

Polk County Public Schools

Daniel Jenkins Academy Of Technology Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Daniel Jenkins Academy Of Technology Middle School

701 LEDWITH AVE, Haines City, FL 33844

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Daniel Jenkins Academy is to provide authentic, project-based learning opportunities that allow students to develop their interests and passions through personalized learning and STEM-based community partnerships.

Rigor - Precise and challenging curriculum with a special focus on math, science, engineering, and environmental science.

Reading/Literacy – Comprehend and derive meaning from text to stress verbal and written communication

Relevance – Real-life application by developing critical thinking, problem solving, and organizational skills

Results – Outcomes that drive the next step using innovative strategies, and traditional values to prepare students for future success.

Relationships – Interactions that promote a sense of belonging to all students to assist in their academics and develop their social and emotional potential.

Provide the school's vision statement.

The vision of Daniel Jenkins Academy is to provide students with high-quality, globally-focused educational opportunities to gain the knowledge and skills necessary to be college and career ready in the 21st Century.

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
Blackburn, Kathryn	Principal	Instructional leadership, supervise and manage personnel, secure a safe environment for learning, facilitate teacher leaders, and support professional development for on-going growth of staff.
Wilder, Alissiea	Assistant Principal	Support instructional leadership, supervision of staff and students, and safe secure environment.
Walker, Patricia	Teacher, Adult	Effective instruction, subject area leader, student supervisor, teacher leader.
Spann, Lakiesha	Instructional Coach	Teacher support, teacher leader, instructional support leader.
McCardle, Paula	Teacher, K-12	Teacher leader, instructional support, safety and security of students and staff.

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.

Meetings are held to support all stakeholders involvement. Development of goals based on data analysis are created. Additional, meetings are held so that members who were not in attendance may give input and suggestions. Once all stakeholders have agreed with the goals the SIP is written. A draft is sent to all stakeholders to give any final suggestions or changes. After all stakeholder have addressed any ideas or if there are any additional revisions a final draft will be sent to all stakeholders for approval and submission.

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))

In the steps for implementation for each goal, there is a person responsible for monitoring progress. This person will monitor the progress monthly and share information with the principal and Leadership Team. The data will be analyzed quarterly and adjustments if necessary will be made at that time. Teachers will be monitoring their data to identify progress or lack of progress. Data will be shared collaboratively with subject area teachers to address adjustments. Teachers and principal will identify strategies to use in addition to ones developed in the plan. Teacher input will be considered for adjustments. At semester, if revisions to the SIP are necessary based on adjustments, the SIP will be revised and updated. This process will continue the entire school year.

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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
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) Multiracial Students (MUL)*

	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: B 2018-19: B 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	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	20	23	13	56	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	0	1	
Course failure in Math	0	0	0	0	0	0	0	1	0	1	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	39	63	43	145	
Level 1 on statewide Math assessment	0	0	0	0	0	0	28	45	26	99	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	48	70	48	166

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	24	26	32	82	
One or more suspensions	0	0	0	0	0	0	48	35	36	119	
Course failure in ELA	0	0	0	0	0	0	5	1	0	6	
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	21	14	23	58	
Level 1 on statewide Math assessment	0	0	0	0	0	0	29	22	26	77	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	14	5	5	24	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	73	57	65	195

The number of students identified retained:

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	24	26	32	82	
One or more suspensions	0	0	0	0	0	0	48	35	36	119	
Course failure in ELA	0	0	0	0	0	0	5	1	0	6	
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	21	14	23	58	
Level 1 on statewide Math assessment	0	0	0	0	0	0	29	22	26	77	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	14	5	5	24	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	73	57	65	195

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	1	1	3
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*	47	36	49	44	40	50	46		
ELA Learning Gains				45			45		
ELA Lowest 25th Percentile				40			37		
Math Achievement*	55	40	56	43	34	36	38		
Math Learning Gains				51			37		
Math Lowest 25th Percentile				59			43		
Science Achievement*	40	34	49	36	40	53	43		
Social Studies Achievement*	81	66	68	74	49	58	71		
Middle School Acceleration	81	70	73	64	46	49	40		
Graduation Rate					36	49			
College and Career Acceleration					66	70			
ELP Progress	41	31	40	35	68	76	32		

* 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	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	345
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	491
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	4	1
ELL	51			
AMI				
ASN				
BLK	53			
HSP	57			
MUL	34	Yes	2	
PAC				
WHT	83			

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	55			

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	36	Yes	3	
ELL	43			
AMI				
ASN				
BLK	44			
HSP	51			
MUL	34	Yes	1	
PAC				
WHT	60			
FRL	47			

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	47			55			40	81	81			41
SWD	24			37			9	64			5	9
ELL	36			47			17	76	90		6	41
AMI												
ASN												
BLK	38			49			27	72	78		5	
HSP	50			55			38	83	76		6	42
MUL	27			40							2	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	58			76			88	100	93		5	
FRL	44			51			36	77	77		6	45

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	44	45	40	43	51	59	36	74	64			35
SWD	9	45	57	16	50	64	17	30				
ELL	33	40	35	38	51	50	18	70	60			35
AMI												
ASN												
BLK	32	40	35	33	46	49	28	63	68			
HSP	47	48	40	46	53	67	36	78	62			37
MUL	9	36		36	55							
PAC												
WHT	58	45		55	55	70	50	84	65			
FRL	40	43	39	42	51	57	35	68	70			23

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	46	45	37	38	37	43	43	71	40			32
SWD	10	21	24	13	36	47						
ELL	37	48	43	36	45	41	21	50	29			32
AMI												
ASN												
BLK	40	43	35	31	33	38	33	72	32			
HSP	47	48	42	41	41	46	45	70	43			38
MUL	33	27		50	55							
PAC												
WHT	57	43	17	43	27		47	67	47			
FRL	42	45	37	34	35	42	38	74	38			31

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
07	2023 - Spring	38%	36%	2%	47%	-9%
08	2023 - Spring	52%	39%	13%	47%	5%
06	2023 - Spring	46%	35%	11%	47%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	62%	38%	24%	54%	8%
07	2023 - Spring	27%	35%	-8%	48%	-21%
08	2023 - Spring	58%	42%	16%	55%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	39%	33%	6%	44%	-5%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	37%	55%	50%	42%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	37%	63%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	65%	15%	66%	14%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data component that showed the lowest performance was 7th grade ELA. The score was 38% proficiency compared to 6th grade 46% proficiency and 8th grade 53% proficiency. Contributing factors to this performance this group of students had the highest suspension rate in prior year, highest failure rate of ELA 6th grade, highest rate of student on the Early Warning System with two or more indicators and the lowest preliminary data on PM1 7th grade.

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

The data component that showed the greatest decline from the prior year was the 7th grade ELA. The contributing factors were poor attendance due to suspension based on misconduct.

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 data component that had the greatest gap when compared to the state average was for grade 7 ELA. The students performance on PM3 was 38% proficiency compared to the state's score of 47%. The factor that contributed the most was poor attendance due to suspensions based on misconduct and poor classroom management skills.

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

The data component that showed the most improvement was Algebra1 data. The new action taken by the school was double blocking the Algebra 1 classes so that the teacher had a full 100 minutes of instruction and practice time. In addition, the movement of a highly effective teacher in the position for the 2022-23 school year.

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

Attendance is our highest concern. Suspension which is a factor in attendance is also a concern. This is directly related to student misconduct and weak classroom management skills.

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

The highest priorities for school improvement for the upcoming school year are: attendance, classroom management, student conduct, standards based instruction, and continuing to use and improve the development and use of the learning arch.

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 Other**Area of Focus Description and Rationale:**

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

Based on student feedback taken from student surveys and journal responses, students believe that negative feedback warrants more attention than positive behavior.

Measurable Outcome:

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

The school will decrease by 50% the number of students who believe that negative behavior warrants more attention than positive behavior. These data will be collected by student surveys and journal responses of students who are identified as students who have multiple minor infractions.

Monitoring:

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

This will be monitored by analyzing discipline data and PBIS event attendance data to develop additional strategies to support positive reinforcement for all students. In addition, we will institute a tracking system to collect data on those targeted students who are participating in student feedback surveys and journal responses.

Person responsible for monitoring outcome:

Kathryn Blackburn (kathryn.blackburn@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.)

PBIS is an evidenced based framework to improve and integrate positive based, proactive strategies to maximize outcomes for students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selection was based on past efforts that were unsuccessful in supporting improving student behavior. It is obvious that we needed an approach that also addressed youth mental health. The PBIs system combines the need for positive behavior as well as mental health support for our students. It also is a systematic approach to involve teachers, counselors and students. Targeting the positive behavior and how it is reinforced addresses proactive methods to reduce the likelihood of problem behavior. Studies on PBIS implementation show that classroom management and school climate are improved.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Initiating and developing a PBIS team at the school. Our lead gathered a cross-section of willing volunteers to participate in training. The training involved developing a plan for implementation for the 2023-2024 school year.

Person Responsible: Kathryn Blackburn (kathryn.blackburn@polk-fl.net)

By When: July 20th, 2023.

2. Identify the variable that makes the problem less likely to occur.

Person Responsible: Kathryn Blackburn (kathryn.blackburn@polk-fl.net)

By When: August 2, 2023

3. Deliver the PBIS School plan and professional development to the staff. Establish data collection period with staff. Set implementation start date.

Person Responsible: Kathryn Blackburn (kathryn.blackburn@polk-fl.net)

By When: August 7, 2023

4. All students in classroom setting will be taught the PBIS Plan. Students will learn the benefits and rewards. Student will be given a start date and end date to see reachable goals for rewards for the first analyzation period.

Person Responsible: Kathryn Blackburn (kathryn.blackburn@polk-fl.net)

By When: Week of August 14, 2023

5. Implement plan and analyze data to share with staff. Outlying negative behavior will be addressed with each student by the behavior specialist to improve desired behavior.

Person Responsible: Kathryn Blackburn (kathryn.blackburn@polk-fl.net)

By When: September 8th, 2023

6. The step 5 will be repeated with each designated period and at semester the data will be closely analyzed to compare PBIS data with discipline data, student survey data, and student journal data. Data will be shared with Staff and adjustments made to evaluate success of the plan.

Person Responsible: Kathryn Blackburn (kathryn.blackburn@polk-fl.net)

By When: December 11, 2023

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**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.

Data from the district data dashboard showed that on Progress Monitoring 3, FAST, 7th grade students proficiency was measured at 38% which demonstrates that tasks were not aligned to standards and instructional support, coaching and professional learning is necessary in these classrooms.

Measurable Outcome:

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

State data will show a minimum of 5% proficiency increase for grade 8 as well a 5% of the students just below the proficiency line becoming proficient.

Monitoring:

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

Progress monitoring data offered by district level assessment platforms will be used to ensure students are mastering benchmarks being taught after planning is properly implemented.

Person responsible for monitoring outcome:

Lakiesha Spann (lakiesha.spann@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.)

The learning arch practice will be monitored with a focus with target/task alignment. These practices will be obvious as represented by the classroom Focus boards and use of the standard based walk-through tool. Targeted professional development and instruction coaching will be implemented as well as peer to peer mentoring.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The learning arch is an interactive microlearning experience created using a series of interactions that are linked together that address contend areas and student needs. Monitoring alignment through teacher planning supports the teacher's understanding of benchmarks and aligns tasks and assessments.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Standards Walk-through monitoring calendar created for AP, Principal ,and coach calibration. Walk-through calibration in the first two walks with AP, Principal, and Coach. Continue calibration walks with AP, Principal and coach until 90-100% match feedback.

Person Responsible: Lakiesha Spann (lakiesha.spann@polk-fl.net)

By When: September 5, 2023

2. Compile Walk-through data and add to Leadership meeting agenda for discussion. Compare 8th grade walk-through data to ELA planning evidence and learning arch with AP, Principal and Coach.

Person Responsible: Kathryn Blackburn (kathryn.blackburn@polk-fl.net)

By When: September 29, 2023

3. Use quarterly data for teacher data chats to discuss alignment and improvement to insure progress in the 8th grade ELA classrooms. Compare assessment data to walk-through data to identify gaps for improvement.

Person Responsible: Lakiesha Spann (lakiesha.spann@polk-fl.net)

By When: October 13, 2023

4. Use of the walk-through data will be on-going with analysis an comparison of all data points to insure alignment if adjustments are necessary.

Person Responsible: Lakiesha Spann (lakiesha.spann@polk-fl.net)

By When: on-going

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

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

Based on the number of referrals recorded in the 2022-2023 school year, 1053, it was determined that the reason for writing the referrals did not meet the standard for the cause for a referral.

Measurable Outcome:

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

To decrease by 10% the number of written referrals each 9-weeks. To reduce actions taken on students that caused loss of instructional time for students.

Monitoring:

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

View and analyze discipline data every 9-weeks and develop strategies to assist teachers in : problem solving, relationship building, classroom management and referral writing.

Person responsible for monitoring outcome:

Alissiea Wilder (alissiea.wilder@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.)

Collaboratively setting acceptable behaviors in the classrooms, hallways, cafeteria, and busses. Providing professional development to target classroom management. When classroom management is not done properly it can increase teacher managed incidents to referral status.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on the book, Comprehensive Classroom Management by Jones, Vern, Jones, and Louise, the research criteria was : research based strategies to reduce behavioral referrals and how to build relationships. These strategies will support a focus on teacher managed behaviors.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Analyze discipline data. Identify common themes for problems as well as identify specific teachers who have written excessive referrals for 2022-23 school year.

Person Responsible: Alissiea Wilder (alissiea.wilder@polk-fl.net)

By When: July 1, 2023

2. Review discipline plan with staff and discuss reoccurring themes and issues that were represented in the 2022-23 data. Focus on the referrals that should have not been written based on teacher managed behaviors rather than a referable offense.

Person Responsible: Alissiea Wilder (alissiea.wilder@polk-fl.net)

By When: August 10, 2023

3. Request feedback from teachers who voluntarily ask for professional development support. Begin closely monitoring referrals written and tier the teachers on data collected from 2022-23 and present year.

Person Responsible: Alissiea Wilder (alissiea.wilder@polk-fl.net)

By When: Feedback from teachers by August 11 and analyzing referrals will be on-going all year.

4. Schedule targeted professional development on the tiered groups. This will be on a voluntary and a need basis. Continue to monitor and analyze referral data and include classroom walk-through data to insure improvement of the support for each teacher.

Person Responsible: Alissiea Wilder (alissiea.wilder@polk-fl.net)

By When: on-going all year.

#4. -- Select below -- specifically relating to

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.

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

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.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

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

- * Title 1/UniSig Comprehensive Needs Assessment (CNA)
 - *Data Com
 - * Summer Leadership Academy/Retreat
 - * School Improvement Plan Meetings/Training
 - * Pure Process
- Regional and Office Transformation review SIP plans

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

Review Parent and Family Engagement Plan and Compact for suggestions:

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

Review Parent and Family Engagement Plan and Compact for suggestions:

- * Building Capacity events
- * Staff Capacity Building Professional Development
- * Conferencing
- * Family/School relationships
- * 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))

Review Use of Funds for suggestions:

- * Supplemental Staff (academic coach, interventionists, paraprofessionals)
- * Supplemental Resources
- * Extended Learning
- * Professional Development
- * Collaborative Planning
- Non-Title 1 Initiatives
- * MOU 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 Meeting
- * Comprehensive Needs Assessment Technical Assistance
- * ESE, Migrant, Early Childhood, Cambridge/IB, Work Force

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

- * <https://polkschoolsfl.com/mentalhealth/>
- * Individual Counseling
- * Group Counseling
- * School Consultations
- * Collaboration with community providers- Peace River Center, Watson Clinic Behavioral Health, Sweet Center-Winter Haven Hospital
- * Support Groups
- * Grief Support
- * 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 Academics

- * Vocational Schools
- * Building Capacity of events-Transition events

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

- * PBIS
- * RTI
- * MTSS
- * Behavior Interventionist, Mental Health Counselors, School Counselor, Dean

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

- * Professional Learning Communities to improve instruction and data
- * Data Com
- * Collective Bargaining Stipends- Title I, Critical Shortage Area, Highly Effective
- * Recruitment and Educator Quality Department-PCSB Culture Ambassador Program

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

- * Early Childhood-<https://polkschoolsfl.com/earlychildhood/>
- * Head Start
- * VPK (Title 1, ESE and non-Title I)
- * Kindergarten Round Up
- * Kindergarten Readiness Camps
- * Books Bridge Bus
- * Migrant Early Childhood services