

Polk County Public Schools

Combee Academy Of Design And Engineering School



2023-24

Schoolwide Improvement Plan (SIP)

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Combee Academy Of Design And Engineering

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The staff at Combee Academy of Design and Engineering will facilitate opportunities for students to access curriculum through the use of varied instructional strategies, learning modalities, technology and the arts to increase student achievement.

Provide the school's vision statement.

The vision of Combee Academy of Design and Engineering is to create a learning environment where all children are encouraged to become lifelong learners as they strive to reach their maximum potential in order to become productive members of society.

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
Farrens, Tammy	Principal	<p>This principal provides the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.</p>
Cox, Kristi	Instructional Coach	<p>This position exists to deliver appropriate teacher-to-teacher professional learning and coaching support, resulting in improved effectiveness of classroom instructional practices and enhanced student achievement.</p> <p>This position will serve in a specified school within the district. This position will be assigned to a Math, Reading or Science content area, for which s/he must be fully qualified. The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.</p>
Hooker, Alyson	Science Coach	<p>This position exists to deliver appropriate teacher-to-teacher professional learning and coaching support, resulting in improved effectiveness of classroom instructional practices and enhanced student achievement.</p> <p>This position will serve in a specified school within the district. This position will be assigned to a Math, Reading or Science content area, for which s/he must be fully qualified. The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.</p>
Hallock, Rebecca	Reading Coach	<p>This position exists to deliver appropriate teacher-to-teacher professional learning and coaching support, resulting in improved effectiveness of classroom instructional practices and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>enhanced student achievement.</p> <p>This position will serve in a specified school within the district. This position will be assigned to a Math, Reading or Science content area, for which s/he must be fully qualified. The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.</p>
Wright, Michael	Assistant Principal	<p>This position exists to assist the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.</p>
Barger, Lori	Instructional Media	<p>This position exists to ensure that all students learn the basic and essential skills at each grade level.</p> <p>Essential Functions of this Job:</p> <p>Plans and implements a library media program, which aligns to the mission and vision of the district; providing equal access to all students. Creates and maintains a library media center that is organized, welcoming, and conducive to learning. Delivers library media services by providing resources and instruction for students and teachers to become independent users of information. Plans, prepares, and provides instruction in the skills necessary to access, evaluate, analyze, and organize information in all formats to ensure optimal student achievement. Implements large group, small group, and individual settings. Plans prepares, and provides literature activities to promote a love of reading and lifelong learning for students. Uses, models, and assists users with instructional applications and use of technology for academic learning.</p>
Filarecki, Steven	School Counselor	<p>This position exists to provide a comprehensive counseling program that addresses academic, personal/social, and career development by designing, implementing,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>evaluating and enhancing a program that promotes student achievement. (The objectives of the guidance program are outlined in the Polk County Developmental Guidance Plan and include services to students, parents, staff and the community.) The comprehensive developmental school counseling program provides education, prevention, intervention, and advocacy.</p> <p>The School Counselor aligns with the district's mission to support the academic achievement of all students, insuring equity and access to all. The counselor implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student planning, preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate.</p>
Styron, Michelle	Behavior Specialist	<p>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 instructional practices, increased learning time for students and enhanced student achievement.</p> <p>The Intervention Facilitator 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 strategies and programs; and school improvement.</p>
Armstrong, Lisa	Teacher, K-12	<p>Provide identified gifted and talented students with appropriate learning experiences that develop potential and lead to advanced academic achievement. Provide services for gifted and talented students in Kindergarten through 5th grade, working in collaboration with administrators and teachers to provide a supplemental support for increasing advanced student achievement for all students, specifically gifted and talented students through staff development, instructional planning, and classroom support for teachers through both a pull-out and push-in program.</p>

Stakeholder Involvement and SIP Development

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

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

Staff, parents, and the School Advisory Council are given the opportunity to provide input through a survey at the end of each school year. The results are used when the school's leadership team meet in the summer to draft a plan for the school year. During pre-planning week, staff reviews the draft of the plan and provides feedback. The SAC will then review the plan and it will be finalized.

SIP Monitoring

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

The SIP will be monitored on a monthly basis during leadership team meetings. The plan will be revised, if necessary.

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	53%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C

	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	35	35	28	27	21	26	0	0	0	172	
One or more suspensions	3	2	6	10	6	8	0	0	0	35	
Course failure in English Language Arts (ELA)	23	5	6	21	4	0	0	0	0	59	
Course failure in Math	9	2	2	9	5	0	0	0	0	27	
Level 1 on statewide ELA assessment	0	0	0	24	20	17	0	0	0	61	
Level 1 on statewide Math assessment	0	0	0	17	19	31	0	0	0	67	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	27	27	29	58	32	42	0	0	0	215	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	6	8	25	24	21	0	0	0	90

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	1	0	9	0	0	0	0	0	14
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	38	32	22	21	25	36	0	0	0	174	
One or more suspensions	1	6	6	2	6	6	0	0	0	27	
Course failure in ELA	18	13	23	29	30	14	0	0	0	127	
Course failure in Math	9	6	18	16	18	10	0	0	0	77	
Level 1 on statewide ELA assessment	0	0	0	15	27	35	0	0	0	77	
Level 1 on statewide Math assessment	0	0	0	27	28	27	0	0	0	82	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	26	37	43	31	49	53	0	0	0	239	

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	22	25	30	38	42	50	0	0	0	207

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	3	13	0	0	0	0	0	25
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	38	32	22	21	25	36	0	0	0	174	
One or more suspensions	1	6	6	2	6	6	0	0	0	27	
Course failure in ELA	18	13	23	29	30	14	0	0	0	127	
Course failure in Math	9	6	18	16	18	10	0	0	0	77	
Level 1 on statewide ELA assessment	0	0	0	15	27	35	0	0	0	77	
Level 1 on statewide Math assessment	0	0	0	27	28	27	0	0	0	82	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	26	37	43	31	49	53	0	0	0	239	

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	22	25	30	38	42	50	0	0	0	207

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	3	13	0	0	0	0	0	25
Students retained two or more times	0	0	0	1	0	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*	43	45	53	44	47	56	42		
ELA Learning Gains				49			37		
ELA Lowest 25th Percentile				47			43		
Math Achievement*	45	49	59	47	42	50	40		
Math Learning Gains				59			46		
Math Lowest 25th Percentile				43			38		
Science Achievement*	52	41	54	44	49	59	57		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	65	54	59	47			42		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	248
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	8
Percent Tested	100
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	35	Yes	1	
ELL	40	Yes	2	
AMI				
ASN				
BLK	35	Yes	1	
HSP	47			
MUL				
PAC				
WHT	51			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	48			

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	38	Yes	1	
AMI				
ASN				
BLK	51			
HSP	40	Yes	1	
MUL				
PAC				
WHT	52			
FRL	46			

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	43			45			52					65
SWD	24			28			42				5	62
ELL	35			41			18				5	65
AMI												
ASN												
BLK	32			46			40				4	
HSP	40			38			45				5	62
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	50			47			63				4	
FRL	41			41			49				5	66

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	44	49	47	47	59	43	44					47
SWD	21	45	55	33	56	50	28					36
ELL	24	39	47	28	50	44	26					47
AMI												
ASN												
BLK	46	52		46	63		47					
HSP	29	42	43	33	52	41	33					47
MUL												
PAC												
WHT	55	56	50	58	63	30	51					
FRL	41	50	50	45	58	42	39					45

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	42	37	43	40	46	38	57					42
SWD	14	25	27	19	39	60	18					29
ELL	27	33	30	25	30	30	13					42
AMI												
ASN												
BLK	33	35		24	24		47					
HSP	39	34	33	31	44	47	43					43
MUL												
PAC												
WHT	47	43		50	59		74					
FRL	41	38	50	36	41	37	56					38

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	47%	43%	4%	54%	-7%
04	2023 - Spring	50%	53%	-3%	58%	-8%
03	2023 - Spring	43%	42%	1%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	43%	51%	-8%	59%	-16%
04	2023 - Spring	56%	56%	0%	61%	-5%
05	2023 - Spring	47%	44%	3%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	39%	12%	51%	0%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The trend shows ELA proficiency gradually increasing or maintaining. According to FAST ELA, 46% of the students were proficient. This was a 3% increase from 2022.

Math data increased to 1% proficient in from 47% in 2022 to 48% in 2023.

Third grade had the lowest proficiency data in both ELA and Math on FAST. This cohort of students were in kindergarten when eLearning began.

The SWD and ELL subgroups continue to perform below their peers.

Primary students continue to lack progression to STAR Reading in a timely manner. Students should be exiting STAR Early Literacy by December of first grade.

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

No grade level showed a significant decline in proficiency.

The data component that performed the lowest is the SWD and ELL subgroups. These subgroups continue to perform below their peers.

The ESSA subgroups that did not meet the Federal Index of 41% were.....

Third grade had the lowest proficiency data in both ELA and Math on the 2023 FAST.

Continued improvement is needed in ELA. The RAISE goal of 50% or higher proficiency is our goal.

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.

School ELA proficiency: 46%

State ELA proficiency: 54%

District ELA proficiency: 47%

School Math proficiency: 48%

State Math proficiency: 58%

District Math proficiency: 50%

The school continues to trend in the right direction by increasing percent proficient. The factors that could have contributed to this gap is attendance, new teachers, new benchmarks, and computer based testing.

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

Data components that showed the most improvement from 2022 to 2023 state assessment data:

-ELA proficiency (44 to 46%)

-Math proficiency (47 to 48%)

-Science proficiency (48% to 51%)

The new actions the school took in this area was to prioritize standards, provide opportunities to improve math fluency, after school tutoring, and small group interventions. Leadership team working with small groups and teaching subjects when a substitute was required were also a contributing factors.

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

Attendance

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

-Timely, differentiated small group instruction based on progress monitoring data

-Student data notebooks

- Data reflection tools
- Expand the number model classroom

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 Student Engagement**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 engagement is a driving factor in the learning process and also in holding teachers accountable for ensuring success for all students. To achieve engagement, teachers will implement student success notebooks to improve student achievement in core content areas and individually conference with students to provide timely feedback.

According to the 2022-23 FAST ELA data, 53% of the students earned a level 1 or 2 and on FAST Math, 52% of the students earned a level 1 or 2.

Measurable Outcome:

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

As a result of students using accountability tools (which include error analysis, corrective feedback and graphing individual data in order to participate in metacognitive practices) in core content areas, state data will show a minimum of a 1% increase in proficiency in ELA, Math, and Science.

Monitoring:

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

Progress monitoring data (STAR and FAST PM1 and 2) will be used to ensure student engagement is making an impact of data.

Summative assessment data (Florida Wonders, Math modules tests, District Quarterlies)

During weekly standards based walkthroughs using the Qualtrics walkthrough tool, student success notebooks will be checked with specific student feedback in order to monitor fidelity of implementation.

Follow up support with teachers will be scheduled as necessary to support staff in implementation and use of the tool.

Person responsible for monitoring outcome:

Tammy Farrens (tammy.farrens@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.)

1. Student Success Notebooks
2. Individual Student Conferences with timely feedback
3. Global Perspectives

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Engaging Students with Poverty in Mind by Eric Jensen speaks to engaging students for motivation and effort and providing feedback. Jensen says, "When students develop and use analytical skills to assess their own progress, their effort will increase." When children are in control of their work and set goals, they are motivated to persevere.

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.

Strategy/Intervention 1: Student Success Notebooks

Action Step 1: Create graphs for content area data that students will use to chart progress each week.

Action Step 2: Leadership will train teachers and establish procedures on the use of the success notebooks within the first three weeks of school.

Action Step 3: Teachers and students will assemble success notebooks and work on goal setting and strategies to meet those goals.

Action Step 4: Students will graph data weekly and teachers will monitor data.

Action Step 5: Teachers will have bi-weekly data chats with students to discuss progress, assessment data, and hold students accountable for their learning.

Action Step 6: Success notebooks will be monitored during weekly walkthroughs and student feedback provided by leadership team

Action Step 7: During monthly PLCs, student success notebooks will be reviewed and 5-STAR classrooms will be celebrated.

Person Responsible: Tammy Farrens (tammy.farrens@polk-fl.net)

By When: This strategy/intervention is ongoing. Steps 1-3 will be completed within the first three weeks of school. Steps 4-5 will be completed weekly/bi-weekly. Step 6 will take place monthly.

Strategy/Intervention 2: Individual Student Conferences with timely feedback

Action Step 1: Create teacher data notebooks to track individual conferences with students,

Action Step 2: Leadership will conduct professional development on conferencing and feedback. Teachers will be provided with tracking forms and individual student data to engage their students in their own thinking and learning.

Action Step 3: Teachers will conduct conferences with individual students on current lessons completing a NEEDS (Notice, Explore, Encourage, Develop, Summarize) about the lesson.

Action Step 4: Hold a student led conference night,

Person Responsible: Rebecca Hallock (rebecca.hallock@polk-fl.net)

By When: This strategy/intervention is ongoing. Steps 1-2 will be completed within the first three weeks of school. Step 3 will be completed weekly/bi-weekly. Step 4 will be completed in January.

Intervention/Strategy 3: Global Perspectives

Action Step 1: Train STEM teacher in the Global Perspective course,

Action Step 2: Create a calendar for classes to attend the STEM lab for Global Perspective Challenges,

Action Step 3: Teachers will engage students by integrating the global perspective skills (analysis, collaboration, communication, evaluation, reflection, and research) into daily activities and Project Based Learning lessons.

Person Responsible: Kristi Cox (kristi.cox@polk-fl.net)

By When: Action Step 1 and 2 will take place in the summer and preplanning week for teachers Action Step 3 is ongoing

#2. Instructional Practice specifically relating to Differentiation**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 differentiated instruction to improve student achievement in core content areas that focus on standards based instruction. Based on reflective practices and data, teachers will create flexible groupings to differentiate instruction. Differentiated instruction needs to be aligned to the benchmarks while providing equivalent experiences.

According to the 2022-23 data, 47% of the students on FAST ELA and 48% of the students on FAST Math were proficient.

Measurable Outcome:

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

As a result of standards based instruction using vetted tasks implemented in core content areas and flexible, differentiated small group instruction, the FAST ELA, Math and Science scores, as they relate to all of the components of school grade, will increase by 1%.

Monitoring:

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

Monthly PLC sign-ins and Assessment reflection tool

Collaborative planning using the Learning Arc Framework

Progress monitoring data will be reviewed during monthly data chats based on individual teacher Action Plans

Person responsible for monitoring outcome:

Tammy Farrens (tammy.farrens@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.)

1. Standards Walkthrough Tool (Qualtrics) to ensure differentiated instruction is aligned to the benchmark while providing equivalent experiences
2. Progress Monitoring Action Plans
3. Intervention Programs (SRA: Language for Learning, Reading Mastery, Corrective Reading/Number Worlds)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

TNTP's The Opportunity Myth speaks to the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. In order for students to engage, differentiation is imperative.

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.

Intervention/Strategy 1: Standards Walkthrough Tool (Qualtrics) to ensure differentiated instruction is aligned to the standard while providing equivalent experiences.

Action Step 1: Train teachers/leadership on the walkthrough tool

Action Step 2: Establish protocol to review data, including evidence, in the SWT.

Action Step 3: Conduct calibration walks with teachers/leadership during a monthly grade level PLC.

Action Step 5: Return to the PLC to debrief observations.

Action Step 6: Make adjustments to collaborative planning/tools and coaching as needed based on the SWT data.

Person Responsible: Tammy Farrens (tammy.farrens@polk-fl.net)

By When: Steps 1-2 will be before the end of September. Steps 3-6 will take at a monthly PLC.

Intervention/Strategy 2: Progress Monitoring Action Plans

Action Step 1: Schedule data review PLCs following Progress Monitoring assessments by grade level.

Action Step 2: Progress monitoring data will be disaggregated by benchmark to determine mastery of each .

Action Step 3: Students will be grouped based on benchmarks not yet mastered.

Action Step 4: Teachers will plan for small-group instruction through a collaborative process.

Person Responsible: Tammy Farrens (tammy.farrens@polk-fl.net)

By When: Step 1 will be completed during pre-planning week using the state testing calendar. Steps 2-4 will take place after PM 1 and 2, after testing is complete.

Intervention Programs (SRA: Language for Learning, Reading Mastery, Corrective Reading/Number Worlds)

Action Step 1: Students will be assessed to determine the need for Corrective Reading and /or Number Worlds.

Action Step 2: Students will be identified and placed in the program(s).

Action Step 3: Teachers/Staff will deliver the instruction with fidelity throughout the school year.

Person Responsible: Tammy Farrens (tammy.farrens@polk-fl.net)

By When: Steps 1 and 2 will be completed by the end of August. Step 3 is ongoing.

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To build capacity among new hires and teachers eager to grow in their professional practices, we need to create an organizational structure (ie: communicating, scheduling, providing resources, coaching) in order to strengthen and improve the system in place that provides supports and feedback to assist in molding the individuals into effective/highly effective teachers. After observations and feedback, teachers will be provided support by a member of the leadership team who will complete a coaching cycle or allow for peer-to-peer observation and support. New teacher professional development is needed and will focus on a specific area crucial to teacher success.

Measurable Outcome:

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

As a result of implementing a new teacher/hire program, 80% of these individuals will end the year as an effective/highly effective teacher. A qualitative survey will also be put in place to measure the supports provided by the school-based leadership.

Monitoring:

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

Monthly professional development sign-ins will be used to monitor new teacher attendance.

Coaching cycles will be assigned and monitored.

Standards Walkthrough Tool

Person responsible for monitoring outcome:

Tammy Farrens (tammy.farrens@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.)

1. Standards walkthrough tool data and Journey data will be used to initiate coaching cycles which will give the opportunity for teachers to co-plan, rehearse, coteach, and then debrief with their coaches so that they can accomplish their goals.
2. Monthly professional development
3. Establish model classrooms for peer observation

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Retaining New Teachers: How do I support and develop novice teachers? by Bryan Harris speaks to how half of all new teachers leave the profession within their first three to five years. Four strategies discussed to help retain new teachers is a comprehensive induction program, supportive administration, skilled mentors, and helpful colleagues.

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.

Intervention/Strategy 1: Standards walkthrough tool data, progress monitoring data, and Journey will be used to initiate coaching cycles which will give the opportunity for teachers to co-plan, rehearse, coteach, and then debrief with their coaches so that they can accomplish their goals.

Action Step 1: After completing the initial round of walkthroughs, meet to discuss teacher needs

Action Step 2: Assign mentors and schedule coaching cycles, as needed

Action Step 3: Coach/mentor will work with teacher to complete the assessment reflection tool.

Person Responsible: Tammy Farrens (tammy.farrens@polk-fl.net)

By When: Step 1 will be completed by the end of September. Steps 2-3 are ongoing, as needed

Intervention/Strategy 2: Monthly professional development

Action Step 1: Create a calendar for monthly new teacher/hire professional development (any teacher can attend)

Action Step 2: Plan PD topics for each month that will help build capacity among new teachers

Action Step 3: Conduct new teacher/hire PD on a monthly basis

Person Responsible: Michael Wright (michael.wright@polk-fl.net)

By When: Steps 1 and 2 will be completed the preplanning week. Step 3 will be completed each month.

Intervention/Strategy 3: Establish model classrooms

Action Step 1: Identify teachers who meet the criteria for a model classroom (instruction, behavior management)

Action Step 2: Create a schedule that provides staff with days, times, and topics to observe.

Action Step 3: Teachers sign-up to observe model classrooms

Person Responsible: Kristi Cox (kristi.cox@polk-fl.net)

By When: Steps 1-2 will be completed within the first month of school. Step 3 is ongoing, as needed.

CSI, TSI and ATSI Resource Review

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

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

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

According to the Spring 2023 STAR data, 62% of the kindergarten students are early/late emergent readers, 48% of the second graders are early/late emergent readers, and 51% of the second graders are scoring 50th percentile or above.

BEST benchmarks will be taught with fidelity and teachers will use the district provided scope and sequence.

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

According to the 2022-23 data, 54% of the students on FAST ELA level 1 or 2.

BEST benchmarks will be taught with fidelity and teachers will use the district provided scope and sequence.

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

50% or more of the kindergarten, first, and second graders will be on track to pass the statewide ELA assessment.

Grades 3-5 Measurable Outcomes

ELA proficiency will increase to 50% in grades three, four, and five on the FAST ELA assessment by teachers implementing the components of Reading Wonders, Reading and Writing workshop, Corrective Reading, and Leveled Literacy Intervention (LLI).

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.

STAR/FAST progress monitoring assessments will be given three times throughout the school-year to monitor progress.

Summative assessments will be reviewed and data disaggregated using an assessment reflection tool.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Farrens, Tammy, tammy.farrens@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?

Reading Wonders, Reading and Writing Workshop, Power Hour, Corrective Reading, and LLI will be utilized to help meet the criteria of 50% of the students being proficient in ELA. K-2 teachers will implement early literacy strategies such as effective and meaningful read alouds, and reading foundational skills (print concepts, phonological awareness, phonics and word study, and word analysis and fluency) during the additional hour of reading.

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 and Leveled Literacy Intervention is a daily, intensive support which supplements classroom literacy instruction to achieve grade-level competencies.

Reading and Writing Workshop aims to prepare students for any reading and writing task they will face and to turn kids into life-long, confident readers and writers who display agency and independence.

Richard Allington, in his book, *Schools That Work: Where All Children Read and Write*, shares how

essential it is for children to have many opportunities to read and write during the school-day and have opportunities to read comfortable materials that they have chosen.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership</p> <p>Action Step 1: Create a school-based literacy leadership team (at least one member per grade level).</p> <p>Action Step 2: Team meets monthly to discuss literacy data and the needs of the school and brainstorm ideas and solutions to needs.</p> <p>Action Step 3: Team members disseminate information discussed and strategies to have campus-wide implementation.</p>	Farrens, Tammy, tammy.farrens@polk-fl.net
<p>Literacy Coaching</p> <p>Action Step 1: Identify teachers in need of Tier 3 support.</p> <p>Action Step 2: Coach meets with teachers to co-plan, rehearse, coteach, and then debrief on lesson.</p> <p>Action Step 3: Leadership walk-throughs continue to ensure implementation of goals are successful.</p> <p>Repeat coaching cycles, as needed.</p>	Hallock, Rebecca, rebecca.hallock@polk-fl.net
<p>Assessment</p> <p>Action Step 1: Conduct PLCs after each STAR/FAST progress monitoring assessment to disaggregate data.</p> <p>Action Step 2: Identify areas of need in order to prescribe interventions for classroom teachers and/or individual students.</p> <p>Action Step 3: Students will track their own assessment data in their student success notebook for accountability and engagement.</p>	Farrens, Tammy, tammy.farrens@polk-fl.net
<p>Professional Learning: Literacy Initiatives</p> <p>Action Step 1: Train all new teachers/hires on school literacy initiatives.</p> <p>Action Step 2: Reading coach will plan with teachers who are identified with a need for support.</p> <p>Action Step 3: Leadership will model in classrooms, as needed.</p>	Hallock, Rebecca, rebecca.hallock@polk-fl.net
<p>Professional Learning: Improve Core Instruction</p> <p>Action Step 1: Review the gradual release model with teachers to include explicit instruction with the BEST texts.</p> <p>Action Step 2: Implement Florida Wonders BEST literature lessons.</p>	Farrens, Tammy, tammy.farrens@polk-fl.net
<p>Professional Learning: Cambridge English</p> <p>Action Step 1: Train teachers in the Cambridge English course of Prose and Poetry because poetry was identified as the domain with the lowest proficiency.</p> <p>Action Step 2: Plan for poetry instruction using the Cambridge curriculum materials.</p>	Cox, Kristi, kristi.cox@polk-fl.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

The School Wide Plan will be disseminated to all stakeholders at the beginning of the year. The SIP will be available on the school's webpage, in the front office, and will be reviewed. Staff will review the plan during pre-planning week. The School Advisory Council will receive a copy of the SIP at the September or October meeting. The SAC meeting will be advertised for all stakeholders to have the opportunity to attend. Parents will also have the opportunity to review the SIP during Title One Parent Night in September.

Progress will be shared with staff and the SAC at a monthly PLC or evening SAC meeting.

The School Improvement Plan is also available via:

- 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))

Stakeholders may review the Family Engagement Plan at code.polk-fl.net and will be available in the front office.

The school will involve all stakeholders and keep parents informed by scheduling parent conferences, evening family events, and SAC meetings.

Other ways of dissemination:

- 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))

The school plans to increase the amount and quality of learning time by focusing on differentiation. Using the Progress Monitoring data, teachers will create action plans for small group instruction. Intervention programs (Corrective Reading and Number Worlds) will be implemented for students in need.

Other ways the school plans to strengthen the academic programs:

- Supplemental Staff (academic coaches)
- Supplemental Resources
- Extended Learning

- Professional Development
- Collaborative Planning
- MTSS – Tier Support for Students

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

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

Elementary school counselors do not work in isolation; rather they are integral to the total educational program. They provide a proactive program that engages students and includes leadership, advocacy and collaboration with school staff, administration, and community/family members in the delivery of programs and activities to help students achieve success. Elementary school counselors also collaborate with teachers and parents on early identification and intervention of academic and social/emotional needs, which is essential in removing barriers to learning and developing skills and behaviors.

- <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).

Tier 1:

- Eric Jensen's Teaching with Poverty in Mind (teachers participate in a book study and are expected to embed the strategies).
- Florida PBIS initiatives/CHAMPS
- Sanford Harmony/Positive Action: fifteen-minute daily school-wide social/emotional curriculum
- Child Safety Matters: student safety

Tier 2:

- Holyoake Drumbeat: building resilience through rhythm
- Peer Mediation: conflict resolution sessions led by students
- Zones of Regulation: self-regulation to identify emotions and tools
- Safer Smarter Kids
- Small group counseling
- MTSS

Tier 3:

- Check in/Check out
- In class supports (teacher and student modeling of behavior expectations)
- Peer Mentoring
- Positive Behavior Intervention Plans
- Individual counseling

The school staff works together with the Leadership Team, Behavior Interventionist, Mental Health Counselors, and School Counselors.

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))

The school uses and reviews formative and summative assessment data to make instructional decisions and interventions. State and District progress monitoring tools (FAST ELA/Math, Renaissance STAR and Science Quarterlies) are used to evaluate and compare student progress to district and state performance measures. These are also used as a decision making tool for instruction, remediation and acceleration.

Teachers use student performance data yearly to self reflect on their instructional performance based on strategies implemented, curricular resources used and pacing to make adjustments for the next year and to determine professional development needs.

Leadership Team also reviews data (both student and teacher observational trends) to determine school-wide professional development topics.

Parent, Student and Staff climate surveys are provided each year in order to receive feedback from varying perspectives. We educate and build the capacity of school staff on ways in which to work with and engage families effectively as well as the importance of parent and family engagement in increasing student achievement.

Other professional learning/activities:

- Professional Learning Communities to improve instruction and data
- Data Com
- 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))

CODE Academy supports Polk County Schools Preschool Programs by offering developmentally appropriate curriculum with awareness of the unique needs of individuals, families and cultural differences.

The school will hold an orientation for prekindergarten transition. Parents will meet with staff to learn more about CODE Academy and kindergarten expectations. Kindergarten students will meet with teachers and complete a getting to know you activity. Parents will be given summer packets and teachers will model strategies for read-aloud, sight words, and number sense.

Parents will also be offered a Kinder Camp, in the summer, to help pre-K students transition to kindergarten.

Other Strategies:

- 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: Instructional Practice: Student Engagement	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
Total:			\$0.00

Budget Approval

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

Yes