

Polk County Public Schools

# Southwest Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Table of Contents

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<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>11</b>
<b>III. Planning for Improvement</b>	<b>16</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>22</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>22</b>
<b>VI. Title I Requirements</b>	<b>25</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>27</b>

## Southwest Elementary School

2650 SOUTHWEST AVE, Lakeland, FL 33803

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

### 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.**

Southwest Elementary will nurture academic excellence and integrity by promoting a passion for learning in a safe environment while providing a high quality education for all students.

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

Roping Success: Reaching Our Potential Everyday

### 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
sloan, julie	Principal	<p>Monitor and facilitate common planning and data chats.</p> <p>Conduct observations in whole group and small group with feedback.</p> <p>Analyze assignments and task alignment.</p> <p>Monitor testing and progress monitoring data.</p> <p>Participate in MTSS meetings, PBS rewards, and leadership team meetings.</p> <p>Plan and provide professional development.</p>
Dobson, Jessica	Assistant Principal	<p>Monitor and facilitate common planning and data chats.</p> <p>Conduct observations in whole group and small group with feedback.</p> <p>Analyze assignments and task alignment.</p> <p>Monitor testing and progress monitoring data.</p> <p>Participate in MTSS meetings, PBS rewards, and leadership team meetings.</p> <p>Plan and provide professional development.</p>
Runnels, Lindsey	Math Coach	<p>Facilitate common planning.</p> <p>Assist with aligning tasks to the standards and provides examples and resources.</p> <p>Mentors new teachers.</p> <p>Models lessons</p> <p>Provides observations with non-evaluative feedback.</p> <p>Monitors testing and progress monitoring data.</p> <p>Provides and plans professional development.</p> <p>Participates in MTSS meetings, data chats, PBS rewards, and leadership team meetings.</p> <p>Plans and coordinates parental involvement activities.</p>
Beardsley, Tiffany	Reading Coach	<p>Facilitate common planning.</p> <p>Assist with aligning tasks to the standards and provides examples and resources.</p> <p>Mentors new teachers.</p> <p>Models lessons</p> <p>Provides observations with non-evaluative feedback.</p> <p>Monitors testing and progress monitoring data.</p> <p>Provides and plans professional development.</p> <p>Participates in MTSS meetings, data chats, PBS rewards, and leadership team meetings.</p> <p>Plans and coordinates parental involvement activities.</p>
Leonard, Kelly	School Counselor	<p>Facilitates the school-wide MTSS process, and coordinates new ESE referrals.</p> <p>Leads Mental health support team.</p> <p>Leads data chats, MTSS meetings, and PBS team meetings.</p> <p>Conducts student observations for academic or behavioral needs.</p> <p>Participates in PBS rewards and leadership team meetings.</p>

Name	Position Title	Job Duties and Responsibilities
Pickrell, Tauni	Teacher, ESE	<b>**Tracy Single**</b>
		Serves as LEA.
		Manages the IEP status for students.
		Provides assistance to ESE teachers, parents and students.
		Monitors IEP review dates and helps to select appropriate accommodations for students.
		Participates in MTSS meetings, PBS rewards and leadership team meetings.

### 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.

All stakeholders will be a part of the development process through consistent communication of Southwest Elementary's needs assessment and the resulting areas of focus for the school year. Input will be solicited and changes and progress will be shared. The SIP needs assessment and areas of focus will be addressed during leadership team meetings, PLCs, collaborative planning, staff meetings, newsletters, at parent and family engagement events, and at SAC 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))

The SIP will be regularly monitored by the leadership team. Various data points (observational, student achievement data, behavioral data, etc.) will be analyzed in order to determine if the areas of focus are being addressed effectively. Revisions to the plan will be made based on the findings of the team.

### Demographic Data

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	64%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b>	N/A



*updated as of 3/11/2024	
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	17	19	14	22	10	0	0	0	82	
One or more suspensions	0	3	6	1	1	4	0	0	0	15	
Course failure in English Language Arts (ELA)	0	10	23	28	20	17	0	0	0	98	
Course failure in Math	0	9	34	25	13	12	0	0	0	93	
Level 1 on statewide ELA assessment	0	0	0	0	16	15	0	0	0	31	
Level 1 on statewide Math assessment	0	0	0	0	11	9	0	0	0	20	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	17	20	29	7	15	0	0	0	91	
	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	3	9	19	35	21	11	0	0	0	98

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	1	4	8	0	0	0	0	0	16
Students retained two or more times	0	0	0	1	0	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	22	13	18	11	19	14	0	0	0	97	
One or more suspensions	2	0	1	0	4	4	0	0	0	11	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	21	26	29	23	11	34	0	0	0	144	

**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	7	3	3	7	24	20	0	0	0	64

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	0	5	11	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	22	13	18	11	19	14	0	0	0	97	
One or more suspensions	2	0	1	0	4	4	0	0	0	11	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	21	26	29	23	11	34	0	0	0	144	

**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	7	3	3	7	24	20	0	0	0	64

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	0	5	11	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	45	53	43	47	56	37		
ELA Learning Gains				54			37		
ELA Lowest 25th Percentile				53			44		
Math Achievement*	71	49	59	60	42	50	53		
Math Learning Gains				66			67		
Math Lowest 25th Percentile				46			63		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	50	41	54	60	49	59	43		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	73	54	59	74			40		

\* 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	2
Total Points Earned for the Federal Index	292
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	31	Yes	1	1
ELL	44			
AMI				
ASN				
BLK	40	Yes	1	
HSP	50			
MUL	88			
PAC				
WHT	62			
FRL	56			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	42			
ELL	53			
AMI				
ASN				
BLK	44			
HSP	60			
MUL				
PAC				
WHT	64			
FRL	53			

**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	45			71			50					73
SWD	21			36			36				3	
ELL	27			59			18				4	73
AMI												
ASN												
BLK	32			58			21				4	
HSP	38			65			40				5	68
MUL	83			92							2	
PAC												
WHT	49			80			64				4	
FRL	39			69			47				5	78

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	43	54	53	60	66	46	60					74
SWD	18	48	64	44	52	45	20					
ELL	28	40		58	63							74
AMI												
ASN												
BLK	26	52	62	30	50	46	40					
HSP	41	49		62	76		55					74
MUL												
PAC												
WHT	48	56		71	67		80					
FRL	36	55	48	53	64	46	55					70

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	37	37	44	53	67	63	43					40
SWD	23	28		26	53		20					
ELL	20	25		58	73							40

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
AMI												
ASN												
BLK	13	6		23	69		23					
HSP	35	41		63	81		37					33
MUL												
PAC												
WHT	48	54		60	54		56					
FRL	27	31	44	50	68	77	29					33

### 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	38%	43%	-5%	54%	-16%
04	2023 - Spring	55%	53%	2%	58%	-3%
03	2023 - Spring	47%	42%	5%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	71%	51%	20%	59%	12%
04	2023 - Spring	68%	56%	12%	61%	7%
05	2023 - Spring	70%	44%	26%	55%	15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	47%	39%	8%	51%	-4%

### III. Planning for Improvement

#### Data Analysis/Reflection

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

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

The data component that showed the lowest performance is 5th grade Reading. Trend data shows that this particular cohort of students historically performed lower in Reading.

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

Science showed the greatest decline from the prior year which can be attributed to a correlation to the 5th grade cohorts ELA proficiency at 37%.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The component that had the greatest gap when compared to the state average was 5th grade Reading. The state average was 54% and our average was 17 percentage points lower at 37%. Trend data shows that this particular cohort of students historically performed lower in Reading.

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

Math proficiency in 3rd through 5th grade showed the most improvement which can be attributed to planning with the Learning Arc and using Reflex to place importance on mathematical fluency in Kindergarten through 5th grade.

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

Our biggest area of concern is student attendance. 99 students were identified having 2 or more EWS data points and of the 99, 51 or 52% had a course failure in one or more core subjects.

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

1. Planning effectively using the Learning Arc, especially in 5th grade.
2. Implementing intervention programs to address individual student needs.
3. Improving attendance rates.

#### Area of Focus

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



**#1. Positive Culture and Environment specifically relating to Early Warning System****Area of Focus Description and Rationale:**

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

Southwest Elementary will establish and sustain a positive culture that supports student attendance in order to improve student outcomes.

**Measurable Outcome:**

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

Currently, Southwest Elementary has 74% of students who are in attendance 90% of the time. Our target will be that 84% of students will have 90% or higher attendance rate.

**Monitoring:**

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

This area of focus will be monitored by pulling data weekly and hosting celebrations monthly.

**Person responsible for monitoring outcome:**

Jessica Dobson (jessica.dobson@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.)

Closely monitoring student attendance rates, engaging parents in dialogue concerning attendance and how it affects their student's academic success, and rewarding students for good or improved attendance leads to improvement of student outcomes.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Students attendance rates directly correlate with academic progress. According to the National Center for Education Statistics, Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career (2009).

**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.

Proactive attendance meetings beginning in August with students having attendance below 90% in the previous year-Dobson, Sloan, Leonard

**Person Responsible:** Jessica Dobson (jessica.dobson@polk-fl.net)

**By When:** September 2023

Pull attendance data weekly-Dobson

**Person Responsible:** Jessica Dobson (jessica.dobson@polk-fl.net)

**By When:** Ongoing through the end of the school year.

Weekly letter generation for students who have 5 and 10 unexcused absences-Bencz

**Person Responsible:** Jessica Dobson (jessica.dobson@polk-fl.net)

**By When:** Ongoing through the end of the school year.

Meet with the parents of students who have at least 10 unexcused absences-Love, Dobson

**Person Responsible:** Jessica Dobson (jessica.dobson@polk-fl.net)

**By When:** Ongoing through the end of the school year.

Collaborate with/elicit assistance from the Community Outreach Facilitator and the School Social Worker for students who have at least 15 unexcused absences-Dobson, Leonard

**Person Responsible:** Jessica Dobson (jessica.dobson@polk-fl.net)

**By When:** Ongoing through the end of the school year.

Secure business partners to obtain student incentives-Leonard

**Person Responsible:** Kelly Leonard (kelly.leonard@polk-fl.net)

**By When:** Dec 2023

Plan and host celebrations recognizing students with good and/or improved attendance-Sloan, Leonard

**Person Responsible:** Kelly Leonard (kelly.leonard@polk-fl.net)

**By When:** Planning Sept 2023 Hosting Ongoing through the end of the school year.

**#2. Instructional Practice specifically relating to Benchmark-aligned Instruction****Area of Focus Description and Rationale:**

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

Southwest Elementary will advance the practice of using the Learning Arc to plan for lessons that expose students to the full intent of benchmarks/standards in order to give students to an equivalent experience.

**Measurable Outcome:**

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

Currently, 70% of Southwest Elementary staff effectively uses steps 1-4 in the Learning Arc and 40% of staff use steps 5-7 effectively. Our target will be that 100% of staff will effectively use steps 1-4 of the Learning Arc and 80% of staff will use steps 5-7 of the Learning Arc effectively.

**Monitoring:**

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

This area of focus will be monitored by pulling work samples monthly and walking classrooms weekly using the Qualtrics walkthrough tool.

**Person responsible for monitoring outcome:**

julie sloan (julie.sloan@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.)

We will be utilizing The Learning Arc Construction Framework. This is a seven step process in which teachers will select a benchmark, delineate the "do what", "to what", and "by what", establish standards-aligned objectives that are grouped accordingly, identify tasks that are aligned with the objectives, and identify assessments what are aligned with the objectives.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

According to The New Teacher Project, when students have "greater access to the four resources (grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations) it can and does improve student achievement--particularly for students who start the school year behind."

**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.

Train new staff in the Learning Arc-Runnels, Bracey

**Person Responsible:** Lindsey Runnels (lindsey.runnels@polk-fl.net)

**By When:** Aug 2023

Refresher training for experienced staff-Dobson, Sloan, Runnels, Bracey

**Person Responsible:** julie sloan (julie.sloan@polk-fl.net)

**By When:** Aug 2023

Conduct Standards-Based Walks weekly-Dobson, Sloan, Runnels, Bracey

**Person Responsible:** julie sloan (julie.sloan@polk-fl.net)

**By When:** Ongoing through end of school year.

Give feedback to teachers from walks and observations-Dobson, Sloan

**Person Responsible:** julie sloan (julie.sloan@polk-fl.net)

**By When:** Ongoing through end of school year.

Facilitate planning and support using the Learning Arc-Dobson, Sloan, Runnels, Bracey

**Person Responsible:** Lindsey Runnels (lindsey.runnels@polk-fl.net)

**By When:** Ongoing through end of school year.

Monitor school-wide data monthly (formatives, progress monitoring, Wonders tests)-Dobson, Sloan

**Person Responsible:** Jessica Dobson (jessica.dobson@polk-fl.net)

**By When:** Ongoing through end of school year.

Engage in data chats with each grade level team-Dobson, Sloan, Runnels, Bracey, Leonard

**Person Responsible:** Kelly Leonard (kelly.leonard@polk-fl.net)

**By When:** Ongoing through end of school year.

Provide opportunities for vertical planning across grade levels and subjects-Dobson, Sloan, Runnels, Bracey

**Person Responsible:** julie sloan (julie.sloan@polk-fl.net)

**By When:** Oct 2023 Feb 2024

Analyze data from standards-based walks bimonthly and determine support plans for teachers-Dobson, Sloan, Runnels, Bracey

**Person Responsible:** Jessica Dobson (jessica.dobson@polk-fl.net)

**By When:** Ongoing through end of school year.

**#3. Instructional Practice specifically relating to Intervention****Area of Focus Description and Rationale:**

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

Southwest Elementary will establish a strong intervention program to address the remediation needs of students in ELA and Mathematics.

**Measurable Outcome:**

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

Currently, Southwest Elementary has 49% of Kindergarten through 3rd grade students who improved from PM1 to PM 3 on STAR Early Literacy or Reading and 57% of 3rd through 5th grade students who improved from PM1 to PM3 on FAST Reading. 65% of Kindergarten through 3rd grade students improved from PM1 to PM 3 on STAR Math and 75% of 3rd through 5th grade students improved from PM1 to PM3 on FAST Math. Our target will be that 60% of Kindergarten through 2nd grade and 62% of 3rd through 5th grade students will show improvement from PM1 to PM3 in Reading and 70% of Kindergarten through 2nd grade and 78% of 3rd through 5th grade students will show improvement from PM1 to PM3 in Math.

**Monitoring:**

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

This area of focus will be monitored by discussing data weekly at planning, pulling data monthly, completing district provided fidelity checks.

**Person responsible for monitoring outcome:**

julie sloan (julie.sloan@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.)

Develop and maintain a system that supports the use of the following intervention programs: Language Acquisition in Kindergarten, Reading Mastery in Kindergarten through 2nd grade, Corrective Reading in 3rd through 5th grade, and Number Worlds in Kindergarten through 5th grade.

Teachers track formative and intervention data to be analyzed during collaborative planning with leadership team to plan for classroom differentiation. Teachers will attend monthly data chats for progress monitoring of MTSS and interventions provided.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Stiggins and DuFour (2009) state that teachers and schools should use formative assessments to clarify what students are supposed to be learning, improve the instructional practices of individual teachers, and allow for reteaching of concepts to reach struggling students.

**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.

Identify students who will participate in the interventions-Dobson, Sloan, Runnels, Bracey

**Person Responsible:** Jessica Dobson (jessica.dobson@polk-fl.net)

**By When:** Aug 2023

Train teachers and support staff on the use of Reading Mastery, Corrective Reading, and Number Worlds-Dobson, Sloan, Runnels, Bracey

**Person Responsible:** Lindsey Runnels (lindsey.runnels@polk-fl.net)

**By When:** Sept 2023

Develop a master schedule that provides intervention time-Dobson, Sloan

**Person Responsible:** Jessica Dobson (jessica.dobson@polk-fl.net)

**By When:** June 2023

Develop a support schedule for intervention facilitation-Dobson, Sloan

**Person Responsible:** julie sloan (julie.sloan@polk-fl.net)

**By When:** June 2023

Monitor intervention data monthly-Dobson, Sloan

**Person Responsible:** Jessica Dobson (jessica.dobson@polk-fl.net)

**By When:** Ongoing through end of school year.

Engage in data chats with each grade level team-Dobson, Sloan, Runnels, Bracey, Leonard

**Person Responsible:** Kelly Leonard (kelly.leonard@polk-fl.net)

**By When:** Ongoing through end of school year.

### 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).

Southwest Elementary is not currently an identified school.

### Reading Achievement Initiative for Scholastic Excellence (RAISE)

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Southwest Elementary will establish a strong, standards-aligned KG-2nd grade ELA curriculum and utilize multiple data points to implement small group interventions.

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

Southwest Elementary will establish a strong, standards-aligned 3rd-5th grade ELA curriculum and utilize multiple data points to implement small group interventions.

**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**

By May 2024 when teachers plan intentionally and use data to make intervention decisions, then student achievement will increase from PM1 to PM3 as follows:

ELA proficiency will increase 5%

ELA learning gains will increase by 5%

ELA learning gains for bottom 25% will increase by 5%

**Grades 3-5 Measurable Outcomes**

By May 2024 when teachers plan intentionally and use data to make intervention decisions, then student achievement will increase from PM1 to PM3 as follows:

ELA proficiency will increase 5%

ELA learning gains will increase by 5%

ELA learning gains for bottom 25% will increase by 5%



## 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.

Host quarterly celebrations-to recognize improvement.

Walk classrooms weekly using the Qualtrics Walkthrough Tool-to determine where the focus of professional development needs to be.

Discuss data weekly at planning-to promote reflection of practice.

Pull data monthly-to monitor the cycle of improvement.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

sloan, julie, julie.sloan@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?

Teachers will meet with the Literacy Coach to collaboratively plan exposure to benchmark-based equivalent experiences with ELA content. Teachers will monitor Accelerated Reader reports, Florida Wonders weekly and unit assessments, STAR reports, and other district provided assessments. The Literacy Coach and teachers will monitor results and make changes as necessary.

### 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?

ELA instruction that is benchmark-based exposes students to the content necessary for academic success in their grade level. Data driven interventions provide students with the necessary skills to better access on grade level material.



**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
Staff changes-Dobson, Sloan	sloan, julie, julie.sloan@polk-fl.net
Monitor data monthly (formatives, progress monitoring, Wonders tests)-Dobson, Sloan	Dobson, Jessica, jessica.dobson@polk-fl.net
Conduct Standards-Based Walks weekly-Dobson, Sloan, Runnels	sloan, julie, julie.sloan@polk-fl.net
Engage in data chats with grade level teams in relation to ELA data and how each departmentalized subject supports the ELA initiative-Dobson, Sloan, Runnels, Bracey, Leonard	Runnels, Lindsey, lindsey.runnels@polk-fl.net
Give feedback to teachers from walks and observations-Dobson, Sloan	sloan, julie, julie.sloan@polk-fl.net
Provide opportunities for vertical planning with 3rd – 5th grade teachers-Dobson, Sloan, Runnels	sloan, julie, julie.sloan@polk-fl.net
Facilitate planning using the Learning Arc-Dobson, Sloan, Runnels	sloan, julie, julie.sloan@polk-fl.net
Facilitate student data chats-teachers, Runnels	Runnels, Lindsey, lindsey.runnels@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 Improvement Plan, Family Engagement Plan, and Compact will be shared with all stakeholders, in friendly language, in a variety of ways and feedback will be elicited.

1. School Website-<https://swe.polkschoolsfl.com/titleone/>
2. Facebook
3. At the Title I Annual Meeting
4. At SAC meetings
5. At staff meetings, professional development, and planning
6. At leadership team meetings
7. PEN Notebook

**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))

School webpage: <https://swe.polkschoolsfl.com/titleone/>

Southwest Elementary plans to foster positive relationships with parents, families, and the community in a variety of ways.

1. Communication through FOCUS, agendas, conferences, the webpage, and social media.
2. Hosting family engagement activities for capacity building with academic family nights and fun with dances and game/movie nights.
3. Promotion of participation in the Spurtastic Squad (PTO).
4. Establishing/maintaining community partnerships for staff appreciation, student rewards, and mentorship programs.

**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)**

Southwest Elementary plans to strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum by providing students with an equivalent experience as supported by the use of the Learning Arc to plan high quality, benchmark aligned lessons and targeted interventions will be used to address individual student needs in the areas of Reading and Mathematics using district intervention program initiatives and data chats/MTSS meetings will be used to discuss the progress of students. Academic coaches and paraprofessionals will support this work and RTD and tutoring will be implemented to extend opportunities for learning.

**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))**

Southwest Elementary School students benefit from the Community Eligibility Provision (CEP) that provides free breakfast and lunch to all students.

#### **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))**

Southwest Elementary implores trauma informed practices. The School Counselor in conjunction with the mental health team provides individual and group counseling sessions and utilizes the assistance of outside agencies for other resources.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

Southwest Elementary has a Digital Media Academy this year. The goal of this program is to create a bridge between Southwest Elementary and the schools we feed to in order to support the preparation for post secondary opportunities.

**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).**

Southwest Elementary utilizes PBIS and MTSS in order to develop positive school culture. We implore research-based practices, have built systems to support implementation, and use data to monitor effective implementation of our program. Data is also used to determine/provide a level of support from the School Counselor or Mental Health Facilitators that a student needs to be successful.

**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))**

Southwest Elementary provides opportunities for staff to collaborate in grade level, vertical, and school-wide professional learning communities in order to improve instructional practices and, in turn, student outcomes and teacher retention. Academic Coaches and administration support teachers in group and individual settings based on walk through and student achievement data and students are supported through the MTSS process, RTD, and after school tutoring groups.

**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))**

Southwest Elementary hosts Kindergarten Round Up each spring and a Kindergarten Readiness Camp in the Summer in order to support transition from early childhood programs to Kindergarten.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

**The approved budget does not reflect any amendments submitted for this project.**

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00

3	III.B.	Area of Focus: Instructional Practice: Intervention	\$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