

Polk County Public Schools

Lena Vista Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Lena Vista Elementary School

925 BERKLEY RD, Auburndale, FL 33823

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

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.

To love, educate, and prepare all students for high school graduation and a successful future.

Provide the school's vision statement.

Lena Vista provides an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.

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
Edwards, James	Principal	<p>Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities, and community involvement. This includes but is not limited to the following:</p> <ul style="list-style-type: none"> * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula; * demonstrating that student learning is their top priority through practical leadership actions that build and support a learning organization focused on student success; * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause-and-effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * provide structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision-making process, but not all decisions, using the technique to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders; * managing the organization, operations, and facilities in ways that maximize the

Name	Position Title	Job Duties and Responsibilities
		<p>use of resources to promote a safe, efficient, legal, and effective learning environment;</p> <ul style="list-style-type: none"> * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from, and building and maintaining relationships with students, faculty, parents, and community; * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; * recognizing individuals for good work; * maintaining high visibility at school and in the community; * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and showing their understanding of the research; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Mullenix, Kayle	Assistant Principal	<p>Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following:</p> <ul style="list-style-type: none"> * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments;

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * recruiting, retaining, and developing an effective and diverse faculty and staff; * focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders; * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; * managing a process of regular communications to staff and community keeping

Name	Position Title	Job Duties and Responsibilities
		all stakeholders engaged in the work of the school; * recognizing individuals for good work; * maintaining high visibility at school and in the community; * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

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.

Will complete

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))

Will complete

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	60%
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: C 2019-20: C 2018-19: C 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	66	69	40	72	48	53	0	0	0	348
One or more suspensions	16	8	6	17	15	8	0	0	0	70
Course failure in English Language Arts (ELA)	9	14	11	27	17	12	0	0	0	90
Course failure in Math	6	7	10	14	11	24	0	0	0	72
Level 1 on statewide ELA assessment	0	0	0	92	46	46	0	0	0	184
Level 1 on statewide Math assessment	0	0	0	79	51	67	0	0	0	197
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	25	39	44	73	37	38	0	0	0	256

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	22	37	15	67	31	0	0	0	0	172

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	3	42	0	0	0	0	0	48
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	44	39	35	34	41	46	0	0	0	239
One or more suspensions	5	5	12	9	4	18	0	0	0	53
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.	88	104	118	59	27	19	0	0	0	415

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	32	30	27	37	38	75	0	0	0	239

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	3	0	23	0	0	0	0	0	28
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	44	39	35	34	41	46	0	0	0	239
One or more suspensions	5	5	12	9	4	18	0	0	0	53
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.	88	104	118	59	27	19	0	0	0	415

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	32	30	27	37	38	75	0	0	0	239

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	3	0	23	0	0	0	0	0	28
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	45	53	42	47	56	41		
ELA Learning Gains				55			37		
ELA Lowest 25th Percentile				52			33		
Math Achievement*	38	49	59	39	42	50	41		
Math Learning Gains				46			27		
Math Lowest 25th Percentile				46			17		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	32	41	54	35	49	59	35		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	45	54	59	45			70		

* 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	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	190
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	360
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	14	Yes	2	2
ELL	22	Yes	4	1
AMI				
ASN				
BLK	34	Yes	1	
HSP	32	Yes	2	
MUL	48			
PAC				
WHT	44			
FRL	36	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	28	Yes	1	1
ELL	37	Yes	3	
AMI				
ASN				
BLK	49			
HSP	39	Yes	1	
MUL	45			
PAC				
WHT	51			
FRL	42			

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	38			38			32					45
SWD	14			11			19				4	
ELL	19			20			15				5	45
AMI												
ASN												
BLK	32			29			43				4	
HSP	30			32			24				5	47
MUL	45			50							2	
PAC												
WHT	48			44			38				4	
FRL	35			35			29				5	46

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	42	55	52	39	46	46	35					45
SWD	17	41	44	20	29	23	23					
ELL	25	49	50	23	43	38	23					45
AMI												
ASN												
BLK	30	69	67	29	53	70	26					
HSP	36	48	40	30	42	40	28					46
MUL	33	43		52	50							
PAC												
WHT	53	59	61	49	46	43	44					
FRL	38	56	47	35	44	45	31					43

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	41	37	33	41	27	17	35					70
SWD	12	19	17	20	8	8	16					
ELL	31	38		31	25		26					70

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	37	33		39	36		29					
HSP	33	36	38	36	24	13	22					71
MUL	44			47								
PAC												
WHT	48	37	42	44	28	27	46					
FRL	38	41	38	40	31	19	35					71

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	42%	43%	-1%	54%	-12%
04	2023 - Spring	48%	53%	-5%	58%	-10%
03	2023 - Spring	36%	42%	-6%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	39%	51%	-12%	59%	-20%
04	2023 - Spring	48%	56%	-8%	61%	-13%
05	2023 - Spring	35%	44%	-9%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	39%	-6%	51%	-18%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data component that showed the lowest performance was Science. Some contributing factors to last year's low performance were inexperienced teachers, increased enrollment, and change in teaching personnel.

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

Science showed the greatest decline from the previous year. Some contributing factors to last year's decline were inexperienced teachers, increased enrollment, and change in teaching personnel.

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 had the greatest gap when compared to the state average. Some contributing factors to last year's gap with the state average were inexperienced teachers, increased enrollment, and change in teaching personnel.

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

Math data showed the most improvement. One new action LVE took was using the ARC format during planning. The ARC planning was an intentional tool for teachers to review the benchmarks, create objectives, and find aligned tasks.

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

Attendance and Discipline are two potential areas of concern.

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

Attendance, Increase use of PBIS/CHAMPS, and Student growth in all academic areas.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

Effectively implement PBIS to increase positive student behavior and improve student attendance rates. Students who are present daily and authentically, engaged exhibit less disruptive behaviors. Targeted strategies will be designed to support SWD, ELL students, and Hispanic students.

Measurable Outcome:

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

We will reduce school based ODRs by 20%. We will decrease the number of students with less than 90% attendance rate by 25%.

Monitoring:

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

The amount of ODRs will be monitored weekly, monthly, and quarterly. Attendance will be tracked by attendance manager weekly, monthly, and quarterly.

Person responsible for monitoring outcome:

James Edwards (james.edwards@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.)

Sanford Harmony lessons will be implemented in all classrooms daily. All staff will implement the school-wide PBIS program. The school counselors, dean, and behavior interventionist will support specific groups of students to address targeted needs for SWD, ELL, and Hispanic students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students who are not present cannot receive instruction from their teacher. Due to high percentage of low SES students, it is necessary to implement social skills curriculum and implement PBIS to decrease unwanted behaviors.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will contact families after 2 consecutive absences. Teachers will use agendas, focus communication, and phone calls to consistently communicate class behavior concerns with families. After teacher contact, the attendance manager will continue to follow up with families regarding further absences. For ELL and Hispanic students, we will work to provide communication in their native language in print and for face to face meetings/calls. For SWD, we will utilize the LEA and school counselor to provide resources to families needed to overcome barriers for attending school daily. School counselor will schedule attendance meetings with teachers and families as necessary.

Person Responsible: James Edwards (james.edwards@polk-fl.net)

By When: On-Going, Full Year

Teachers will track behavior in focus to collect data on specific student behaviors. Follow PBIS guidelines and student code of conduct, communicating with families as necessary. Behavior interventionist will support teachers in managing student behaviors, including specific strategies for SWD, ELL, and Hispanic students. The assistant principals and school counselor will assist in creating Tier 2 behavior plans.

Person Responsible: James Edwards (james.edwards@polk-fl.net)

By When: On Going, Full Year

The PBIS team will provide professional development to support implementation of the program. The PBIS team will analyze data to monitor implementation. The team will evaluate the effectiveness of the PBIS plan and implementation. This data will be used to differentiate student and staff needs. Specific needs assessment will be conducted for SWD, ELL, and Hispanic students at this time. and determine needs for additional professional development

Person Responsible: James Edwards (james.edwards@polk-fl.net)

By When: Monthly

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

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

2023 F.A.S.T. Data shows that less than 50% of students are proficient in meeting state benchmarks in math, ELA, and Science. 2023 F.A.S.T. data shows a trend of less than 41% proficiency for SWD, ELL, and Hispanic students.

Measurable Outcome:

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

State FAST data will show a minimum of 15% learning gain increase for all grade content areas. Increase proficiency in all subject areas for SWD, ELL, and Hispanic students by 10%.

Monitoring:

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

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

Person responsible for monitoring outcome:

James Edwards (james.edwards@polk-fl.net)

Evidence-based Intervention:

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

We will engage teachers in the Learning ARC benchmark-based planning tool. Monitoring the use of engaging equivalent experiences, aligned to state expectations, using the Standards Walkthrough Tool.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The ARC planning tool is needed to determine the state's intent of each benchmark. To ensure that students are receiving instruction to the full intent of the benchmark. Standards Walkthrough tool will be used to ensure student tasks are aligned to the benchmark and provide data for PD and coaching.

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.

Calibrate on Standards Walkthrough Tool with the leadership team. 6 standard walkthroughs per week (4 individually and 2 as a team). This has been calendered with the leadership team, and it has been randomly selected.

Person Responsible: James Edwards (james.edwards@polk-fl.net)

By When: Within the month of August 2023

Conduct daily walkthroughs using the SWT to collect data. Leadership team will use data collection to determine trends, including data related to SWD, ELL and Hispanic students

Person Responsible: James Edwards (james.edwards@polk-fl.net)

By When: Within the month of August 2023

Utilize PLC processes, including the Learning ARC to collaboratively plan instruction and tasks, develop common formative assessments, analyze assessment data, and act on results. We will analyze data during leadership team meets after each progress monitoring result is given. Academic coaches will engage in coaching cycles with teachers to support instruction aligned with benchmarks and objectives. Inclusion and ESOL teachers will support SWD, ELL, and Hispanic students in tier 1 instruction by providing support planned during collaborative planning. This could be scaffolding (reviewing subtraction in preparation for division), previewing material, or assisting with editing writing prompts.

Person Responsible: James Edwards (james.edwards@polk-fl.net)

By When: On going, Full Year

Academic coaches and administration will provide professional development based on data collected from SWT and observations during collaborative planning. This includes providing coaching support for inclusion & ESOL teachers and paras, provided by our district staff.

Person Responsible: James Edwards (james.edwards@polk-fl.net)

By When: On Going, Full 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).

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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

- School/District webpage
- Community Meetings (SAC)
- Social Media

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))

Building Capacity Events
Parent/Teacher Conferences
Webpage
Social Media
Community Events

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)

Supplemental Staff: academic coaches & interventionists
Supplemental Resources: Corrective Reading & Numbers World
Professional Development
Collaborative Planning
MTSS

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))

School Improvement Planning Trainings
Regional Meetings
Summer Leadership Academy
Title I Technical Assistance - Use of Funds, Back to School Meeting
Comprehensive Needs Assessment Technical Assistance
ESE, Migrant, Early Childhood, Work Force

Optional Component(s) of the Schoolwide Program Plan

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

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

<https://polkschoolsfl.com/mentalhealth/>
individual counseling
group counseling
drumbeats
collaboration with community providers

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

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

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

PBiS
RTI
MTSS
Behavior Interventionist, Student Success Coaches, Mental Health counselors, School Counselors, Deans

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

Professional Learning Communities to improve instruction and data
Data Com
RTD
UniSIG Supplemental Teacher/Administrator Allocation
Collective Bargaining Stipends
Recruitment and Educator Quality Department-PCPS Culture Ambassadors.

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

Early Childhood
Head Start
VPK
Kindergarten round Up
Kindergarten Readiness Camps
Books Bridge Bus
Migrant Early Childhood Servies