

Polk County Public Schools

Wendell Watson Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Wendell Watson Elementary School

6800 WALT WILLIAMS RD, Lakeland, FL 33809

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

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.

Wendell Watson Elementary school in partnership with family and community will provide rigorous instruction for ALL students as we prepare them for a successful future.

Provide the school's vision statement.

Students will become life longlearners through rigorous learning experiences at Wendell Watson Elementary.

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
Burgess, Kelly	Principal	Principal Kelly Burgess leads instruction, school improvement, school safety, and provides management of all school functions. She leads observations, evaluations, professional development and data reviews. Mrs. Burgess works with PTA and SAC. Student data is monitored and analyzed through data chats and collaborative planning.
Poe-Libur, Tanya	Assistant Principal	Assistant Principal Tanya Liburd serves as textbook manager, testing coordinator, and leads discipline. She works closely with the school PBIS team to analyze school data. She attends weekly collaborative planning with intermediate teachers. She provides teachers with classroom management support. She monitors instruction through daily walkthroughs and provides frequent forms of feedback.
Alexander, Melissa	Reading Coach	Melissa Alexander, Reading Coach, provides professional development on effective instructional strategies and the implementation of rigorous reading instruction as it pertains to Florida Standards. She provides daily support to teachers, models lessons as needed and assists teachers with standards-based lesson planning.
Watkins, Meagan	Math Coach	Meagan Watkins, Math Coach, provides professional development on effective instructional strategies and the implementation of rigorous math instruction as it pertains to Florida Standards. She provides daily support to teachers, models lessons as needed and assists teachers with standards-based lesson planning.
Kirby, Laura	Reading Coach	Laura Kirby, Reading Coach, provides professional development on effective instructional strategies and the implementation of rigorous reading instruction as it pertains to Florida Standards. She provides daily support to teachers, models lessons as needed and assists teachers with standards-based lesson planning.
Driver, Kathleen	Assistant Principal	Assistant Principal Driver monitors ESE students, IEP's and 504's. She attends weekly collaborative planning with primary teachers. She provides teachers with classroom management support. She monitors instruction through daily walkthroughs and provides frequent forms of feedback.
Jean-Baptiste, Cathy	Dean	Cathy Jean-Baptiste, Dean, is responsible for monitoring discipline data. She provides small group and individual support for students. She meets monthly with the PBIS team. She assists teachers with classroom management techniques.

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 SAC committee provides input during quarterly monthly meetings. The SAC Committee is comprised of parents, teachers, and school staff. The SIP is reviewed along with progress monitoring data and adjusted as needed. The School Leadership team attends district provided trainings to assist with writing the SIP.

SIP Monitoring

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

The SIP is reviewed quarterly with the SAC Committee. The SIP is also reviewed during Datacom meetings with District Leaders. The School Leadership team will review the SIP on a monthly meeting. It will be adjusted as needed to support learning.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	48%
2022-23 Economically Disadvantaged (FRL) Rate	84%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B

	2018-19: B
	2017-18: B
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	53	46	43	51	36	42	0	0	0	271
One or more suspensions	6	8	14	5	6	18	0	0	0	57
Course failure in English Language Arts (ELA)	13	16	23	20	9	14	0	0	0	95
Course failure in Math	9	4	15	13	6	7	0	0	0	54
Level 1 on statewide ELA assessment	0	0	0	27	25	30	0	0	0	82
Level 1 on statewide Math assessment	0	0	0	34	29	33	0	0	0	96
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	18	18	19	27	36	0	0	0	131

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	11	12	13	32	36	53	0	0	0	157

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	4	5	2	7	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	47	53	35	36	35	36	0	0	0	242
One or more suspensions	6	6	5	6	6	5	0	0	0	34
Course failure in ELA	8	8	3	0	1	0	0	0	0	20
Course failure in Math	4	4	0	1	1	1	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	23	27	41	0	0	0	91
Level 1 on statewide Math assessment	0	0	0	27	26	52	0	0	0	105
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	8	10	12	21	20	0	0	0	75

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	3	12	25	18	15	32	0	0	0	105

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	11	17	25	20	8	0	0	0	87
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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	47	53	35	36	35	36	0	0	0	242
One or more suspensions	6	6	5	6	6	5	0	0	0	34
Course failure in ELA	8	8	3	0	1	0	0	0	0	20
Course failure in Math	4	4	0	1	1	1	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	23	27	41	0	0	0	91
Level 1 on statewide Math assessment	0	0	0	27	26	52	0	0	0	105
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	8	10	12	21	20	0	0	0	75

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	3	12	25	18	15	32	0	0	0	105

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	11	17	25	20	8	0	0	0	87
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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*	52	45	53	51	47	56	53		
ELA Learning Gains				52			52		
ELA Lowest 25th Percentile				27			32		
Math Achievement*	52	49	59	50	42	50	50		
Math Learning Gains				56			61		
Math Lowest 25th Percentile				49			65		
Science Achievement*	52	41	54	48	49	59	54		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	56	54	59	63			54		

* 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	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	272
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	4	
ELL	48			
AMI				
ASN				
BLK	40	Yes	2	
HSP	48			
MUL	41			
PAC				
WHT	62			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	48			

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	29	Yes	3	1
ELL	40	Yes	1	
AMI				
ASN				
BLK	33	Yes	1	
HSP	45			
MUL	50			
PAC				
WHT	56			
FRL	44			

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	52			52			52					56
SWD	28			28			33				5	50
ELL	47			39			44				5	56
AMI												
ASN												
BLK	41			38			36				4	
HSP	41			41			53				5	53
MUL	36			45							2	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	62			61			57				4	
FRL	44			43			45				5	58

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	51	52	27	50	56	49	48					63
SWD	16	32	22	15	36	43	18					50
ELL	33	32	20	39	48	46						63
AMI												
ASN												
BLK	33	35	9	25	52	60	18					
HSP	45	51	27	49	49	40	36					61
MUL	50			50								
PAC												
WHT	60	59	37	57	61	57	63					
FRL	45	49	21	40	52	50	39					58

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	53	52	32	50	61	65	54					54
SWD	19	38	30	20	44		24					64
ELL	27	29	20	29	41		7					54
AMI												
ASN												
BLK	39	27		23	36		31					
HSP	47	52	33	49	52	55	50					57
MUL	54			62								
PAC												
WHT	60	59		56	71	79	61					
FRL	48	51	37	41	56	65	47					61

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	43%	3%	54%	-8%
04	2023 - Spring	55%	53%	2%	58%	-3%
03	2023 - Spring	58%	42%	16%	50%	8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	55%	51%	4%	59%	-4%
04	2023 - Spring	59%	56%	3%	61%	-2%
05	2023 - Spring	46%	44%	2%	55%	-9%

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.

The data component that showed the lowest performance was the number of students scoring proficient in ELA. While there was an increase of two percentage points, the students performed better in math. Fifth grade had the lowest number of students scoring proficient with 46%. This was a six-percentage increase from last year. The contributing factor(s) include lack of small group instruction and behavior issues. This grade level had the most discipline referrals of the three tested grade levels.

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

There was no area that showed a great decline. Last year 5th grade math was the lowest performing subgroup. While there was a 10-percentage point increase, this was still the lowest performing subgroup. The math teachers focused on small group instruction in order to accelerate learning.

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.

Fifth grade math is greatest gap compared to the state average. The gap was 9 percentage points. There was a 10-percentage increase from last year in fifth grade math compared to the school average. That was a large increase. However, the school needs to close the gap with the state average. The contributing factor was student lack of procedural understanding. The students know the process, but there is little instruction in the understanding of the procedures.

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

The number of students scoring at the proficient level in math increased by 10 percentage points. The teachers focused on small group instruction. The use of Learning Arcs during planning increased the teachers understanding of the B.E.S.T. Standards. This understanding led the teachers in creating rigorous tasks aligned to the benchmarks.

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

The areas of concern include attendance and suspensions. The number of students with less than 90% attendance rate increased from 242 to 271 students. The number of students with one or more suspensions also increased from 34 to 57 students.

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

Our highest priority is to increase the number of students scoring at or above proficiency in both ELA and Math. The next highest priority is to decrease the number of students with more than 10% absenteeism. When students are not in school, they are missing out on instruction. In order to increase attendance, the teachers need to create engaging lessons. We also need to increase the positive culture so students want to be in school daily.

Area of Focus

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

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

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

The area of focus is utilizing the Learning Arc for planning and student task creation. This focus is important as the student tasks need to be aligned to the B.E.S.T. Standards. This focus has a direct impact on student success. Classroom Teachers and SWD Teachers need to plan using the Learning Arc Framework in order to deconstruct the standards. This will lead to objectives that are aligned to the full intent of the standard. The teachers will then match the materials and task in order to create rigorous tasks for students that are fully aligned to the standards. SWD Teachers will also match materials to the students' goals. Teachers will create tasks that are also engaging for students.

Measurable Outcome:

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

The measurable outcome is to increase the students scoring proficient in math and ELA by five percentage points.

Monitoring:

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

Administration and Coaches will meet with teachers on a weekly basis in order to lead planning and the utilization of the Learning Arc. Administrators will conduct weekly walks utilizing the Qualtrics tool. Students will participate in FAST progress monitoring throughout the year. Data chats will be held throughout the year to monitor student progress. Additional data chats will be held with the SWD Teachers to progress monitor the SWD and ELL students. Reading and Math coaches and School Counselors will meet with teachers to review progress and change interventions as needed. Teachers will use formative and summative assessments to monitor student learning. The use of Freckle, iStation and AR will be utilized also.

Person responsible for monitoring outcome:

Kelly Burgess (kelly.burgess@polk-fl.net)

Evidence-based Intervention:

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

The evidence-based strategy includes deconstruction of the B.E.S.T. standards. The utilization of the Learning Arc for planning. The use of Kagan Cooperative Learning Structures will be implemented on a daily basis. The use of formative and summative assessments to guide instruction. Targeted small group instruction in math and ELA. Tasks aligned to the standards. Nicole Martin, Reading Interventionist will provide Tier 2 and Tier 3 support for students identified with needs based on formative and summative assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Increasing student engagement has a direct impact on students success. By providing opportunities for students to complete engaging tasks that are directly aligned to the standard will increase student engagement. The Learning Arc will give teachers an opportunity to deconstruct the standards and determine how to create tasks that are aligned. Teachers will progress monitor using formative and summative assessments in order to provide targeted instruction. That will closer the learning gap between subgroups.

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 will participate in weekly collaborative planning sessions led by the administration. The instructional coaches, Meagan Watkins, Melissa Alexander, Laura Kirby will provide resources for the teachers to utilize for students tasks. Teachers will also review formative assessments to drive whole group and small group instruction.

Person Responsible: Kelly Burgess (kelly.burgess@polk-fl.net)

By When: Leadership team will participate in weekly Standards Based instruction walks. The administration will train the leadership team on how to use the tool. The team will conduct correlation analysis between the SWT findings and benchmarks planned for using Arc.

#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.

The area of focus is decreasing the number of referrals and increasing student attendance. This area is important to increasing student proficiency. Students need to be in class learning. A positive culture and environment will create a safe place for students to feel comfortable and studies show that also increases student proficiency.

Measurable Outcome:

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

The measurable outcome is to decrease the number of student referrals by 5%.

Monitoring:

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

The PBIS Team will meet monthly to review data and make any necessary adjustments. The Dean will monitor daily referrals. She will work individually with students that have 2 or more referrals. She will work closely with the classroom teacher to create tier 2 interventions including social skills groups and check-in/ check-out. The counselors will track student attendance. They will hold attendance meeting with the families to determine any needs that might exist that is keeping students from attending school.

Person responsible for monitoring outcome:

Tanya Poe-Liburd (tanya.poe-liburd@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.)

Teachers will use Stanford Harmony lessons on a weekly basis. The lessons focus on class building activities and topics. The Dean will also assist with classroom management strategies. The Dean will also use check-in/ check-out and social skills. She will work closely with the counselors for wrap around services needed for the students. The counselors will also provide counseling and social skills as needed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Stanford Harmony is an evidence based tier 1 curriculum that focuses on creating a safe and positive classroom culture. This positive culture provides students with an open environment to learn.

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.

The PBIS Team will meet monthly to review data and make any necessary adjustments.

The PBIS team will share with all staff members the PBIS expectations for the 2023-24 school year to ensure active participation.

The PBIS team will develop monthly rewards in support of students who SOAR daily and earn 80% of his/her monthly points.

Teachers will nominate a student in their class for Eagle of the Month. The student chosen for Eagle of the month showed SOAR expectations throughout the month. The chosen student will be recognized and eat lunch with a member of the leadership team. The student will also have their picture posted for the month in the cafeteria.

Students will work together as a team to earn the 'High 5.' The classes who earned the 'High 5' will make good choices as a team such as walking in a quiet straight line.

Person Responsible: Tanya Poe-Liburd (tanya.poe-liburd@polk-fl.net)

By When: The dean will pull data on a weekly basis. The PBIS team meets on a monthly basis. The counselors will begin pulling attendance records the second week of school.

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).

There are several ways that the school improvement funding allocations and resources are allocated based on needs. The school participates in district lead Data Com meetings. At these meetings, the school will report the current data and needs of the school. The district and school work together to decide resources that would best fit the needs of the school. In order to make sure that the resources are appropriate, the district has set up a PURE process that ensures the resources are research based and provide the best support for students.

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

The instructional practice for K-2 grade is implementation of foundational skills. The teachers will use the Learning Arc to deconstruct the foundational skills in Reading/ELA. This focus is important as students that have been identified by the STAR assessment as needing Intervention or Urgent intervention lack strong foundational skills. This focus has a direct impact on student success. Students need to be able to decode words in order to read grade level text and comprehend.

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

Teachers will use close reading and writing strategies to assist students with understanding the text. Students will engage in daily tasks that require them to read, write and explain their answers. Teachers will also teach academic vocabulary. Students need lots of opportunities to respond to text in a variety of ways.

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

The students still in STAR Early at the end of first grade will decrease by 20%.
Second grade will have 40% of the students scoring below proficient on the new FAST Progress Monitoring Assessment.

Grades 3-5 Measurable Outcomes

Fifth grade will increase the number of students scoring proficient by 10%. Last year the number of students scoring proficient in fifth grade was 46%.

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.

Administration will meet with teachers on a weekly basis for collaborative planning. Teachers will use formative and summative assessments to monitor student learning which will be reviewed during collaborative planning.

Students will participate in FAST Progress Monitoring throughout the year. Data chats will be held throughout the year to monitor student progress. Reading and Math coach and School counselor will meet with teachers to review progress and change interventions as needed. The use of Freckle, iStation and AR will be utilized also.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Burgess, Kelly, kelly.burgess@polk-fl.net

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teachers kindergarten through second grade will use Florida Wonders Phonics to teach foundational B.E.S.T. Standards. Teachers will use STAR Targeted interventions to create lessons for students to practice their foundational skills. Third through fifth grade teachers will use Florida Wonders and the B.E.S.T. Standards to use the close reading strategy.

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?

Florida Wonders is the district reading program that is aligned to the B.E.S.T. Standards. This resource is used by all teachers. It provides a systematic approach for foundational skills. The text in Florida Wonders is on the Lexile level for each grade.

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
Teachers will participate in collaborative planning with Literacy coaches and administration.	Burgess, Kelly, kelly.burgess@polk-fl.net
Teachers will use formative and summative assessments to monitor progress. Monthly data chats will be held to discuss students progress and identify targeted interventions. Literacy teachers will meet with new teachers to provide coaching support through modeling and reviewing data.	Poe-Liburd, Tanya, tanya.poe-liburd@polk-fl.net
Teachers will participate in weekly collaborative Professional Learning Committees. Teachers will work with Literacy Coaches and administration to deconstruct B.E.S.T. standards.	Burgess, Kelly, kelly.burgess@polk-fl.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

During Open House, the teachers share the SIP and the Title One PFEP with the parents. The Title One Coordinator, Laura Kirby, presents the information. Stakeholders are also a part of the SAC Committee. The SIP is shared during quarterly meetings. Updates are also made available during the SAC meetings. The website is <http://www.polk-fl.net>

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))

School holds two family nights a year. These family nights focus on curriculum and explains how families can use evidence based strategies with their children. The teachers make positive phone calls to parents.. The teachers also hold parent conferences during the school year to keep parents informed of their child’s progress. The grade levels create monthly or quarterly newsletters that shares the area of focus and the standards that are being taught. Stakeholders serve on the SAC Committee. The PTO works closely with the school in order to build positive relationships. The website is <http://www.polk-fl.net>

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

The school plans to strengthen the academic program by focusing on standards based instruction. The use of the Learning Arc will assist teachers with an understanding of the B.E.S.T. Standards. They will collaborate in order to create evidence learning tasks that are at the full intent of the standards. The instructional coaches will assist teachers during collaborative planning. They will provide evidence based strategies for teachers. The Interventionist will pull small groups of students that need tier 3 support in ELA. By focusing on creating a positive and engaging culture, the quality of learning time will be increased. Teachers will have more time to teach when they are not focusing on discipline. Teachers will utilize small group instruction to enrich and accelerate instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed with support and coordination with the district and Title One department. The district offers School Improvement Planning trainings. During Datacom the SIP is reviewed and updated as needed. Resources are provided as needed based on school progress monitoring data.

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))

The school has two counselors that provide individual counseling and group counseling. Teachers and the dean refer students to the counselors based on classroom performance and family needs. The counselors and administration work closely with community providers – Peace River Center, Watson Clinic Behavioral Health, The students are referred to local providers for Support Groups and Grief Support as needed.

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

Transition events take place during a students fifth grade year. The many different options are explained to parents including:

- Dual Enrollment
- IB/Cambridge
- Career Academies
- Vocational Schools

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).

The school implements PBIS as our tier one support. Stanford Harmony lessons are also taught that address common problem behaviors. School Counselors provide tier 2 and 3 services as needed. The counselors provide individual and group counseling for students. They also work closely with outside community providers including Peace River to provide wrap around services as needed. Students are monitored on a weekly and monthly basis.

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))

Teachers are provided with weekly collaboration to focus on improving instruction. Teachers and instructional coaches review student data to make decisions for small group and individual instruction. New teachers are provided mentors to provide support in instruction, classroom management and family collaboration.

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))

Preschool children and their families participate in transition meetings. During these meetings the families and school work together to answer questions and create a plan for these students to be successful. During Kindergarten Roundup, all incoming students and families come to tour the school. They are provided with registration information and academic information. Incoming kindergarten students have the option of attending Kindergarten Readiness Summer Camp programs provided by the district.