

Polk County Public Schools

Ridge Technical Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Ridge Technical Academy

7700 STATE ROAD 544, Winter Haven, FL 33881

<http://www.polkedpathways.com/ridge-technical-college/>

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Ridge Technical College & Academy is to assess, prepare, and place individuals in successful and rewarding careers in an increasingly competitive and changing employment market.

Provide the school's vision statement.

Ridge Technical College will be Polk County's premier workforce training institution.

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
Rosario, Jose	Assistant Principal	Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities, and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following: <ul style="list-style-type: none"> - Monitoring and enforcing attendance rules and policies. - Meeting with parents to discuss student behavioral or learning problems. - Responding to disciplinary issues. - Coordinating the use of school facilities for day-to-day activities and assisting in special events. - Working with teachers to develop curriculum standards.
	Principal	paul.garrison@polk-fl.net At this time Mr. Garrison needs to be added to the drop down. I do not have access or permission to add him. It has to be done at the district level.

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.

Stakeholders play a key role in the academy's positive culture and environment. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, and goals, and employing school improvement strategies. Stakeholders include:

- Local business and industry representative members of the School Advisory Committee

- Local business and industry representative members of Technical College Programs Advisory Committees
- Local area Chambers of Commerce
- Local area Service Community Organizations include: Workforce Development Board, CareerSource Polk, Florida Farmworkers, and our Accreditation Agency: Commission on Occupation Education (COE)

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))

SIP Monitoring Plan for Effective Implementation and Evaluation:

1. Accountability

Through monitoring and evaluation in schools, good leadership is put into practice, and accountability leads to school improvement. Effective monitoring and evaluation can best be achieved through record keeping and proper reporting systems, to help find out whether the school resources are being used according to plan or not. This also helps in figuring out whether the teaching method in the school is delivering the desired educational results.

2. Performance

Monitoring and evaluation systems have enhanced the performance of both the teachers and the students. Through the use of technology, the school management, and the teachers can access data that can be used to give guides on how to improve the performance of the students. The teachers can do an assessment and the behavior of the student to identify the areas where the student is failing. It is by that; teachers can align their teaching skills accordingly to improve student performance.

3. Planning

Monitoring and evaluation help in planning on future of the school. The school management plan on the areas to fill the gaps and cover, appropriate balance between attained targets, and future assessment opportunities.

Effective performance and evaluation systems help us to monitor and measure the quality and preparedness of the procedures, methods, and approaches used during the performance. Evaluation systems for a school include;

. The Content

The content refers to the appropriateness and sophistication to understand clearly, the knowledge and the skills employed, ie Was the work accurately and thoroughly done?

. Quality

The quality of an effective performance and evaluation system refers to the overall craftsmanship and rigor of the work to be done. ie, Was the performance or the product of high quality?

. Process

The process refers to the quality and appropriateness of the procedures, methods, and approaches used during the performance, ie, Was the planning process efficient and effective?

. Results

In an effective performance and evaluation system, results are the end outcomes. They refer to the impact, success, and effectiveness of performances, ie, Were the desired results achieved?

Monitoring and evaluating helps us see if we are doing what we said we would do and done in a systematic approach to overseeing planning, learning, and teaching. Also, it shows the mistakes and creates paths for both learning and improving.

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)	Combination School PK, 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	64%
2022-23 Economically Disadvantaged (FRL) Rate	94%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: COMMENDABLE 2018-19: COMMENDABLE
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	

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	
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	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	

The number of students identified retained:

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

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	

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		48	53		51	55			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	0	49	55		37	42			
Math Learning Gains									
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		47	52		48	54			
Social Studies Achievement*	42	68	68	60	53	59			
Middle School Acceleration		61	70		43	51			
Graduation Rate		54	74		46	50			
College and Career Acceleration		39	53		71	70			
ELP Progress		50	55		55	70			

* 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)	N/A
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	42
Total Components for the Federal Index	2
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	60
Total Components for the Federal Index	1
Percent Tested	97
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				
ELL				
AMI				
ASN				
BLK				
HSP	29	Yes	1	1
MUL				
PAC				
WHT	58			
FRL	38	Yes	1	

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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				0				42				
SWD												
ELL												
AMI												
ASN												
BLK												
HSP								29			1	
MUL												
PAC												
WHT								58			1	
FRL								38			1	

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								60				
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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	*	40%	*	50%	*
08	2023 - Spring	*	39%	*	47%	*
09	2023 - Spring	*	39%	*	48%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	33%	*	44%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	5%	37%	-32%	50%	-45%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	11%	37%	-26%	48%	-37%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	50%	0%	63%	-13%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	49%	-8%	63%	-22%

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.

Attendance issues in both the CTE programs and academic classes/courses

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

Progress monitoring revealed that attendance issues demonstrate the greatest need for improvement

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.

Health issues, transportation issues, dual enrollment issues, and postsecondary environment issues.

Actions to be implemented:

- 1- Make the school welcoming, tracking positive attendance, recognizing students, and celebrating their success.
- 2- Connect with at-risk students
- 3- Involve parents
- 4- Postsecondary dual enrollment counseling/advisement
- 5- Focus on attendance school-wide
- 6- Form an attendance team/committee (meet quarterly)
- 7- Increase teacher awareness of the need for progress attendance monitoring

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

Intensive reading and FSA passing rate

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

Small class sizes and more one-on-one for early interventions.

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

- 1- Continue to ensure our students are successful in their dual-enrolled post-secondary CTE programs and secondary academic courses.
- 2- Professional development learning will be provided to both post-secondary and academic instructors as needed to ensure students are successful in the academic and postsecondary dual enrollment programs.
- 3- Additional services will be provided as needed to ensure our secondary academic students are successful in a postsecondary dual enrollment environment.
- 4- Provide postsecondary dual enrollment counseling both pre and post-admissions.
- 5- Increase teacher awareness of the need for progress attendance monitoring.

Area of Focus

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

#1. 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.

Based on last year's data as indicated by the student's academic secondary and dual enrollment post-secondary progress, a need was identified for the implementation of an early warning system. The goal is that by the first nine weeks, our teachers have established a system that we can track the major issues like attendance, grades, and academic progress to make the necessary interventions on time to assist the students who are not making academic satisfaction.

Measurable Outcome:

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

- 1- Student academic secondary graduation rate.
- 2- Dual-enrollment post-secondary programs completion rate.
- 3- Student program-related placement.

Monitoring:

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

- 1- Review student progress bi-weekly.
- 2- Utilize data to identify students that exhibit early warning indicators.
- 3- Increase teacher awareness of students that exhibit early warning indicators.

Person responsible for monitoring outcome:

Jose Rosario (jose.rosario@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.)

Strategies Implemented for this area of focus will consist of:

- Increasing student academic secondary graduation rate
- increasing dual-enrollment post-secondary programs completion rate
- And increasing student program-related placement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on last year's data as indicated by student academic secondary and dual enrollment post-secondary progress a need was identified for the implementation of an early warning system.

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.

Action Steps:

- 1- Professional development training before school starts to establish expectations of our SIP plan for our students and assist our teachers in putting a plan in place.

2- Supervise and monitor that teachers have put a plan in place for the first 45 days and that can be tracked.

3- Focus on the major issues like attendance, discipline, grades, and academic progress to make the necessary interventions on time to assist the students who are not making academic satisfaction.

4- Follow up with weekly walkthroughs and feedback as needed.

Person Responsible: Jose Rosario (jose.rosario@polk-fl.net)

By When: By the first nine weeks.

#2. Instructional Practice specifically relating to Career & Technical Education**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.

Career and technical education make a unique and essential contribution to student learning. CTE is not a single subject area but a group of many distinct programs and courses that develop academic and technical skills in a variety of career areas. While technical skills, as defined in the workplace, are the core; CTE instruction also provides students with opportunities to apply and reinforce core academic content learned in other subjects. A third instructional component, called Life/Career, fosters the development of key behaviors and mindsets critical to career success. All CTE instruction blends these three instructional elements.

Measurable Outcome:

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

Effective interventions to monitor to evaluate student progress and teachers:

- Make sure modeling is taking place with my teachers.
- Work as a team. Have my coach assist teachers.
- Encourage learning through experience.
- Let the students teach.
- Integrate technology into the classroom.
- Emphasize behavior management.

Monitoring:

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

Areas of focus that have the biggest impact to monitor:

- Benchmark (SBI) Walk-Through Tool
- Fostering student engagement,
- Having students participate in discussions,
- Having fewer class period disruptions,
- And developing a classroom climate that was conducive to instruction.
- Increase teacher awareness of the need for progress monitoring.
- Connect with at-risk students.
- Involve parents.

Person responsible for monitoring outcome:

Jose Rosario (jose.rosario@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.)

Five characteristics of high-quality CTE instruction are:

- 1- Alignment - The technical skills developed to align with the tools and processes currently used in employment.
- 2- Relevance - Student work is based on real-world problems and projects.
- 3- Rigor - Students find the work academically challenging, requiring higher-level thinking skills.
- 4- Safety - Students follow established safety procedures to protect themselves and others.
- 5- Engagement - Students are mentally and emotionally connected to the work and exhibit behaviors that show continued interest in learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

CAREER Instructional Model

The CAREER Instructional Model is another set of tools to reflect on the quality of instruction and identifies six instructional elements that are essential to career readiness. CAREER is an acronym based on the first letters of these six elements.

Connect with Relevance CAREER Model

Assess for Proficiency

Reward Creativity and Innovation

Engage as Independent Learners

Empower with Hope and Confidence

Rate Work Habits and Collaboration

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.

Action Steps to Implement:

- Make sure modeling is taking place with my teachers.
- Work as a team. Have my coach assist teachers.
- Encourage learning through experience.
- Let the students teach.
- Integrate technology into the classroom.
- Emphasize behavior management.

Person Responsible: Jose Rosario (jose.rosario@polk-fl.net)

By When: As needed - 9weeks and/or end of Semester 1

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**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.

Ensure that students with disabilities are afforded adequate access to accommodations as stated in their IEP. Such as; extended time and individualized instruction as needed, and referral to local agencies (Vocational Rehab) as needed.

Measurable Outcome:

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

- 1- Provide accommodations to teachers.
- 2- Reduce student with disabilities dropout rate.
- 3- Increase the students with disabilities graduation rate.
- 4- Increase dual-enrollment post-secondary program completion.
- 5- Increase job opportunities-placement.

Monitoring:

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

- 1- Increase teacher awareness to ensure that all students are afforded adequate access to accommodations.
- 2- Monitor student progress by attendance monitoring, student performance, and student achievement.
- 3- Monitor collaboration with ESE instructors as it relates to students with disabilities.

Person responsible for monitoring outcome:

Jose Rosario (jose.rosario@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' attendance on a weekly basis.
- 2- Ongoing planning and monitoring of students' needs.
- 3- Monitor students' achievement as evidenced by weekly progress reports.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- 1- Monitor Early Warning Systems (Track student's attendance and Tardiest).
- 2- Connect with at-risk students.
- 3- Involve parents.

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.

Action Steps to Implement:

- 1 - Monitor students' attendance on a weekly basis.

2 - Ongoing planning and monitoring of students' needs.

3- Monitor students' achievement as evidenced by weekly progress reports.

Person Responsible: Jose Rosario (jose.rosario@polk-fl.net)

By When: Weekly

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)).

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.

N/A

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))

N/A

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)

N/A

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))

N/A

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))

N/A

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).

N/A

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))

N/A

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: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Career & Technical Education	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$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