

Polk County Public Schools

Auburndale Central Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	12
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	22
V. Reading Achievement Initiative for Scholastic Excellence	22
VI. Title I Requirements	25
VII. Budget to Support Areas of Focus	28

Auburndale Central Elementary School

320 LEMON ST, Auburndale, FL 33823

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

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.

At Auburndale Central Elementary we are a community of leaders who recognize, honor, and celebrate the leaders within us. Our goal is to provide an equitable educational experience that challenges students to reach academic excellence in preparation for college or career.

Provide the school's vision statement.

Our vision is to provide a nurturing environment committed to achieving academic excellence through the use of high yield strategies in preparation for college or career.

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
May, Octavia	Principal	<p>The principal is responsible for shaping a schoolwide vision that is committed to the highest standards and improving student success. The vision must define what learning outcomes and goals are expected and demonstrate the same high expectations for all students in closing achievement gaps that set students up for academic success.</p> <p>The school principal is also a key figure in the school community, serving as a liaison between the school and the broader community. Building a sense of community includes parent engagement, stakeholders, district relationships and community partnerships. The principal will promote learning and achievement in a professional and welcoming environment.</p> <p>The principal is expected to create an environment where learning is possible and at the center of daily activities. A healthy and productive climate is characterized by safety and organization as well as positive and supportive teacher and administrator engagement.</p> <p>Another key responsibility for the principal is encouraging leadership skills in teachers and other administrators. These skills play a prominent role in developing stronger working relationships among staff and creating a professional community of teachers who can successfully guide each other and promote success among teacher leaders. The principal makes it a priority to cultivate leadership that positively impacts student achievement.</p> <p>The principal is also responsible for analyzing data that can pinpoint underlying student academic struggles and success as well teacher efficacy. It is the role of the principal to ensure the setting of academic goals and standards for the school, ensuring that these standards are met, and promoting a safe and positive learning environment for all students. The principal plays a critical role in the development and implementation of the school's curriculum, policies, and procedures.</p> <p>Ultimately, the principal is a strong communicator, a problem-solver, and a visionary leader who is dedicated to providing the best possible education for all students. They are passionate about education and committed to creating a positive and inclusive school culture that fosters academic excellence, personal growth, and lifelong learning.</p>
Palmer, Heather	Assistant Principal	<p>The assistant principal is responsible for being the right hand to of the school principal by providing leadership for and management of programs and and processes related to instruction, school operations, personnel management, business management, student support services, student activities, and community involvement. She sets clear expectations for instruction consistently analyzing student data for instructional improvement, development, and implementation of quality standards-based curricula. She collaboratively works with teachers and coaches to develop and implement curriculum with state standards, effective instructional practices, student</p>

Name	Position Title	Job Duties and Responsibilities
		<p>learning needs and assessments. Ultimately the Assistant Principal supports all the principal's initiatives for the school.</p>
Lott, Sandria	School Counselor	<p>School Counselor – The school counselor leads the MTSS process for academic and behavior achievement of all students, insuring equity, and access to all. She supports Sanford Harmony implementation, school counseling sessions, and serves as a support to staff providing consultation to teachers as needed. She works with the social worker to address students' needs emotionally, socially, and behaviorally. Ultimately, the school counselor serves as a member of the leadership team to ensure alignment of school goals within her role.</p>
Gonzalez, Nikki	Math Coach	<p>The Math Instructional Coach provides instructional support and coaching to all math content teachers on campus and work to ensure that each student can reach his or her academic potential. The math coach's primary role is to work with math teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need.</p> <p>The math coach will observe instructional delivery and provide feedback to teachers to enhance and support the development of the teacher. The coach will analyze data to amend student task and assessments to meet students' needs.</p> <p>The coach will work collaboratively with the Instructional Team to support sharing of best practices. The coach will also work directly with the district math coordinator to assist with developing instructional strategies and intervention programs for struggling and accelerated students.</p> <p>Ultimately the math coach will model lessons in classrooms, provide academic support to teachers during collaborative planning helping teacher groups plan instruction for whole and small group learning. The coach will create system-wide policies and procedures and facilitate professional development based on school need.</p>
Thomas, Renard	Reading Coach	<p>The Literacy Instructional Coach provides instructional support and coaching to all ELA content teachers on campus and work to ensure that each student can reach his or her academic potential. The ELA coach's primary role is to work with ELA teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need.</p> <p>The ELA coach will observe instructional delivery and provide feedback to teachers to enhance and support the development of the teacher. The coach will analyze data to amend student task and assessments to meet students' needs.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>The coach will work collaboratively with the Instructional Team to support sharing of best practices. The coach will also work directly with the district reading coordinator to assist with developing instructional strategies and intervention programs for struggling and accelerated students.</p> <p>Ultimately the literacy coach will model lessons in classrooms, provide academic support to teachers during collaborative planning helping teacher groups plan instruction for whole and small group learning. The coach will create system-wide policies and procedures and facilitate professional development based on school need.</p>
Butler, Todd	Other	<p>Reading interventionists work with specific children who have been identified as needing more literacy support than can be provided by the classroom teacher. The interventionist will often design or use district provided interventions tailored to each child's needs.</p> <p>The school Reading Interventionist will help students develop proficient reading skills that will contribute to closing the learning gaps of non-proficient students according to state-wide assessments. The Reading interventionists work extensively with students to help them improve specific reading skills at grade level while also addressing specific needs of a particular child when regular classroom instruction is not sufficient.</p> <p>The role of the reading interventionist also requires them to be an intricate member of the school-based leadership team to aid in establishing clear goals and expectations, provide ongoing evaluations of a school's instructional agenda and their impact on student achievement, school-based decision-making and help to make school cultures more collaborative.</p>
Calderon, Betty	Instructional Technology	The Network Manager supports school-wide technology initiatives.

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 are involved through the School Advisory Council (SAC). At the end of 2022-2023 school year a School Advisory meeting was held, and a survey was presented to parents to gather input and suggestions for Parent Family Engagement Plan (PFEP) and school compact. This input was used to aid in writing the 2023-2024 School Improvement Plan.

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))

In June 2023 a school-based teacher leadership cadre was developed to aid in schoolwide decision making concerning academics, procedures, and student success. The team will meet monthly or as needed as indicated on the school wide yearly calendar. The team will review the SIP and make necessary changes based on current FAST PM data, weekly formative/summative data, and early warning system data. Based on the data retrieved support will be provided for students who are currently falling below grade level proficiency.

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	74%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 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	24	21	22	23	11	19	0	0	0	120
One or more suspensions	7	4	12	5	6	3	0	0	0	37
Course failure in English Language Arts (ELA)	1	0	5	1	2	4	0	0	0	13
Course failure in Math	0	0	8	0	5	4	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	13	8	16	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	12	10	22	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	2	42	13	8	16	0	0	0	93

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	7	3	8	11	4	4	0	0	0	37

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	1	4	12	2	0	0	0	0	19
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	24	25	25	15	15	21	0	0	0	125
One or more suspensions	1	0	0	3	11	3	0	0	0	18
Course failure in ELA	1	1	0	2	2	2	0	0	0	8
Course failure in Math	0	9	0	4	0	0	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	20	14	28	0	0	0	62
Level 1 on statewide Math assessment	0	0	0	21	19	31	0	0	0	71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	6	9	20	19	31	0	0	0	91

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	2	11	3	12	11	24	0	0	0	63

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	1	9	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	2	0	0	0	0	2

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	24	25	25	15	15	21	0	0	0	125
One or more suspensions	1	0	0	3	11	3	0	0	0	18
Course failure in ELA	1	1	0	2	2	2	0	0	0	8
Course failure in Math	0	9	0	4	0	0	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	20	14	28	0	0	0	62
Level 1 on statewide Math assessment	0	0	0	21	19	31	0	0	0	71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	6	9	20	19	31	0	0	0	91

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	2	11	3	12	11	24	0	0	0	63

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	1	9	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	2	0	0	0	0	2

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	45	53	39	47	56	34		
ELA Learning Gains				39			36		
ELA Lowest 25th Percentile				40			36		
Math Achievement*	37	49	59	33	42	50	28		
Math Learning Gains				40			20		
Math Lowest 25th Percentile				30			20		
Science Achievement*	41	41	54	22	49	59	30		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	52	54	59	68			49		

** 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)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	202
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	311
Total Components for the Federal Index	8
Percent Tested	100
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	16	Yes	4	4
ELL	32	Yes	2	
AMI				
ASN				
BLK	23	Yes	2	2
HSP	36	Yes	2	
MUL				
PAC				
WHT	57			
FRL	38	Yes	2	

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	21	Yes	3	3
ELL	36	Yes	1	
AMI				
ASN				
BLK	29	Yes	1	1
HSP	36	Yes	1	
MUL				
PAC				
WHT	41			
FRL	37	Yes	1	

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	38			37			41					52
SWD	18			14							2	
ELL	20			30			46				5	52
AMI												
ASN												
BLK	27			24			15				4	
HSP	29			32			48				5	51
MUL												
PAC												
WHT	61			53			42				4	
FRL	34			34			36				5	53

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	39	39	40	33	40	30	22					68
SWD	23	19		12	35		18					
ELL	34	26		33	42		15					68
AMI												
ASN												
BLK	25	35	50	24	29	20	20					
HSP	37	36	27	30	42	33	15					65
MUL												
PAC												
WHT	47	46		40	42		31					
FRL	37	36	33	33	40	25	19					70

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	36	36	28	20	20	30					49
SWD	14	10		17								
ELL	39	64		28	38		30					49
AMI												
ASN												
BLK	32	40		21	27		33					
HSP	36	47		34	22		38					52
MUL												
PAC												
WHT	29	16		24	16		20					
FRL	33	36	38	26	18	21	29					45

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	43%	43%	0%	54%	-11%
04	2023 - Spring	39%	53%	-14%	58%	-19%
03	2023 - Spring	34%	42%	-8%	50%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	30%	51%	-21%	59%	-29%
04	2023 - Spring	46%	56%	-10%	61%	-15%
05	2023 - Spring	35%	44%	-9%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	39%	-1%	51%	-13%

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 English Language Learners. The contributing factor to this low performance is the absence of ESOL tutoring. ESOL tutoring is crucial for ELLs as it provides additional support and instruction in English language skills. Although the data didn't reflect 41%, this subgroup hasn't fallen below the 32% federal percent point index.

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

The data component that showed the greatest decline was the English Language Learners. The contributing factor to this low performance is the absence of ESOL tutoring. This trend suggests that the lack of ESOL tutoring has had a detrimental impact on the academic progress of ELLs. Although the data didn't reflect 41%, this subgroup hasn't fallen below the 32% federal percent point index. Based on this data we will implement ELL tutoring.

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 data component that showed the greatest gap when compared to state average was 3rd math with a deficit of 21%. The contributing factor to this low performance was due to losing educational staff due to personal reasons.

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

The data component that showed the most improvement was the white subgroup. This subgroup increased by 18% from the previous year. The new actions that the school took were mentoring, intentional small group instruction, school leadership team data chats, school leadership team plus 3 initiative: pulling level 2 students during power hour providing specific strategies and enrichment.

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

Attendance
Level ones on PM3 math assessment

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

1. ELL students
2. Student with disabilities
3. Attendance
4. Parent engagement

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 the 22-23 Early Warning System, the data reflected that 120 students out of 376 were absent 10% or more days. Regular attendance is strongly correlated with academic achievement. When students are absent from school, they miss out on valuable instruction, class discussions, and opportunities for active learning. By improving student attendance, we can enhance their chances of academic success.

Measurable Outcome:

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

By the end of the 23-24 school year the early warning system attendance data will show a decrease of 10%.

Monitoring:

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

School based leadership team will monitor weekly teacher use of the attendance spreadsheet to ensure fidelity.

Person responsible for monitoring outcome:

Heather Palmer (heather.palmer@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.)

Attendance will be monitored using FOCUS attendance platform daily, teacher daily spreadsheet, and office attendance board that will be posted daily to our school messenger.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies will allow instant identification of trends and patterns. Tracking student attendance contributes greatly to student academic success. Research shows a correlation between chronic absenteeism and low academic performance, as well as an increase in dropout rates. It is imperative that we engage our families in understanding the importance of their child's attendance and monitoring interventions to support an increase in attendance.

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.

Create and implement attendance spreadsheet.

Person Responsible: Heather Palmer (heather.palmer@polk-fl.net)

By When: August 10, 2023

Collaboration between school registrar and truancy officer.

Person Responsible: Heather Palmer (heather.palmer@polk-fl.net)

By When: Ongoing

Analyzing attendance data to identify trends. Upon analyzing data follow up with phone calls home to families for those students that have missed more than 2 days in the week. Students who have missed three or less days for each nine week period will earn an opportunity to be entered into a drawing to win a bicycle. Additionally, random attendance "pop ups" will occur to reward students on campus for the day. Measures adhering to the district policy will be taken for those continually absent.

Person Responsible: Heather Palmer (heather.palmer@polk-fl.net)

By When: Ongoing

#2. 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.

Based on the 22-23 fast PM3 data, our English Language Learners fell below the 41% federal index. This area was identified as a crucial need because our English Language Learners traditionally score at or above the 32% federal index.

Measurable Outcome:

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

By the end of the 23-24 score year, PM3 data will reflect an increase of 10% in Reading and Math, which will show progress towards previous trend data for this subgroup.

Monitoring:

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

School based leadership team will conduct weekly focus meetings with the ESOL para and classroom teachers to differentiate lesson plans, tasks, and strategies designed to meet the specific instructional needs of the targeted students.

Person responsible for monitoring outcome:

Octavia May (octavia.may@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.)

School leadership team will provide teachers with additional instructional resources to close the learning gap of ESOL students. ESOL para will provide daily push-in support in the general education classroom focusing on our English Language Learners. Interventions that we will utilize will ELL students include: Corrective Reading, Number Worlds, Sanford-Harmony, Freckle, PBIS, and academic coaching.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy will provide all teachers instructional resources and support to ensure target, task alignment, and equivalent experiences for our English Language Learners.

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.

All teachers will attend and participate in weekly planning focused on target, task alignment, and differentiation.

Person Responsible: Octavia May (octavia.may@polk-fl.net)

By When: Ongoing

Scheduling ESOL para for daily push-in support for English Language Learners. Grade level support will also be provided by reading interventionist and Title one paraprofessionals. The Reading Interventionist will support all Level 1 and Level 2 students across all subgroups.

Person Responsible: Heather Palmer (heather.palmer@polk-fl.net)

By When: September 1, 2023

Professional development provided on effective use of Florida Wonders ELL resources.

Person Responsible: Renard Thomas (renard.thomas@polk-fl.net)

By When: Ongoing

School leadership will conduct focused walkthroughs and provide timely feedback based differentiated tasks utilizing walkthrough data.

Person Responsible: Octavia May (octavia.may@polk-fl.net)

By When: Ongoing

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Each year the Regional Superintendent reviews each School Improvement Plan and provides schools with feedback to best ensure sufficient utilization of funding and resources. Prior to district review our school established a teacher leadership team that met in the summer to discuss school needs and provide suggestions to the School Improvement plan that would ensure student success this year. During the teacher leadership team meeting we established focus goals for this school year.

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

According to the 2022-2023 FAST PM #3 data, 48% of our students in K-2 grade were proficient.

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

According to the 2022-2023 FAST PM #3 data, 42% of our students in 3-5 grade were proficient.

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

Based on the 2023-2024 F.A.S.T. PM #3 ELA data, students in grades K-2 will increase by 3% in overall ELA proficiency.

Grades 3-5 Measurable Outcomes

Based on the 2023-2024 F.A.S.T. PM #3 ELA data, students in grades 3-5 will increase by 9% in overall ELA proficiency.

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.

School Based leadership team will support teachers in weekly Collaborative Planning. Followed by daily classroom walkthroughs to ensure instructional delivery is aligned.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

May, Octavia, octavia.may@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?

The use of research based intervention materials for our Tier 3 and Tier 2 students during targeted ELA small group instruction. Support will be provided by the SLT during collaborative planning using the ARC framework to ensure target/task alignment during small group instruction is being utilized. All tasks will be monitored for alignment to the B.E.S.T. ELA benchmarks.

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?

This strategy would provide students with targeted intensive support through small group learning opportunities which includes a variety of instructional approaches (foundational skills, fluency, comprehension, technology integration, gradual release model), based on their specific real-time data. Analyzing weekly data would clarify misconceptions, deepen understanding of the standard to increase overall student proficiency while closing learning gaps.

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
Weekly collaborative planning sessions focused on aligning learning objectives to the targeted task	Palmer, Heather, heather.palmer@polk-fl.net
Create well aligned formative and summative assessments that show students have mastered grade level expectations that close learning gaps.	Thomas, Renard, renard.thomas@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.

Auburndale Central Elementary builds a positive school culture and environment through various strategies and initiatives. Some of these include: Our school actively promotes and celebrates diversity among its students, staff, and families. We encourage inclusivity and respect for all cultures, backgrounds, and abilities. Our school implements a PBIS framework to foster positive behavior to create a safe and supportive learning environment. This includes teaching and reinforcing expected behaviors, acknowledging, and rewarding positive actions, and providing appropriate interventions for challenging behaviors. Auburndale Central Elementary emphasizes the importance of respect among students, staff, and the wider school community. We teach and model respectful behavior, encourage empathy and understanding, and address any instances of disrespect promptly and effectively. Our school actively involves various stakeholders, including parents, guardians, community members, and local organizations, in building a positive school culture. They seek input and feedback from these stakeholders, involve them in decision-making processes, and collaborate on initiatives that benefit the school community. We strive to create a welcoming and nurturing environment for all. Our school ensures that physical spaces are clean, organized, and visually appealing. We also provide resources and support services to meet the diverse needs of students and families, fostering a sense of belonging and well-being. Our school promotes positive relationships among students, staff, and families. We organize activities and events that encourage interaction and collaboration, such as family nights, community service projects, and mentorship programs. These initiatives help foster a sense of belonging and connectedness within the school community. These efforts contribute to a supportive and inclusive learning environment where students can thrive.

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))

Auburndale Central Elementary recognizes the importance of building positive relationships with parents, families, and other community stakeholders in order to fulfill the school's mission. To support the needs of students, the school employs differentiation strategies to ensure that each student receives an equitable educational experience that challenges them to reach academic excellence in preparation for college or a career. Our school plans to build positive relationships with parents and families is by effectively communicating with them. The school will regularly update parents on their child's progress through various means such as parent-teacher conferences, progress reports, and regular communication via email, school messenger or phone. This open line of communication will allow parents to stay informed about their child's academic performance and any areas that may require additional support. Our school understands the importance of involving parents and families in the educational process. We will actively seek input from parents and families through surveys, meetings, and other forms of engagement. This will allow parents to have a voice in decision-making processes and ensure that their perspectives are considered when planning and implementing educational programs. Our school recognizes the significance of engaging with other community stakeholders. Auburndale Central Elementary will actively seek partnerships with local businesses, organizations, and community leaders to provide additional resources and support for students. These partnerships may include mentorship programs, career exploration opportunities, and community service initiatives.

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)

Auburndale Central elementary plans to strengthen the academic program in the school by implementing various strategies. One of these strategies is the use of instructional coaches who will work closely with teachers. The instructional coaches will provide support and guidance to teachers, helping them to improve their instructional practices and enhance student learning outcomes. Our school will prioritize professional development for teachers. This will include coaching cycles where teachers will receive model teaching and feedback from instructional coaches. These coaching cycles will help teachers refine their instructional strategies and incorporate best practices into their classrooms. By continuously improving their teaching skills, teachers will be better equipped to provide an enriched and accelerated curriculum that challenges and engages students at a higher level. Collaborative planning sessions will be held to facilitate communication and coordination among teachers, ensuring a cohesive and effective curriculum is delivered to students.

To increase the amount and quality of learning time, Auburndale Central elementary will employ our reading interventionist and paraprofessionals. These staff members will work with students who may be struggling with reading or other academic areas, providing targeted interventions and additional support to close learning gaps. We will also implement MTSS, which will provide tiered support to students based on their individual needs. This will ensure that all students receive the necessary interventions and resources to thrive academically.

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))

Auburndale Central Elementary offers after school tutoring during the school. We partner with the nutrition program to provide healthy snacks. We provide opportunities for our preschool classes to experience kindergarten instruction and environment before the end of the school year.

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))

At Auburndale Central Elementary our school counselor takes on an array of responsibilities to help improve the lives of students both in and out of the classroom. She serves as a member of the leadership team in which she identifies and problem solves issues affecting student school performance, addressing social or behavioral problems, helps students develop skills needed for academic success, counseling individual and small groups, and assesses students abilities and interest. She works with teachers, administrators, and parents to help improve classroom performance. Collaborates with community providers and Mental Health therapist as needed. She leads the MTSS process for students academically and behaviorally when concerns arise.

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))

At Auburndale Central Elementary we participate in College and Career to spotlight potential professions and colleges and or trade school that students may wish to attend upon completion of postsecondary. We also host a school-based Great American Teach-in showcasing careers and trades. Students are provided the opportunity to learn about professions after postsecondary education.

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).

Auburndale Central Elementary School has implemented a schoolwide tiered model to prevent and address problem behavior. This model includes several components, such as PBIS which provides monthly incentives to promote positive behavior among students. Our school utilizes RTD; response to data to identify areas where students may be struggling and uses district resources to close the gap and provide targeted interventions. The school also implements MTSS for behavior and academics, ensuring that students receive the necessary support and interventions based on their individual needs. Our school counselor conducts classroom observations to identify students who may require additional support and begin the process of staffing a student, coordinating with similar activities and services carried out under IDEA. This approach aims to address problem behavior early on and provide appropriate interventions to support all students' social-emotional well-being and academic success.

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))

At Auburndale Central Elementary weekly teachers are provided the opportunity to collaboratively plan with ELA and Math instructional coaches and administration. These planning sessions are focused on target/task alignment, assessment creation, and data utilization. Coaches support teachers by providing coaching within the classroom to help teachers strengthen their teacher craft. District Senior Math, Reading, and Science coordinators provide support as needed with coaching and planning. This year new teachers will attend monthly meetings with administration to support academics, policies/ procedures, and student behaviors. Paraprofessionals are assigned a grade-level to support and professional development provided as needed.

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))

Our school organizes a Kindergarten round up event where incoming kindergarteners and their parents can visit the school, meet the teachers, and familiarize themselves with the school environment. Some of our students participate in Polk County’s Kindergarten Readiness camp, to ensure students have the necessary skills and knowledge to succeed in kindergarten. Our VPK program serves as a bridge between preschool and kindergarten, helping students adjust to the academic and social expectations of elementary school.

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: ESSA Subgroup: English Language Learners				\$175,878.07
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	0851 - Auburndale Central Elementary	UniSIG	1.0	\$56,555.24
			<i>Notes: Other Certified Instructional Personnel - School based/ Reading Interventionist - who work with small groups of students in need of remediation</i>			
	5100	150	0851 - Auburndale Central Elementary	UniSIG	2.0	\$45,467.61
			<i>Notes: Aides Paraprofessionals - Salaries - 2 Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation</i>			
	5100	210	0851 - Auburndale Central Elementary	UniSIG		\$14,003.59
			<i>Notes: Retirement - 13.57% - Instructional Personnel -</i>			
	5100	220	0851 - Auburndale Central Elementary	UniSIG		\$7,894.44
			<i>Notes: Social Security y -7.65% -Instructional personnel</i>			
	5100	231	0851 - Auburndale Central Elementary	UniSIG		\$33,084.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232	0851 - Auburndale Central Elementary	UniSIG		\$64.80
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240	0851 - Auburndale Central Elementary	UniSIG		\$577.89
			<i>Notes: Workers Compensation - .56% - Instructional Personnel</i>			
	6400	160	0851 - Auburndale Central Elementary	UniSIG	0.19	\$13,225.89
			<i>Notes: Cost sharing- Senior Coordinator of Instruction - individual will support multiple schools focusing on student learning by providing support and assistance to teachers and school-based administration. Provides extensive support and coaching services related to content-area instruction.</i>			

	6400	210	0851 - Auburndale Central Elementary	UniSIG		\$1,810.07
			<i>Notes: Retirement - 13.57% -Coaches - School based /School paid</i>			
	6400	220	0851 - Auburndale Central Elementary	UniSIG		\$1,020.42
			<i>Notes: Social Security - 7.65% staff development activities for instructional staff at the school</i>			
	6400	231	0851 - Auburndale Central Elementary	UniSIG		\$2,095.32
			<i>Notes: Health and Hospitalization - School based Coaches - Math, Literacy, Science</i>			
	6400	232	0851 - Auburndale Central Elementary	UniSIG		\$4.10
			<i>Notes: Life Insurance - Coaches - School based /School paid</i>			
	6400	240	0851 - Auburndale Central Elementary	UniSIG		\$74.70
			<i>Notes: Workers Compensation .56% - School based Coaches - Math, Literacy, Science</i>			
					Total:	\$175,878.07

Budget Approval

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

No