Poplar Springs High School

2023-24

Schoolwide Improvement Plan (SIP)

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Poplar Springs High School

3726 ATOMIC DR, Graceville, FL 32440

http://pshs.hdsb.org/

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

At Poplar Springs High School we believe that a strong education foundation for students is essential to ensure that all students reach their full potential. We will provide a variety of learning strategies that will empower all students to be innovative thinkers, creative problem solvers, effective communicators and productive citizens. We will ensure that our staff is well-qualified and continues to develop the skills and competencies necessary to guarantee a safe and secure learning environment. We will maintain accountability each day to ensure success tomorrow.

Provide the school's vision statement.

It is the vision of Poplar Springs High School that students will be innovative thinkers, creative problem solvers, effective communicators and productive citizens. All students will develop a strong foundation for continual learning.

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
Watford, Laura	Principal	
Goodson, Cynthia	Assistant Principal	
Simmons, Alice	School Counselor	
Trim, Jana	Curriculum Resource Teacher	

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 involve our stakeholders to include the school leadership team, teachers, school staff, parents, students, business and community leaders through the school advisory council, family nights, faculty and staff surveys, and face to face meetings.

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))

Our SIP is continuously monitored throughout the school year and revised based on progress monitoring data, student achievement, and overall school priorities and needs.

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)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	16%
2022-23 Economically Disadvantaged (FRL) Rate	84%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
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	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	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.	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	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	
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	7	5	6	11	7	2	2	13	5	77
One or more suspensions	0	0	1	0	2	0	1	0	0	4
Course failure in ELA	0	0	2	0	0	0	0	1	1	5
Course failure in Math	0	0	0	0	0	0	0	1	0	4
Level 1 on statewide ELA assessment	0	0	0	5	7	6	4	9	3	71
Level 1 on statewide Math assessment	0	0	0	3	8	6	8	11	2	62
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	3	5	0	1	7	2	30

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	3	5	0	0	0	2	1	14
Students retained two or more times	0	0	0	1	2	0	0	0	1	7

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	7	5	6	11	7	2	2	13	5	58
One or more suspensions	0	0	1	0	2	0	1	0	0	4
Course failure in ELA	0	0	2	0	0	0	0	1	1	4
Course failure in Math	0	0	0	0	0	0	0	1	0	1
Level 1 on statewide ELA assessment	0	0	0	5	7	6	4	9	3	34
Level 1 on statewide Math assessment	0	0	0	3	8	6	8	11	2	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	3	5	0	1	7	2	18

The number of students identified retained:

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

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*	46	44	53	51	44	55	51		
ELA Learning Gains				54			52		
ELA Lowest 25th Percentile				45			35		
Math Achievement*	42	47	55	58	41	42	47		
Math Learning Gains				59			43		
Math Lowest 25th Percentile				50			35		
Science Achievement*	34	41	52	48	49	54	40		
Social Studies Achievement*	55	66	68	53	51	59	68		
Middle School Acceleration	59	53	70	94	45	51	23		
Graduation Rate	91	79	74	100	44	50	100		
College and Career Acceleration	75	53	53	61	59	70	28		
ELP Progress			55		47	70			

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	465
Total Components for the Federal Index	8
Percent Tested	97
Graduation Rate	91

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	61

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	673
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	100

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	23	Yes	1	1
ELL				
AMI				
ASN				
BLK	28	Yes	1	1
HSP	20	Yes	1	1
MUL	46			
PAC				
WHT	60			
FRL	47			

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	41			
ELL				
AMI				
ASN				
BLK				
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
MUL				
PAC				
WHT	62			
FRL	48			

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	46			42			34	55	59	91	75	
SWD	22			39			9				3	
ELL												
AMI												
ASN												
BLK	38			18							2	
HSP	20										1	
MUL	42			50							2	
PAC												
WHT	49			43			37	56	62	78	8	
FRL	45			39			22	50	50		6	

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	51	54	45	58	59	50	48	53	94	100	61	
SWD	26	53	50	33	43							
ELL												
AMI												
ASN												

						2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS						
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP												
MUL												
PAC												
WHT	53	55	47	60	61	53	50	53	94	100	61	
FRL	42	50	46	48	54	45	39	58				

						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	51	52	35	47	43	35	40	68	23	100	28	
SWD	14	20		21	40							
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	53	53	37	49	43	38	41	75	23	100	30	
FRL	45	52	40	37	33	32	37	57	9	100	9	

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
10	2023 - Spring	40%	42%	-2%	50%	-10%
05	2023 - Spring	19%	46%	-27%	54%	-35%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	40%	46%	-6%	47%	-7%
08	2023 - Spring	66%	42%	24%	47%	19%
09	2023 - Spring	72%	43%	29%	48%	24%
04	2023 - Spring	38%	44%	-6%	58%	-20%
06	2023 - Spring	50%	44%	6%	47%	3%
03	2023 - Spring	59%	40%	19%	50%	9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	54%	48%	6%	54%	0%
07	2023 - Spring	40%	56%	-16%	48%	-8%
03	2023 - Spring	62%	56%	6%	59%	3%
04	2023 - Spring	36%	60%	-24%	61%	-25%
08	2023 - Spring	50%	37%	13%	55%	-5%
05	2023 - Spring	11%	42%	-31%	55%	-44%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	52%	43%	9%	44%	8%
05	2023 - Spring	22%	43%	-21%	51%	-29%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	32%	12%	50%	-6%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	45%	22%	48%	19%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	28%	47%	-19%	63%	-35%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	69%	-11%	66%	-8%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	62%	-15%	63%	-16%

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.

Upcoming sixth grade students were below 25% proficiency in all tested areas- ELA, Math, and Science. This group was less than 30% proficient in Reading in 3rd grade. They historically have performed poorly on assessments. The same teachers taught other grade levels that scored over 50% proficient.

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

Upcoming 6th grade reading and math. We are unsure what contributed to the decline other than the group had 30 students in 1 section. This created an environment where it was difficult for the teachers to work one on one with students.

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.

6th grade math had the largest the gap. The state percentage was 55% and our percentage is 12%.

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

Our largest improvement was 3rd grade reading. The 2022 proficiency was 34% and the 2023 proficiency was 62%.

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

We need to focus on attendance and providing interventions for students who scored level 1 on ELA or math assessments.

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

1. Improvement in 6th grade math and ELA scores.
2. Improve reading proficiency average of all grades to 62% proficient.
3. Improve math proficiency average of all grades to 62% proficient.
4. Attendance and truancy.

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 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.

6th grade math and ELA proficiency.

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

We are aiming for 50% proficiency in both reading and math, an improvement from less than 20% proficiency in both areas last school year.

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

This area of focus will be monitored by classroom walkthroughs, routine observations, data meetings, and analysis of progress monitoring data. We have reduced the number of students in the grade level by splitting the class into 2 sections in order to provide more one on one instruction and small group intervention.

Person responsible for monitoring outcome:

Laura Watford (watfordl@hdsb.org)

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

MTSS process, reading interventions as listed in our district reading plan, support by our district math coach, routine observations and coaching by our administrative team.

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

Both teachers and students require additional support as provided by the MTSS process, reading interventions as listed in our district reading plan, support by our district math coach, routine observations and coaching by our administrative team.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Continuous progress monitoring of student growth to ensure adequate progress throughout the year.
2. Regularly scheduled data meetings with teachers.
3. MTSS process to identify student learning needs and appropriate interventions
4. Professional learning for teachers on appropriate Tier 1 instruction, identifying student needs, and providing appropriate interventions

Person Responsible: Laura Watford (watfordl@hdsb.org)

By When: May 2024

#2. 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.

Increase Reading Proficiency average for all grades to 62% proficient or greater. Our rationale is to challenge and improve reading proficiency for all students.

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

PSHS ELA/reading proficiency average across grades 3-10 will be 62% or greater.

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

This area of focus will be monitored through data analysis of progress monitoring data, routine classroom walkthroughs, observations, compliance to District Reading plans, and compliance to District curriculum maps.

Person responsible for monitoring outcome:

Laura Watford (watfordl@hdsb.org)

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

1. MTSS process to determine efficiency of Tier 1 instruction and provide appropriate T2 and T3 interventions.
2. Interventions provided in accordance to District Reading Plan
3. Support and professional learning provided through PAEC and JRF

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

Interventions in District Reading Plan provided through MTSS are evidence based at the moderate or greater level. Support and professional learning through PAEC and JRF are evidence based.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Continuous progress monitoring of student growth to ensure adequate reading progress throughout the year.
2. Regularly scheduled data meetings with teachers.
3. MTSS process to identify student learning needs and appropriate interventions
4. Professional learning for teachers on appropriate Tier 1 instruction, identifying student needs, and providing adequate interventions

Person Responsible: Laura Watford (watfordl@hdsb.org)

By When: May 2024

#3. Instructional Practice specifically relating to Math

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

Improve Math proficiency average of grades 3-8, algebra and geometry to 62% or greater. The rationale behind this goal is to improve math proficiency for all students.

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

PSHS Math proficiency average across grades 3-8, algebra and geometry will be 62% or greater.

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

This area of focus will be monitored through data analysis of progress monitoring data, routine classroom walkthroughs, observations, compliance to district curriculum maps, and consultation with district math coach.

Person responsible for monitoring outcome:

Laura Watford (watfordl@hdsb.org)

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

1. MTSS process to determine efficiency of Tier 1 instruction and provide appropriate T2 and T3 interventions.
2. Interventions provided based on specific student needs
3. Support and professional learning provided through district math coach and PAEC

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

Interventions provided must be evidence based with .40 effect or greater. Support through PAEC and district math coach will be evidence based.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Continuous progress monitoring of student growth to ensure adequate progress throughout the year.
2. Regularly scheduled data meetings with teachers.
3. MTSS process to identify student learning needs and appropriate interventions.
4. Professional learning for teachers on appropriate Tier 1 instruction, identifying student needs, and providing appropriate interventions.

Person Responsible: Laura Watford (watfordl@hdsb.org)

By When: May 2024

#4. 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.

Student attendance is a primary indicator of student success. If students are not in class, they are not receiving instruction. In the 21-22 school year, PSHS had an average daily attendance of 88.17%; in the 22-23 school year, PSHS improved average daily attendance to 90.19%.

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

For the 23-24 school year, PSHS will improve daily average attendance to 92% by consistency in our district attendance and truancy procedures.

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

This area of focus will be monitored via FOCUS, student attendance records, attendance meetings, and attendance plans for students with difficulty attending school.

Person responsible for monitoring outcome:

Cynthia Goodson (cynthia.goodson@hdsb.org)

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

Interventions include teacher-parent communication, student conferences, parent conferences, and consistency in following our district attendance and truancy procedures.

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

Attendance is a primary indicator of student success.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will contact parents after 3 unexcused absences per nine weeks.
2. Note sent home once students reach three days excused by parent note with a reminder of our district attendance policy.
3. Phone call or parent meeting once student has 5 unexcused absences.
4. Parent meeting to create attendance plan if student continues to accrue unexcused absences.
5. District policy followed up to and including issuance of truancy petition.

Person Responsible: Cynthia Goodson (cynthia.goodson@hdsb.org)

By When: May 2024

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).

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

PM3 Reading Data from 22-23:
Kindergarten (now 1st grade)- 64% on track to score 3 or above on statewide, standardized ELA assessment
1st grade (now 2nd grade)- 65% on track to score 3 or above on statewide, standardized ELA assessment
2nd grade (now 3rd grade)- 54% on track to score 2 or above on statewide, standardized ELA assessment

All teachers in K-2 have received Curriculum Maps for ELA/Reading instruction. Also, all teachers have or are in the process of being trained on approved reading intervention programs that are listed in our district Reading Plan. Our curriculum coordinator is working with K-2 teachers to ensure instruction is explicit, direct, and differentiated in accordance to practice profiles. Admin team will routinely monitor and observe instruction. MTSS team will monitor interventions to ensure they are appropriate and implemented with fidelity.

Other forms of data being considered are classroom assessments, intervention documentation, unit tests, diagnostic assessment data, and progress monitoring data.

All grade levels K-2 demonstrated greater than 50% proficiency on PM3 progress monitoring data.

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

PM Reading Data from 22-23
3rd grade (now fourth grade)- 60% of students scored proficient on PM3 progress monitoring

4th grade (now fifth grade)- 39% of students scored proficient on PM3 progress monitoring
5th grade (now sixth grade)- 18% of students scored proficient on PM3 progress monitoring

All teachers in grades 3-5 have received Curriculum Maps for ELA/Reading instruction. Also, all teachers have or are in the process of being trained on approved reading intervention programs that are listed in our district Reading Plan. Our curriculum coordinator is working with 3-5 teachers to ensure instruction is explicit, direct, and differentiated in accordance to practice profiles. Admin team will routinely monitor and observe instruction. MTSS team will monitor interventions to ensure they are appropriate and implemented with fidelity.

Other forms of data being considered are classroom assessments, intervention documentation, unit tests, diagnostic assessment data, and progress monitoring data.

Grade 3 had the highest percentage of students scoring proficient on the PM3 ELA assessment that they have had over the past three years.
Grade 4 increased their percent proficient from their previous assessment scores the year before on FSA but are still below 50% or more proficient.
Grade 5 decreased their percent proficient from the previous year but have scored below 50% proficient since 3rd grade. In 3rd grade, this cohort of students only had 22% of students meeting proficiency.

To address concerns in in the current cohorts of last year's 4th and 5th grade, both grade levels have been split into smaller groups to provide teachers the opportunity to focus more on effective Tier 1 instruction as well as interventions and support. Mrs. Arrant has transferred to PSHS from BK8 where she has experience in middle school ELA and providing interventions to a wide variety of learners. She is teaching one section of 5th grade ELA and two sections of 6th grade ELA. Mrs. Pinnella has moved to 5th/6th grade from middle/high science. She previously taught 3rd grade and her students demonstrated successful rates of reading proficiency. Mr. Dutcher is our 4th grade teacher. He is a recent Chipola graduate and is excited to be part of the Atomic family. Mrs. Brown and Mrs. Smith are returning to 3rd grade where their students had a very successful year. All ELA teachers in grades 3-5 are reading endorsed.

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

It is our goal at PSHS that each grade level in K-2 demonstrate on their respective PM3 ELA assessment that 75% or greater of students be on track to pass the statewide ELA assessment.

Grades 3-5 Measurable Outcomes

3rd grade: On the PM3 ELA assessment, 65% or greater of students will demonstrate reading proficiency. This is an increase from the 54% of students in this group who demonstrated reading proficiency readiness on the STAR reading assessment at the end of the 22-23 school year.

4th grade: On the PM3 ELA assessment, 65% or greater of students will demonstrate reading proficiency. This is an increase from the 60% of students in this group who demonstrated reading proficiency on the FAST PM3 ELA assessment at the end of the 22-23 school year.
5th grade: On the PM3 ELA assessment, 50% or greater of students will demonstrate reading proficiency. This is an increase from the 39% of students in this group who demonstrated reading proficiency on the FAST PM3 ELA assessment at the end of the 22-23 school year.
6th grade: On the PM3 ELA assessment, 50% or greater of students will demonstrate reading proficiency. This is a substantial increase from the 18% of students in this group who demonstrated reading proficiency on the FAST PM3 ELA assessment at the end of the 22-23 school year.

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.

In all grades K-6, the administrative team will routinely monitor and observe reading instructional practices utilizing the Literacy Practice Profile to provide feedback and support. Curriculum coordinator will work with all ELA teachers to ensure they are adequately trained on appropriate reading interventions in accordance with the district Reading Plan. MTSS team will routinely monitor interventions provided to students to ensure interventions are appropriate and implemented with fidelity. Admin team will meet with teachers following each progress monitoring assessment to review student progress, students in need of intervention, student response to intervention, and any instructional improvements or adjustments needed to optimize student achievement.

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

Watford, Laura, watfordl@hdsb.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Evidence-based practices/programs being implemented to achieve the measurable outcomes across grades are
Reading Eggs, Exact Path, Study Island (all Edmentum products)
Phonics First, Great Reads
Heggerty
Sonday
Tyner

Leveled Literacy
Wonders imbedded intervention
Savaas imbedded intervention
DIBELS

Progress monitoring, MTSS process, and RTI are used to determine the appropriate intervention to use with specific students. All reading intervention resources meet Florida's definition of evidence-based intervention and are a part of our District Reading Plan. Teachers are only permitted to use resources that are included in our district's K-12 Comprehensive Evidence-based Reading Plan. All evidence-based practices/programs align to the BEST ELA standards.

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?

All programs were selected by the District based on evidence and proven records of effectiveness. All reading intervention programs are included in the District K-12 Comprehensive Evidence-based reading plan. Part of the selection criteria is that each program has shown a proven record of effectiveness and meet evidence-based criteria.

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
Literacy Leadership -Establish Literacy Leadership Team composed of Principal, AP, Guidance, Curriculum, Media Specialist, Teacher representatives from K-2, 3-6, 7-12, ESE, and at least two content area teachers. -Establish meeting schedule with at least one meeting per quarter. -LLT will establish non-negotiables across all classrooms and grades -LLT will create and organize opportunities for teachers and students to participate in creative, extracurricular literacy activities -Curriculum and Administration will participate in Leadership and Coaching Cadres with PAEC and Just Read Florida	Watford, Laura, watfordl@hdsb.org
Literacy Coaching -Curriculum Coordinator will take the lead on literacy coaching for all teachers, supported by Principal, Assistant Principal, and the Media Specialist -Curriculum coordinator and admin team will meet at least once per grading period to review progress monitoring data, student performance on class assessments, review class and individual student data, look at instructional tiers and provide support as needed. -Mentor teachers will work with new teachers on planning effective instruction, delivering content with fidelity, and student demonstration of mastery -Literacy Practice Profile and Look-fors will be used for teacher observation and feedback	Watford, Laura, watfordl@hdsb.org
Assessment -Curriculum Coordinator is responsible for coordinating and monitoring all state and district assessments -Curriculum Coordinator will ensure all applicable staff are trained and follow testing rules and procedures -Our goal is for 100% of students to participate in statewide assessments	Trim, Jana, jana.trim@hdsb.org
Professional Learning -Teachers will participate in beginning of year District training -Teachers have the opportunity to participate in professional learning throughout the year as provided by PAEC and district vendors such as Savaas, Edmentum, etc. -Professional Learning Communities will be established throughout the school year to address student data, instructional practices, learning strategies, etc. -Class coverage will be provided as needed for teachers to participate in professional learning activities	Watford, Laura, watfordl@hdsb.org

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.

Copies of SIP available at front desk.
SIP available electronically through district and state DOE website.
Notice of availability in local newspaper.
Notice of availability on social media and webpage.
SIP presented to School Advisory Council.
SIP presented and available at Title I family events.

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))

Quarterly Title I events for parents and families
Orientation at the beginning of each school year
Parent meetings any time requested by parents or teachers
Extra-curricular activities open to families and communities
Daily parents and students are greeted at morning drop-off and student pick-up
Teacher-parent communication regarding student academic and behavior at least twice per grading period

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)

PSHS is strengthening the academic program by utilization of bell-to-bell teaching, district curriculum mapping for all core academic courses, increased rigor and standards based instruction in all classes, dissemination of school improvement plan goals and focus to all stakeholders, at least quarterly town hall meetings with all grade levels to discuss school and individual student goals for achievement. Students in 8th, 9th, and 12th grades will have access to career planning tools such as Xello as well as information regarding ACCEL graduation options and dual enrollment opportunities.

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))

This plan has been developed in coordination and integration with other Federal, State, and local services, resources and programs such as Gulf Coast Advocacy Center (Child Safety Matters), Career Source (Future U), CARE, local programs by the Holmes County Health Department, Tobacco Free Holmes, Holmes County Sheriffs Department, Holmes County Emergency Medical Services, Holmes County 4H, University of Florida Extension Program, and the Poplar Springs community.

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))

PSHS refers students to our School Mental Health department as students are identified. Students complete a weekly mental health temperature check on Wednesday mornings in first period. Any student self-reporting as a 4 or 5 are seen by the guidance counselor. Teachers conduct a check-in with students self-reporting as a 3 and refer them as needed to the school counselor. PSHS Threat Assessment team meets monthly to determine needs and supports for identified students as well as discuss interventions and supports for said students. Annual required instruction is conducted about student mental health and other areas. PSHS has added three additional sports and one club to encourage students to become involved extra-curricularly. We utilize career planning, interest inventories, and opportunities to attend career fairs and college campuses to engage student in post-secondary planning.

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))

We utilize career planning, interest inventories, and opportunities to attend career fairs and college campuses to engage student in post-secondary planning. Students have the opportunity to take ASVAB, PSAT, ACT, and SAT on campus during a regular school day to assist them in post-secondary preparation and planning. CareerSource will be meeting with Seniors twice a month for career interest and planning activities. During quarterly town hall meetings with students, opportunities for dual enrollment, technology and STEM courses, and internship opportunities both on and off campus.

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).

PSHS actively uses the MTSS model, instructional tiers, and interventions to identify and address student learning, both academic and behavioral. PSHS routinely shares information on ChildFind services to parents.

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))

PLCs and professional learning is provided to school staff based on instructional need to improve instruction and use of data. PSHS hopes to recruit students into the education profession through educational opportunities available through Florida Future Education Association chapter, education courses, and education dual-enrollment courses. PSHS also hosts education interns from Baptist College of Florida and Chipola College School of Education.

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))

Due to the rural nature of the Poplar Springs community, there are no local early childhood education programs. We routinely share information about our on-campus VPK program and ChildFind services. We host a Kindergarten Signing Day to invite parents and soon-to-be kindergarteners on campus for tours of the cafeteria, classrooms, and library as well as to assist parents in completing registration paperwork and access local agencies such as FIN and ChildFind.