

Polk County Public Schools

# Lake Gibson Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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## Lake Gibson Middle School

6901 SOCRUM LOOP RD N, Lakeland, FL 33809

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

### SIP Authority

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

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

#### Additional Target Support and Improvement (ATSI)

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

#### Targeted Support and Improvement (TSI)

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

#### Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

## **Purpose and Outline of the SIP**

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

## I. School Information

### School Mission and Vision

**Provide the school's mission statement.**

To deliver effective lessons that are aligned to the state benchmarks. To effectively communicate learning objectives as a part of every lesson that will make students aware of that they should be able to know, understand, and do by the end of the lesson. To provide students with learning tasks that promote critical thinking, student engagement, collaboration, and help students meet the objectives of the lesson. To regularly assess student progress throughout the journey of the lesson to determine understanding of the concepts and to provide additional support when needed.

**Provide the school's vision statement.**

To provide high quality instruction that is equitable, consistent, and maximizes opportunities for student learning and development.

### 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
Portillo, Ismael	Principal	Educational leader of his/her school, and its chief administrative and supervisory officer. He is the delegated representative of the Superintendent, responsible for the supervision and control of pupils, programs, and personnel in his/her school as well as the management and maintenance of the building, grounds, and equipment. He works to make the school a vital and understandable force for the good of the community.
Sessoms, Leandrea	Assistant Principal	<p>To assist the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning. She will also assist in the implementation of educational, administrative, and counseling activities of a school. Provide structure for and monitor the school learning environment that improves learning for the school's diverse student population. She is the AP of curriculum and she is responsible for the creation of the master schedule under the supervision and in conjunction with the Principal. She oversees the testing process, and assists the counseling department with grade/cohort monitoring.</p> <p>Mrs. Sessoms oversees and supports our math and science departments through evaluations, working with them during planning and visiting their classrooms to monitor standards alignment.</p>
Arzillo, Gretchen	Assistant Principal	<p>To assist the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning. Assistant principals will also assist in the implementation of educational, administrative, and counseling activities of a school. Provide structure for and monitor the school learning environment that improves learning for the school's diverse student population.</p> <p>Ms. Arzillo oversees and supports our ELA and reading departments through evaluations, working with them during planning and visiting their classrooms to monitor standards alignment.</p> <p>Ms. Arzillo oversees the collections and dissemination of data for progress monitoring purposes.</p>
Hamilton, Dana	Instructional Coach	Coaching and working with ELA and reading teachers

**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.

At the beginning of the school year, all the stakeholders will meet to discuss, and review analyzed data to develop effective school goals, and prior school goals. The school advisory council will include educators, students and families that will create individual and shared responsibilities for a successful school year in efforts to meet goals once created.

**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))

Establish clear goals and benchmarks: Specific, measurable goals aligned with state academic standards. This provides a basis for monitoring and evaluating the plan's effectiveness.

Data collection and analysis: Various types of data will be collected, including standardized test scores, classroom assessments, attendance rates, and discipline records. Data will be disaggregated to identify achievement gaps among different student subgroups. Collected data will be utilized to identify trends, patterns, and areas requiring improvement.

Regular progress monitoring: Progress monitoring will provide valuable feedback on the effectiveness of instructional strategies and interventions. This will include periodic assessments, formative assessments, or other tools to track student growth and achievement over time.

Engage stakeholders: Involve various stakeholders, such as parents, students, community members, and school board members, in the monitoring process. Seek their input, feedback, and perspectives on the plan's implementation and impact.

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	56%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes



<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### 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	132	146	154	432	
One or more suspensions	0	0	0	0	0	0	147	137	103	387	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	27	22	26	75	
Course failure in Math	0	0	0	0	0	0	24	17	31	72	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	171	166	169	506	
Level 1 on statewide Math assessment	0	0	0	0	0	0	192	109	129	430	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	122	118	109	349	

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	212	189	182	583	

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	4	0	0	4
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	114	125	173	412	
One or more suspensions	0	0	0	0	0	0	41	128	120	289	
Course failure in ELA	0	0	0	0	0	0	9	2	24	35	
Course failure in Math	0	0	0	0	0	0	9	7	23	39	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	104	137	166	407	
Level 1 on statewide Math assessment	0	0	0	0	0	0	150	164	151	465	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	1	1	3	
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	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	90	139	165	394

**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	2	0	4	6
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	114	125	173	412	
One or more suspensions	0	0	0	0	0	0	41	128	120	289	
Course failure in ELA	0	0	0	0	0	0	9	2	24	35	
Course failure in Math	0	0	0	0	0	0	9	7	23	39	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	104	137	166	407	
Level 1 on statewide Math assessment	0	0	0	0	0	0	150	164	151	465	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	1	1	3	
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	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	90	139	165	394	

**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	2	0	4	6
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*	34	36	49	36	40	50	40		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains				39			38		
ELA Lowest 25th Percentile				29			29		
Math Achievement*	33	40	56	35	34	36	41		
Math Learning Gains				37			30		
Math Lowest 25th Percentile				29			32		
Science Achievement*	34	34	49	33	40	53	39		
Social Studies Achievement*	53	66	68	56	49	58	54		
Middle School Acceleration	61	70	73	65	46	49	57		
Graduation Rate					36	49			
College and Career Acceleration					66	70			
ELP Progress	29	31	40	33	68	76	50		

\* 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	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	244
Total Components for the Federal Index	6
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

2021-22 ESSA Federal Index	
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

### ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	4	2
ELL	24	Yes	4	1
AMI				
ASN	67			
BLK	36	Yes	4	
HSP	38	Yes	1	
MUL	33	Yes	2	
PAC				
WHT	47			
FRL	35	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	24	Yes	3	1
ELL	32	Yes	3	
AMI				
ASN	60			
BLK	34	Yes	3	
HSP	41			
MUL	24	Yes	1	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%
PAC				
WHT	41			
FRL	34	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	34			33			34	53	61			29
SWD	14			14			17	27			4	
ELL	16			23			10	43			5	29
AMI												
ASN	64			64					73		3	
BLK	25			21			21	42	69		5	
HSP	33			34			28	50	59		6	26
MUL	37			28							2	
PAC												
WHT	38			38			41	59	59		5	
FRL	27			27			24	42	57		6	30

**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	36	39	29	35	37	29	33	56	65			33
SWD	16	32	24	13	28	34	12	42	18			
ELL	24	45	50	21	35	31	15	30				33
AMI												
ASN	59	53		68	58							
BLK	29	33	25	23	32	26	21	38	75			

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
HSP	37	43	39	33	41	32	30	55	69			32
MUL	24	25		16	38	36	0	27				
PAC												
WHT	38	39	24	40	36	30	41	62	61			
FRL	29	34	23	28	34	30	25	48	63			29

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	40	38	29	41	30	32	39	54	57			50
SWD	17	31	31	22	34	32	28	26				
ELL	28	32	31	26	19	24	20	43	29			50
AMI												
ASN	62	54		67	33							
BLK	29	32	26	23	24	31	19	41	29			
HSP	38	41	33	38	26	26	35	52	49			48
MUL	33	40		45	41		43	67				
PAC												
WHT	45	38	24	50	36	41	49	59	66			
FRL	32	35	30	30	26	28	27	41	44			50

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	31%	36%	-5%	47%	-16%
08	2023 - Spring	36%	39%	-3%	47%	-11%
06	2023 - Spring	29%	35%	-6%	47%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	23%	38%	-15%	54%	-31%
07	2023 - Spring	25%	35%	-10%	48%	-23%
08	2023 - Spring	43%	42%	1%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	32%	33%	-1%	44%	-12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	37%	28%	50%	15%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	37%	63%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	51%	65%	-14%	66%	-15%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The lowest data component was math. There were several new teachers in the math department and some of those new hires lacked experience and efficiency. There was one math teacher in particular that struggled in PM3. This teacher taught 6th grade advanced students and several of her students lost proficiency from the previous year.

We also had one math vacancy that was filled by substitute teacher all year.

Task misalignment issues were also an issues in math classrooms. Our data from standards walks and



instructional reviews show that students were not always aware of their objectives and assessments in class did not always produce data or connect back the benchmark and objectives posted.

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

Since we do not have the adjusted numbers for Math and ELA from the state, as of right now our data component with the biggest drop was civics. We lost a civics teacher in October. We hired a social studies teacher but because she had little teaching experience we were forced to split the civics sections and rearrange our master schedule adding civics sections to some teacher schedules while taking out some sections of that they were already teaching to make sure that we put the civics sections in the best possible situation. However, this meant that some civics sections were assigned to a teacher that we would not have chosen to teach civics, if we had not lost the civics teacher early in the year. In January of 2021 one of our APs left to go teach at a local charter school, since then she has actively recruited several high impact teachers who have since left to join her at the charter school. One of those teachers was a high impact civics teacher. Our Civics has trended down since then.

Task misalignment issues were also an issues in math classrooms. Our data from standards walks and instructional reviews show that students were not always aware of their objectives and assessments in class did not always produce data or connect back the benchmark and objectives posted.

**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.**

There were several new teachers in the math department and some of those new hires lacked experience and efficiency. There was one math teacher in particular that struggled in PM3. This teacher taught 6th grade advanced students and several of her students lost proficiency from the previous year. We also had one math vacancy that was filled by substitute teacher all year.

Task misalignment issues were also an issues in math classrooms. Our data from standards walks and instructional reviews show that students were not always aware of their objectives and assessments in class did not always produce data or connect back the benchmark and objectives posted.

We will focus on collecting more CWT trends through the use of the district's standards walk tool. Each Administrator will walk a minimum of 10 classrooms a week and collect data. This data will then be discussed in administrative meetings and coach's meetings to discuss trends that emerge and create action plans to assist and support teachers that are showing deficiencies in certain areas revealed in the CWT data. .

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

Our accelerated component had an 8 point increase. Algebra students who were a level 3 in the FSA the year before were double blocked into a foundations math class along with their algebra class. 100% of our geometry students passed the GEO EOC.

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

Our attendance is a concern as well as our discipline data. We will implement new restorative practices to help our students and lower our discipline incidents

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

1. Benchmark aligned instruction: learning arced, collaboratively planned, with objectives and tasks that are fully aligned to state benchmarks.
2. Administrative standards walks to monitor fidelity of instruction
3. Regular data monitoring: PM. quarterlies and teacher created assessments.

4. Needs based professional development to address deficiencies and concerns
5. PLC sessions to analyze data and evaluate work samples.

**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.

Creating a positive culture and environment through restorative practices is a vital area of focus for our school improvement plan. By promoting social-emotional development, building a sense of community, addressing discipline disparities, embracing conflict resolution, and enhancing academic engagement, we can transform our school into a nurturing and inclusive environment where all students can thrive. Through this focus, we can empower our students to become responsible and empathetic individuals, preparing them for success in their academic and personal lives.

**Measurable Outcome:**

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

By using restorative practices and early intervention monitoring through MTSS: By the end of year. reduce the number of referrals processed by 20%. To reduce the amount of students who missed more than 10% of the school year by 10%. To reduce the amount of teachers absences days by 20%

To reduce the amount of referrals for ESE students and African American students by 10%.

Discipline and referral data will be evaluated during MTSS meeting.

**Monitoring:**

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

Reduction in suspension days will be monitored through the discipline reports each month.

Increase in student/teacher attendance will be monitored through MTSS reports monthly.

Increase in proficiency levels will be monitored through the use of common progress monitoring through performance matters as well as STAR and FAST.

**Person responsible for monitoring outcome:**

Ismael Portillo (ismael.portillo@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.)

Research conducted through the International Institute for Restorative Practices shows restorative practices improve school climate, reduce student suspensions and discipline disparities.

MTSS teams will identify students who are showing early warning signs in the way of referrals. Identified students will work with the behavior interventionist on behavior plans which will include interventions like "think sheets" "Talking Circles" "Conflict resolution", behavior contracts, Check In and Check Out sheets, and parent contacts/Meetings.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

A positive culture and environment are crucial for the overall success and well-being of students, teachers, and the entire school community. A school's culture sets the tone for relationships, behavior, and learning outcomes. By implementing restorative practices, we can create a supportive and inclusive environment that promotes empathy, responsibility, and growth in the areas of academics, attendance, and behavior.

**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?**

Yes

### 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.

MTSS teams will identify students who are showing early warning signs in the way of referrals. Identified students will work with the behavior interventionist on behavior plans which will include interventions like "think sheets" "Talking Circles" "Conflict resolution", behavior contracts, Check In and Check Out sheets, and parent contacts/Meetings.

**Person Responsible:** Gretchen Arzillo (gretchen.arzillo@polk-fl.net)

**By When:** August 10th

Teacher/Admin requested strategy cycles with behavior interventionist to examine efficient use of restorative practices within the classroom and the use of these practices by the discipline team. Some of these practices include: Meetings with counselors, meetings with behavior interventionist, talking circles, reflection writing, parent conferences, referrals to mental health and school psychologist.

**Person Responsible:** Leandrea Sessoms (leandrea.sessoms@polk-fl.net)

**By When:** As needed throughout the school year.

Identify students through MTSS who could benefit from the use of restorative practices interventions.

**Person Responsible:** Gretchen Arzillo (gretchen.arzillo@polk-fl.net)

**By When:** As needed throughout the school year.

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Due to decreasing proficiency levels, we will deliver effective lessons that are aligned to the state benchmarks. To effectively communicate learning objectives throughout the lesson to help students become aware that they should be able to know, understand, and do by the end of the lesson. To provide students with learning tasks that promote critical thinking, student engagement, collaboration, and help students meet the objectives of the lesson. To regularly assess student progress throughout the journey of the lesson to help the teacher determine understanding of the concepts and to provide additional support when need.

One administrator will monitor the data for our ESSA groups. We will monitor the performance of our ESSA groups in our bi weekly coaches and Admin team meetings

**Measurable Outcome:**

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

By using our standards walk tool used by administrators to conduct regular class room walks, Our goal is to have 100% of our teachers engaged in regular planning with other subject area teachers to create benchmark. aligned lessons through the learning arc process. 100% of classrooms displaying Lesson information, visible through the display of benchmarks, objectives, and tasks. At least 60% of classrooms (teachers) assessing the learning throughout the lesson to check for understanding and collecting data through those assessments to make teaching adjustments.

**Monitoring:**

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

District Instructional Reviews

Administrative PLCs

Weekly administrative standards walks

Coaches visits

Admin and coaches meetings

Admin review of data

**Person responsible for monitoring outcome:**

Ismael Portillo (ismael.portillo@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.)

Monitor equitable learning experiences based on collaboratively created learning arcs using standards based walkthroughs.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

There is a relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. It is imperative we both monitor and plan for teacher's understanding of the benchmarks and aligned tasks and assessments.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**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.

Admin, coaches, and teachers will be refreshed on the learning arch with the support of district Senior Coordinators of Instruction. Administrators will attend and participate in PLC meetings to train teachers on the Learning Arch strategy and they will attend and monitor the collaborative planning sessions. Progress monitoring will be evaluated by coaches and admin on a regular basis. ESSA group students will be monitored and recommended for work with interventionist, and success coaches. Teachers will be trained on the use of the ELlevation platform to help our ELL students

**Person Responsible:** Ismael Portillo (ismael.portillo@polk-fl.net)

**By When:** Ongoing throughout the school year.

Creating a calendar for classroom walks using the SWT to monitor.

**Person Responsible:** Ismael Portillo (ismael.portillo@polk-fl.net)

**By When:** Before the first day of school. Updated as needed.

Teachers will participate in collaborative planning at least once a week in order to create standard aligned instructional plans and common assessments in core subjects.

**Person Responsible:** Ismael Portillo (ismael.portillo@polk-fl.net)

**By When:** Ongoing throughout school year.

Using Unisig funding will allow us to hire a reading and math interventionist, math coach, science coach, behavior interventionist, and success coach. We will be able to utilize them in classrooms to aid in extensive data analysis, differentiated instruction of standard aligned tasks, and support the planning process.

**Person Responsible:** Ismael Portillo (ismael.portillo@polk-fl.net)

**By When:** Ongoing throughout school year.

Use Unisig funds to hold extended learning sessions, after school and in the summer. Transportation will be provided to meet student needs with teachers, interventionists, and coaches after school and during the summer.

**Person Responsible:** Ismael Portillo (ismael.portillo@polk-fl.net)

**By When:** Ongoing throughout school year.

**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).

Title I/UniSIG Comprehensive Needs Assessment (CNA)

Data Com

Summer Leadership Academy/Retreat

School Improvement Plan Meetings/Trainings

PURE Process

Regional and Office of School Transformation review SIP plans

## 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.

School/District Website

Parent/Family Engagement Meetings

Social Media

Email Communication

**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))

Literacy/Content Nights - Held quarterly during the evenings on campus.

Staff Capacity Building Professional Development - PDs focused on positive communications with families.

Family/Community Input - Surveys sent to families throughout the year.

Data Chats/Conferences - Held as needed upon request.

Webpage/Social Media - Updated frequently.

Annual Meetings - Held in conjunction with Literacy/Content nights.

Preventing Barriers - Dinners provided for evening events.

**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)**

Supplemental Staff - Behavior Interventionist (x2), Student Success Coach (x3), Science Coach, Math Coach, Literacy Coach, Math Interventionist, and Reading Interventionist

Extended Learning - SharkFin Saturdays (Tutoring)

Professional Development - Determined based on data from Admin walkthroughs and observations.

Collaborative Planning - Teachers meet weekly as departments to plan benchmark aligned instruction.

RTD - Based on student performance data in the content areas of greatest need.

PLC - Utilized for data analysis and work sample reviews.

MTSS - Team meets weekly to discuss needs of students and create action plan.

**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))**

Data Com

School Improvement Planning Trainings

Regional (Area) Meetings

Summer Leadership Academy

Title I Technical Assistance – Use of Funds, PFE Input, Back to School Mtg

Comprehensive Needs Assessment Technical Assistance

ESE, ELL, and Work Force

#### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

<https://polkschoolsfl.com/mentalhealth/>

Individual Counseling

School Consultations

Drumbeats

Collaboration with community providers – Peace River Center, Watson Clinic Behavioral Health, Sweet Center – Winter Haven Hospital

Support Groups

Grief Support

Children's Home Society



**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))**

Pre-Career Academies

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

PBIS

RTI

MTSS

Behavior Interventionist, Student Success Coaches, Mental Health Counselors, School Counselors, Deans

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

Data Com

RTD

UniSIG Supplemental Teacher/Administrator Allocation

Collective Bargaining Stipends – Title I, Critical Shortage Area, Highly Effective

Recruitment and Educator Quality Department - PCPS Culture Ambassador Program

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

NA

## 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: Benchmark-aligned Instruction				\$537,772.60
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	1761 - Lake Gibson Middle School	UniSIG	4.0	\$213,546.18
			Notes: Other Certified Instructional Personnel - School-based math, behavior, and reading interventionists and a student success coach will work with small groups of students needing remediation.			

	5100	210	1761 - Lake Gibson Middle School	UniSIG		\$28,978.22
			<i>Notes: Retirement - 13.57% - Instructional Personnel</i>			
	5100	220	1761 - Lake Gibson Middle School	UniSIG		\$16,336.28
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	5100	231	1761 - Lake Gibson Middle School	UniSIG		\$44,112.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232	1761 - Lake Gibson Middle School	UniSIG		\$86.40
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240	1761 - Lake Gibson Middle School	UniSIG		\$1,195.86
			<i>Notes: Workers Compensation - .56% - Instructional Personnel</i>			
	6400	130	1761 - Lake Gibson Middle School	UniSIG	2.0	\$108,856.66
			<i>Notes: Other Certified Instructional Personnel - School-based Coaches - Math and Science who co-teach, coach, and assist with the instruction of students in classrooms.</i>			
	6400	160	1761 - Lake Gibson Middle School	UniSIG	0.58	\$40,452.13
			<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	1761 - Lake Gibson Middle School	UniSIG		\$20,297.35
			<i>Notes: Retirement - 13.57% - Instructional Personnel</i>			
	6400	220	1761 - Lake Gibson Middle School	UniSIG		\$11,442.50
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	6400	231	1761 - Lake Gibson Middle School	UniSIG		\$28,452.24
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	6400	232	1761 - Lake Gibson Middle School	UniSIG		\$55.73
			<i>Notes: Life Insurance - Instructional personnel</i>			
	6400	240	1761 - Lake Gibson Middle School	UniSIG		\$837.62
			<i>Notes: Workers Compensation - .56% - Instructional Personnel</i>			
	5900	120	1761 - Lake Gibson Middle School	UniSIG		\$9,940.00
			<i>Notes: Classroom Teachers - Provide stipends to Teachers to provide supplemental after-school, before school or Saturday tutoring (2 teachers x 92 hours @ \$35.00 per hour; 10 teachers x 10 hours @ \$35.00 per hour)</i>			

	5900	130	1761 - Lake Gibson Middle School	UniSIG		\$1,400.00
			<i>Notes: Other Certified Instructional Personnel- Stipends to coach, interventionist, network manager, media specialist, and or guidance counselor to provide supplementary after-school, before-school, or Saturday tutoring. (4 people x 10 hours @ \$35.00 per hour)</i>			
	5900	210	1761 - Lake Gibson Middle School	UniSIG		\$1,538.84
			<i>Notes: Retirement - 13.57% - Instructional Personnel</i>			
	5900	220	1761 - Lake Gibson Middle School	UniSIG		\$867.51
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	5900	240	1761 - Lake Gibson Middle School	UniSIG		\$63.50
			<i>Notes: Workers Compensation - .56% - Instructional Personnel</i>			
	7800	333	1761 - Lake Gibson Middle School	UniSIG		\$9,313.58
			<i>Notes: Extended Learning Transportation - County Busses for after-school and summer learning.</i>			
					<b>Total:</b>	<b>\$537,772.60</b>

### Budget Approval

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

Yes