

Polk County Public Schools

# Sandhill Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

---

## Table of Contents

---

<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>10</b>
<b>III. Planning for Improvement</b>	<b>14</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>23</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>24</b>
<b>VI. Title I Requirements</b>	<b>28</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>31</b>

# Sandhill Elementary School

1801 TYNER RD, Haines City, FL 33844

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

## 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.**

Sandhill Elementary - a family of teachers and students learning in an encouraging environment where high expectations result in productive citizens.

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

Sandhill Elementary staff will create a safe community of collaborative leaders where students persevere through a productive struggle while engaging in rigorous tasks to meet learning goals.

CRANES believe that ....

Caring about the learning environment is important so we can grow as a community of learners.

Respect of self and others is important.

ALL students can be leaders in a positive way.

Nurturing staff and families lead to successful students.

Every student can and will learn in an encouraging environment.

Safety is important for success.

## 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
Bhoj, Mohanie	Reading Coach	
Chapman, Sally	Teacher, K-12	
Conely, Kathy	Principal	
Glasgow, Jeff	Instructional Technology	
Lewis, Sarah	School Counselor	
Lloyd, Andrea	Teacher, K-12	
Pelletier, Matthew	Math Coach	
Renesca, Lindsay	Assistant Principal	
Santos, Antonio	Dean	
Singleton, Tiffany	Teacher, K-12	
Bullock, Lakeisha	Teacher, ESE	
Davis, Karen	Assistant Principal	
Burke, Kristin	Teacher, K-12	

**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.

The School Leadership Team meets weekly to review data and determine school goals and strategies. A survey was sent to all staff and families at the close of the school year to determine school needs. Results of the survey, along with data were reviewed by the school leadership team at the close of the school year. Based on the results, school improvement goals were developed.

**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 School Leadership Team meets weekly throughout the year to review progress monitoring data and standards based walk through data. Based on this data, strategies and action steps are adjusted to ensure that students continue to make progress in the areas of need.

**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>	84%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	TSI
<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: C 2019-20: C

	2018-19: C 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	75	79	57	94	50	69	0	0	0	424
One or more suspensions	8	4	8	20	16	17	0	0	0	73
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	21	38	31	60	46	61	0	0	0	257

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	17	24	18	102	62	77	0	0	0	300

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	2	6	8	42	0	0	0	0	0	58
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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

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



Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	58	81	81	66	67	0	0	0	353
One or more suspensions	0	2	9	7	8	16	0	0	0	42
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.	0	62	108	67	32	32	0	0	0	301

**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	20	36	34	63	79	0	0	0	232

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	5	35	0	0	0	0	0	42
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	58	81	81	66	67	0	0	0	353
One or more suspensions	0	2	9	7	8	16	0	0	0	42
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.	0	62	108	67	32	32	0	0	0	301

**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	20	36	34	63	79	0	0	0	232

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	5	35	0	0	0	0	0	42
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*	33	45	53	37	47	56	39		
ELA Learning Gains				47			28		
ELA Lowest 25th Percentile				37			21		
Math Achievement*	30	49	59	33	42	50	22		
Math Learning Gains				56			13		
Math Lowest 25th Percentile				48			21		
Science Achievement*	25	41	54	32	49	59	25		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	49	54	59	69			47		

\* 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)	TSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	172
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	359
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	15	Yes	4	3
ELL	26	Yes	3	1
AMI				
ASN				
BLK	27	Yes	2	1
HSP	33	Yes	1	
MUL				
PAC				
WHT	37	Yes	1	

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	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	26	Yes	3	2
ELL	40	Yes	2	
AMI				
ASN				
BLK	34	Yes	1	
HSP	45			
MUL				
PAC				
WHT	52			
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	33			30			25					49
SWD	13			14			8				5	29
ELL	21			24			20				5	49
AMI												
ASN												
BLK	27			32			18				4	
HSP	31			29			25				5	49
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	45			30			29				4	
FRL	32			28			23				5	50

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	47	37	33	56	48	32					69
SWD	15	24	19	20	28	19	15					64
ELL	22	36	41	22	53	65	13					69
AMI												
ASN												
BLK	33	42	24	31	52	32	26					
HSP	35	42	40	32	56	53	31					69
MUL												
PAC												
WHT	48	71		36	59		44					
FRL	36	45	35	33	57	49	31					71

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	39	28	21	22	13	21	25					47
SWD	14	8	9	14	13	10	8					23
ELL	30	29	20	17	11	26	16					47
AMI												
ASN												
BLK	33	26		16	9		19					
HSP	39	30	19	17	11	21	23					46
MUL												
PAC												
WHT	49	24		46	25		38					
FRL	38	27	16	19	12	21	19					43

**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	27%	43%	-16%	54%	-27%
04	2023 - Spring	44%	53%	-9%	58%	-14%
03	2023 - Spring	32%	42%	-10%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	34%	51%	-17%	59%	-25%
04	2023 - Spring	38%	56%	-18%	61%	-23%
05	2023 - Spring	25%	44%	-19%	55%	-30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	22%	39%	-17%	51%	-29%

**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.**

Fifth grade Science, Math and Reading showed the lowest performance of all grade levels and subject areas. 22% of fifth grade students scored proficient in the area of Science. 27% of fifth grade students scored proficient in the area of Reading and 24% of fifth grade students scored proficient in the area of Math. Factors contributing to the decline in scores from previous years are a turnover in teachers with 3 of the 7 fifth grade teachers being new to teaching. Another contributing factor is student attitudes towards learning. The group of fifth graders in general are the group of students who were in 3rd grade during Covid and were told the importance of the test at that time. They didn't take the test seriously during the 2020-2021 school year and continue to not take the assessment seriously. They don't see the value in learning or reading to learn. The next lowest group of students was Third grade students with

32% of third graders scoring proficient in the area of Reading. This group of students show a general lack of basic reading skills.

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

The greatest decline from the prior year is in the area of Science. Fifth grade students went from 31% scoring proficient in the spring of 2022 to 22% scoring proficient in the spring of 2023. This group of students were not held accountable for their reading levels when they were in third grade by being retained if they weren't proficient readers at the end of third grade. Therefore, many of them do not comprehend well. When faced with Science scenarios, they struggle with vocabulary and comprehension of the concepts. The second area of greatest decline from the prior year is in the area of 3rd grade reading. Many of the third grade students lack basic reading skills such as phonics and sight words.

**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.**

Fifth grade Reading, Math and Science had the greatest gaps compared to the state averages. State averages show 55% of students being proficient compared to 27% (Reading) and 24% (Math) being proficient at Sandhill Elementary. Factors contributing to the decline in scores from previous years are a turnover in teachers with 3 of the 7 fifth grade teachers being new to teaching. Another contributing factor is student attitudes towards learning. The group of fifth graders in general are the group of students who were in 3rd grade during Covid and were told the importance of the test at that time. They didn't take the test seriously during the 2020-2021 school year and continue to not take the assessment seriously. This group of students were not retained in third grade and thus a group of them lack the basic reading comprehension skills needed for reading, math and science assessments.

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

The areas that showed the most improvement are fourth grade reading and math scores. Fourth grade showed an increase of 7 points in Reading with students moving from 37% proficiency to 44% proficiency. They also showed an increase of 5 points in Math with students moving from 33% proficiency to 38% proficiency. Third grade Math is another area of increase with a gain of 3 points (31% proficiency to 34% proficiency). The actions taken that contributed to this increase were that we had a solid fourth grade team that planned together. They understood the importance of studying the benchmarks and making sure that students understood the benchmarks. Teachers who were paired together also communicated with each other so that concepts were reinforced in one another's classrooms.

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

The first area of concern is the high absentee rate of our students, especially in third grade. The second area of concern is the high number of students who have more than one indicator of an early warning. Most of these are in 3rd grade or above. These students are the ones who are missing out on core instruction, just as the instruction gets more difficult (in 3rd grade).

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

1. Standards Based Instruction
2. Intervention (especially for subgroups)
3. School Culture

**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.

Data shows that we are well below proficient in the area of ELA and Math with 434% of students proficient in ELA and 32% of students proficient in Math. In addition, the state benchmarks are new to the students and teachers in grades 3-5 with these benchmarks being taught for the second year in these grade levels. Also, we have 15 teachers who will be new to teaching or new to the state of Florida for the 2023-2024 school year. It will be very important for the teachers to understand the benchmarks and plan instruction aligned with the benchmarks to meet the needs of the students.

**Measurable Outcome:**

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

45% of students in grades 3, 4, and 5 will be proficient in ELA based on PM3 of the FAST test.  
 45% of students in grades 3, 4, and 5 will be proficient in Math based on PM3 of the FAST test.  
 45% of students in grade 5 will be proficient in Science based on the state Science assessment.

**Monitoring:**

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

Students will be monitored in ELA using weekly ELA assessments related to the benchmarks. Students will also be monitored using the STAR assessment and FAST PM1 and PM2 data. Students will be monitored in Math using weekly Math assessments related to the benchmarks. Students will also be monitored using the STAR assessment and FAST PM1 and PM2 data. Science data will be monitored using quarterly assessments. Instruction in all subjects will be monitored using standards-based walk throughs. Data will be graphed using the standards-based walk through tool.

**Person responsible for monitoring outcome:**

Kathy Conely (kathy.conely@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.)

Teachers will have a knowledge and understanding of the benchmarks and instructional strategies for teaching the benchmarks.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The BEST benchmarks are still new to most teachers. 15 of the teachers are new to the state of Florida. The Learning Arc tool will provide a framework for teachers to breakdown the benchmarks, look at resources to determine alignment. The time that teachers use to go through this process will allow teachers the time make sure students are provided with a quality "game day" experience including 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.

Teachers will plan together using the Learning Arc framework to break the benchmarks into objectives and determine effective instructional strategies and appropriate resources and assessments for teaching the benchmarks.

**Person Responsible:** Mohanie Bhoj (mohanie.bhoj@polk-fl.net)

**By When:** ongoing through the school year

Professional development will be held on a variety of topics including Science of Reading, Routines for Instruction, Effective instructional strategies, Data Driven Instruction, Power Hour, Utilization of Resources, 3 Read Protocol for Math, Math Problem Solving, etc.

**Person Responsible:** Matthew Pelletier (matthew.pelletier@polk-fl.net)

**By When:** ongoing throughout the school year

Teachers will teach the curriculum based on the BEST standards.

**Person Responsible:** Kathy Conely (kathy.conely@polk-fl.net)

**By When:** ongoing throughout the school year.

All teachers will be observed weekly by a member of the leadership team using the standards-based walkthrough tool and will be provided feedback on standards-based instruction.

**Person Responsible:** Kathy Conely (kathy.conely@polk-fl.net)

**By When:** weekly / ongoing throughout the school year

Teachers will be provided two full planning days with a substitute covering their classroom in order to plan curriculum based on the BEST standards. This time will be used to implement the Learning Arc, analyze data and plan instruction to meet the needs of the students.

**Person Responsible:** Mohanie Bhoj (mohanie.bhoj@polk-fl.net)

**By When:** September - October and January - February

A Science Interventionist will be utilized to model hands on Science instruction for teachers in grades 4 and 5. She will also plan instruction with teachers in grades K - 3.

**Person Responsible:** Kristin Burke (kristin.burke@polk-fl.net)

**By When:** ongoing throughout the school year

Teachers will use a school wide structure when teaching students how to solve a Math word problem. The structure will use an acronym - RUPSE.

**Person Responsible:** Matthew Pelletier (matthew.pelletier@polk-fl.net)

**By When:** Taught to teachers by September, 2023 ongoing throughout the school year

All teachers will use writing to summarize all instruction in all subjects with all students in all grade levels.

**Person Responsible:** Mohanie Bhoj (mohanie.bhoj@polk-fl.net)

**By When:** ongoing throughout the school year

**#2. 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.

Teachers will analyze data to determine specific student needs and utilize targeted interventions based on those needs.

**Measurable Outcome:**

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

- 50% of students in grades 4, and 5 will make a learning gain in the area of ELA.
- 50% of students in grades 4, and 5 will make a learning gain in the area of Math.
- 50% of the lowest 25% of students in grades 4 and 5 will make a learning gain in the area of ELA.
- 50% of the lowest 25% of students in grades 4 and 5 will make a learning gain in the area of Math.

**Monitoring:**

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

In ELA, students will be monitored using Acadience Reading assessments (formerly DIBELS), Corrective Reading fluency assessments, Reading Mastery assessments, running records from Leveled Literacy Intervention (LLI) and Renaissance STAR. In Math, students will be monitored using Number Worlds assessments and weekly Math assessments.

**Person responsible for monitoring outcome:**

Kathy Conely (kathy.conely@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.)

Teachers will analyze data to determine specific student needs and utilize targeted interventions based on those needs.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Based on data, some students are lacking basic skills. Other students are high and need to be challenged. Therefore, teachers will need to identify the needs of each student and target interventions based on the needs of the students. We have a variety of intervention programs available. We will determine (based on data) which program fits which student best.

**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.

Teachers will look at Spring, 2023 data to determine initial placement of students. Then, assess students using Acadience Reading (formerly DIBELS), Corrective Reading, Reading Mastery, Language for Learning, Number Worlds, or running records based on the needs of the student to determine further interventions needed.

**Person Responsible:** Mohanie Bhoj (mohanie.bhoj@polk-fl.net)

**By When:** End of August, 2023

Teachers will be provided with professional learning on how to analyze data using the assessments given. During this professional learning, teachers will identify students who need targeted interventions and acceleration and their specific areas of need.

**Person Responsible:** Sarah Lewis (sarah.lewis@polk-fl.net)

**By When:** September, 2023

Professional development will be held on a variety of topics related to intervention, remediation and acceleration including but not limited to Power Hour, small group instruction, Corrective Reading, Reading Mastery, Language for Learning, Number Worlds, MTSS, Intervention strategies for ELL and ESE students and strategies for student acceleration.

**Person Responsible:** Kathy Conely (kathy.conely@polk-fl.net)

**By When:** ongoing throughout the school year

Identified students will receive intensive reading instruction for 30 minutes to 1 hour daily from either a Reading Interventionist Teacher, a Reading Interventionist Para, or a Power Hour Teacher. The instruction will be provided on the student's instructional reading level. Formative assessments will be given once per week to determine student progress. Adjustments to the curriculum and/or student placement will be made accordingly.

**Person Responsible:** Lindsay Renesca (lindsay.renesca@polk-fl.net)

**By When:** ongoing throughout the school year

Teachers will be observed weekly by a member of the Leadership Team and provided feedback on intervention strategies, implementation and student progress.

**Person Responsible:** Kathy Conely (kathy.conely@polk-fl.net)

**By When:** ongoing throughout the school year

Data will be analyzed by the Leadership Team to determine specific targeted interventions that need to be adjusted or added. Based on PM1 data, RTD (Response the Data) will be added as an intervention utilizing instruction based on specific targeted standards in Reading, Math and Science.

**Person Responsible:** Lindsay Renesca (lindsay.renesca@polk-fl.net)

**By When:** Starting in October, then ongoing

One hour each day will be used for targeted skill instruction during Power Hour. Students will be homogeneously grouped according to data analysis. Students will receive direct instruction in small from the teacher for at least 30 minutes every other day targeting the needed skills. When not working with the teacher, students will be engaged in activities that reinforce learned skills.

**Person Responsible:** Mohanie Bhoj (mohanie.bhoj@polk-fl.net)

**By When:** ongoing throughout the school year

Specific procedures will be outlined for each teacher regarding procedures for MTSS including use of assessments, data tracking and interventions. Professional development on these procedures will be provided both individually and whole group.

**Person Responsible:** Sarah Lewis (sarah.lewis@polk-fl.net)

**By When:** September, 2023

ELL students will be strategically scheduled for intervention support according to test scores and language needs. ESOL teacher and ESOL paras will provide support to students according to levels of need.

**Person Responsible:** Banessa Vazquez (banessa.vazquez@polk-fl.net)

**By When:** September, 2023

Students with Disabilities will receive specific interventions based on needs assessment. For example, the initial assessment may determine the need for instruction using Language for Learning. Some students may need Reading Mastery and some students may need Corrective Reading. Students will be placed according to needs and progress will be monitored accordingly.

**Person Responsible:** Karen Davis (karen.davis@polk-fl.net)

**By When:** ongoing throughout the school year

Students who are struggling academically will be identified during the RTD (Response to Data) needs identification process. During this process, we will ensure that African American students who need intervention and support receive necessary programs to ensure their success. Identified students will receive intensive intervention during specials in the area of need.

**Person Responsible:** Kathy Conely (kathy.conely@polk-fl.net)

**By When:** October, 2023 and ongoing throughout the year

**#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**

**Area of Focus Description and Rationale:**

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

We have 18 teachers who will be new to Sandhill during the 2023-2024 school year. This is a 27% turnover in teachers on our campus this year. Due to this high turnover rate, we must put strategies in place to retain these teachers on our campus.

**Measurable Outcome:**

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

95% of the teachers will stay at the school from the 2023-2024 school year to the 2024-2025 school year.

**Monitoring:**

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

Needs assessment and school culture surveys will be given to the staff each quarter during the 2023-2024 school year. The new Teacher Ambassador will do weekly face-to-face check ins with each new teacher to make sure he/she is getting the support needed.

**Person responsible for monitoring outcome:**

Lakeisha Bullock (lakeisha.bullock@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.)

Teachers new to Sandhill will have a "New Teacher Ambassador" on campus to mentor, coach, model, and encourage new teachers throughout the school year. This ambassador will be their guide to ensure success in the classroom through daily interactions.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

According to research, teacher turnover is often caused by the fact that teachers lack the support, resources and professional development needed to be successful. Having a New Teacher Ambassador on campus will ensure that the Teachers who are new to the school will have a voice and will feel supported. They will have someone to connect with as soon as they arrive on campus. The New Teacher Ambassador will be able to provide them with coaching and resources needed to be successful.

**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.

Teachers are more likely to stay if they have a supportive school leadership and a high level of trust in their principal. Therefore, the School Leadership Team will provide meaningful feedback to the new teachers based on classroom observations. Support will be provided when needed.

**Person Responsible:** Kathy Conely (kathy.conely@polk-fl.net)

**By When:** ongoing throughout the school year

Teachers are more likely to stay if there is consistent and equitable management of student conduct with policies and practices in place. Therefore, new teachers will receive support from the Dean of Students regarding classroom management plans and extra support for students who need extra assistance.

**Person Responsible:** Antonio Santos (antonio.santos@polk-fl.net)

**By When:** ongoing throughout the school year

Teachers are more likely to stay if resources are conducive to supporting teaching and learning including workspace, materials, supplies and technology. Therefore, the New Teacher Ambassador and Instructional Coaches will communicate with new teachers to ensure they have the resources needed for teaching and learning.

**Person Responsible:** Lakeisha Bullock (lakeisha.bullock@polk-fl.net)

**By When:** ongoing throughout the school year

Teachers are more likely to stay if they are supported to implement instructional practices and have time for teaching and planning collaboratively to share ideas and develop materials for instruction. Therefore, teachers will have time for collaborative planning and time to observe experienced teachers, facilitated by the New Teacher Ambassador.

**Person Responsible:** Lakeisha Bullock (lakeisha.bullock@polk-fl.net)

**By When:** ongoing throughout the school year

Teachers are more likely to stay if they are provided with timely and relevant professional learning opportunities that make them feel welcome in the school and are focused around instructional practices. Therefore, new teachers will participate in professional learning once every 2 weeks for 30 minutes on topics that are relevant to them and their journey as a new teacher.

**Person Responsible:** Lakeisha Bullock (lakeisha.bullock@polk-fl.net)

**By When:** ongoing throughout the school year

Teachers are more likely to stay if they are a part of a schoolwide community that is positive and they know what is happening from day to day. Therefore, a variety of celebrations will occur throughout the school year including staff shout outs, staff events, PTO monthly recognitions, birthday celebrations and just checking in with each new teacher on a regular basis.

**Person Responsible:** Lakeisha Bullock (lakeisha.bullock@polk-fl.net)

**By When:** ongoing throughout the 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).

Polk County Public School district has a variety of systems in place to review funding allocations and ensure resources are allocated based on needs. Title 1 allocates funding according to students who qualify for free lunch. A comprehensive needs assessment (CNA) is conducted at each school site to determine funding needs at the school location. Title 1 reviews the CNA when looking at the funding requested from the school.

During the school year, the school reviews data on an ongoing basis. A presentation called Data Com is used to present data to key players in the district to gain support to raise the school grade. In addition, a 65 day action plan is written using the support from these groups of people.

Other areas of support and resources from the district include summer leadership academy, school improvement meetings, trainings throughout the year, and the PURE process. The PURE process is a process where the district reviews curriculum materials to make sure they meet the mission and vision of the district.

All of these things put together result in an increase in student achievement and all of us working together toward one goal.

## 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

% of students in K-2 based on end of year screening and progress monitoring (STAR) who are not on track to score a level 3 or above on statewide ELA assessment = Kindergarten - 42%, First grade - 53%, Second grade - 48%.

Scores for students in K-2 are decreasing rather than increasing. Students are lacking foundational skills such as phonemic awareness, phonics and fluency. Teachers need more strategies for teaching these foundational skills and need to be scaffolding instruction. Consistent routines should be incorporated into the daily teaching schedules.

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

% of students below level 3 on 2022 statewide assessment in grades 3-5 = Third grade - 68%, Fourth grade - 56%, Fifth grade - 73%.

% of students in grades 3-5 on end of year screening and progress monitoring who are not on track to score a level 3 or above on statewide ELA assessment = Third grade - 68%, Fourth grade - 53%, Fifth grade - 71%

Scores for students in 3rd and 5th grade are decreasing rather than increasing. This is due to lack of foundational skills and lack of teacher knowledge of teaching those foundational skills. Student data should be analyzed and targeted skills identified in order for students to receive targeted instruction on needed skills.



## 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

Kindergarten - (currently at 42% not on track, 58% are on track) Goal = 65% will be on track to pass the statewide ELA assessment

First grade - (currently at 53% not on track, 47% are on track) Goal = 60% will be on track to pass the statewide ELA assessment

Second grade - (currently at 48% not on track, 52% are on track) Goal = 60% will be on track to pass the statewide ELA assessment

### Grades 3-5 Measurable Outcomes

Third grade - (currently at 68% not on track, 32% on track) Goal = 45% will be on track to pass the statewide ELA assessment

Fourth grade - (currently 53% not on track, 47% on track) Goal = 55% will be on track to pass the statewide ELA assessment

Fifth grade - (currently 71% not on track, 29% on track) Goal = 45% will be on track to pass the statewide ELA assessment.

## 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.

Summative Assessments - Students will be given the STAR (grades 2-5) and/or STAR Early Literacy (grades PreK-1) at the beginning, middle and end of the year. These assessments will guide instruction by providing specific benchmarks for further instruction and small group intervention. Students (grades 3-5) will also be given the District Writing assessment 3 times per year, in addition to the FAST assessment 3 times per year (beginning, middle and end of year).

For formative assessments, students will be given a variety of assessments to determine individual progress. Students who are receiving Tier 2 and Tier 3 interventions will be assessed using Acadience Reading assessments such as the Maze and fluency assessments (depending on grade level). Students who are receiving LLI interventions will be assessed weekly using running records. LLI intervention materials will be adjusted according to results of the running records. Students who are receiving Reading Mastery and Corrective Reading will be monitored using fluency prompts throughout the program.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Bhoj, Mohanie, mohanie.bhoj@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?

Data Driven Instruction - Assessing students using Acadience Reading and Running Records, then utilizing the data to determine specific needs of students and using targeted instructional strategies in the area of ELA.

Corrective Reading - students in grades 3, 4, 5 will receive targeted instruction using the Corrective Reading Program which will target the skills that students lack. Corrective Reading will be direct instruction to fill in the gaps of phonics, word attack and fluency.

Reading Mastery - students in grades K, 1, 2 will receive targeted instruction using Reading Mastery which will target the skills that the students lack. Reading Mastery will be direct instruction to fill the gaps of phonics, phonemic awareness and fluency skills.

Language for Learning - identified students in K, 1 2 will receive targeted instruction using Language for Learning which will target the skill of oral language.

**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?

Acadience Reading Assessment is research based and recommended by FCRR. Running records are timely progress monitoring tools used for each individual student to determine if the student is making progress on his/her reading level. It covers phonics, fluency, vocabulary and comprehension. Both of these assessments are used to target areas of reading difficulty and are used to guide specific instructional needs.

Corrective Reading will target specific students who lack basic reading skills necessary to read text fluently in order to comprehend. Because this program provides direct instruction, the students will gain much needed skills that are lacking since the identified students are 2 years behind in reading. Students

are assessed and entered at the level that fits their individual needs.

Reading Mastery will target specific students who lack foundational reading skills necessary to begin reading. Because the program provides direct instruction, the students will gain the foundational skills needed to begin reading. Students are assessed and entered at the level that fits their individual needs.

Language for Learning will target the students who lack the oral language skills needed to understand the foundational skills needed to learn to read. It is a researched based program that will provide the learners with the knowledge and understanding of language they need to achieve proficiency and reading comprehension.

### **Action Steps to Implement**

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Assessment - Teachers will use Acadience Reading to assess students every other week to determine student needs in the area of Reading. Student progress will be graphed. Teachers will also use Running Records for students who are in the Leveled Literacy Intervention (LLI) Program to determine instructional needs and progress. 3, 4, and 5 grade students will also be assessed using the District Writing Assessment (3 times per year), Corrective Reading (ongoing), STAR and FAST (3 times per year).</p>	<p>Renesca, Lindsay, lindsay.renesca@polk-fl.net</p>
<p>Power Hour - One hour each day will be used for targeted skill instruction. Students will be homogeneously grouped according to data analysis. Students will receive direct instruction in small groups from the teacher for at least 30 minutes every other day targeting the needed skills. When not working with the teacher, students will be engaged in activities that reinforce learned skills. During this time, teachers will be using the intervention programs (Corrective Reading, Reading Mastery, Language for Learning, Literacy Learning Intervention, FCRR materials).</p>	<p>Bhoj, Mohanie, mohanie.bhoj@polk-fl.net</p>
<p>BEST Standards Professional Learning – All teachers will be engaged in professional learning centered around the BEST standards and the Learning Arc – making sure tasks match the benchmarks and assessments are an accurate measure of the benchmarks. Quality lessons will be planned through these tools, using the Learning Arc process, benchmarks and district/state approved materials.</p>	<p>Bhoj, Mohanie, mohanie.bhoj@polk-fl.net</p>
<p>Instructional Strategies – Professional Learning will be held to ensure that all teachers utilize effective instructional strategies such as: Teaching strategies using Teach Like a Champion, FCRR Reading instructional strategies, Florida Inclusion Network, Guided Reading, The Science of Reading, Corrective Reading, Reading Mastery, Language for Learning, etc.</p>	<p>Bhoj, Mohanie, mohanie.bhoj@polk-fl.net</p>
<p>Literacy Leadership - A Literacy Leadership Team will collaborate to plan, develop, create, and sustain literacy initiatives within the school. They will conduct needs assessments and guide further strategies necessary in the area of Literacy. They will oversee the implementation and fidelity of the Accelerated Reader (AR) program at the school. They will analyze data to ensure that all student needs are being met through the intervention programs implemented at the school (LLI, Corrective Reading, Reading Mastery, Language for Learning).</p>	<p>Conely, Kathy, kathy.conely@polk-fl.net</p>
<p>Literacy Coaching - The Literacy Coach will model, observe, coach, provide feedback and provide professional learning in the area of literacy. She will also provide resources for teachers as needed. These teacher interventions will be provided according to teacher need - some whole group, some small group and some individual.</p>	<p>Bhoj, Mohanie, mohanie.bhoj@polk-fl.net</p>
<p>Intervention Programs - targeted students (level 1s and 2s) in grades 3, 4 and 5 will receive direct instruction using Corrective Reading strategies during Power Hour. Students will be homogeneously grouped according to level and will receive intensive remediation in decoding skills, phonemic awareness skills, and fluency. Reading Mastery will be used for targeted students in grades K-2 during Power Hour. Students will be homogeneously grouped according to level and will receive intensive remediation in phonemic awareness and phonics instruction. Language for Learning will be used for targeted instruction with students who need oral language skills.</p>	<p>Renesca, Lindsay, lindsay.renesca@polk-fl.net</p>

**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.

Stakeholders may find Title 1 information on our school's webpage at <https://sandhill.polkschoolsfl.com/titleone/>.

In addition, information may be found in the front office in the Title 1 Parent Engagement Notebook. We also hold School Advisory Council Meetings on the second Tuesday of each month at 5:00 pm. Parents are able to provide input during those meetings each month. Last, we have our annual Title 1 parent meeting which is held in September before our Open House. Parents learn about Title 1, our School Improvement Plan and budgets during this 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))

At Sandhill Elementary, we have a parent involvement activity each month. In September, we have our Open House and Title 1 Annual meeting. We also have an ESE resource sharing and information night. In October we have a family fun night which includes a Trunk or Treat. We also have a family conference night. In November we have our Thanksgiving lunch and a Science night. In December, we have a Math Carnival and a Fine Arts Showcase. In January, we have a game night showcasing FAST and the BEST standards. In February, we have a Literacy night in conjunction with Literacy week. In March, we have a Career Day and a Field Day. In April, we have Multicultural Night and in May, we have a Talent Show. All of these events build positive relationships with parents, families and other community stakeholders. They help fulfill the school's mission and support the academic needs of the students.

**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)**

Through Title 1 funding, we have hired 2 Reading Interventionist Teachers, 1 Reading Interventionist Para Educator and 1 Math Interventionist Para Educator. These personnel will be working with the students who need intensive intervention in the areas of reading and math. We have also hired a Reading Coach, a Math Coach and a New Teacher Coach who will be coaching teachers. These personnel will be providing modeling to assist teachers with strategies on increasing the amount of learning time and providing an enriched and accelerated curriculum. We will also be implementing Power Hour. During Power Hour, students will be homogeneously grouped according to instructional level. Because of this, students will receive instruction according to their level. Students who need intensive remediation will receive intensive remediation. Student who need acceleration will receive accelerated instruction during this time. Last, teachers will be collaboratively planning each Tuesday. During this time, they will be sharing ideas that will impact all students as they make sure the BEST benchmarks are addressed.

**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))**

Communication is key. We receive communication through meetings such as the district summer Leadership Academy, District Weekly email, School Improvement trainings, Regional area meetings, etc. Through these meetings, we are informed about these other areas and make sure that they are all included in our school improvement plan efforts. Information is shared at our weekly Leadership Team meetings so the communication is seamless.

### **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))**

Each day, teachers have a morning meeting during their Social Emotional Learning time. This is a ten minute block of time that the teachers use to touch base with all students on their Social Emotional needs. If high needs come up, students are referred to the guidance counselor for individual counseling or group counseling. If some type of assessment needs to be done and more services are determined to be needed, a plan is put into place for the student which may include outside counseling or further mental health counseling. More information may be found at <https://polkschoolsfl.com/mentalhealth/>

**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))**

At the elementary level, we have transition events which includes transition to Kindergarten and transition to middle school. These events are held in the spring and include our Kindergarten round up and middle school transition night. Other postsecondary opportunities include dual enrollment, IB/ Cambridge, career academies, and vocational schools. These options are available at most high schools in the Polk County Public Schools.

**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).**

Sandhill Elementary School is a Positive Behavior Intervention Support (PBIS) School. This means that we have a schoolwide behavior plan in place. Students are taught the schoolwide expectations of Courteous, Responsible, Attentive, Noble, Exemplary (Acronym - CRANE). Once they are taught these expectations, the students earn signatures or stamps on their Crane cards. Once a Crane card is filled, the student earns a reward at the end of the month. All of this is our Tier 1 behavior plan. Sometimes, a student needs a Tier 2 plan which involves a Behavior Contract and/or Check in and Check out with a trusted person on staff. If a Tier 2 plan doesn't work, we look at the possible need for a Tier 3 plan by working on a Functional Behavior Assessment and a Behavior Intervention Plan. At Sandhill, each student is an individual. We look at what the child needs and meet the child where they are and make a plan from there. Our Dean, Mental Health Counselors, Guidance Counselor, district Behavior Specialist, Administration and the Teachers are all a part of the team to help each child.

**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 is differentiated according to needs of the teachers. First, we have professional learning that all teachers need for that particular school year based on student achievement. For example, this upcoming school year, our Science scores are the lowest scores of all. So, we will be doing some schoolwide professional learning on teaching Science and making sure we understand the importance of Science vocabulary and students participating in hands on Science. We will also be doing some professional learning on reading charts and graphs. To differentiate the professional learning further, we will have a large number of new teachers, so the new teachers will be receiving bi-weekly professional learning on topics related to Florida and Polk County Public Schools (Benchmarks, Grading, Curriculum, Resources, etc.). After we administer the beginning and middle of the year assessments to the students, we will have professional learning for teachers to analyze data and discuss how to differentiate instruction for those students. We will adjust learning groups and make sure we are meeting the needs of the individual students using the data.

**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))**

Sandhill Elementary School has a HeadStart program with 2 classes of 18 student each. We also have an ESE PreK class with 18 students. These students are a part of our campus throughout the year. Towards the end of the year, the teachers take the students on "field trips" to the office, cafeteria and clinic so that the students get a feel for the "big school". These students also attend Kindergarten Round Up at which time they receive a tour of the school guided by current fifth grade students. For more information on PreK programs, visit <https://polkschoolsfl.com/earlychildhood/>.

**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: Instructional Practice: Intervention	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
<b>Total:</b>			<b>\$0.00</b>

**Budget Approval**

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

No