

Polk County Public Schools

Alta Vista Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Alta Vista Elementary School

801 SCENIC HWY S, Haines City, FL 33844

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

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 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
Stewart, Celeste	Principal	<p>Data analysis and using data to make decisions.</p> <p>Develop climate and culture during conversations about student learning data.</p> <p>Identify ways to use data to improve instructional practices.</p> <p>Build communication and relationships through mentoring, collaboration, and decision making.</p> <p>Coach teachers for growth.</p> <p>Monitor conditions for learning in the classrooms.</p>
Gaymont, Stephen	Assistant Principal	<p>Data analysis and using data to make decisions.</p> <p>Develop climate and culture during conversations about student learning data.</p> <p>Identify ways to use data to improve instructional practices.</p> <p>Build communication and relationships through mentoring, collaboration, and decision making.</p> <p>Coach teachers for growth.</p> <p>Monitor conditions for learning in the classrooms.</p>
Lane, Jinnell	Behavior Specialist	<p>Provide Interventions and/or consequences to students in violation of the Code of Conduct.</p> <p>Assist teachers with the identification of strategies to improve student behavior.</p> <p>Facilitate school-wide PBIS implementation.</p> <p>Monitor and report disciplinary trends or concerns across the campus.</p> <p>Provide opportunity for restorative justice practices to be implemented.</p>
Gamez, Sandra	Math Coach	<p>Serve as a Math resource to teachers.</p> <p>Facilitate planning sessions to collaboratively identify content and strategies with teachers.</p> <p>Visit classrooms and provide helpful feedback in an effort to improve instructional outcomes.</p> <p>Model lessons and strategies.</p> <p>Analyze data and provide teachers with guidance for differentiated lesson design based on key indicators.</p>
Clark, Sophia	Reading Coach	<p>Serve as a Reading resource to teachers.</p> <p>Facilitate planning sessions to collaboratively identify content and strategies with teachers.</p> <p>Visit classrooms and provide helpful feedback in an effort to improve instructional outcomes.</p> <p>Model lessons and strategies.</p> <p>Analyze data and provide teachers with guidance for differentiated lesson design based on key indicators.</p>
Huston, Blaze	Other	<p>Analyze student data to strategically provide support to students with learning deficits.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Visit classrooms to provide push-in instruction based on data.</p> <p>Assist with Title I compliance and expenditure process.</p> <p>Serve as a resource to teachers for instructional practices, strategies, or materials.</p> <p>Liaison with community stakeholders.</p> <p>Organize family engagement opportunities.</p>
Guzman, Laura	Other	<p>Analyze student data to strategically provide support to students with learning deficits.</p> <p>Visit classrooms to provide push-in instruction based on data.</p> <p>Assist with Title I compliance and expenditure process.</p> <p>Serve as a resource to teachers for instructional practices, strategies, or materials.</p>
	Other	<p>Coordinates the referral, staffing, placement, and reevaluation process for exceptional student education at the school level.</p> <p>Serves as a member of individual educational plan (IEP) meetings as the LEA representative.</p> <p>Provides the level and frequency of direct support to students and teachers based upon general educators' and students' need for assistance.</p> <p>Arranges for classroom and testing accommodations for students with disabilities.</p> <p>Assists in the development and adaptation of curriculum and testing materials to meet the needs of teachers and students.</p> <p>Serves as a resource to school personnel regarding ESE rules and regulations.</p>
Jimenez, Pricilla	Other	<p>Assists in identifying and reporting the strengths and weaknesses of the (ESOL) students at the school.</p> <p>Assists in the development, implementation, and delivery of classroom ESOL intervention.</p> <p>Designs and implements ESOL training for bilingual paraprofessionals who work with the ESOL Program.</p> <p>Selects and provides needed materials to support ESOL intervention.</p> <p>Acts as a resource to the school regarding ESOL instructional support.</p> <p>Ensures ESOL guidelines are met and compliance documentation is completed.</p> <p>Acts as liaison between families, school personnel and the District.</p>
Ledesma, Angel	Instructional Technology	<p>Coordinates the maintenance, operation and management of existing instructional and non-instructional school computer networks.</p> <p>Maintains software/hardware inventory to include locations within school and a school data wiring diagram.</p> <p>Incorporates principles of district instructional technology plan into school technology plan.</p> <p>Establishes environment encouraging creative and independent use of instructional technology.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Coordinates activities of outside technology vendors, Telecom installations, consultants and trainers.</p> <p>Encourages student development of skills in the use of instructional technology resources.</p> <p>Facilitates the use of existing and emerging technology by staff and students.</p>
Royer, Renee	School Counselor	<p>Support the academic achievement of all students, insuring equity and access to all.</p> <p>Implement federal, state and local mandates.</p> <p>Assist with individual student planning.</p> <p>Provide preventive and responsive services.</p> <p>Work with students individually and in groups.</p> <p>Provide consultation to teachers and other school personnel regarding students and makes referrals as appropriate.</p>

Stakeholder Involvement and SIP Development

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

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

Stakeholders were presented information about and opportunities to provide feedback about it through the following ways:

- School/District Webpage
- Agenda
- Parent/Family/Community Input Meetings
- Annual Meeting
- Orientation/Open House

Those interactions helped provide valuable feedback in the crafting of our current SIP as we work to incorporate the perspectives and contributions of these stakeholder groups in our work.

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))

SIP will be monitored for effective implementation and impact through:

- Staff Meetings/Planning
- School Leadership Meetings
- During MTSS and student support meetings
- Progress monitoring data disaggregation

The plan may need revision as we are able to collect and interpret the data, which will be identified during leadership meetings and during times where we can gather progress monitoring data to inform such possible needs for shifts.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 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	48	50	57	67	44	57	0	0	0	323	
One or more suspensions	4	2	11	18	9	23	0	0	0	67	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	78	30	64	0	0	0	172	
Level 1 on statewide Math assessment	0	0	0	70	43	79	0	0	0	192	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	27	30	38	65	24	60	0	0	0	244	

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	14	22	22	83	42	77	0	0	0	260

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	1	0	0	38	0	0	0	0	0	39
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	59	56	50	60	56	51	0	0	0	332	
One or more suspensions	4	2	2	6	10	19	0	0	0	43	
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	30	55	51	0	0	0	136	
Level 1 on statewide Math assessment	0	0	0	42	56	46	0	0	0	144	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	54	59	71	39	39	26	0	0	0	288	

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	25	31	25	22	56	66	0	0	0	225

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	18	0	0	0	0	0	18
Students retained two or more times	0	0	0	2	1	0	0	0	0	3

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	59	56	50	60	56	51	0	0	0	332	
One or more suspensions	4	2	2	6	10	19	0	0	0	43	
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	30	55	51	0	0	0	136	
Level 1 on statewide Math assessment	0	0	0	42	56	46	0	0	0	144	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	54	59	71	39	39	26	0	0	0	288	

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	25	31	25	22	56	66	0	0	0	225

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	18	0	0	0	0	0	18
Students retained two or more times	0	0	0	2	1	0	0	0	0	3

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*	30	45	53	37	47	56	38		
ELA Learning Gains				52			59		
ELA Lowest 25th Percentile				42			73		
Math Achievement*	29	49	59	39	42	50	35		
Math Learning Gains				48			39		
Math Lowest 25th Percentile				62			25		
Science Achievement*	31	41	54	44	49	59	28		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	56	54	59	54			46		

* 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	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	175
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	4	1
ELL	28	Yes	1	1
AMI				
ASN				
BLK	26	Yes	1	1
HSP	36	Yes	1	
MUL				
PAC				
WHT	40	Yes	1	
FRL	33	Yes	1	

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	37	Yes	3	
ELL	44			
AMI				
ASN				
BLK	41			
HSP	47			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	63			
FRL	45			

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	30			29			31					56
SWD	10			6			14				5	55
ELL	23			24			24				5	56
AMI												
ASN												
BLK	19			21			20				5	53
HSP	31			32			27				5	56
MUL												
PAC												
WHT	38			29			64				4	
FRL	27			28			28				5	56

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	37	52	42	39	48	62	44					54
SWD	10	41	47	22	49	65	21					44
ELL	31	48	29	38	47	63	42					54
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	24	40	41	24	43	63	35					57
HSP	37	53	41	39	46	61	42					54
MUL												
PAC												
WHT	53	70		61	62		71					
FRL	33	48	39	36	47	63	40					54

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	38	59	73	35	39	25	28					46
SWD	6	27		14	19		6					16
ELL	34	62	74	34	39	31	27					46
AMI												
ASN												
BLK	28	53		26	31		20					50
HSP	36	57	71	35	41	36	28					46
MUL												
PAC												
WHT	55	70		48	40		40					
FRL	36	61	77	33	37	19	28					47

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	29%	43%	-14%	54%	-25%
04	2023 - Spring	41%	53%	-12%	58%	-17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	25%	42%	-17%	50%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	35%	51%	-16%	59%	-24%
04	2023 - Spring	32%	56%	-24%	61%	-29%
05	2023 - Spring	24%	44%	-20%	55%	-31%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	31%	39%	-8%	51%	-20%

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.

Our lowest component was in 3rd grade reading, where we had 25% proficiency. A contributing factor to this result would have been the fact that we were forced to move two experienced teachers out of 3rd grade ELA and replace them with two teachers with only primary grades experience. As this drop in proficiency from the previous year was significant, this forcible staff change clearly contributed.

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

5th grade math declined from 34% to 25%. We were forced to move the 5th grade math teacher that taught 4 units of 5th math as his 3 year aggregate VAM as needs improvement, even though he had achieved an effective last year. Our only replacement was a brand new teacher who ended up struggling with facilitating benchmark-based instruction.

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.

5th grade math was 31 points below the state average. We were forced to move the 5th grade math teacher that taught 4 units of 5th math as his 3 year aggregate VAM as needs improvement, even though he had achieved an effective last year. Our only replacement was a brand new teacher who ended up struggling with facilitating benchmark-based instruction.

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

We saw an increase of 13 points in 4th grade ELA scores from last year to this year. This was also our closest result to state average. We had significant staff turnover in the previous year and we experienced complete staff retention last year, allowing for a strong group of teachers to work with students a full year. Also, we departmentalized with a structure that allowed the ELA and Math instructors to focus only on those subjects rather than also teaching Science and/or Social Studies.

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

Our greatest concern is the sheer number of student classified as absent excessively. This warning indicator is represented by 47% of our student body and is a clear barrier to being able to effectively provide students with the quantity and quality of instruction needed to achieve school improvement.

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

1. Ensure students are provided benchmark-based, aligned instruction
2. Provide intervention for students in ELA through Corrective Reading
3. Support ESE ESSA subgroup to improve proficiency to above 41%
4. Support and encourage better student attendance.

Area of Focus

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

#1. Instructional Practice specifically relating to 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.

Teachers and school leadership will plan and monitor benchmark aligned instruction.

Review of data revealed the need to continue to strengthen our core instruction throughout our campus, with a specific emphasis on our new teachers and those who struggled with obtaining a low level of proficiency.

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 +3% proficiency increase for all grades/content as well as 10% 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:

Celeste Stewart (celeste.stewart@polk-fl.net)

Evidence-based Intervention:

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

1. Monitor students engaging in equivalent experiences aligned to state expectations using SWT.
2. Engage teachers in standards-based planning protocol using the Learning Arc Framework.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

TNTP's The Opportunity Myth speaks to the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. It is imperative we both monitor for aligned and plan for teacher's ensuring all students are exposed to GRADE LEVEL Benchmarks and aligned 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.

Strategy 1 – Standards Walkthrough Tool Monitoring
Create calendar for leadership team calibration walks

Person Responsible: Celeste Stewart (celeste.stewart@polk-fl.net)

By When: Within the first two weeks of the school year.

Strategy 1 – Standards Walkthrough Tool Monitoring

Train leadership team on walkthrough tool in first two calibration walks

Person Responsible: Celeste Stewart (celeste.stewart@polk-fl.net)

By When: Within the first month of school the school year.

Strategy 1 – Standards Walkthrough Tool Monitoring

Conduct calibration walks until team shows 90-100% calibrated consistency with rationale

Person Responsible: Celeste Stewart (celeste.stewart@polk-fl.net)

By When: Within the first month of school the school year.

Strategy 1 – Standards Walkthrough Tool Monitoring

Add SWT data review to every leadership team meeting agenda

Person Responsible: Celeste Stewart (celeste.stewart@polk-fl.net)

By When: Within the first two weeks of the school year.

Strategy 1 – Standards Walkthrough Tool Monitoring

Establish protocol to review data including evidence in SWT

Person Responsible: Celeste Stewart (celeste.stewart@polk-fl.net)

By When: Within the first two weeks of the school year.

Strategy 1 – Standards Walkthrough Tool Monitoring

Monitor impact between data review from SWT and planning per content/course/grade level

Person Responsible: Celeste Stewart (celeste.stewart@polk-fl.net)

By When: Weekly checks at leadership meeting.

Strategy 2 – Planning with Arc Framework

Create master schedule that includes intentional collaborative planning

Person Responsible: Celeste Stewart (celeste.stewart@polk-fl.net)

By When: Prior to start of school year.

Strategy 2 – Planning with Arc Framework

Assign and train planning facilitators

Person Responsible: Celeste Stewart (celeste.stewart@polk-fl.net)

By When: Prior to start of school year.

Strategy 2 – Planning with Arc Framework

Add planning results findings to leadership team meeting agenda

Person Responsible: Celeste Stewart (celeste.stewart@polk-fl.net)

By When: Weekly

Strategy 2 – Planning with Arc Framework

Conduct planning protocol on a “weekly” basis

Person Responsible: Celeste Stewart (celeste.stewart@polk-fl.net)

By When: Weekly

Strategy 2 – Planning with Arc Framework

Review planning findings during leadership team meetings on a routine basis

Person Responsible: [no one identified]

By When: Weekly

Strategy 2 – Planning with Arc Framework

Conduct correlation analysis between SWT findings and Benchmarks planned for using Arc

Person Responsible: Celeste Stewart (celeste.stewart@polk-fl.net)

By When: Weekly

#2. 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.

Decrease the number of students who miss 10 or more days of school.

Data indicates that roughly 47% of our students last year missed more than 10 days of school with unexcused absences. We will implement procedures to address this.

Measurable Outcome:

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

Attendance data will show a 20% reduction in the total number of students missing 10+ days of school.

Monitoring:

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

Student data will be identified via reports from the FOCUS student data system, in addition to utilizing the data dashboard on Inzata.

Person responsible for monitoring outcome:

Celeste Stewart (celeste.stewart@polk-fl.net)

Evidence-based Intervention:

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

1. Engage in school-based outreach to parents and guardians
2. Monitor student attendance in order to target students for attendance incentives

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Significant research indicates academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for missing as few days of instruction as possible, we will be able to more successfully improve student learning outcomes.

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.

Strategy 1 - Outreach to parents

Identify students who are missing or on track to miss 10% or more of the school year, with a focus on monitoring trends based on subgroups and coordinate with school-based attendance team members for next steps.

Person Responsible: Stephen Gaymont (stephen.gaymont@polk-fl.net)

By When: Within the first two weeks of the school year.

Strategy 1 - Outreach to parents

Parents/Guardians of students identified as chronically absent will be designated a school-based attendance mentor to help identify supports and resources for parents to improve student attendance.

Person Responsible: Stephen Gaymont (stephen.gaymont@polk-fl.net)

By When: Within the first month of the school year.

Strategy 1 - Outreach to parents

Conduct monthly check-in meetings with grade level teams to analyze and monitor the documentation and quality of parent contact.

Person Responsible: Renee Royer (renee.royer@polk-fl.net)

By When: Monthly

Develop attendance flyers to send home at the beginning of the year and to be updated quarterly with generalized attendance data and information about the importance of attending school. This will be shared via SMessenger and on physical flyers.

Person Responsible: Stephen Gaymont (stephen.gaymont@polk-fl.net)

By When: Quarterly

Strategy 2 - Monitoring and Incentivizing Attendance

Identify classrooms who are exemplar groups and those that are off-track from attendance goals and coordinate with school-based attendance team members for next steps.

Person Responsible: Stephen Gaymont (stephen.gaymont@polk-fl.net)

By When: Monthly

Strategy 2 - Monitoring and Incentivizing Attendance

Facilitate a travelling attendance trophy system where weekly attendance champion classes are recognized on-campus and via SMessenger.

Person Responsible: Stephen Gaymont (stephen.gaymont@polk-fl.net)

By When: Monthly

Strategy 2 - Monitoring and Incentivizing Attendance

Target classrooms with the highest absenteeism monthly for visits from attendance team members to help work with students on individualized motivators or supports.

Person Responsible: Renee Royer (renee.royer@polk-fl.net)

By When: Monthly

CSI, TSI and ATSI Resource Review

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

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

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.

- School/District Webpage
- Agenda
- 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))

Website:

<https://ave.polkschoolsfl.com/>

Additional opportunities to share these components:

Building Capacity Events
 Staff Capacity Building Professional Development
 -Conferencing
 -family/school relationship
 Family/Community Input
 Data Chats/Conferences
 Webpage
 Annual Meeting
 Preventing Barriers

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Review Use of Funds for suggestions:

- Supplemental Staff (Interventionist)
- Supplemental Resources
- Professional Development
- Collaborative Planning

Non-Title I initiatives:

- Corrective Reading Program

- Planning Meetings
- MTSS – Tier Support for Students

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

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

Optional Component(s) of the Schoolwide Program Plan

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

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

<https://polkschoolsfl.com/mentalhealth/>

Individual Counseling

Group Counseling

School Consultations

Drumbeats

Collaboration with community providers – Peace River Center, Watson Clinic Behavioral Health, Sweet Center – Winter Haven Hospital

o Support Groups

o Grief Support

o Children's Home Society

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

- Dual Enrollment
- IB/Cambridge
- Career Academies
- Vocational Schools
- Building Capacity of Events – Transition events

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

- PBIS
- RTI
- MTSS

- Behavior Interventionist, Student Success Coaches, Mental Health Counselors, School Counselors, Deans

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

- Professional Learning Communities to improve instruction and data
- Data Com
- RTD
- UniSIG Supplemental Teacher/Administrator Allocation
- Collective Bargaining Stipends – Title I, Critical Shortage Area, Highly Effective
- Recruitment and Educator Quality Department - PCPS Culture Ambassador Program

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

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

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

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

No