Sleepy Hill Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Sleepy Hill Elementary School

2285 SLEEPY HILL RD, Lakeland, FL 33810

http:// schools.polk-fl.net/shes

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 of Sleepy Hill Elementary is to make positive contributions to society by developing life-long learners who show respect, have positive attitudes, explore responsibly, and stay safe always through their positive contributions to an ever-expanding world.

Provide the school's vision statement.

Sleepy Hill Elementary School students and teachers will be actively engaged in learning, focused on cognitively complex tasks and students being given opportunities to work together to solve problems and take ownership over their learning in a safe and inclusive environment. Not only do we want our students to be able to read and compute, but to be able to question what they read and think critically.

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
Deal, Gregory	Principal	Sets clear expectations for instruction (Rigor, Relevance, and Relationships). Shares past and current data from many different sources with team members. As a team they discuss barriers and instructional strategies to decrease gaps and increase proficiency. They seek input from teacher leaders in all areas of school improvement. School leaders, in turn, provide teachers on their grade level information to help them understand barriers, determine the effectiveness of instructional strategies, and next steps needed to move the students forward. Research and acquire new materials and resources to improve the experience of both students and teachers. Set performance objectives for students and teachers. School Leaders suggest professional develop needs for the staff. Ensure that school facilities remain safe for students and faculty and plan regular maintenance of school grounds and equipment. Implement and monitor school policies and safety protocols. Overview administrative tasks (e.g. updating employee records)
Jones, Rachel	Assistant Principal	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. Sets clear expectations for instruction (Rigor, Relevance, and Relationships); Consistently analyzing student data for instructional improvement, development and implementation of quality standards-based curricula; Collaboratively working with teachers and coaches to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments; Facilitates effective professional development; monitor implementation of critical initiatives; Research and acquire researched based resources to improve student achievement by closing the gaps and accelerating learning. 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; Using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to

Name	Position Title	Job Duties and Responsibilities
		listen and learn from and building and maintaining relationships with students, faculty, parents, and community.
VanBibber, Susan	Instructional Coach	The Elementary Instructional Coach will work as a colleague with classroom teachers to support student learning in all content areas. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction. In order to fulfill these expectations, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers in support of the school improvement action plan. The literacy coach facilitates collaborative planning and provides coaching to the teachers. The Reading Coach and administration will be responsible for the following: Collaborative Planning Coaching Cycle Data Analysis SIP Planning Works with teachers to assesses children throughout the school and identifies children at risk. Designs and implements academic interventions using research based methodology in reading. Documents interventions and progress on each child with whom you support. Assists teachers by providing professional development in the area of early literacy as needed. Works with the school leadership team to guide and monitor the progress of each child. Participates in team reviews concerning academic progress for students who are struggling or are in need of services. Provides small group instruction. Communicates and interacts with students, parents, staff and community. Evaluates and assesses student progress against instructional objectives. Work cooperatively with the administration and staff to schedule meetings. Knowledge of educational research, trends, and best practices. Actively participates in faculty and/or department meetings.
Williams, Neena	Instructional Coach	The Elementary Instructional Coach will work as a colleague with classroom teachers to support student learning in all content areas. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction. In order to fulfill these expectations, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual

Name	Position Title	Job Duties and Responsibilities
		teachers in support of the school improvement action plan. The literacy coach facilitates collaborative planning and provides coaching to the teachers. The Math Coach and administration will be responsible for the following: Collaborative Planning Coaching Cycle Data Analysis SIP Planning Works with teachers to differentiate instruction based on assessment data. Documents interventions and progress on each child with whom you support. Assists teachers by providing professional development in the area of early literacy as needed. Works with the school leadership team to guide and monitor the progress of each child. Participates in team reviews concerning academic progress for students who are struggling or are in need of services. Provides small group instruction. Communicates and interacts with students, parents, staff and community. Evaluates and assesses student progress against instructional objectives. Work cooperatively with the administration and staff to schedule meetings. Knowledge of educational research, trends, and best practices. Actively participates in faculty and/or department meetings.
Rudd, Lori	Instructional Coach	The Elementary Instructional Coach will work as a colleague with classroom teachers to support student learning in all content areas. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction. In order to fulfill these expectations, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers in support of the school improvement action plan. The literacy coach facilitates collaborative planning and provides coaching to the teachers. The Math Coach and administration will be responsible for the following: Collaborative Planning Coaching Cycle Data Analysis SIP Planning Works with teachers to differentiate instruction based on assessment data. Documents interventions and progress on each child with whom you support. Assists teachers by providing professional development in the area of early literacy as needed. Works with the school leadership team to guide and monitor the progress of each child.

Name	Position Title	Job Duties and Responsibilities
		Participates in team reviews concerning academic progress for students who are struggling or are in need of services. Provides small group instruction. Communicates and interacts with students, parents, staff and community. Evaluates and assesses student progress against instructional objectives. Work cooperatively with the administration and staff to schedule meetings. Knowledge of educational research, trends, and best practices. Actively participates in faculty and/or department meetings.
Scott, Ashley	School Counselor	Supports academic achievement of all students, insuring equity and access to all. Develops and maintains a written plan for effective delivery of our school counseling program, communicating the goals to our educational stakeholders. She works with students individually or in groups, also provides consultation to teachers regarding students and makes referrals when needed.
Walton, Melissa	Psychologist	The School Psychologist is directly responsible for the psychological assessment of academic, social, emotional, and behavioral domains utilizing problem solving and standardized evaluations. The School Psychologist monitors the completion of case study evaluations and participates in Individual Education Plan (IEP) conferences and problem-solving meetings designing systems, programs and services that maximize students' social, emotional, and educational success. In collaboration with staff, families, students, and communities the school psychologist promotes effective educational environment
Kelley, Bobbi	Instructional Media	Media Specialist is responsible for promoting, supporting and encouraging literacy; maintaining library collection and controlling audio visual equipment at school site; assisting students, staff and community in utilizing library resources; performing clerical functions related to collection, processing, circulation, maintenance, and inventory of library and curriculum materials. The Media Specialist uses STAR data to determine needs of the school and individual students.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The initial draft of the SIP is developed as a collaborative effort from the school leadership team. Once the draft has been submitted for review, the SIP is presented to the School Advisory Council for review. Any changes or additions to the SIP that are recommended by the SAC during the first SAC meeting are carried out and the draft is revised and approved.

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 stated goals from the School Improvement Plan are reviewed in accordance with the new data that is received from each FAST administration. Adjustments to the plan are made in consultation with the School Leadership Team and shared with the School Advisory Council.

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	73%
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) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) 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	55	50	39	49	30	43	0	0	0	266
One or more suspensions	2	4	9	16	9	7	0	0	0	47
Course failure in English Language Arts (ELA)	21	25	19	41	23	10	0	0	0	139
Course failure in Math	17	16	16	32	30	19	0	0	0	130
Level 1 on statewide ELA assessment	0	0	0	45	20	28	0	0	0	93
Level 1 on statewide Math assessment	0	0	0	33	29	23	0	0	0	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	23	27	37	23	24	0	0	0	143

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	4	19	15	47	28	30	0	0	0	143

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	2	18	0	0	0	0	0	31
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

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	27	39	40	25	29	0	0	0	160
One or more suspensions	0	0	3	7	11	10	0	0	0	31
Course failure in ELA	0	8	6	6	16	6	0	0	0	42
Course failure in Math	0	3	2	2	1	2	0	0	0	10
Level 1 on statewide ELA assessment	0	0	0	33	32	28	0	0	0	93
Level 1 on statewide Math assessment	0	0	0	27	32	30	0	0	0	89
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	51	78	40	27	19	0	0	0	215

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	8	9	6	0	0	0	23

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	3	20	0	0	0	0	0	25
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	0	27	39	40	25	29	0	0	0	160
One or more suspensions	0	0	3	7	11	10	0	0	0	31
Course failure in ELA	0	8	6	6	16	6	0	0	0	42
Course failure in Math	0	3	2	2	1	2	0	0	0	10
Level 1 on statewide ELA assessment	0	0	0	33	32	28	0	0	0	93
Level 1 on statewide Math assessment	0	0	0	27	32	30	0	0	0	89
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	51	78	40	27	19	0	0	0	215

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	8	9	6	0	0	0	23

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	3	20	0	0	0	0	0	25
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*	45	45	53	44	47	56	40		
ELA Learning Gains				57			46		
ELA Lowest 25th Percentile				49			42		
Math Achievement*	54	49	59	47	42	50	45		
Math Learning Gains				58			61		
Math Lowest 25th Percentile				47			67		
Science Achievement*	56	41	54	40	49	59	40		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	61	54	59	64			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	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	256
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	

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	1
Total Points Earned for the Federal Index	406
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	31	Yes	1	1
ELL	49			
AMI				
ASN				
BLK	28	Yes	3	1
HSP	54			
MUL				
PAC				
WHT	55			
FRL	46			

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	43			
ELL	49			
AMI				
ASN	70			
BLK	37	Yes	2	
HSP	52			
MUL				
PAC				
WHT	57			
FRL	48			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			54			56					61
SWD	28			35			32				5	38
ELL	41			61			52				5	61
AMI												
ASN												
BLK	32			32			20				4	
HSP	48			59			58				5	61
MUL												
PAC												
WHT	48			57			67				4	
FRL	41			50			45				5	56

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	44	57	49	47	58	47	40					64
SWD	31	55	47	31	52	44	27					56
ELL	43	60	50	46	53	38	38					64
AMI												
ASN	70			70								
BLK	24	46	50	26	41	38	33					
HSP	47	60	50	54	60	36	45					63
MUL												
PAC												
WHT	51	56		50	68	80	36					
FRL	39	58	43	43	54	47	37					62

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	46	42	45	61	67	40					52
SWD	18	39	54	27	71	75	41					41
ELL	38	40		49	90		37					52
AMI												
ASN												
BLK	29	52	40	31	55		33					
HSP	43	50	55	47	76		41					54
MUL	20			10								
PAC												
WHT	46	36		55	48		58					
FRL	36	44	38	39	60	65	32					48

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	49%	43%	6%	54%	-5%
04	2023 - Spring	57%	53%	4%	58%	-1%
03	2023 - Spring	41%	42%	-1%	50%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	55%	51%	4%	59%	-4%
04	2023 - Spring	51%	56%	-5%	61%	-10%
05	2023 - Spring	60%	44%	16%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	39%	14%	51%	2%

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.

Second and third grade in ELA showed the lowest performance on PM3. There's a huge skill set difference between first grade and second grade, shared comprehension to independent comprehension. In addition, we had three brand new teachers in second grade, and one of our instructional coaches was out for the majority of the school year.

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

Our greatest decline is in ELA for Second and Third grade. The contributing factors for third grade are that they have new benchmarks, the assessments changed from paper to computer based, and they were departmentalized. The contributing factors for second grade are that they needed a stronger foundational understanding of the benchmarks and best practices.

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.

Third grade ELA is where we had the greatest gap when compared to the state average. Students are coming in to third grade still lacking foundational skills to comprehend accurately.

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

Our greatest improvement was in Fifth grade Math and Science. We improved in Math by 20 percentage points and in Science we improved by 9 percentage points. The new actions that we took were the Academic Science coach conducted Science Labs to the 5th grade students 3 days a week. The ELA teachers also used Science content in the Reading block. We also had a major push with Math and Science vocabulary in grades 3-5. In addition, we hung anchor charts and visuals along the hallways and stairways.

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

After reviewing the EWS data, our largest area of concern is our students with two or more EWS indicators. Another area of concern is attendance.

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

1. Foundational skills for ELA
2. Fluency skills in Math
3. Vocabulary push in all content areas
4. Focus on ESSA Subgroup & students with 2 or more EWS
5. Attendance Motivator

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 ELA

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

We have seen an overall decrease in our 2nd through 5th grade ELA achievement over the past couple years, specifically our Black students. We will ensure that classrooms will be engaged in rigorous, standards-based instruction during the daily ELA block in order to meet grade level expectations and accelerate learning. We will focus on creating a positive learning environment by incorporating PBIS rewards and celebrations for students and staff.

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

The percentage of our students within 2nd through 5th grade levels will increase 10% or higher on 2024 Spring ELA FAST and STAR assessments.

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

1. Progress Monitoring data offered by district level assessment platforms will be used to ensure students are mastering benchmarks being taught after planning is properly implemented.
2. Data chats quarterly between students and teachers and then teachers and administration along with the Data Tracking Sheet for individual students.
3. Teachers will adjust the ZPD of each student every 3-4 weeks in order to increase the students'' reading levels throughout the school year.
4. Students will read and take AR tests weekly, with the goal that every student will earn a minimum of 50 points, at 85% accuracy, on grade level or higher by the FAST PM3 ELA test date.
5. Monitoring the implementation of SIPPs, Corrective Reading, and Reading Mastery programs for our Tier 2-3 students.
6. Monitoring AR diagnostic reports, which allow teachers to track students' independent reading level weekly to determine whether they are successfully reading and testing on or above grade level.
7. Monthly tracking of fluency for K-5 using the individualized Data Tracking Sheets along with unit assessments.

Person responsible for monitoring outcome:

Rachel Jones (rachel.jones@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.)

1. Monitor students engaging in equivalent experiences aligned to state expectations using the Standard Walkthrough Tool (SWT).
2. The leadership team will collaborate to monitor our ESSA subgroup after each PM.
3. Engage teachers in standard-based planning protocol using the Learning Arc.
4. Implement Corrective Reading (3-5) and Reading Mastery (K-2).

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

It is imperative we both monitor for alignment and plan for teacher's understanding of the benchmark. Corrective Reading (3-5) and Reading Mastery (K-2) aligns with the MTSS framework and can be used across all three tiers.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Create a calendar for leadership team calibration walks
2. Train Leadership team on walkthrough tool in first two calibration walks.
3. Conduct calibration walks until team show 90-100% calibrated consistency with rationale.
4. Add Standards Walkthrough Tool (SWT) Monitoring data review to every leadership team meeting agenda.
5. Monitor impact between data review from SWT and planning per content/course/grade level
6. Progress Monitoring - AR Diagnostic Reports analyzed weekly classroom teachers, coaches and admin
7. Weekly collaborative planning
8. Peer to Peer Program with Mrs. Scott, School Counselor, to encourage positive behavior and regular attendance.
9. After school tutoring will be offered for students.
10. Teachers will make parent phone calls to inform them of their child's academic, attendance, and behavioral status.
11. Adjust ZPD levels every 3-4 weeks - planning
12. Coaches will co-teach with small groups in classroom
13. Progress Monitoring - STAR CBM - fluency/foundational skills, assessments
14. Data Chat dates pre-scheduled for students/teachers and teachers/administration along with a Data Tracking Sheet for each student.

Person Responsible: Rachel Jones (rachel.jones@polk-fl.net)

By When: By FAST PM3 at the end of the school year.

#2. Instructional Practice specifically relating to Math

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

We have seen an overall decrease in our 2nd through 5th grade Math achievement over the past couple years, specifically our Black students. We will ensure that classrooms will be engaged in rigorous, standards-based instruction during the daily Math block in order to meet grade level expectations and accelerate learning. We will focus on creating a positive learning environment by incorporating PBIS rewards and celebrations for students and staff.

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

The percentage of our students within 2nd through 5th grade levels will increase 10% or higher on 2024 Spring Math FAST and STAR assessments.

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

1. Progress Monitoring data offered by district level assessment platforms will be used to ensure students are mastering benchmarks being taught after planning is properly implemented.
2. Data chats quarterly between students and teachers and then teachers and administration along with the Data Tracking Sheet for individual students.
3. Monitoring STAR assessment data, which will be used to compare students current levels to those they achieved on FAST PM3 and/or STAR 23.
4. Monitoring math unit data so that teachers have the ability to provide individual students remediation as needed based on their lack of proficiency by standard.
5. Monthly tracking of fluency for K-5 using the individualized Data Tracking Sheets along with unit assessments.

Person responsible for monitoring outcome:

Rachel Jones (rachel.jones@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.)

1. Monitor students engaging in equivalent experiences aligned to state expectations using the Standard Walkthrough Tool (SWT).
2. The leadership team will collaborate to monitor our ESSA subgroup after each PM.
3. Engage teachers in standard-based planning protocol using the Learning Arc.
4. Implement Number Worlds in K-5.

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

It is imperative we monitor for both alignment and plan for teacher's understanding of the benchmarks.
The program Number Worlds (K-5) aligns with the intervention benchmarks and is used for Tiers 2 and 3.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Create a calendar for leadership team calibration walks
2. Train Leadership team on walkthrough tool in first two calibration walks.
3. Conduct calibration walks until team show 90-100% calibrated consistency with rationale.
4. Add Standards Walkthrough Tool (SWT) Monitoring data review to every leadership team meeting agenda.
5. Monitor impact between data review from SWT and planning per content/course/grade level
6. Progress Monitoring - Number Worlds and Freckle reports analyzed weekly by classroom teachers, coaches and admin
7. Weekly collaborative planning
8. Monitor math unit data during collaborative planning.
9. After school tutoring will be offered for students.
10. Teachers will make parent phone calls to inform them of their child's academic, attendance, and behavioral status.
11. Coaches will co-teach with small groups in classroom
12. Progress Monitoring - STAR CBM - fluency/foundational
13. Data Chat dates pre-scheduled for students/teachers and teachers/administration along with a Data Tracking Sheet for each student.

Person Responsible: Rachel Jones (rachel.jones@polk-fl.net)

By When: By FAST PM3 at the end of the school year.

#3. Instructional Practice specifically relating to Science

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 area of focus will be increasing our Science proficiency in grades 3-5. Teachers will increase academic performance of our students in 3rd-5th grade through the use of highly effective instructional strategies during delivery of grade level core instruction and weekly hands on learning experiments during the use of their scheduled Science Lab time. Based on our District Quarter 3 Science Assessment, only 42% of our 4th grade students entering 5th grade are proficient in Science standards.

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

The percentage of our students in 5th grade will increase 10% on the NGSSS 2.0 FCAT Assessment.

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

We will closely monitor the 20 district benchmark assessments throughout the year. We will also provide assessments for the 35 benchmarks and will analyze the data from each. The Progress Monitoring data will be used to ensure students are mastering Benchmarks being taught after planning is properly implemented. Each quarter we will do an item analysis on the quarterly assessments and adjust instruction based on results.

Person responsible for monitoring outcome:

Rachel Jones (rachel.jones@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.)

1. Monitor students engaging in equivalent experiences aligned to state expectations using Standard Walkthrough Tool (SWT).
2. Engage teachers in standard-based planning protocol using the Learning Arc Framework.
3. ELA teachers will incorporate Science passages during centers within the ELA block.
4. Academic Science Coach will lead/monitor teacher-led hands-on Science experiments.
5. Intentional vocabulary focus and instruction.

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

It is imperative we both monitor for alignment and plan for teacher's understanding of the benchmarks, aligned tasks, and assessments. The vocabulary and incorporating Science within the ELA block will increase achievement in ELA and Science. Science labs will give students opportunities to experience the Scientific Process.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Create a calendar for leadership team calibration walks
2. Train Leadership team on walkthrough tool in first two calibration walks.
3. Conduct calibration walks until team show 90-100% calibrated consistency with rationale.
4. Add Standards Walkthrough Tool (SWT) Monitoring data review to every leadership team meeting agenda.
5. Monitor impact between data review from SWT and planning per content/course/grade level
6. Grades 3-5 will meet weekly for Science collaborative planning
7. Peer to Peer Program with Mrs. Scott, School Counselor, to encourage positive behavior and regular attendance.
8. Teachers will make parent phone calls to inform them of their child's academic, attendance, and behavioral status.
9. Implementation of the Question of the Day every day.
10. Data Analysis of Science Quarterlies.
11. Science coach will assist teachers in the Science Lab.
12. Data Chat dates pre-scheduled for students/teachers and teachers/administration along with a Data Tracking Sheet for each student.

Person Responsible: Rachel Jones (rachel.jones@polk-fl.net)

By When: By Science Quarterly 3 and NGSSS 2.0 FCAT at the end of the school year.

#4. 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.

Based on the increase in student referrals and absences, we defined Positive Culture and Environment as an area of critical need. Effectively implement PBIS to increase positive student behavior and improve attendance rates.

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

The specific measurable outcome that our school plans to achieve is to reduce the overall Behavioral referrals by 50, increase student and staff attendance by 10% by the end of the 23-24 SY.

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

1. Reorganized PBIS to have weekly, monthly and quarterly rewards for behavior and being ready to learn
2. Revamped Student of the Month Reward
3. Implementation of the Exceptional Explorer Referrals for Positive Behavior
4. Monthly Reward for Attendance for students and staff
5. Redefined Staff Committee Structures
6. Revamp Multi Tiered Systems of Support
7. Incorporate Social Skills during lunch by Counselor
8. Implementation of Data Chats with behavioral goals

Person responsible for monitoring outcome:

Rachel Jones (rachel.jones@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.)

The evidence-based strategy being implemented for this Area of Focus is that rewarding students for appropriate behavior is a more positive and proactive strategy than the reactive approach and yields to improving student achievement. Social skills and Harmony lessons will be taught daily in all classrooms.

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

We will implement PBIS as a three-tiered, proactive approach to establishing the behavioral supports and social culture needed for all students to achieve social, emotional, and academic success. We will focus on attendance, behavior, and student achievement.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. PBIS training for all staff at the beginning of the school year.
2. Calendar of monthly Rewards for student behavior for entire school year.
3. Teachers implement weekly "Fun Friday" within the classroom.
4. Student of the Month will be recognized each month by administration.
5. Exceptional Explorer Referrals will be recognized by administration.
6. Each month, students and staff who have 100% attendance for the month, will receive a reward.
7. Peer to Peer Program with Mrs. Scott, School Counselor, to encourage positive behavior and regular attendance.
8. Teachers will make at minimum quarterly parent contact to inform them of their child's academic, attendance, and behavioral status.
9. Data Tracking Sheet for each student which includes social/behavior goals.

Person Responsible: Rachel Jones (rachel.jones@polk-fl.net)

By When: May of 2024

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

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

35% (44 out of 127) K students entering 1st grade are extremely below benchmark.
35% (35 out of 100) 1st grade students entering 2nd grade are extremely below benchmark.
61% (68 out of 112) 2nd grade students entering 3rd grade are extremely below benchmark.

Overall, K-3rd we have 43% (147 out of 339) students below grade level benchmarks based on 2023 Spring STAR Early Literacy & STAR data.

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

18 students were retained in 3rd grade.
56% (67 out of 119) 3rd grade students entering 4th grade are not proficient readers.
43% (43 out of 101) 4th grade students entering 5th grade are not proficient readers.

Analyze STAR data, and weekly formative assessments to plan our daily small groups. Integrate research based resources (Reading Mastery & SIPPS for K-2; Corrective Reading for 3-5) and strategies in whole group and small groups. Increase reading time, plan research based instructional strategies along with on grade level student tasks for our reading benchmarks. Incorporate more text-based writing and non-fiction reading during small groups. Provide specific feedback.

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

62% of our K-2 students will be proficient readers.

Grades 3-5 Measurable Outcomes

Based on 23 FAST ELA, 48% of our 3rd-5th graders are reading proficiently, an increase from 44% in 2022. Our goal is to increase by 10% which would be a total proficiency of 58%.

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.

1. Progress Monitoring data offered by district level assessment platforms will be used to ensure students are mastering benchmarks being taught after planning is properly implemented.
2. Data chats quarterly between students and teachers and then teachers and administration along with the Data Tracking Sheet for individual students.
3. Teachers will adjust the ZPD of each student every 3-4 weeks in order to increase the students" reading levels throughout the school year.
4. Students will read and take AR tests weekly, with the goal that every student will earn a minimum of

50 points, at 85% accuracy, on grade level or higher by the FAST PM3 ELA test date.
5. Monitoring the implementation of SIPPs, Corrective Reading, and Reading Mastery programs for our Tier 2-3 students in grades K-5.
6. Monitoring AR diagnostic reports, which allow teachers to track students' independent reading level weekly to determine whether they are successfully reading and testing on or above grade level.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Jones, Rachel, rachel.jones@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?

1. Monitor students engaging in equivalent experiences aligned to state expectations using the Standard Walkthrough Tool (SWT).
2. The leadership team will collaborate to monitor our ESSA subgroup more often.
3. Engage teachers in standard-based planning protocol using the Learning Arc.
4. Implement Corrective Reading (3-5) and Reading Mastery (K-2).

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?

It is imperative we both monitor for alignment and plan for teacher's understanding of the benchmark. Corrective Reading (3-5) and Reading Mastery (K-2) aligns with the MTSS framework and can be used across all three tiers. Explicit and systematic lessons develop phonological awareness, spelling-sound relationships, decoding, and sight word knowledge that work together to develop accuracy and automaticity.

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
1. Create a calendar for leadership team calibration walks 2. Train Leadership team on walkthrough tool in first two calibration walks. 3. Conduct calibration walks until team show 90-100% calibrated consistency with rationale. 4. Add Standards Walkthrough Tool (SWT) Monitoring data review to every leadership team meeting agenda. 5. Monitor impact between data review from SWT and planning per content/course/grade level 6. Progress Monitoring - AR Diagnostic Reports analyzed weekly classroom teachers, coaches and admin 7. Weekly collaborative planning 8. Peer to Peer Program with Mrs. Scott, School Counselor, to encourage positive behavior and regular attendance. 9. After school tutoring will be offered for students. 10. Teachers will make parent phone calls to inform them of their child's academic, attendance, and behavioral status. 11. Adjust ZPD levels every 3-4 weeks - planning 12. Coaches will co-teach with small groups in classroom 13. Progress Monitoring - STAR CBM - fluency/foundational skills, assessments 14. Data Chat dates pre-scheduled for students/teachers and teachers/administration along with a Data Tracking Sheet for each student.	Jones, Rachel, rachel.jones@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.

Review the Parent and Family Engagement Plan and Compact for suggestions: school/district web page; parent/family, community input meetings; annual parent meetings; SAC meetings.

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))

Review the Parent and Family Engagement Plan and Compact for suggestions: building capacity events; staff capacity building professional development on conferencing and family/school relationships; family/ community input; data chats/conferences; webpage; annual meeting.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Review use of funds for suggestions: supplemental staff (academic coaches, interventionists, paraprofessionals); supplemental resources; extended learning; professional development; collaborative planning.

Non-Title 1 Initiatives: MTSS--Tier Support for Students

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))

Data Com; School Improvement Planning Trainings; Regional Meetings; Summer Leadership Academy, Title 1 Technical Assistance--Use of Funds, PFE Input, Back to School meeting; Comprehensive Needs Assessment Technical Assistance; ESE, Migrant, Early Childhood.

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; school counseling; Drumbeats; collaboration with the community providers--Peace River Center, Watson Clinic Behavioral Health, Sweet Center--Winter Haven Hospital for support groups, grief support, and Children's Home Society.

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))

School as your first job emphasis; Career Days; Great American Teach-in

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; guidance counselors; Behavioral Academic Clusters (IMPACT program).

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; Collective Bargaining Stipends--Title 1, Critical shortage area, Highly effective; Recruitment and Educator Quality Department--PCPS Culture Ambassador Program.

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 (Title 1, ESE and non-Title 1); Kindergarten Round-up, Kindergarten Readiness Camps, Books Bridge Bus; Migrant Early Childhood Services.

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: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	$0.00
3	III.B.	Area of Focus: Instructional Practice: Science	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	$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