

Polk County Public Schools

Lake Alfred Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Lake Alfred Elementary School

550 CUMMINGS ST E, Lake Alfred, FL 33850

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The staff at Lake Alfred Elementary is dedicated to helping all students reach their full potential and achieve excellence while preparing them to be college and career ready,

Provide the school's vision statement.

Vision:

Lake Alfred Elementary will provide highly effective instruction using best practices to increase student achievement.

Motto: "Learners Achieving Excellence" (LAE)

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
Burkett, Matt	Principal	Facilitate an monitor all aspects of school and ensure all expectations, goal and vision are implemented with fidelity.
Crowley, Jennifer	Assistant Principal	Assistant principal in facilitation and monitoring all aspects of the school and ensure all goals are implemented with fidelity.
Hadsock, Jennifer	Assistant Principal	Assistant principal in facilitation and monitoring all aspects of the school and ensure all goals are implemented with fidelity.
Snapko, Rachel	Math Coach	Provide coaching support to teachers, assist with arc planning and implementation.
Nutter, Remy	Curriculum Resource Teacher	Facilitate intervention in small group setting.

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.

Parent surveys and staff needs assessments were used to assist in the development of the SIP. SAC team consistently reviews school goals and implemented new strategies to use. Stakeholders provided feedback related to the overall school improvement.

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 goals will be shared with all stakeholders to ensure everyone is working together to achieve the goals and provide feedback related to needs that may arise. After each progress monitoring data will be reviewed to see if goals are being met. Quarterly surveys related to school climate will be conducted.

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	78%
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) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	49	44	29	38	28	47	0	0	0	235
One or more suspensions	1	5	10	2	13	10	0	0	0	41
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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.	38	54	65	33	36	24	0	0	0	250

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	12	19	23	16	42	62	0	0	0	174

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
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	49	44	29	38	28	47	0	0	0	235
One or more suspensions	1	5	10	2	13	10	0	0	0	41
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.	38	54	65	33	36	24	0	0	0	250

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	12	19	23	16	42	62	0	0	0	174

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	45	53	47	47	56	43		
ELA Learning Gains				58			46		
ELA Lowest 25th Percentile				43			44		
Math Achievement*	54	49	59	54	42	50	45		
Math Learning Gains				71			35		
Math Lowest 25th Percentile				65			35		
Science Achievement*	41	41	54	41	49	59	46		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	64	54	59	65			60		

** 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	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	240
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	444
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	4	
ELL	47			
AMI				
ASN				
BLK	34	Yes	1	
HSP	49			
MUL	43			
PAC				
WHT	54			
FRL	44			

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	32	Yes	3	
ELL	54			
AMI				
ASN				
BLK	44			
HSP	58			
MUL	60			
PAC				
WHT	61			
FRL	51			

Accountability Components by Subgroup
 Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			54			41					64
SWD	23			39			27				5	75
ELL	39			58			35				5	64
AMI												
ASN												
BLK	36			42			33				4	
HSP	45			60			34				5	64
MUL	39			47							2	
PAC												
WHT	56			58			63				4	
FRL	41			52			38				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	47	58	43	54	71	65	41					65
SWD	18	34	25	21	42	45	17					50
ELL	43	55	40	48	71	68	38					65
AMI												
ASN												
BLK	35	52	38	37	58	63	22					
HSP	48	60	46	56	76	68	43					63
MUL	64			55								
PAC												
WHT	56	57		64	75		51					
FRL	39	57	47	47	65	64	32					59

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	43	46	44	45	35	35	46					60
SWD	10	31	36	13	12	9	7					
ELL	42	29		40	27		40					60
AMI												
ASN												
BLK	33	45		33	33		35					
HSP	43	32		46	34		45					61
MUL	40			50								
PAC												
WHT	51	62	55	52	33		56					
FRL	39	38	35	39	28	33	39					57

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	44%	43%	1%	54%	-10%
04	2023 - Spring	59%	53%	6%	58%	1%
03	2023 - Spring	35%	42%	-7%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	58%	51%	7%	59%	-1%
04	2023 - Spring	61%	56%	5%	61%	0%
05	2023 - Spring	46%	44%	2%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	39%	-1%	51%	-13%

III. Planning for Improvement

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

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

The 2023 3rd grade reading scores were the lowest performing at 39% proficiency. This group of students have had many interruptions to their learning environment over the course of the last few years.

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

Science proficiency was below 5th grade reading proficiency for the first time in ten years. The 4th grade departmentalized science focused on ELA strategies. The former 4th grade science teacher was moved to math. A new 5th grade teacher taught science.

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.

Science was our greatest gap...state average was 51% and our average was 38%. The 4th grade departmentalized science focused on ELA strategies. The former 4th grade science teacher was moved to math. A new 5th grade teacher taught science.

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

Our 4th grade ELA improved by 6%. This improvement was due to fidelity in small group as well as professional development for teachers on the implementation of small group instruction. In addition the use of standards-based ARC planning improved achievement.

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

New teachers will need to be provided effective small group instruction training.

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

1. To continue to increase ELA achievement in both proficiency and learning gains.
2. To continue to increase Math achievement in both proficiency and learning gains.
3. Focus on our students with disabilities and the communication between general education teachers and ESE teachers in order to bridge learning gaps.
4. Building teacher capacity in classroom management to maximize instructional time and decrease time spent outside the classroom.
5. Work together as a leadership team to build school culture and positive climate.

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 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.

After analysis of progress monitoring data it is crucial that we continue MTSS interventions for students in order to close achievement gaps in both reading and math.

Measurable Outcome:

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

Students in K-2 will continue to grow their proficiency by one or more years in the four strands of the Florida BEST standards. While 3-5 overall proficiency is 47%, therefore we will continue to use interventions that will increase student proficiency by 5 % on the end of the year FAST assessment.

Monitoring:

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

After each progress monitoring assessment, data sheets will be updated and dispersed to staff. Then data chats will be conducted with teachers to review instructional needs while on-going monitoring will give stakeholders insight into the need for additional resources to attain this goal. In addition the leadership team and grade-levels will meet monthly to review individual students' MTSS data to analyze additional areas of focus.

Person responsible for monitoring outcome:

Matt Burkett (matt.burkett@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.)

Our school will use the district-adopted curriculum and interventions from Florida Wonders in order to align instruction with the BEST standards. In addition our school will use SIPPS for small group intervention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

After district analysis, McGraw-Hill met the areas of need per district committees and therefore is provided curriculum to target students needs.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Literacy Leadership
2. Literacy Coaching and ARC directed planning
3. Assessment and Analysis
4. Professional Development

Person Responsible: Matt Burkett (matt.burkett@polk-fl.net)

By When: Progress Monitoring Assessment 3**#2. 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.

During the start of this current school year we have hired 20 additional or replacement staff members. Last year we had several vacancies filled by substitutes.

Measurable Outcome:

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

By using a staff survey we can evaluate the school climate and culture in the beginning of the year. We will use this information to evaluate what can be done differently giving teachers opportunities to voice their concerns. We will implement changes and give an end of the year survey with a desired outcome of at least 10% increase.

Monitoring:

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

We will continually communicate with teachers and staff during professional development opportunities as well as planning times.

Person responsible for monitoring outcome:

Jennifer Crowley (jennifer.crowley@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.)

Monthly Shout-outs and incentives, and staff-moral boosters.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Increasing a positive culture will increase teacher retention.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Create survey
2. Attend ARC planning
3. Monthly shout-outs and incentives calendar

Person Responsible: Jennifer Crowley (jennifer.crowley@polk-fl.net)

By When: By the end of the year survey.

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).

Parents are involved thru our PTO and SAC as well as parents nights, and are asked to provide feedback as it relates to things they would like to see improved or added to enhance their Childs educational experiences. The roles of the job coaches and interventionalist are reviewed in detail to ensure that all stakeholders understand the value they have on all students at the school site. Also, since technology (including ink for printers) is such an integral part of instruction they know the importance of using funds to maintain the overall technology systems.

In addition:

- Title 1 comprehensive needs assessment
- Data Com
- Summer Leadership Academy
- PURE process

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

Research based vocabulary instruction will be implemented into all aspects of the reading programs. All tutoring programs will include vocabulary instruction as a portion of their curriculum. Small group instruction using multiple sources of leveled readers will be implemented with fidelity. Sight Busters will be utilized daily in 1st grade.

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

Small group instruction using multiple sources of leveled readers with a focus on fluency and comprehension will be implemented with fidelity.

Research based vocabulary instruction will be implemented into all aspects of the reading programs. All tutoring programs will include vocabulary instruction as a portion of their curriculum.

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 proficiency will meet or exceed 50% proficiency.

Last years K class reached 66% proficiency and will maintain 66% for 1st grade.

Last years 1st grade reached 53% proficiency and will grow that by 3% reaching 56% proficiency.in 2nd grade.

Grades 3-5 Measurable Outcomes

Students in grade 3 will reach 50% proficiency.

Students in grade 4 will increase from their 3rd grade proficiency average of 39% to 50%.

Students in grade 5 will maintain their proficiency average of 59%.

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.

Classroom Walkthrough's and Ark walkthroughs will be conducted be leadership team, district support staff and school admin.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Crowley, Jennifer, jennifer.crowley@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?

Evidence based practices are implemented through out whole group instruction thru use of district curriculum and standards based alignment. Further evidence exist in small group instruction where strategies are based on fluency ,vocabulary, and summarization.

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?

Evidence based practices address the need of students identified thru assessment with a lack of vocabulary, fluency and 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
Professional Developments will be in place to provide best research based approaches to teachings and learning,	Hadsock, Jennifer, jennifer.hadsock@polk-fl.net
Literacy coaching will be provided by both AP's in place of not having a reading coach.	Burkett, Matt, matt.burkett@polk-fl.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

1. Annual Parent Meeting
2. SAC meetings
3. PTO meetings and their social media
4. School Web Page

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))

1. Academic Nights
2. Family involvement paraeducator to be a communication liaison between the school and parents.
3. Use of school messenger
4. IGNITE program for boys
5. School web site
6. Annual Meeting

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)

We will continue to involve parents in literacy week and Read-A-Thon to encourage parents to read with their children.

For enrichment our gifted teacher and media specialist will provide enrichment groups.

Extended learning (tutoring before and after school)

Professional Development

Collaborative Planning

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))

Summer Leadership Academy

Title 1 tech assistance

Regional Meetings

Data Com

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))

Monthly meetings with the mental health therapist. Guidance and the school psychologist meet with individual students regarding personal mental health needs.
Collaboration with community providers as needed (Peace River)

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))

Our Ignite program has guest speakers from the workforce provide students insight into the job and the requirements needed to be successful. We celebrate "Career Day" in which guest speakers are invited into every grade level to explain their career choices to the students.

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).

Monthly orange team meetings, Check-in Check out to keep students accountable for their behavior. We use monthly school discipline data to evaluate as a leadership team areas of need.
RTI/MTSS

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))

Based upon a professional learning needs assessment, quarterly professional development sessions will be planned.
Data Com

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))

Summer Kindergarten Readiness program is provided for bridging students from Pre-K to Kindergarten.
Head Start
VPK