently monitor for needs.

Coaches will assist and support content area teachers in planning instruction and assessments to meet the needs of all students for mastering standard assessments.

Person Responsible: Shannon Brown (shannon.brown@polk-fl.net)

By When: This will be ongoing beginning September 5th through May.

Coaches will create a Impact Cycle/Teacher Support Plan for any teacher in a tested grade level receiving a Needs Improvement or Unsatisfactory VAM rating.

Person Responsible: Mary Kobs (mary.kobs@polk-fl.net)

By When: The cycle will begin in September and continue based on need through May.

Coaches will also collaborate with paras in increasing their knowledge in content areas to further assist paras in working with students.

Person Responsible: Ashley Highley (ashley.highley@polk-fl.net)

By When: In September, paras will meet regularly with coaches and admin regarding push in supports for intervention time (ELA and Math) as well as small group supports for the lowest 25%.

Data chats with teachers and admin to discuss specific classroom data collected from SBI tool and how this correlates with student success in their classroom.

Person Responsible: Shannon Brown (shannon.brown@polk-fl.net)

By When: We will conduct chats after each Progress Monitoring with all, and more frequently with those that are not showing improvement.

#3. Instructional Practice specifically relating to Intervention

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.

Intervention instruction is a critical part of closing the learning gap and is the
foundation for ensuring individual student needs are being met. When intervention is leveraged effectively, teachers are able to group students
in a way that maximizes the opportunities to close the gaps in knowledge for
our most fragile students. This area is critical for us since our 2022-2023
PM3 FAST data showed that our non proficiency rate in ELA is 54% and 55% in Math. This is well below the state average, so evidence-based interventions will be implemented in all grades K-5 during 2023-24 school year.

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

While focusing on increasing proficiency with grade level instruction at the MEETING level for benchmark instruction, we will also be equally focused on closing the gap and the learning gains of our lowest 25%, especially in our SWD and ELL category. 50% learning gains and lowest 25% is the goal for 2023-24 based on PM3 FAST data.

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

During our intervention time, students will be working in groups based on diagnostic information which places them in center levels within the reading and math intervention program. Monitoring tools from the district will be used fo collect data during fidelity walks as well as logs on paper and digitally will be reviewed for monitoring of correct placement and student progress.

Person responsible for monitoring outcome:

Shannon Brown (shannon.brown@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.)

In reading, were are using Corrective Reading, Language for Learning and Reading Mastery as the chosen intervention. In math, we are using Number Worlds in grades K-5 as the chosen intervention.

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

These two programs have a record of evidenced-based outcomes for closing the learning gap. Some of our 3rd grade retainees were able to improve their scores from Level 1 to Level 3 or higher.

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 3 - Promising 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.

To implement this area of focus, testing needs to occur for all students so that they are placed in the correct level; training of all teachers and support personnel who will be delivering the programs; assigning teachers/support personnel to make sure our best are with our most fragile; monitor for fidelity and provide feedback, side by side coaching, and progress monitoring of the data pieces.

Person Responsible: Shannon Brown (shannon.brown@polk-fl.net)

By When: Training before school begins; leveling by end of 2nd week of school; start intervention by 3rd week of school; monitoring of program weekly; collection of data and disaggregation weekly/bi-weekly depending on the available data.

Walks will be done as leadership team (instructional) to collect data using the district fidelity/observation tool.

Person Responsible: Shannon Brown (shannon.brown@polk-fl.net)

By When: Weekly though May

Interventionists and paras will be used to push into classrooms for support through teaching, monitoring or pulling groups based on the levels in the classroom assigned to, training will need to occur prior to support starting.

Person Responsible: Shannon Brown (shannon.brown@polk-fl.net)

By When: Prior to interventions being used in classrooms.

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)).

Based on previous years' data it is evident that small group instruction in both ELA and Math are in need of support with materials, personnel and planning. The addition of an ELA Interventionist and a Math Interventionist last year afforded us the opportunities to target specific subgroups for both remediation, intervention and acceleration. Additional paraprofessionals also allowed for small groups and targeted instruction using scripted lessons from the districts RTD lessons, lessons created by subject area district coordinators while also pushing in for Number Worlds and Corrective Reading.

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

We will focus on foundational skills that are key to bridging the learning to read and reading to learn paradigm. We will use Reading Mastery and intervention materials from FL Wonders as will as STAR Reading reports to diagnose and prescribe interventions as needed.

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

We will focus on proficiency in grades 3-5 in ELA on state assessments using formative, summative, progress monitoring and diagnostic assessment tools provided by the state, district and school level. We will use Title I funding to support a tiered response to enrich and supplement foundational skills missing for students in grades 3-5.

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

In 2022-2023 STAR Reading scores showed that we promoted students with an overall 40% proficiency in reading. Our 2nd grade still struggles with reading on grade level as presented in the PM3 monitory. We will monitor these students early as they take STAR in 3rd grade. Our K and 1 students were more proficient as they move to grades 1 and 2. We will continue to set goals for students reading, taking AR tests and achieve 80%proficiency on each test taken. We will use Reading Mastery this year to help with missing foundational skills. Students will be leveled and intervention will be based on student needs.

Grades 3-5 Measurable Outcomes

In 2022-2023 our overall proficiency was 43% in ELA. Our 4th grade was our highest achieving, so moving in 23-24 school year, we will focus on our new 3-4 grades to focus on increasing proficiency while pushing 5th grade to grow in proficiency, learning gains, and our lowest 25%. We will use Corrective Reading to target low achieving students in reading. We will continue to monitor individual student reading with our AR program to push for 85% proficiency when taking tests. Our district and state progress monitoring assessments will be used after each testing window to determine if adjustments need to be made with classroom instruction as well as moving students in the intervention program as they show growth so that they are not staying a level that is too low or too high.

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.

We will use reports available from STAR, Istation, AR, and our intervention programs in grades K-5. As a team we will meet with the teacher to hold data chats about overall proficiency, Tier 2 and Tier 3 students that are being monitored for possible testing. This will include principal, assistant principal, literacy coach, MTSS Coach and interventionist assigned to the grade level.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Brown, Shannon, shannon.brown@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?

Corrective Reading is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in grade 3 or higher who are reading below their grade level. The program has four levels that correspond to students' decoding skills. All lessons in the program are sequenced and scripted. Corrective Reading can be implemented in small groups of 4–5 students or in a whole-class format. Corrective Reading is intended to be taught in 45-minute lessons 4–5 times a week.

Reading Mastery is designed to provide systematic reading instruction to students in grades K–6. Reading Mastery can be used as an intervention program for struggling readers, as a supplement to a school's core reading program, or as a stand-alone reading program, and is available in three versions. During the implementation of Reading Mastery, students are grouped with other students at a similar reading level, based on program placement tests. The program includes a continuous monitoring component.

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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?

Corrective Reading was found to have potentially positive effects on alphabetics and fluency and no discernible effects on comprehension.

Reading Mastery was found to have potentially positive effects on reading fluency and no discernible effects on comprehension for adolescent learners.

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
We will level identified students based on PM 3 data, BOY STAR Reading, leveling criteria for Reading Mastery or Corrective Reading.	Reynolds, Andrea, andrea.reynolds@polk-fl.net
We will meet regularly to review collected data on district assessments using FAST like questions to see how students perform on GAME DAY equivalent experiences.	Highley, Ashley, ashley.highley@polk-fl.net
We will move supports and tiered intervention groups as needed based on real-time data collected from reading programs such a iStation and STAR Reading as well as collected data from intervention programs in grade K-5.	Capocasale, Catherine, catherine.capocasale@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.

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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.

http://des.polkschoolsfl.com/
Review Parent and Family Engagement Plan and Compact
• School/District Webpage
• PEN Notebook
• Parent/Family/Community Input Meetings
• Annual Meeting

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))

http://des.polkschoolsfl.com/
• 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
• RTD
• 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, Cambridge/IB, Work Force

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, Sweet Center – Winter Haven Hospital
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))

• Dual Enrollment
• IB/Cambridge
• Career Academies
• Vocational Schools
• 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))

• Professional Learning Communities to improve instruction and data
• Data Com
• RTD
• UniSIG Supplemental Teacher/Administrator Allocation
• 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, ESE and non-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: Positive Culture and Environment: Early Warning System				$7,922.01
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	150	0925 - Davenport Elementary	UniSIG	0.2	$4,690.50
		Notes: Aides Paraprofessional - .2 Parent and Family Engagement Para (Other .8 is Classroom Para)				
	6150	210	0925 - Davenport Elementary	UniSIG		$636.50
		Notes: Retirement - 13.57% - Parent/Family Engagement				
	6150	220	0925 - Davenport Elementary	UniSIG		$358.82
		Notes: Social Security - 7.65% -Parent/Family Engagement				
	6150	231	0925 - Davenport Elementary	UniSIG		$2,205.60
		Notes: Health and Hospitalization - Instructional Personnel				
	6150	232	0925 - Davenport Elementary	UniSIG		$4.32
		Notes: Life Insurance - Instructional personnel				
	6150	240	0925 - Davenport Elementary	UniSIG		$26.27
		Notes: Workers Compensation - .56% - Instructional Personnel				
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$112,726.76
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0925 - Davenport Elementary	UniSIG	1.0	$53,700.66
		Notes: Other Certified Instructional Personnel - School based Coaches - Math, Literacy, Science who co-teach, coach, and assist with the instruction of students in classrooms 1 Instructional Coach				

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	210	0925 - Davenport Elementary	UniSIG		$10,907.33
			Notes: Retirement - 13.57% -Coaches - School based /School paid			
	6400	220	0925 - Davenport Elementary	UniSIG		$6,148.94
			Notes: Social Security - 7.65% staff development activities for instructional staff at the school			
	6400	231	0925 - Davenport Elementary	UniSIG		$15,218.64
			Notes: Health and Hospitalization - School based Coaches - Math, Literacy, Science			
	6400	232	0925 - Davenport Elementary	UniSIG		$29.81
			Notes: Life Insurance - Coaches - School based /School paid			
	6400	240	0925 - Davenport Elementary	UniSIG		$450.11
			Notes: Workers Compensation .56% - School based Coaches - Math, Literacy, Science			
	6400	160	0925 - Davenport Elementary	UniSIG	0.38	$26,271.27
			Notes: Cost sharing- Senior Coordinator of Instruction - individual will support multiple schools focusing on student learning by providing support and assistance to teachers and school-based administration. Provides extensive support and coaching services related to content-area instruction.			
3	III.B.	**Area of Focus: Instructional Practice: Intervention**				**$229,447.73**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	0925 - Davenport Elementary	UniSIG	2.0	$100,697.88
			Notes: Other Certified Instructional Personnel - School based/District paid Interventionist OR Student Success Coach who work with small groups of students in need of remediation 1 Reading Interventionist 1 Math Interventionist			
	5100	210	0925 - Davenport Elementary	UniSIG		$13,664.70
			Notes: Retirement - 13.57% - Instructional Personnel -			
	5100	220	0925 - Davenport Elementary	UniSIG		$7,703.38
			Notes: Social Security -7.65% -Instructional personnel			
	5100	231	0925 - Davenport Elementary	UniSIG		$22,056.00
			Notes: Health and Hospitalization - Instructional Personnel			
	5100	232	0925 - Davenport Elementary	UniSIG		$43.20
			Notes: Life Insurance - Instructional personnel			
	5100	240	0925 - Davenport Elementary	UniSIG		$563.90
			Notes: Workers Compensation - .56% - Instructional Personnel			

	5100	150	0925 - Davenport Elementary	UniSIG	1.8	$42,850.50
			Notes: Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation .8 - Classroom Para			
	5100	210	0925 - Davenport Elementary	UniSIG		$5,814.81
			Notes: Retirement - 13.57% - Instructional Personnel -			
	5100	220	0925 - Davenport Elementary	UniSIG		$3,278.06
			Notes: Social Security -7.65% -Instructional personnel			
	5100	231	0925 - Davenport Elementary	UniSIG		$19,850.40
			Notes: Health and Hospitalization - Instructional Personnel			
	5100	232	0925 - Davenport Elementary	UniSIG		$38.88
			Notes: Life Insurance - Instructional personnel			
	5100	240	0925 - Davenport Elementary	UniSIG		$239.97
			Notes: Workers Compensation - .56% - Instructional Personnel			
	5100	510	0925 - Davenport Elementary	UniSIG		$12,646.05
			Notes: Supplies - Instructional - Binders, paper, pencils, markers, chart paper, ink, chart paper			
					Total:	$350,096.50

Budget Approval

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

Yes