

Polk County Public Schools

Haines City Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

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Haines City Senior High School

2800 HORNET DR, Haines City, FL 33844

<http://www.hainescityhighschool.com/>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Haines City High School provides a high-quality education by forging strong communal relationships, achieving academic proficiency, and reinforcing positive behavior. Through these provisions, Haines City High School creates Hornet Nation, which is a sense of pride; a feeling of comfort and confidence; a common ground; and a connection felt between students, faculty, parents, and community members.

Positive Behavior Interventions and Supports (PBIS) Mission

Haines City High School's PBIS team promotes a high-quality learning environment for the students and staff by teaching, modeling, and reinforcing positive behavior.

Provide the school's vision statement.

All students of Hornet Nation will serve as productive and responsible citizens and be prepared to enter the work force, the military, or a post-secondary institution upon graduation.

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
Tarver, Brad	Principal	Oversee administrative team, drive instructional progress and initiatives (like ARC), monitor finances, and manage the day-to-day operations of the campus
Rios, Christina	Assistant Principal	Accountability administrator over guidance, testing, success coaches, ESOL, and Social Studies Creates and manages the master schedule
Hutchinson, Eric	Assistant Principal	Accountability administrator over Science, Academies, and Athletics
McDaniel, Alfonso	Assistant Principal	Accountability administrator over discipline and ESE
Young, Crystal	Assistant Principal	Accountability administrator over the media center, world languages, and IB
White, Martina	Math Coach	works with math and science teachers to ensure pacing, rigor, and benchmark/task alignment
Marchese, Jennifer	Reading Coach	works with English, reading, and Social Studies teachers to ensure pacing, rigor, and benchmark/task alignment
Riviere, Hayley	Other	Success Coach: works with guidance to support students who are off-track to graduate, plan and execute academic supports and incentives, and spear-head RD
Rivera, Igdelia	Other	Success Coach: works with guidance to support students who are off-track to graduate, plan and execute academic supports and incentives, and spear-head RD

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 vision of the SIP will be lead by the building principal, Mr. Tarver. The leadership team will review the goals of the SIP that members of the team helped to create. The goals will be worked on by the teachers as continual improvement throughout the year as they express their feedback on ways of improving instruction to reach those goals. Students are encouraged through direct teaching and elements of the learning environment to obtain desired goals. Current data from progress monitoring and discipline data from the 22-23 school year serves as the basis driving point for the SIP goals. SIP plan will be shared with parents and community members during open house, parent nights, SAC meeting, and on our school website.

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))

Instructional Coaches, Accountability Administrators, and Success Coaches will monitor Progress Monitoring data for academic success. Instructional Coaches will facilitate small group pull-outs for bottom quartile students who are struggling, and Success Coaches will meet with seniors who are missing core credits. Accountability Admin over ESOL and ESE will ensure Support Facilitation is occurring with fidelity. This plan will be revisited quarterly in admin meetings will all involved parties.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
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)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: 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	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	600
One or more suspensions	0	0	0	0	0	0	0	0	0	525
Course failure in ELA	0	0	0	0	0	0	0	0	0	515
Course failure in Math	0	0	0	0	0	0	0	0	0	169
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	1189
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	859
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	1567

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	812

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	246
Students retained two or more times	0	0	0	0	0	0	0	0	0	118

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified retained:

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

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*	34	38	50	34	41	51	34		
ELA Learning Gains				39			39		
ELA Lowest 25th Percentile				35			34		
Math Achievement*	26	24	38	20	35	38	12		
Math Learning Gains				37			17		
Math Lowest 25th Percentile				46			23		
Science Achievement*	41	50	64	49	26	40	54		
Social Studies Achievement*	49	50	66	56	39	48	49		
Middle School Acceleration					41	44			
Graduation Rate	73	84	89	86	52	61	89		
College and Career Acceleration	52	54	65	48	55	67	56		
ELP Progress	34	40	45	33			36		

** 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	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	309
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	96
Graduation Rate	73

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	86

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	4	
ELL	28	Yes	4	1
AMI				
ASN	85			
BLK	44			
HSP	42			
MUL	42			
PAC				
WHT	56			
FRL	42			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	1
ELL	33	Yes	3	
AMI				
ASN	74			
BLK	45			
HSP	41			
MUL	54			
PAC				
WHT	49			
FRL	41			

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	34			26			41	49		73	52	34
SWD	16			19			22	27		30	7	31
ELL	12			13			20	28		37	7	34
AMI												
ASN	80									76	3	
BLK	32			28			40	49		49	6	
HSP	30			24			37	45		49	7	34
MUL	42										1	
PAC												
WHT	47			33			57	58		63	6	
FRL	31			25			39	45		52	7	31

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	34	39	35	20	37	46	49	56		86	48	33
SWD	15	37	38	9	33	37	24	31		72	19	31
ELL	11	28	26	10	36	42	35	37		78	31	33
AMI												
ASN	86	75		73	43		86	80				
BLK	33	43	47	17	35	46	45	50		91	46	
HSP	29	36	30	17	37	46	45	53		83	48	31
MUL	61	57		44	55			53				
PAC												
WHT	41	37	32	33	43	37	67	73		82	44	
FRL	28	37	34	16	36	45	44	50		86	45	33

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	34	39	34	12	17	23	54	49		89	56	36
SWD	12	32	34	6	19	26	24	24		76	15	22
ELL	11	28	29	5	13	20	28	24		80	48	36
AMI												
ASN	82	86		33			76	65		100	83	
BLK	26	35	34	11	20	26	40	41		92	57	
HSP	29	36	33	9	15	21	54	44		87	52	35
MUL	55	45		27	14							
PAC												
WHT	57	51	41	21	18	27	64	66		86	65	
FRL	26	36	36	9	16	24	46	42		86	49	30

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	36%	40%	-4%	50%	-14%
09	2023 - Spring	34%	39%	-5%	48%	-14%

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

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	28%	37%	-9%	48%	-20%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	50%	-10%	63%	-23%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	49%	-1%	63%	-15%

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.

Our LY students were the lowest performers. We had a large number of students removed from the ESOL program this year from either testing out or spending more than 6 years in the program. Therefore, there were fewer LY students and more of them are new to the country with limited English proficiency.

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

Our LY students were the lowest performers. We had a large number of students removed from the ESOL program this year from either testing out or spending more than 6 years in the program. Therefore, there were fewer LY students and more of them are new to the country with limited English proficiency.

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

The white demographic in biology saw the greatest gap when comparing scores from Progress Monitoring data. From PM 1 to PM 3, there was 9 percentage point decrease.

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

The Multi-Racial demographic in US History demonstrated the most improvement, gaining 15 percentage points from the previous school year.

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

Our two areas of concern are ODRs and attendance.

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

1. LY proficiency in English and Math
2. SWD proficiency in English and Math
3. Hispanic proficiency in English and Math

Area of Focus

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

#1. ESSA Subgroup specifically relating to English Language Learners**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 previous three years of state assessment data shows that our ELL subgroup ESSA score has been below 41%.

Measurable Outcome:

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

LY students will have a 5 percent proficiency increase on ELA and/or Algebra state assessments.

Monitoring:

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

Quarterly grade reports and progress monitoring data will be compiled to monitor progress towards academic growth and proficiency. ESOL teachers and paras will work with content teachers to monitor student summative and formative data for small-group pull-out supports.

Person responsible for monitoring outcome:

Christina Rios (christina.rios@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.)

ESOL teachers and paraeducators will be providing classroom supports in English and Algebra classes. Students who no longer qualify for intensive ESOL services will be moved to the monitoring stage of the ESOL program based on teacher input and WIDA data, when available. ESOL teachers will attend common planning meetings to help plan for appropriate scaffolds, accommodations, and content vocabulary instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students demonstrate needs for additional ESOL supports outside English and Reading. Therefore, we allocate units to address these needs. We have a bilingual English I/II teacher to teach the ESOL English I/II classes, which frees up availability for our English ESOL support teacher to help with the upper level English classes, and our paraeducators to support Math. The ESOL teachers and paras participate in the planning process on a weekly basis.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers perform classroom needs assessment

Person Responsible: Christina Rios (christina.rios@polk-fl.net)

By When: August 25, 2023

create support staff schedules to support student needs

Person Responsible: Christina Rios (christina.rios@polk-fl.net)

By When: Sept 1, 2023

Literacy and Math coaches offer PD and collaborative planning opportunities to build capacity between content and language teachers

Person Responsible: Christina Rios (christina.rios@polk-fl.net)

By When: on-going

monitor achievement data for progress

Person Responsible: Christina Rios (christina.rios@polk-fl.net)

By When: on-going

exit qualifying students in a timely manner

Person Responsible: Christina Rios (christina.rios@polk-fl.net)

By When: on-going

Document ESOL supports for compliance and communication

Person Responsible: Christina Rios (christina.rios@polk-fl.net)

By When: on-going

admin monitor support teachers/paras using SWT

Person Responsible: Christina Rios (christina.rios@polk-fl.net)

By When: on-going

If students aren't making progress based on formative and summative data, ESOL teachers and paras will work with content area teachers to create a remediation lesson/exercise to complete in a small-group pull-out. Students who are still not making progress will be recommended for RTD in January if English/Math is chosen as an area of focus.

Person Responsible: Christina Rios (christina.rios@polk-fl.net)

By When: on-going

#2. ESSA Subgroup specifically relating to Students with Disabilities**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 are refining our support facilitation model as we complete our transition from a consultation model. This will also refine curriculum and strategies used in our Learning Strategies classes. This course is a repeatable elective for those SWD who have been identified as needing extra support in their IEP. Instructional Coaches, Support Facilitation Teachers, and Department Chairs will attend district and regional trainings for Universal Design and Support Facilitation (as recommended or available) throughout the year to ensure rigor and supports are built into the ARCs and benchmark aligned instruction.

Measurable Outcome:

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

SWD students will have a 5 percent proficiency increase on ELA and/or Algebra state assessments.

Monitoring:

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

Quarterly grade reports and progress monitoring data will be compiled to monitor progress towards academic growth and proficiency. Support Facilitation teachers will work with content area and Learning Strategies teachers to review formative and summative data on mastery of benchmarks. If a student is not making progress, the Learning Strats teachers will work with the students one-on-one, and the SF teacher will work with the students in small-group pull-outs for remediation.

Person responsible for monitoring outcome:

Alfonso McDaniel (alfonso.mcdanieljr@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 consult model provided limited time for ESE teachers to have enough impact on their lower-level students and to provide the academic support when it was most beneficial. This was reflected in the students' classroom grades and test scores.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The consult model provided limited time for ESE teachers to have enough impact on their lower-level students and to provide the academic support when it was most beneficial. This was reflected in the students' grades and test scores.

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.

IEPs are revised to address student academic, behavioral, and independent functioning needs (Learning Strats)

Person Responsible: Alfonso McDaniel (alfonso.mcdanieljr@polk-fl.net)

By When: on-going

ESE teachers work with guidance to schedule the students appropriately, in the least restrictive environment

Person Responsible: Alfonso McDaniel (alfonso.mcdanieljr@polk-fl.net)

By When: March 2024

Support Facilitation teachers are given schedules to push into core classes to provide academic support

Person Responsible: Alfonso McDaniel (alfonso.mcdanieljr@polk-fl.net)

By When: schedules give - August 10 classroom support - on-going

Support Facilitation teachers participate in collaborative planning throughout the year to create and monitor literacy support

Person Responsible: Alfonso McDaniel (alfonso.mcdanieljr@polk-fl.net)

By When: on-going

Instructional Coaches will work the content and SF teachers to refine the co-teacher relationship and practice to ensure the ESE students are getting the proper support in English 1/2 and Alg 1/Geometry.

Person Responsible: Alfonso McDaniel (alfonso.mcdanieljr@polk-fl.net)

By When: on-going

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

Area of Focus Description and Rationale:

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

Lower number of ODRs

Measurable Outcome:

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

ODRs will be reduced by 2%.

Monitoring:

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

The discipline team will meet once a week to discuss students and teachers who are frequently needing assistance from the discipline team and create an intervention plan for each, discuss areas of concern with school safety, and review ISS attendance logs for frequent fliers.

Person responsible for monitoring outcome:

Alfonso McDaniel (alfonso.mcdanieljr@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.)

Based on the incident trend data, the Behavior Interventionist will create a schedule to meet with teachers to work on classroom management skills. Classroom change, morning/afternoon/lunch duty assignments will also be adjusted as needed based on incident data. School-based mental health counselors will work one-on-one with discipline frequent fliers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers who have classroom management support are more likely to be successful in the classroom, and students are less likely to engage in undesired behaviors when appropriate rules, procedures, and adult supervision are put into place.

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.

Morning/Class Change/Lunch/Afternoon duty positions will be assigned

Person Responsible: Brad Tarver (brad.tarver@polk-fl.net)

By When: August 10, 2023

Discipline Team will meet to review discipline data trends

Person Responsible: Alfonso McDaniel (alfonso.mcdanieljr@polk-fl.net)

By When: review last year's trends to assign initial support - August 10th 23-24 data - on-going

classroom management support for teachers

Person Responsible: Alfonso McDaniel (alfonso.mcdanieljr@polk-fl.net)

By When: on-going as needed

Our behavior interventionist will work with teachers to promote positive behaviors to create a positive learning environment, which will include PBIS. The interventionist will also work with administration to analyze referrals and behavior patterns to determine appropriate action steps for individualized behavior plans.

Person Responsible: Alfonso McDaniel (alfonso.mcdanieljr@polk-fl.net)

By When: on-going

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).

The Title I budget is presented to the SAC committee at the beginning of each school year to ensure that they approve of the allocation of funds to best support our students, especially our high need areas.

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
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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.

<https://hainescityhigh.polkschoolsfl.com/>
 available in print in the front office
 presented to SAC
 annual meeting

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
 List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

FEP will be posted on <https://hainescityhigh.polkschoolsfl.com/>
 teachers will keep in contact with parents via email and phone about student academic progress
 families will be invited to join our SAC and to attend our PFE events, notified via email, school website, and school social media accounts
 community stakeholders will be invited to school/PFE events when appropriate and invited to join our SAC

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)

Our math and literacy coaches will work with our district Senior Coordinator of Instruction to align instruction to benchmarks in their respective areas. They will also work with their teachers to refine

pacing and use of classroom time.

Our success coaches will work with students who are identified through EWS to ensure they are given support to be on track to graduate, especially those students who fall under one of our targeted ESSA subgroups.

Our ESOL team will provide classroom support for our LY students who are in the process of mastering English.

Our ESE Support Facilitation teachers will provide classroom support for the students whose IEPs indicate it is a needed accommodation.

Both the ESOL and ESE support teachers will attend their subject area's common planning meeting each work to ensure a plan is in place to provide differentiated instruction for all 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))

Title I Technical Assistance - Use of Funds, PFE Input, Back to School Meeting

Comprehensive Needs Assessment Technical Assistance

ESE

Early Childhood

Workforce

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://polkschools.com/mentalhealth/>

individual counseling

school consultations

drumbeats

collaboration with community providers - Peace River

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

Dual Enrollment

IB

Career Academies

Transition program

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

MTSS

Behavior Interventionist

Student Success Coaches
 Mental Health Counselors
 School Counselors
 Deans

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

Professional Learning Co
 Communities to improve instruction and data
 RTD
 Collective Bargaining Stipends
 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))

Teen Parent Program

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: ESSA Subgroup: English Language Learners	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

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

No