

Polk County Public Schools

Floral Avenue Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Floral Avenue Elementary School

1530 FLORAL AVE S, Bartow, FL 33830

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

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 Mission Statement of Floral Avenue Elementary is to provide a supportive learning environment for all children to ensure that they become productive and responsible citizens in an ever-changing world.

Provide the school's vision statement.

In accomplishing our mission, students at Floral Avenue Elementary will:

- Be punctual, attend school regularly, and come prepared with homework and supplies.
- Follow school rules.
- Work cooperatively with other students.

The curriculum and instruction of the school will:

- Provide rigorous, relevant learning activities based on the Florida Standards.
- Challenge students and nurture creative thinking.
- Provide academic continuity across the grade levels.
- Provide extra assistance for students in need of additional academic support.

Student success will be fostered in a climate in which:

- All adults promote an enriching, comfortable, challenging learning environment.
- Staff members work as a team to continually improve instruction.
- Business partners, volunteers and families work cooperatively for the benefit of all 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
Eckman, Rebekah	Principal	<p>Monitor instruction in the classroom</p> <p>Monitor implementation of highly effective instructional practices in classrooms</p> <p>Plan for professional development that will increase student achievement</p> <p>Monitor the implementation of strategies learned through professional development in the classrooms.</p> <p>Support instructional staff struggling to provide instruction to the depth of the state standards.</p> <p>Monitor and support leadership team in fulfilling their roles and responsibilities.</p>
Ruhl, Tammy	Assistant Principal	<p>Monitor instruction in the classroom.</p> <p>Support students and teachers in implementing and following PBIS and Code of Conduct.</p> <p>Support teachers with implementing strategies learned in professional development.</p> <p>Support instructional staff struggling to provide instruction to the depth of the state standards.</p>
Ammermann, Brandy	Math Coach	<p>Facilitate/support collaborative planning and PLC's to ensure the needs of all learners are being met.</p> <p>Facilitate data driven decisions schoolwide using multiple sources to actively monitor all students and prioritize subgroups progress.</p> <p>Analyze student math data to measure learning and prioritize the areas of need.</p> <p>Plan/facilitate engaging school community events to build capacity for active involvement and academic support.</p> <p>Build and foster a positive relationship with all stakeholders.</p>
McCloy, Janice	Reading Coach	<p>Facilitate/support collaborative planning and PLC's to ensure the needs of all learners are being met.</p> <p>Facilitate data driven decisions schoolwide using multiple sources to actively monitor all students and prioritize subgroups progress.</p> <p>Analyze student ELA data to measure learning and prioritize the areas of need.</p> <p>Plan/facilitate engaging school community events to build capacity for active involvement and academic support.</p> <p>Build and foster a positive relationship with all stakeholders.</p>
Reynolds, Nancy	School Counselor	<p>Create social/emotional learning through classroom lessons, small groups and individual counseling.</p> <p>Facilitate MTSS process for academics through data tracking, meetings and collaborating with teachers.</p> <p>Assisting staff with students regarding social/emotional, academic, and behavioral issues.</p> <p>Collaborate to make individualized plans as student needs arise.</p> <p>High need/threat responses when needed.</p>

Name	Position Title	Job Duties and Responsibilities
		Follow up with threat assessments, resources, counseling, etc. Work with families in need of food, resources, outside services, etc.
Manley, Amber	Other	70/30 split of student teacher contact Support Sanford Harmony Tier 1 in classrooms Provide classroom management modeling for new teachers Tier 2 and Tier 3 student groups with documentation for MTSS Support new staff members Chair of PBIS committee

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.

In creating the SIP, the school leadership team, made up of select positions listed above as well as grade chair representatives, discussed the data and areas of growth that we would like to focus on for the upcoming school year. The SAC committee involving parents and community members discussed how the focus of student achievement should be the priority and how they can support initiatives for the upcoming school year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP goals/area of focus will be given to all stakeholders at the beginning of the school year. The mini leadership team and the SAC committee will discuss the SIP after each progress monitoring window in regards to academic areas of focus, The SIP will be discussed on a monthly basis by the full leadership team to get feedback in regards to how we are in completing our action steps and what, if anything, we need to revise or focus on to support the goals.

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	50%
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	0	47	24	36	27	28	0	0	0	162
One or more suspensions	0	5	8	8	8	12	0	0	0	41
Course failure in English Language Arts (ELA)	0	6	11	4	12	3	0	0	0	36
Course failure in Math	0	2	4	0	4	4	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	17	14	28	0	0	0	59
Level 1 on statewide Math assessment	0	0	0	13	11	10	0	0	0	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	20	22	24	31	23	0	0	0	120
	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	13	10	15	30	25	0	0	0	93

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	10	5	17	0	0	0	0	0	33
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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			22	14	13	20	14	16	0	0	99
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	0

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) 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	22	14	13	20	14	16	0	0	0	99
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	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*	42	45	53	44	47	56	40		
ELA Learning Gains				55			35		
ELA Lowest 25th Percentile				57			43		
Math Achievement*	44	49	59	49	42	50	38		
Math Learning Gains				67			42		
Math Lowest 25th Percentile				58			43		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	40	41	54	41	49	59	41		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	63	54	59	59			47		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	231
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	15	Yes	4	1
ELL	41			
AMI				
ASN				
BLK	24	Yes	1	1
HSP	44			
MUL	30	Yes	1	1
PAC				
WHT	52			
FRL	42			

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	35	Yes	3	
ELL	43			
AMI				
ASN				
BLK	41			
HSP	57			
MUL	50			
PAC				
WHT	57			
FRL	52			

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	42			44			40					63
SWD	10			17			22				4	
ELL	27			31							4	63
AMI												
ASN												
BLK	31			33			15				4	
HSP	45			39			29				5	60
MUL	30			30							2	
PAC												
WHT	46			52			54				4	
FRL	37			41			31				5	63

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	44	55	57	49	67	58	41					59
SWD	18	33	41	32	49	41	23					40
ELL	19	42		42	53							59
AMI												
ASN												
BLK	33	40	40	28	68	62	15					
HSP	45	60	64	53	64	55	55					57
MUL	50											
PAC												
WHT	49	61	58	55	69	58	46					
FRL	40	52	60	44	69	52	40					55

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	40	35	43	38	42	43	41					47
SWD	14	24	31	21	27	27	21					
ELL	18			25								47

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	38	44		23	37	45	38					
HSP	28	27		35	33		40					56
MUL	50			50								
PAC												
WHT	48	37		48	57		48					
FRL	31	38	47	29	34	36	33					54

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	43%	43%	0%	54%	-11%
04	2023 - Spring	51%	53%	-2%	58%	-7%
03	2023 - Spring	40%	42%	-2%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	51%	-10%	59%	-18%
04	2023 - Spring	57%	56%	1%	61%	-4%
05	2023 - Spring	48%	44%	4%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	39%	0%	51%	-12%

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.

In reviewing our final progress monitoring data for 3rd-5th, our 3rd and 5th ELA students showed the lowest proficiency in ELA, 3rd grade proficiency in Math, and 5th grade proficiency in Science. These scores were under 50% proficient. In 3rd-5th, there were new benchmarks in the subjects of ELA and Math. Science had 1 new teacher out of the 2 teachers teaching it. Our overall proficiency was the same as the year before. Our trend is to be below the 50% mark in proficiency.

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

Our data stayed statistically stagnant overall. There was a slight decline in 5th grade Science when compared to previous years. A factor that could have contributed is only 2 teachers teach that subject and 1 is brand new to 5th grade Science. Another area that showed decline was looking at cohort data. When reviewing the 5th grade scores from 4th grade, a large decline was made in the area of math and a slight decline in ELA.

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.

The state average has not been released, but our trend data has us below the state average when looking at proficiency in all tested areas. The factors that could contribute to this is the low socio-economic status of our students.

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

4th grade cohort showed the most improvement. Overall our 4th grade students performed the best on progress monitoring area 3. The 4th grade teachers drilled down and provided small group instruction in weak areas and focused on reteaching and stacking benchmarks to help students with problem solving skills.

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

In reviewing the EWS data, our student attendance is our potential area of concern.

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

Standards based instruction in small group instruction
Interventions for students with disabilities to achieve proficiency
Student attendance

Area of Focus

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

The school overall proficiency rate for 22-23 was 44%. Our overall proficiency rate must increase, including our subgroup of students with disabilities. Ensuring that teachers are focused on understanding the intent of the standard and tasks and assessments that align to the intent of the standard, along with providing opportunities for the students to practice the intent of the standard will help increase our overall proficiency rate, including students with disabilities subgroup.

Measurable Outcome:

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

The overall proficiency rate of students mastering grade level standards as measured by progress monitoring assessment 3 in grades K-5 will be 50% in both ELA and Math. Focusing on the subgroup of students with disabilities, the proficiency rate will be 41% in both those subjects.

Monitoring:

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

Based on last year's data from SBWT, the focus will include monitoring the learning arc process. Through the use of the learning arc, we can ensure the teachers are focused on steps 5, 6, and 7 which are tasks being to the depth of the benchmark and using formative and summative assessments during instruction. SBWT data will be shared on a monthly basis with teams and on a regular basis with individual teachers using a feedback form. After progress monitoring assessment 1 and 2, data chats will occur to determine areas of growth for students. Specific instruction in those skills will occur in small groups through reteaching, intervention materials focused on closing gaps, and previewing.

Person responsible for monitoring outcome:

Rebekah Eckman (rebekah.eckman@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.)

SRA Corrective Reading in grades 3-5
 SRA Reading Mastery in grades K-2
 SRA Language for Learning in grades K
 SIPPS in grades 1-5
 Number Worlds in grades 1-5
 Fluency in grades 1-5

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All of these strategies are researched based and provide strategic instruction in closing gaps in the areas of reading and number sense.

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.

Tier teachers to provide support from leadership team.

Person Responsible: Rebekah Eckman (rebekah.eckman@polk-fl.net)

By When: End of August 2023

Calibrate with AP and academic coaches regarding Standards Based Walkthroughs.

Person Responsible: Rebekah Eckman (rebekah.eckman@polk-fl.net)

By When: End of August 2023

Improve task alignment to benchmarks in the area of ELA using the learning arc process by providing professional development to teachers.

Person Responsible: Janice McCloy (janice.mccloy@polk-fl.net)

By When: End of 2023-2024 school year.

Improve task alignment to benchmarks in the area of Math using the learning arc process by providing professional development to teachers.

Person Responsible: Brandy Ammermann (brandy.ammermann@polk-fl.net)

By When: End of the 2023-2024 school year

Provide family engagement nights in academic areas of ELA, Math, and Science to inform parents of how to support their students in mastering the standards.

Person Responsible: Brandy Ammermann (brandy.ammermann@polk-fl.net)

By When: May 2024

Book Study for teachers choice: Fostering Resilient Learners and What Great Teachers do Differently.

Person Responsible: Tammy Ruhl (tammy.ruhl@polk-fl.net)

By When: December 2023

Purchase school wide writing system replacements for consumable materials for K-5.

Person Responsible: Janice McCloy (janice.mccloy@polk-fl.net)

By When: October 2023

Provide professional development on the implementation of school wide writing program to teachers.

Person Responsible: Janice McCloy (janice.mccloy@polk-fl.net)

By When: October 2023

Provide ongoing professional development on using technology to support learning grade level benchmarks and standards.

Person Responsible: Rebekah Eckman (rebekah.eckman@polk-fl.net)

By When: December 2023

Provide professional development to use formative and summative assessments to teachers.

Person Responsible: Rebekah Eckman (rebekah.eckman@polk-fl.net)

By When: December 2023

#2. Instructional Practice specifically relating to Intervention**Area of Focus Description and Rationale:**

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

Our overall school proficiency rate for 22-23 was 44%. Our overall proficiency rate must increase, including our subgroup of students with disabilities. Ensuring that teachers are focused on how to use intervention strategies and materials correctly and with fidelity, along with providing opportunities for the students to practice the intent of the standard will help increase our overall proficiency rate, including students with disabilities subgroup.

Measurable Outcome:

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

Students will increase the mastery of grade level standards by increasing within their current achievement level or increasing their overall level of proficiency when measured by the progress monitoring 3 test.

Monitoring:

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

After progress monitoring assessment 1 and 2, data chats will occur to determine areas of growth for students. Specific instruction in those skills will occur in small groups through reteaching, intervention materials focused on closing gaps, and previewing. Using the SBWT tool and our trend data, we will continue to focus on formative and summative assessments to determine how small group instruction can be used to close gaps in learning with students.

Person responsible for monitoring outcome:

Rebekah Eckman (rebekah.eckman@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.)

SRA Corrective Reading in grades 3-5
 SRA Reading Mastery in grades K-2
 SRA Language for Learning in grades K
 SIPPS in grades 1-5
 Number Worlds in grades 1-5
 Fluency in grades 1-5

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy is important to ensure that students are getting targeted instruction in small groups and not being taught something that isn't relevant.

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.

Professional development on creating and implementing small group plans and monitor using the SBWT and anecdotal observations.

Person Responsible: Rebekah Eckman (rebekah.eckman@polk-fl.net)

By When: December 2023

Creating model classrooms and allowing observations and side by side coaching in regards to small group instruction

Person Responsible: Janice McCloy (janice.mccloy@polk-fl.net)

By When: December 2023

Hold specific grade level data chats with MTSS and progress monitoring monthly to review skill based data to make grouping decisions.

Person Responsible: Brandy Ammermann (brandy.ammermann@polk-fl.net)

By When: May 2024

Book Study Choice: What I Wish My Teachers Knew, Having Hard Conversations to allow teachers to reflect on how important it is to learn about their students outside of school and how that impacts their learning.

Person Responsible: Tammy Ruhl (tammy.ruhl@polk-fl.net)

By When: December 2023 through Schoology course

Professional development on the implementation of SRA Reading Mastery/Corrective Reading as school wide intervention program

Person Responsible: Janice McCloy (janice.mccloy@polk-fl.net)

By When: October 2023

Provide professional development on Project Based learning to teachers

Person Responsible: Amber Manley (amber.manley@polk-fl.net)

By When: December 2023

Provide professional development on student learning styles.

Person Responsible: Amber Manley (amber.manley@polk-fl.net)

By When: December 2023

Provide professional development on ESOL strategies to support ELL students.

Person Responsible: Rebekah Eckman (rebekah.eckman@polk-fl.net)

By When: December 2023

Professional development on Number Worlds intervention program for math.

Person Responsible: Brandy Ammermann (brandy.ammermann@polk-fl.net)

By When: October 2023

#3. 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.

In reviewing our Early Warning System for the previous year, 28% of our student population was absent for more than 10% of the school year. Absences have a direct impact on student learning and achievement. It can also impact whether a student with disabilities get their service minutes. It can also impact whether a student qualifies for additional services through the MTSS process. It is important for staff members to target students who are not attending school on a regular basis.

Measurable Outcome:

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

We will reduce the number of students who are absent for more than 10% of the school year will be reduced by 50 students, or 10% of our school population based on the Early Warning System.

Monitoring:

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

Monthly reports will be reviewed by the leadership team.

Person responsible for monitoring outcome:

Tammy Ruhl (tammy.ruhl@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.)

Parent communication/conferences
District support from community resources

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Parents must be involved and understand the importance of school attendance and the impact it has on daily learning.

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.

Run and review monthly attendance reports to look for absences increasing.

Person Responsible: Tammy Ruhl (tammy.ruhl@polk-fl.net)

By When: Last day of each month 2023-2024

Daily discussion of attendance (Beat the Bell) and shout outs to classrooms who have perfect attendance.

Person Responsible: Rebekah Eckman (rebekah.eckman@polk-fl.net)

By When: December 2023 (data review)

Printed monthly newsletters to parents to increase engagement and focus on attendance importance.

Person Responsible: Rebekah Eckman (rebekah.eckman@polk-fl.net)

By When: May 2024

Training of teachers to increase student engagement in the classroom through Kagan strategies.

Person Responsible: Amber Manley (amber.manley@polk-fl.net)

By When: December 2023

Purchase family friendly agendas specific to Floral Avenue to increase communication between school and home.

Person Responsible: Amber Manley (amber.manley@polk-fl.net)

By When: Quarterly 2023-2024

Book Study choice: The Energy Bus and The Power of our Words. Teachers will reflect on how their choices impact the environment they have which impacts how much their students want to come to school.

Person Responsible: Rebekah Eckman (rebekah.eckman@polk-fl.net)

By When: December 2023 through Schoology courses

Professional development and implementation of digital communication by teachers on a regular basis to increase parent involvement and student attendance.

Person Responsible: Janice McCloy (janice.mccloy@polk-fl.net)

By When: December 2023

Incorporate monthly family nights focused on building relationships between students, parents, and teachers.

Person Responsible: Brandy Ammermann (brandy.ammermann@polk-fl.net)

By When: May 2024

Increase afterschool club choice available to students in each grade level.

Person Responsible: Rebekah Eckman (rebekah.eckman@polk-fl.net)

By When: December 2023

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).

Our school will be focusing on the subgroup of Students with Disabilities as it was below 41% proficiency for the 22-23 school year, along with previous years.

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

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

Kg and 1st grade students had less than 50% of students scoring above the 40th percentile which would indicate on track to be proficient by 3rd grade. However, 2nd grade had 52% of the students scoring below the 40th percentile indicating they would not be proficient by 3rd grade.

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

3rd and 5th ELA had students who scored less than 50% proficient. 3rd grade had 41% of students reach proficiency and 5th grade had 41% as well. The cohort of 5th grade students scored 42% proficiency the previous school year so that was a decrease in the students' overall proficiency.

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

In 2nd grade, at least 50% of the students will be above the 40th percentile by the final progress monitoring assessment.

Grades 3-5 Measurable Outcomes

In 3rd and 5th grade, at least 45% of the students will show proficiency as measured by the final progress monitoring assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Areas of Focus will be monitored on a tiered level. Classroom observations of intervention materials will be conducted and discussed on a weekly basis by the leadership team. Monthly data chats with teachers will be conducted discussing intervention data, MTSS, and AR. Progress monitoring data chats will be discussed as they occur.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Eckman, Rebekah, rebekah.eckman@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?

In grades K-2, we will be implementing SIPPS program which has been identified as a strong evidence based practice to support students struggling with decoding skills. This practice aligns with the district's Reading plan and the BEST ELA standards.

In grades 3-5, we will be implementing SRA Corrective Reading program which has been identified as a strong evidence based practice to support students in decoding and comprehension skills. This practice aligns with the district's Reading plan and the BEST ELA standards.

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?

These programs will address the decoding skills of students in the younger grades and the comprehension skills of the students in the older grades.

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
Literacy Leadership team will participate in state run literacy trainings.	Eckman, Rebekah, rebekah.eckman@polk-fl.net
Literacy coaching will occur for teachers in grades 2, 3, and 5 to increase the focus of small group instruction in ELA.	McCloy, Janice, janice.mccloy@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.

Part of our plan to review the Parent and Family Engagement Plan and Compact for suggestions includes posting it on our school webpage (www.floral.polkschoolsfl.com) and having a PEN notebook in our front office for parents to review and provide input. We also hold two meetings per year to get input from parents, as well as send out surveys in the fall and spring.

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))

We hold monthly parent events where we discuss our Family Engagement Plan and Compact. These events are geared towards increasing our family/school relationship and building capacity for our families to support the students in their learning. We also post our Family Engagement plan on our website (www.floral.polkschoolsfl.com) and print our compact in the student learning agendas. Each semester, we hold a conference night to allow parents to come who can't come during the school day. The FEP and Compact are reviewed at these conferences.

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)

The leadership team meets at the end of every school year to review the initiatives from the previous year and provide suggestions for our use of funds. Some of the recommendations that we are currently implementing are supplemental staff (academic coaches, behavior interventionists, and paraprofessionals), supplemental resources (SIPPS, Being a Writer), Extended Learning, Collaborative Planning, and MTSS support.

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))

Our leadership team uses the information from data com and regional area meetings to discuss how we can continue to support our students. Agencies that we contact on a regular basis are Early Childhood, Child Find, HEARTH, and ESE to support our students in our school. The Summer Leadership Academy attend each year by administration helps us focus on how we can continue to improve the school and move our students in a positive direction.

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))

When a student demonstrates the need for assistance outside of the classroom, our school counselor and administration gets involved. Our school counselor utilizes the district website of <https://polkschoolsfl.com/mentalhealth/>. She also provides individual and group counseling. When additional school counseling is not enough, our counselor will reach out to our district mental health facilitator and/or social worker to help students and families to connect with outside support and grief groups if needed.

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))

As an elementary school, we do not address the postsecondary opportunities without 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).

Our school utilizes PBIS as our Tier 1 schoolwide model. This year, we have hired a behavior interventionist to intervene when students are not responding to Tier 1. The behavior interventionist and school counselor will work together using the MTSS process and data documentation following RTI to support students on a Tier 2 and Tier 3 level.

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))

Our school meets on a weekly basis, as well as during designated early release day to hold our Professional Learning Communities to improve instruction and data. We use instructional reviews to support the change needed in our instruction and data. We provide stipends through Title 1 for after school professional development and planning to the teachers to increase their knowledge of BEST Standards and Benchmarks. We provide side by side coaching and utilize model classrooms to allow teachers to observe best practices that are happening within other classrooms.

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))

Our school houses a Title 1 VPK and includes them in all school related activities so the families feel welcome on our campus and are familiar with the school before the student enters kindergarten. We participate in a kindergarten open house in April. This year, our school held a kindergarten readiness camp to allow students and parents to get a glimpse into what kindergarten is like. The Books Bridge Bus visits our VPK and our ESE PK to encourage the love of reading early with students.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

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

Budget Approval

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

No