

Polk County Public Schools

Lake Alfred Polytech Academy School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	26
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	31

Lake Alfred Polytech Academy

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<http://lapolytech.polk-fl.net>

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.

It is the mission of Lake Alfred Polytech Academy to provide a safe and structured environment, foster motivation, and guide all students to reach their social, academic, college, and career potential.

Provide the school's vision statement.

Believe. Achieve. Succeed. Everyone. Everyday.

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
Gross, Britt	Principal	Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement.
Gaymont, Katherine	Assistant Principal	Assist 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.
Canon, Lana	Math Coach	The school-based coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. They are also responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.
Lane, Brandon	Teacher, K-12	Works with school administration with the development and implementation of school's local testing program. provides data and technical assistance to school as necessary for the development of the schools improvement plan. Responds to questions in relation to test administration and interpretation and utilization of results for school improvement. Complies with best practices and procedures and share them with school staff as appropriate. Identifies and share national and state reports with school staff. Assists in coordination workshops and activities on school accountability and data issues. Conducts training with school personnel on state testing requirements, environment, security, and procedures and the implementation and use of progress monitoring systems.
Smelser, Belinda	Teacher, K-12	Duties include identifying students who are at-risk and not meeting grade level proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades, Measures of Academic Progress (MAP) and other identified curricula-based learning objective, collaborating with teachers to plan, implement, and evaluate interventions for identified students; identifying appropriate supplemental resources to meet students' individual needs; working with administration to implement and document activities related to the Title I Plan; monitor students' response and communicating with administration, teachers and parents regarding students' progress in tutoring activities. Implementation of intervention strategies with students may be accomplished through "pull out" or "push in" with small groups or one-to-one basis when necessary. Tutoring may occur before, during, and after school.
Peabody, Brooke	Instructional Technology	Coordinates the maintenance, operation and management of existing instructional and non-instructional school microcomputer networks. Develops

Name	Position Title	Job Duties and Responsibilities
		and maintains network procedures to ensure regular system backups on a timely basis for administrative, media, foodservice and instructional networks. Maintains software/hardware inventory include locations within school and a school data-wiring diagram. Establishes environment encouraging creative and independent use of instructional technology. Coordinated and/or provides training to school staff in network and software use. Facilitates the use of existing and emerging technology by staff and students. Some examples are internet usage, interactive video, media center search tools, instructional television and computer based instruction.
Hearn, Anne-Marie	Instructional Media	Provides leadership and expertise in the development, implementation, and evaluation of the school library media program and instructional materials to promote student learning and teacher effectiveness for the benefit of they system's total educational program. Coordinates all aspects of the school library media program, library media services, and management, oversight, and instructional materials adoptions, purchases, and implementation of inventory.
McGill, Idiana	Teacher, ESE	Coordinates the referral, staffing, placement, and re-evaluation process for exceptional student education at the school level. Serves as a member of individual educational plan (IEP) meetings as the LEA representative. Provides the level and frequency of direct support to students and teachers based upon general educators' and students' need for assistance. Implements a program of study designed to meet individual needs of students with disabilities as outlined in the student's IEP. Provide support for ESE student achievement in the general education classroom through cooperative consultation and support facilitation. Will assist with progress monitoring, data collection, analysis and necessary changes in the instructional program for students with disabilities based on assessed results.

Stakeholder Involvement and SIP Development

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

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

We encourage volunteers and community members to visit our campus and become involved, including participating as a member of the School Advisory Council and/or our Parent Teacher Organization. Throughout the school year we host multiple parent and family engagement events. These events provide community stakeholders with the opportunity to experience various academically themed events on our campus, interact with our students, and at the end of each night and/or event visitors are asked to provide feedback, suggestions, and comments. Communication with families and community members occurs regularly through the school's various social media and messenger services. Additionally, prior to the end of each school year, we send out an annual stakeholder input survey asking for stakeholder, feedback, suggestions, and comments related to the Title I events, SIP goals, and spending of our Title I budget for the next 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 impact and implementation of the strategies and interventions being built into the SIP plan for this school year will be monitored regularly through the collection and analysis of data from the F.A.S.T. Progress Monitoring #1, F.A.S.T. Progress Monitoring #2, STAR Assessments, Quarterly Assessments, standards based walks, and data from Instructional Reviews. Strategies and interventions will be modified and adjusted to meet the needs of our students with the highest need, our ESE, ESOL, and over-age students.

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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	66%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* 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	0	0	0	0	0	105	98	106	309	
One or more suspensions	0	0	0	0	0	0	56	46	66	168	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	9	12	25	
Course failure in Math	0	0	0	0	0	0	8	12	6	26	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	100	73	74	247	
Level 1 on statewide Math assessment	0	0	0	0	0	0	83	65	80	228	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	50	54	51	155	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	81	74	86	241

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	1	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	0	0	0	0	0	0	65	81	83	229	
One or more suspensions	0	0	0	0	0	0	24	49	69	142	
Course failure in ELA	0	0	0	0	0	0	1	4	21	26	
Course failure in Math	0	0	0	0	0	0	0	7	11	18	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	64	76	88	228	
Level 1 on statewide Math assessment	0	0	0	0	0	0	59	78	78	215	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	0	0	1	

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	43	66	85	194

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	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	0	1	2

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	65	81	83	229	
One or more suspensions	0	0	0	0	0	0	24	49	69	142	
Course failure in ELA	0	0	0	0	0	0	1	4	21	26	
Course failure in Math	0	0	0	0	0	0	0	7	11	18	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	64	76	88	228	
Level 1 on statewide Math assessment	0	0	0	0	0	0	59	78	78	215	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	0	0	1	

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	43	66	85	194

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	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	0	1	2

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	43	36	49	42	40	50	43		
ELA Learning Gains				43			43		
ELA Lowest 25th Percentile				33			30		
Math Achievement*	53	40	56	47	34	36	41		
Math Learning Gains				53			32		
Math Lowest 25th Percentile				48			36		
Science Achievement*	43	34	49	49	40	53	43		
Social Studies Achievement*	63	66	68	61	49	58	62		
Middle School Acceleration	80	70	73	68	46	49	52		
Graduation Rate					36	49			
College and Career Acceleration					66	70			
ELP Progress	30	31	40	31	68	76	30		

** 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	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	312
Total Components for the Federal Index	6

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	4	2
ELL	27	Yes	4	1
AMI				
ASN				
BLK	50			
HSP	48			
MUL	61			
PAC				
WHT	64			
FRL	51			

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	30	Yes	3	1
ELL	34	Yes	3	
AMI				
ASN				
BLK	45			
HSP	46			
MUL	54			
PAC				
WHT	52			
FRL	49			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	43			53			43	63	80			30
SWD	17			29			18	38			4	
ELL	19			30			13	43			5	30
AMI												
ASN												
BLK	37			49			30	59	73		5	
HSP	37			49			38	60	74		6	30
MUL	63			58							2	
PAC												
WHT	54			60			56	65	85		5	
FRL	39			47			39	57	72		5	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	42	43	33	47	53	48	49	61	68			31
SWD	14	33	32	21	38	32	25	42				
ELL	23	33	30	27	42	50	25	45				31
AMI												
ASN												
BLK	34	44	37	42	56	39	35	47	73			
HSP	40	40	35	43	50	52	46	60	69			27
MUL	50	47		56	63							
PAC												
WHT	49	44	25	53	52	50	62	66	66			
FRL	39	43	37	44	53	48	50	57	72			

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	43	43	30	41	32	36	43	62	52			30
SWD	29	42	41	27	31	29	25	69				
ELL	29	41	35	29	27	28	20	54				30
AMI												
ASN												
BLK	34	37	24	27	24	30	20	47	43			
HSP	43	45	32	41	35	43	39	64	64			33
MUL	50	38		43	14							
PAC												
WHT	48	43	33	48	34	36	53	70	47			
FRL	36	36	26	35	29	33	35	60	39			33

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
07	2023 - Spring	40%	36%	4%	47%	-7%
08	2023 - Spring	40%	39%	1%	47%	-7%
09	2023 - Spring	*	39%	*	48%	*
06	2023 - Spring	43%	35%	8%	47%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	49%	38%	11%	54%	-5%
07	2023 - Spring	31%	35%	-4%	48%	-17%
08	2023 - Spring	66%	42%	24%	55%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	43%	33%	10%	44%	-1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	37%	48%	50%	35%

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	65%	-3%	66%	-4%

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.

There has been limited growth in Achievement for Language Arts over the past couple of years, performance has been stagnate. The trends across grade levels and subgroups shows that the performance of our ELL and SWD is not growing in proportion to our other student populations. Several factors contributed to the limited growth in Language Arts and the performance of our SWD and ELL populations, including staff absences, high student to support teacher ratios for our SWD and ELL populations, and high student absences among our SWD and ELL populations.

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

Based on our F.A.S.T. data we show the greatest decline in 7th grade math from the prior year. In 2022 47% of the 7th grade students scored at a Level 3 or higher on the FSA Math assessment. In 2023, 31% of the 7th grade students at a Level 3 or higher on the F.A.S.T. Math PM3. Two factors contributed to the decline in our 7th grade math scores. 1.) Beginning with the 2023 school year the 7th advanced math students were no longer assessed with the 7th grade math assessment, the 7th grade advanced math students are now assessed with the 8th grade math assessment, which means that the 7th grade F.A.S.T. Math PM3 scores actually reflect the performance of only the 7th grade Level 1 and Level 2 students. 2.) One of our 7th grade classes was staffed with a long-term sub for the entire school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Based on our F.A.S.T. data we show the greatest decline in 7th grade math from the prior year. In 2022 47% of the 7th grade students scored at a Level 3 or higher on the FSA Math assessment. In 2023, 31% of the 7th grade students at a Level 3 or higher on the F.A.S.T. Math PM3. Two factors contributed to the decline in our 7th grade math scores. 1.) Beginning with the 2023 school year the 7th advanced math students were no longer assessed with the 7th grade math assessment, the 7th grade advanced math students are now assessed with the 8th grade math assessment, which means that the 7th grade F.A.S.T. Math PM3 scores actually reflect the performance of only the 7th grade Level 1 and Level 2 students. 2.) One of our 7th grade classes was staffed with a long-term sub for the entire school year.

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

Our F.A.S.T. Math data for PM 3 shows that the percentage of 8th grade students who scored at a Level 3 or higher increased to 66% from 35% the previous year. Although the increase in performance for this grade level can partially be attributed to 7th grade accelerated students taking the 8th grade test, a large percentage of this growth was with our 8th grade Level 1 and Level 2 Pre-Algebra students. The growth in 8th grade can be attributed to one teacher. With her engaging lessons, classroom management and relationships with the students resulted in 53 of her 115 students (47%) earning a Level 3 or higher on F.A.S.T. Math PM3.

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

Based upon the EWS data from Part I, two areas of concern are 1.) The number of students who have a Level 1 on the F.A.S.T. ELA PM3 and 2.) The number of students who have a Level 1 on the F.A.S.T. Math PM3. For the coming school year, 247 (31%) of our students earned a Level 1 on the 2023 F.A.S.T. ELA PM3 and 228 (29%) of our students earned a Level 1 on the 2023 F.A.S.T. Math PM3.

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

1. This year we have made it a priority to ensure that we have certified and highly qualified teachers in our core content classrooms. 2. We were allocated three additional ESE units to assist with servicing our SWD population and reduce the case load for our ESE teachers, which will provide students with improved services. 3. We will continue to guide teachers in the use of Learning Arc and Standards Walk Through tools to improve instruction.

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.

Data from F.A.S.T. shows a trend of 3-11% proficiency loss from grade to grade with SWD and ELL students.

Data from F.A.S.T. shows a trend of 1-7% proficiency loss from grade to grade

Measurable Outcome:

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

State data will show a minimum of +1% proficiency increase for all grades/content as well as 10% of the students just below the proficiency line becoming proficient.

Monitoring:

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

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.

Person responsible for monitoring outcome:

Katherine Gaymont (katherine.gaymont@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 SWT.
2. Engage teachers in standard-based planning protocol using the Learning Arc Framework.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down- and How to Fix it speaks to the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. It is imperative we both monitor for aligned and plan for teacher's understanding of the Benchmarks and aligned tasks and assessments.

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.

Strategy 1- Standards Walkthrough Tool Monitoring

Action Step 1- Create calendar for leadership team calibration walks

Person Responsible: Britt Gross (britt.gross@polk-fl.net)

By When: By end of August

Strategy 1- Standards Walkthrough Tool Monitoring

Action Step 2- Train leadership team on walkthrough tool in first two calibration walks.

Person Responsible: Britt Gross (britt.gross@polk-fl.net)

By When: By end of August

Strategy 1- Standards Walkthrough Tool Monitoring

Action Step 3- Conduct calibration walk until team shows 90-100% calibrated consistency with rationale

Person Responsible: Britt Gross (britt.gross@polk-fl.net)

By When: By end of September

Strategy 1- Standards Walkthrough Tool Monitoring

Action Step 4- Add SWT data review to every leadership team meeting agenda

Person Responsible: Britt Gross (britt.gross@polk-fl.net)

By When: Starting October 17th

Strategy 1- Standards Walkthrough Tool Monitoring

Action Step 5- Establish protocol to review data including evidence in SWT

Person Responsible: Britt Gross (britt.gross@polk-fl.net)

By When: Starting October 17th

Strategy 1- Standards Walkthrough Tool Monitoring

Action Step 6- Monitor impact between data review from SWT and planning per content/course/grade level

Person Responsible: Britt Gross (britt.gross@polk-fl.net)

By When: Starting October 17th

Strategy 2- Planning with Arc Framework

Action Step 1- Create master schedule that includes intentional collaborative planning

Person Responsible: Britt Gross (britt.gross@polk-fl.net)

By When: June 2023

Strategy 2- Planning with Arc Framework

Action Step 2- Assign and train planning facilitators

Person Responsible: Katherine Gaymont (katherine.gaymont@polk-fl.net)

By When: Aug 2023

Strategy 2- Planning with Arc Framework

Action Step 3- Add planning results findings to leadership team meeting agenda

Person Responsible: Katherine Gaymont (katherine.gaymont@polk-fl.net)

By When: October 2023

Strategy 2- Planning with Arc Framework

Action Step 4- Conduct planning protocol on a "weekly" basis

Person Responsible: Katherine Gaymont (katherine.gaymont@polk-fl.net)

By When: September 2023 and ongoing

Strategy 2- Planning with Arc Framework

Action Step 5 - Review planning findings during leadership team meetings on a routine basis.

Person Responsible: Katherine Gaymont (katherine.gaymont@polk-fl.net)

By When: October 2023

Strategy 2- Planning with Arc Framework

Action Step 6 - Conduct correlation analysis between SWT findings and benchmarks planned for using Arc

Person Responsible: Britt Gross (britt.gross@polk-fl.net)

By When: October 2023 and ongoing

#2. 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.

During the 2022-2023 school year we had a total of 1165 office referrals written. Of those, 325 were OSS and it resulted in a suspension totaling 810 days. This data shows that 325 kids missed a total of 810 days of instruction in class, this does not include the time the students were out of class while the referral was being processed.

Measurable Outcome:

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

We will decrease the number of students having referrals by 10% and the number of days students are suspended by 10%.

Monitoring:

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

The school administration will use Focus discipline data to monitor progress towards achieving the Measurable Outcome for this Area of Focus.

Person responsible for monitoring outcome:

Katherine Gaymont (katherine.gaymont@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.)

Professional development will be focused on classroom management strategies and interventions that can be put into place by the teachers within the classroom before resorting to an office referral. CHAMPS strategies will be put into place and will be reviewed throughout the year. There will also be a Student Success Coach position added to the staff to assist with student interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

John Hattie's Visible Learning speaks to Marzano's (2000) investigation on the effects of various classroom management processes on a number of outcomes including achievement. "The effect on achievement from well-managed classroom was $d=0.52$ and on heightened engagement was $d=0.62$. The attributes of teachers that had the greatest influence on ensuring well-managed classroom and reducing disruption came from having an appropriate mental set "with-it-ness" by the teacher, that is, the teacher had the ability to identify and quickly act on potential behavioral problems, and retained an emotional objectivity."

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.

Strategy 1- Ensure all staff have an understanding of the process and status of discipline on campus.

Action Step 1- Create a school-wide discipline plan

Person Responsible: Britt Gross (britt.gross@polk-fl.net)

By When: End of August 2023

Strategy 1- Ensure all staff have an understanding of the process and status of discipline on campus.

Action Step 2- Develop a training plan for staff on the school wide discipline plan and referrals.

Person Responsible: Britt Gross (britt.gross@polk-fl.net)

By When: End of August 2023

Strategy 1- Ensure all staff have an understanding of the process and status of discipline on campus.

Action Step 3- Train staff on the school wide discipline plan and referrals during pre-planning.

Person Responsible: Britt Gross (britt.gross@polk-fl.net)

By When: End of August 2023

Strategy 1- Ensure all staff have an understanding of the process and status of discipline on campus.

Action Step 4- Monthly update discipline board with number of referrals, OSS actions and OSS suspension days.

Person Responsible: Katherine Gaymont (katherine.gaymont@polk-fl.net)

By When: End of August 2023 and ongoing

Strategy 2 - Implement a PBIS program on campus.

Action Step 1 - Revise and update the school's PBIS plan.

Person Responsible: Belinda Smelser (belinda.smelser@polk-fl.net)

By When: End of August 2023

Strategy 2 - Implement a PBIS program on campus.

Action Step 2 - Train all staff on the PBIS plan

Person Responsible: Katherine Gaymont (katherine.gaymont@polk-fl.net)

By When: End of September 2023

Strategy 2 - Implement a PBIS program on campus.

Action Step 3 - Teach and reteach students PBIS and campus behavior expectations during quarterly class meetings.

Person Responsible: Katherine Gaymont (katherine.gaymont@polk-fl.net)

By When: August 18 and ongoing

Strategy 2 - Implement a PBIS program on campus.

Action Step 4 - Conduct monthly PBIS meeting to address student concerns and develop intervention plans for those students.

Person Responsible: Belinda Smelser (belinda.smelser@polk-fl.net)

By When: September 6 and ongoing

Strategy 2 - Implement a PBIS program on campus.

Action Step 5 - Review PBIS data in Leadership Team meetings and monthly staff meetings.

Person Responsible: Belinda Smelser (belinda.smelser@polk-fl.net)

By When: September 18th and ongoing

Strategy 2 - Implement a PBIS program on campus.

Action Step 6 - Conduct re-entry meetings for all suspended students.

Person Responsible: Britt Gross (britt.gross@polk-fl.net)

By When: Throughout school year

Strategy 2 - Implement a PBIS program on campus.

Action Step 7 - Assist Tier 2 students in developing behavior modification plans

Person Responsible: Belinda Smelser (belinda.smelser@polk-fl.net)

By When: Throughout school year

Strategy 2 - Implement a PBIS program on campus.

Action Step 8 - Conduct social skills groups for Tier 3 students.

Person Responsible: Belinda Smelser (belinda.smelser@polk-fl.net)

By When: Throughout school year

Strategy 2 - Implement a PBIS program on campus.

Action Step 9 - Review PBIS and discipline data to determine effectiveness of PBIS strategies and interventions in reducing student suspensions.

Person Responsible: Belinda Smelser (belinda.smelser@polk-fl.net)

By When: Throughout school year

#3. 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.

In 2023, 48% of the students scored a Level 1 or Level 2 on the F.A.S.T. Math PM3. Likewise, in 2023, 59% of the students scored a Level 1 or Level 2 on the F.A.S.T. ELA PM3. Students with intensive intervention needs in Language Arts will be scheduled in Literacy Strategies using Corrective Reading as the intervention program. Students with intensive intervention needs in math will be scheduled in Foundational Skills Math using Math180 as the intervention program.

Measurable Outcome:

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

State data will show a minimum of 10% of the students in intervention classes who are just below proficiency line becoming proficient.

Monitoring:

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

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.

Person responsible for monitoring outcome:

Katherine Gaymont (katherine.gaymont@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. Engage teachers in professional development of intervention programs.
2. Monitor students engaging in interventions aligned to student needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Visible Learning by John Hattie speaks to the importance of adapting instruction to the needs of students; ensuring these needs are based on the assessed capabilities of each student using materials and procedures that allow students to make progress at their own pace; having periodic evaluations used to inform students about mastery; having student choice in educational goals; and aiming to have students assist each other in pursuing individual goals.

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.

Strategy 1- Implementation of Intervention programs

Action Step 1- Create master schedule that includes intervention classes.

Person Responsible: Britt Gross (britt.gross@polk-fl.net)

By When: By the end of July 2023

Strategy 1- Implementation of Intervention programs

Action Step 2- Schedule students for intervention classes based on data.

Person Responsible: Britt Gross (britt.gross@polk-fl.net)

By When: By the end of August 2023

Strategy 1- Implementation of Intervention programs

Action Step 3- Create a schedule for student who have not completed placement test.

Person Responsible: Katherine Gaymont (katherine.gaymont@polk-fl.net)

By When: By the end of August 2023

Strategy 1- Implementation of Intervention programs

Action Step 4- Have coach work with teachers on implementation of intervention program.

Person Responsible: Katherine Gaymont (katherine.gaymont@polk-fl.net)

By When: August 2023 and ongoing

Strategy 1- Implementation of Intervention programs

Action Step 5- Monitor the impact of intervention programs.

Person Responsible: Katherine Gaymont (katherine.gaymont@polk-fl.net)

By When: August 2023 and ongoing

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).

After reviewing the school's needs assessment, EWS, attendance, discipline, and student performance data for the year, the school's Leadership Team discusses how to allocate school Improvement funding. The proposed allocations and identified needs are then presented to the school's stakeholders, including parents and community members, for input, review, and discussion. Once the final needs of the school have been determined, the proposed use of funds and the identified needs are presented to the staff and School Advisory Counsel for their input and final approval. Title I also sends a survey to the parents as a method for collecting input on funding and use of funds.

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**Grades 3-5: Instructional Practice specifically related to Reading/ELA****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**Grades 3-5 Measurable Outcomes****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.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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?

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?

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****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.

Each year at our Annual Title I Meeting the administration reviews our School Improvement Plan goals and our Title I budget. During the previous school year, we sent out a survey to give parents the opportunity to provide any feedback on how they feel the money should be spent. The School Improvement Plan goals are also addressed in the School Advisory Council meetings during those meetings, parents, students and family members are invited to provide feedback on the goals and the Title I budget. The school Improvement Plan is easily accessible to our stakeholders through many modalities, a hard copy is located in a binder in our main office and a digital copy is accessible on our school's website.

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))

Each year staff members are trained on the importance of communication with parents, volunteers and community members. This training includes how to build relationships with parents and students. We host multiple parent nights for our families and stakeholders throughout the school year. Information related to campus events is posted on the school's social media and the school's website. Parents can schedule conferences with school staff, teachers, school counselors, and administrators, at a time convenient for them to discuss their student and any concerns they may have. All parents are invited to participate in the School Advisory Counsel and the Parent Teacher Organization. Parents are also invited to provide feedback and input on Title I Parent and Family Engagement Plan, Title I budget, and the School Improvement Plan through an online survey. During our Title I annual meeting at the beginning of each school year, we review curriculum or instructional changes, testing information, how to volunteer, being active in the school, and becoming an active partner in their student's learning.

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)

A portion of our Title I allocation is used to fund a Math Coach and a Student Success Coach. The Math Coach provides professional development to teachers, focused on increasing student engagement and assisting teachers with lesson plan development. The Student Success Coach works with students identify as having two or more EWS indicators to improve their grades, behaviors and attendance. Funds from our Title I allocation are also used to provide before and after school tutoring for students and additional planning time for the teachers.

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))

The plan is developed in collaboration with a team of leaders on our campus. Data is reviewed with the team to determine what areas of focus are needed. The district Title I team provides us with Technical Assistance including collaboration with the comprehensive needs assessment and working with us to create a use of funds budget for Title I. We also participate in the Summer Leadership Academy and School Improvement Planning Trainings to assist with the development of the School Improvement Plan.

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))

Our school social worker works with students who are homeless or migrant. We also partner with the Lake Alfred Lions Club which provides food boxes for our homeless and low SES students on the weekends. We also have a mental health counselor who provides services to students at our school for a wide array of needs including mentoring, .

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))

N/A

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).

All staff members on campus will be issued Golden and Emerald Tickets to hand to student(s) as needed for exhibited behaviors that align with the school vision, mission, rules, and expectations. Students will trade the Golden and Emerald Tickets in for items in the PBIS Store located inside the cafeteria during the scheduled time.

Students will be identified by grade level team/staff recommendations who do not respond to Tier One. PBIS team will be created that include members of the Leadership Team. Teachers must supply documented interventions used within their classroom before Tier Two interventions are put in place. Other district staff as needed. The school based PBIS team will meet once a month. Student(s) will be referred to Tier Two based on data provided from teachers, referrals and the Early Warning System. During the PBIS meeting, team members will create a plan for each student based on the student's unique needs.

- Conference with Tier Two team to review data and create a plan.
- Parent communication.
- Classroom management support.
- Mentoring.
- Behavior Intervention Plan (BIP).
- Functional Behavior Assessment (FBA).
- Monthly review and adjustment of plan, as needed.

Students will move to Tier Three after Tier Two is monitored, tracked, and determined to be ineffective. Students moved to Tier 3 will be referred to administration for additional assistance including but not limited to:

- Implementation of a Behavior Contract.
- Classroom management support.
- Behavior Intervention Plan (BIP) or Functional Behavior Assessment (FBA).
- Mentoring.
- Participation in a social skills group.
- District services referral.

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))

Monthly during PLCs and Common Planning the Leadership Team will work with all teachers on researching, gathering, and developing engaging resources. Professional development for teachers will focus on different areas of need including but not limited to:

- Learning Arc
- Personalized learning in the classroom
- Providing small group instruction
- Using data to drive instruction
- Conducting student data chats
- Developing engaging lessons with technology integration
- Resources for ELL and SWD

Professional development supplies and instructional materials for these sessions will be purchased through the school's 2023-2024 Title I Part A allocation. Monthly the Leadership Team will work with the SWD and ELL departments to provide increased supports and improved interventions for the school's SWD and ELL students. The integration and effectiveness of these supports will be monitored by the Leadership Team through the review of data collected from SBWT, intervention programs, F.A.S.T. progress monitoring assessments, district quarterly assessments, and documentation from coaching cycles to determine effectiveness of implementation and that the needs of all student subgroups, especially our SWD and ELL students are being addressed.

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

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

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