Bartow Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Bartow Senior High School

1270 BROADWAY AVE S, Bartow, FL 33830

http://www.bartowhighschool.com/

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.

Bartow High School is a cohesive and diverse learning community, promoting a global perspective. The three schools (Bartow High School, IB Bartow, and Summerlin Academy) are dedicated to providing distinct pathways of rigorous academic and social excellence encouraging students to achieve their greatest potential. Graduates will become contributing, successful, and influential citizens with a passion for lifelong learning.

Provide the school's vision statement.

Bartow High School will become an "A" school, graduating 100% of our students.

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
Lawson, Lance	Principal	Leads data-analysis for guiding data-based decision making by the school team, Ensures communication to all stakeholders regarding school-based plans. Facilitates opportunities for active engagement and progress monitoring to evaluate best practices for instruction and school improvement. Provides guidance and support to the leadership team for documentation of a multitiered system of interventions and supports that are research-based and proven to show success. Identifies and supports professional development to address the diverse needs of the campus.
Downing, Cynthia	Principal	Leads data-analysis for guiding data-based decision making by the school team, Ensures communication to all stakeholders regarding school-based plans. Facilitates opportunities for active engagement and progress monitoring to evaluate best practices for instruction and school improvement. Provides guidance and support to the leadership team for documentation of a multitiered system of interventions and supports that are research-based and proven to show success. Identifies and supports professional development to address the diverse needs of the campus.
Craven, Mandy	Other	Leads data-analysis for guiding data-based decision making by the school team, Ensures communication to all stakeholders regarding school-based plans. Facilitates opportunities for active engagement and progress monitoring to evaluate best practices for instruction and school improvement. Provides guidance and support to the leadership team for documentation of a multitiered system of interventions and supports that are research-based and proven to show success. Identifies and supports professional development to address the diverse needs of the campus.
Austin, Angie	Assistant Principal	Assists with the implementation of data-analysis for guiding data-based decision making by the school team, communication to all stakeholders regarding school-based plans, facilitating opportunities for active engagement and progress monitoring to evaluate best practices for instruction and school improvement. Participates in collaboration among the leadership team for documentation of a multitiered system of interventions and supports that are research-based and proven to show success. Identifies, supports and assists professional development to address the diverse needs of the campus.
Brown, Kerry	Assistant Principal	Assists with the implementation of data-analysis for guiding data-based decision making by the school team, communication to all stakeholders regarding school-based plans, facilitating opportunities for active engagement and progress monitoring to evaluate best practices for instruction and school improvement. Participates in collaboration among the leadership team for documentation of a multitiered system of interventions and supports that are research-based and proven to show success. Identifies, supports and assists professional development to address the diverse needs of the campus.

Name	Position Title	Job Duties and Responsibilities
Simmers, Todd	Assistant Principal	Assists with the implementation of data-analysis for guiding data-based decision making by the school team, communication to all stakeholders regarding school-based plans, facilitating opportunities for active engagement and progress monitoring to evaluate best practices for instruction and school improvement. Participates in collaboration among the leadership team for documentation of a multitiered system of interventions and supports that are research-based and proven to show success. Identifies, supports and assists professional development to address the diverse needs of the campus.
Floyd, Christie	Reading Coach	Provides support through student data collection that is used to guide team collaboration planning and decision making. Assists in progress monitoring of MTSS to evaluate systems of support. Provides feedback and guidance for ensuring best instructional practices. Implements and guides professional development to improve instructional practices and equivalent experiences for students in the classroom.
Stinson, Debra	Dean	Provides support through student data collection that is used to guide team collaboration planning and decision making. Assists in progress monitoring of MTSS to evaluate systems of support. Provides feedback and guidance for ensuring best instructional practices. Implements and guides professional development to improve instructional practices and equivalent experiences for students in the classroom.
Ballance, Chris	Assistant Principal	Assists with the implementation of data-analysis for guiding data-based decision making by the school team, communication to all stakeholders regarding school-based plans, facilitating opportunities for active engagement and progress monitoring to evaluate best practices for instruction and school improvement. Participates in collaboration among the leadership team for documentation of a multitiered system of interventions and supports that are research-based and proven to show success. Identifies, supports and assists professional development to address the diverse needs of the campus.
Espinoza, Lindsey	Other	Provides support through student data collection that is used to guide team collaboration planning and decision making. Assists in progress monitoring of MTSS to evaluate systems of support. Provides feedback and guidance for ensuring best instructional practices. Implements and guides professional development to improve instructional practices and equivalent experiences for students in the classroom. Oversees Title 1 requirements and parent engagement.
Eaken, Shari	Math Coach	Provides support through student data collection that is used to guide team collaboration planning and decision making. Assists in progress monitoring of MTSS to evaluate systems of support. Provides feedback and guidance for ensuring best instructional practices. Implements and guides professional development to improve instructional practices and equivalent experiences for students in the classroom.

Name	Position Title	Job Duties and Responsibilities
Hanger, Lindsey	Instructional Coach	Provides support through student data collection that is used to guide team collaboration planning and decision making. Assists in progress monitoring of MTSS to evaluate systems of support. Provides feedback and guidance for ensuring best instructional practices. Implements and guides professional development to improve instructional practices and equivalent experiences for students in the classroom.

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.

We will utilize our School Advisory Council.

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 Monitoring will be completed in PLC's and in our Leadership Team Meetings.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	56%
2022-23 Economically Disadvantaged (FRL) Rate	86%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)

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

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
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.	0	0	0	0	0	0	0	0	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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	161
One or more suspensions	0	0	0	0	0	0	0	0	0	427
Course failure in ELA	0	0	0	0	0	0	0	0	0	193
Course failure in Math	0	0	0	0	0	0	0	0	0	88
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	633
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	496
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	4

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	541

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	82
Students retained two or more times	0	0	0	0	0	0	0	0	0	47

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
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	

(header "Grade Level" spans K–8)

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*	43	38	50	48	41	51	46		
ELA Learning Gains				48			42		
ELA Lowest 25th Percentile				36			28		
Math Achievement*	28	24	38	32	35	38	25		
Math Learning Gains				45			24		
Math Lowest 25th Percentile				47			23		
Science Achievement*	58	50	64	57	26	40	58		
Social Studies Achievement*	66	50	66	63	39	48	60		
Middle School Acceleration					41	44			
Graduation Rate	91	84	89	96	52	61	95		
College and Career Acceleration	46	54	65	54	55	67	66		
ELP Progress	37	40	45	33			52		

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	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	369
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	91

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	559
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	96

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	33	Yes	4	
ELL	35	Yes	2	
AMI				
ASN	91			
BLK	45			
HSP	48			
MUL	47			
PAC				
WHT	60			

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	45			

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	40	Yes	1	
AMI				
ASN	93			
BLK	43			
HSP	50			
MUL	58			
PAC				
WHT	54			
FRL	46			

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	43			28			58	66		91	46	37
SWD	19			15			25	32		18	7	25
ELL	20			13			27	29		58	7	37
AMI												
ASN	83			82			93	100		90	6	
BLK	31			23			44	57		27	6	
HSP	36			24			52	64		39	7	33
MUL	30			20			44	64		31	6	

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	49			32			66	67		55	6	
FRL	33			22			47	57		31	7	36

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	48	48	36	32	45	47	57	63		96	54	33
SWD	12	35	33	9	27	33	22	29		96	24	
ELL	16	38	33	21	52	64	28	29		96	25	33
AMI												
ASN	96	79					100	90		100	91	
BLK	30	40	35	29	45	46	44	41		96	28	
HSP	48	47	34	28	44	52	59	64		96	51	32
MUL	44	26		40			83			92	64	
PAC												
WHT	50	50	39	33	43	46	55	66		95	61	
FRL	37	43	38	27	44	42	50	51		95	45	38

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	46	42	28	25	24	23	58	60		95	66	52
SWD	10	22	23	16	17	15	24	39		98	35	
ELL	15	29	28	14	21	29	33	25		95	37	52
AMI												
ASN	89	69					93			100	87	
BLK	27	32	25	15	16	14	36	43		98	61	
HSP	43	42	34	27	23	23	56	54		97	59	48
MUL	50	44					90			93	54	
PAC												
WHT	50	43	27	29	26	29	62	70		93	70	
FRL	29	31	28	18	18	21	43	47		94	54	65

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
10	2023 - Spring	46%	40%	6%	50%	-4%
09	2023 - Spring	42%	39%	3%	48%	-6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	21%	37%	-16%	50%	-29%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	33%	37%	-4%	48%	-15%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	50%	7%	63%	-6%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	49%	15%	63%	1%

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.

Math showed the lowest performance. There was significant changes in math staff which lead to vacancies that impacted students receiving high-quality instruction and equivalent experiences.

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

ELA Grades 9 and 10 showed the greatest decline from 21-22, with a 4% drop in each grade level. Factors that contributed to this decline included new standards and state assessment, staff changes in the ELA department, and English vacancies for the entire school year.

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.

Geometry has the greatest gap compared to the state average, with a 20 percentage points below the state average.

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

The area with the most improvement with proficiency is U.S. History.

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

Still waiting on this information.

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

Increase math proficiency in Algebra and Geometry
Increase ELA proficiency in Grade 9 and Grade 10
Use of MTSS process to focus on improving attendance, behavior, and achievement

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.

Focusing on bench-mark aligned instruction, especially in ELA and Math, will address the decreased achievement in both of these content areas.

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

We will increase our ELA and math proficiency by 2%.

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

progress monitoring data - FAST PM and District Quarterly assessments
Standards-based Walkthrough Tool data
Common Assessments (Formative and Summative)
Equivalent experience

Person responsible for monitoring outcome:

Lance Lawson (lance.lawson@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.)

Evaluating equivalent experiences by observing instruction aligned to learning objectives and assessments. Utilizing standards based grading/instruction, formative/summative assessments, and Quarterly assessment data to tier students and implement interventions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

ELA and math results both reflected as decrease in student achievement. Additionally, both ELA and math fall below state averages.

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.

Collaborative planning focusing on development of Learning Arc
Focusing on analyzing student work to determine deficits
PLC's

Person Responsible: Lance Lawson (lance.lawson@polk-fl.net)

By When: bi-weekly

Focus on student data analysis through MTSS process.

Person Responsible: [no one identified]

By When:

BHS/IB/SA administrative team will conduct weekly standards-based calibration walkthrough.

Person Responsible: Mandy Craven (mandy.craven@polk-fl.net)

By When: Weekly

#2. Positive Culture and Environment specifically relating to Other

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

PBIS implementation schoolwide. Increasing knowledge on School-wide expectations for all stakeholders in every area on campus.

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

PBIS Benchmark of Quality Survey Results - 80% for the 2023-2024 SY

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

PBIS Implementation will be monitored through PBIS implementation plan and team meetings

Person responsible for monitoring outcome:

Kerry Brown (kerry.brown@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.)

Selected PBIS Team members will attend PBIS refresher course. The entire PBIS attended including the Principal, Head of Programs, Head of Schools, APA, and several teachers.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

To remain current on PBIS best practices and remain eligible to be designated as a PBIS school

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.

Attend the Refresher course and continue with implementation of PBIS principles.

Person Responsible: Kerry Brown (kerry.brown@polk-fl.net)

By When: July 31, 2023

Attend monthly PBIS district meetings

Person Responsible: Kerry Brown (kerry.brown@polk-fl.net)

By When: monthly

Create the PBIS Implementation plan with team members and continue implementation.

Person Responsible: Kerry Brown (kerry.brown@polk-fl.net)

By When: August 31, 2023

#3. Instructional Practice specifically relating to Collaborative Planning

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

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

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

Person responsible for monitoring outcome:

[no one identified]

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

No action steps were entered for this area of focus

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

n/a

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.

SAC Meetings
Website
Title 1 Parent 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))

Parent engagement events held throughout the SY including: PBIS, SIP, College and Career, Student Achievement/Assessment to better inform parents and to build strong stakeholder partnerships/ relationships.

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))

MTSS process/Data Room
PLC focusing on data analysis and standard based instructions
Standards-based walkthroughs and data analysis through Qualtric tool which will guide planning and instruction

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))

This plan focuses on district implementation of standard based instruction which is also a district highly prioritized initiative.
Our school also participates in the state of Florida PBIS Framework, facilitated by USF
Title 1? - Parent engagement plan - (need clarification through Mrs. Berrien).

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))

We have 2 mentoring groups for males that will come on campus weekly. We also have a Mental Health Facilitator with an off on campus. We also have our continued partnership with PACE center for girls.

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))

We have an annual acceleration night to inform students and our community of CTE, IB, AP, and Dual Enrollment options. We also have a College & Career Night in the Spring and we have allotted Title I funds to pay for 2 college tours this school year.

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).

We have created a Data room for all accountability areas. Students will be tiered and monitored through our PLC process.

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))

Through our PLC's, teachers will receive Professional Development on analyzing student work and utilizing formative assessments to increase student learning. A monthly meeting with teacher leaders regarding what is going well and what can be improved will be utilized to retain effective teachers. Our social media presence and current staff will be utilized to recruit effective teachers.

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))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
3	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	$0.00
		Total:	$0.00

Budget Approval

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

Yes