Frostproof Ben Hill Griffin, Jr Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Frostproof Ben Hill Griffin, Jr Elementary School

501 MCLEOD RD, Frostproof, FL 33843

http://schools.polk-fl.net/bhgjrbulldogs

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.

Frostproof Ben Hill Griffin, Jr. will collaborate with all stakeholders to establish a safe and positive learning environment of excellence in which each student can achieve their personal best through mutual respect and accountability.

Core Values:
• Accountability – Responsibility for your actions and consequences.
• Respect – Acknowledge, understand, and support the rights for all.
• Excellence – Utilizing a growth mindset to put forth your best effort and take pride in your work.
• Integrity – Doing the right thing even when no one is watching.
• Collaboration – Working together to achieve high and realistic expectations.

Provide the school's vision statement.

Frostproof Ben Hill Griffin, Jr. Elementary is committed to providing students with the behavioral and academic skills necessary to reach their fullest potential becoming responsible life-long learners.

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
Chapman, Tina	Principal	All duties and responsibilities of operating an elementary school that includes budgets, Title I, safety/security, instruction, curriculum, resources, technology, student data, PBiS, scheduling, PLCs, collaborative planning, recruitment/hiring, community involvement, and staff duties.
Othoson, Erik	Assistant Principal	All duties and responsibilities in assisting the principal with teacher observations, evaluations, curriculum, instruction, safety/security, PBiS, threat assessments, anti-bullying, assessments, staff duties, scheduling, PLCs, collaborative planning, and student data.
Baerhold, Jessica	Math Coach	All duties and responsibilities of a math coach, coaching cycle, curriculum, instruction, modeling, PLCs, Collaborative Planning, and resources.
Loveless, Lori	Reading Coach	All duties and responsibilities of a literacy coach, coaching cycle, curriculum, instruction, modeling, PLCs, Collaborative Planning, and resources.
Anderson, Laurncille	School Counselor	All duties and responsibilities of a school counselor, threat assessments, small group counseling, one on one counseling, MTSS, social emotional learning, and mental health.
Johnson, Alice	Instructional Technology	All duties and responsibilities of a network manager, student devices, network, technology equipment, software programs, website, and learning management system.
Wrye, Debbie	Instructional Media	All duties and responsibilities of a media specialist, student/teacher data, and library books ordering/organizing.

Name	Position Title	Job Duties and Responsibilities
Johnson, Oleda	Other	All job duties and responsibilities of a Headstart Prek Parent Liaison in registering new students, working with families, working with the CDAT Prek teachers, and various other paperwork
Mullis, Candiss	Teacher, K-12	All duties and responsibilities of a kindergarten teacher and grade chair.
Sloan, Cynthia	Teacher, K-12	All duties and responsibilities of a 5th grade teacher and grade chair.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council meets monthly to discuss school matters and make recommendations. During the meeting the members reviewed the SIP and were asked for their input on making changes. Families were provided a Power Point Presentation that included the School Improvement Plan during the Title 1 Annual Meeting and asked to provide input. Leadership Team, teachers, and school staff are provided copies of the SIP and encouraged to provide input. A copy of the SIP is available in the Parent Involvement Notebook that is housed in the front office for any stakeholder to review and provide input. Our school website includes a Title 1 Parent page where the SIP is located and a survey is included to provide input.

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

The Leadership Team will monitor the SIP effectiveness by printing the document and placing in the Collaborative Planning room to review with teachers and staff. Our Data Wall will display current achievement levels and identification of ESSA subgroups to facilitate discussion and movement within achievement levels.

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	56%
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)* Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 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	66	64	50	67	31	56	0	0	0	334
One or more suspensions	10	5	12	17	16	23	0	0	0	83
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	52	36	56	0	0	0	144
Level 1 on statewide Math assessment	0	0	0	46	25	45	0	0	0	116
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	18	25	31	45	27	52	0	0	0	198

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	17	16	15	63	38	61	0	0	0	210

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

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

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	60	51	55	31	49	62	0	0	0	308
One or more suspensions	8	12	4	5	13	30	0	0	0	72
Course failure in ELA	37	42	61	22	48	50	0	0	0	260
Course failure in Math	31	16	52	19	32	52	0	0	0	202
Level 1 on statewide ELA assessment	0	0	0	43	44	62	0	0	0	149
Level 1 on statewide Math assessment	0	0	0	34	46	73	0	0	0	153
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	61	81	77	75	74	78	0	0	0	446
	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	31	33	28	21	53	79	0	0	0	245

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	0	1	21	0	0	0	0	0	26
Students retained two or more times	0	0	1	1	1	5	0	0	0	8

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	60	51	55	31	49	62	0	0	0	308
One or more suspensions	8	12	4	5	13	30	0	0	0	72
Course failure in ELA	37	42	61	22	48	50	0	0	0	260
Course failure in Math	31	16	52	19	32	52	0	0	0	202
Level 1 on statewide ELA assessment	0	0	0	43	44	62	0	0	0	149
Level 1 on statewide Math assessment	0	0	0	34	46	73	0	0	0	153
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	61	81	77	75	74	78	0	0	0	446
	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	31	33	28	21	53	79	0	0	0	245

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	0	1	21	0	0	0	0	0	26
Students retained two or more times	0	0	1	1	1	5	0	0	0	8

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*	41	45	53	41	47	56	35		
ELA Learning Gains				52			30		
ELA Lowest 25th Percentile				47			25		
Math Achievement*	51	49	59	41	42	50	33		
Math Learning Gains				44			29		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				25			28		
Science Achievement*	38	41	54	34	49	59	38		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	68	54	59	38			32		

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	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	238
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

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	6
Total Points Earned for the Federal Index	322
Total Components for the Federal Index	8
Percent Tested	98

2021-22 ESSA Federal Index	
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	28	Yes	4	2
ELL	42			
AMI				
ASN				
BLK	15	Yes	4	2
HSP	49			
MUL	31	Yes	2	2
PAC				
WHT	49			
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	3	1
ELL	38	Yes	3	
AMI				
ASN				
BLK	21	Yes	3	1
HSP	40	Yes	2	
MUL	30	Yes	1	1
PAC				
WHT	47			
FRL	37	Yes	2	

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)

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	41			51			38					68
SWD	18			25			9				5	62
ELL	34			42			34				5	68
AMI												
ASN												
BLK	11			26			10				4	
HSP	42			51			38				5	68
MUL	15			46							2	
PAC												
WHT	50			57			43				4	
FRL	36			47			31				5	69

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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	41	52	47	41	44	25	34					38
SWD	13	42	41	20	38	27	23					25
ELL	34	53	48	35	39	28	27					38
AMI												
ASN												
BLK	18	33	27	19	21	20	8					
HSP	37	53	55	41	46	25	29					37
MUL	33			27								
PAC												
WHT	52	58	48	47	49	25	48					
FRL	33	50	44	35	40	28	30					38

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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	35	30	25	33	29	28	38					32
SWD	18	12	7	24	28	33	25					31
ELL	34	24	25	31	22	27	29					32
AMI												
ASN												
BLK	18	28		13	17		18					
HSP	34	28	32	35	28	22	32					32
MUL	27			18								
PAC												
WHT	43	37		39	35		58					
FRL	30	26	23	27	25	25	33					31

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	41%	43%	-2%	54%	-13%
04	2023 - Spring	52%	53%	-1%	58%	-6%
03	2023 - Spring	37%	42%	-5%	50%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	51%	51%	0%	59%	-8%
04	2023 - Spring	60%	56%	4%	61%	-1%
05	2023 - Spring	47%	44%	3%	55%	-8%

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.

Science showed the lowest performance with 38% proficient. Science instruction was lacking sufficient amount of text based instruction and equivalent experiences.

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

Third grade ELA. These students were lacking significant foundational skills. Lack of teacher efficacy in instructional delivery. Large number of ESE and retained students struggled with grade level content.

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

Fifth grade ELA with a 11 point gap. Instruction and planning not meeting the intent of the standard. Many of the students still lacking foundational skills necessary to be proficient with complex text. Students lacking the ability to
use comprehension strategies.

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

Fourth grade math proficiency. Math grade level teams created benchmark driven learning arcs with aligned tasks and equivalent experiences. The use of consistent academic language.

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

Attendance is a reoccurring area of concern.

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

Black students
SWD student learning gains
FRL
ELL
HSP

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

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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

Our Black, Multi- Racial and Hispanic/ ELL students show a large deficiency within our ESSA subgroups.

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

Students in these subgroups will show a minimum of one years growth in one years time.

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

Ensure that all Black, Hispanic and Multi-racial students are in the correct placement and are receiving the appropriate services.
Instructional paraprofessionals will be utilized to improve academic achievement.
Progress Monitoring data will be tracked for growth.

Person responsible for monitoring outcome:

Tina Chapman (tina.chapman@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 Interventionists will deliver differentiated small group instruction to identified Black, Hispanic and Multi-racial students.
Classroom teachers will be using appropriate grade level activities, use of hands on math manipulatives, differentiated small group lessons based on data, and equivalent experiences.
During PLC's and Planning, Academic Coaches will facilitate data analysis, reviewing Learning ARCs, and assist with common task development.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Incorporating two full time Interventionists to our staff, we will be able to provide appropriate data driven interventions on a consistent basis.
By participating in Transformation, the Academic Coaches will deliver the consistent expectations for student learning.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Action Step #1 - Data analysis.

Person Responsible: Tina Chapman (tina.chapman@polk-fl.net)

By When: PLCs monthly focused on data analysis.

Action Step #2- Standards Walkthrough Tool Monitoring

Person Responsible: Tina Chapman (tina.chapman@polk-fl.net)

By When: Bi-weekly

Action Step #3 - Provide teachers both training and time to plan common tasks utilizing formative data.

Person Responsible: Tina Chapman (tina.chapman@polk-fl.net)

By When: Weekly

#2. ESSA Subgroup specifically relating to Students with Disabilities

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

Our SWD subgroup has consistently fallen below the 41% proficiency goal.

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

Students in the SWD subgroup will show a minimum of a +1% gain in each of the content areas on state testing.

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

Ensure that all SWD students are in the correct placement and are receiving the appropriate services.
Instructional paraprofessionals will be utilized to improve academic achievement.
Progress Monitoring data will be tracked for growth.

Person responsible for monitoring outcome:

Tina Chapman (tina.chapman@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.)

SWD teachers will be provided training on high yield strategies and differentiation. SWD will be provided opportunities to use math manipulatives.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

SWD are struggling understanding the inclusion model and how to incorporate the intent of the BEST Benchmarks within their job role.

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.

District level training assistance within the Transformation department to identify areas of concern.

Person Responsible: Erik Othoson (erik.othoson@polk-fl.net)

By When: September 1st, 2023

Walkthroughs focusing on SWD teachers providing high yield strategies.

Person Responsible: Erik Othoson (erik.othoson@polk-fl.net)

By When: Bi-weekly throughout the school year.

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

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

Attendance is identified as an area of concern because schoolwide we have more than 35% of our students with attendance less than 90%.

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

The number of students below 90% attendance, will decrease from 35% to 25%.

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

Attendance manager will monitor student attendance and provide communication to families.

Person responsible for monitoring outcome:

Erik Othoson (erik.othoson@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.)

Appropriate FOCUS produced letters and meeting notices will be sent to identified student families. Students that are identified as having less than 90% attendance will be communicated to appropriate District level personnel for further action.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Communication to families is vital to determine possible interventions and needs.

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.

Letters will be printed notifying families of attendance issues and meetings that are scheduled. Families that do not show for attendance meetings will be followed up by Attendance Manager.

Person Responsible: Erik Othoson (erik.othoson@polk-fl.net)

By When: Monthly

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).

As a school we chose to allocate our CSI funding for addtional teacher planning. The school provided the opportunity for four days of summer planning for teachers to meet and design lessons and tasks to drive instruction to increase proficiency amongst our ESSA subgroups that fall below 41% proficiency.
In order to increase overall student attendance to 90% we will be using an incentived program to encourage all students to attend daily. ie monthly recognitions, celebrations, prizes. This will be monitored by our attendance manager for fidelity.
To decrease overall behavior incidents, we are implementing a PBIS store, using the new ClassMate app and special PBIS events that provide opportunities to reward students frequently with prizes that support positive behavior.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The Area of Focus for K-2 is to provide remedial and foundational skills through SRA-Reading Mastery. The absence or weakness in foundational skills can have negative effects on student learning gains. Through formative assessments and Star Early Literacy/ Star data, foundational skills was identified as a critical need for many students.
Through the use of two Reading interventionists, we will be targeting students falling below proficiency specifically ESSA subgroups.
2022-2023 end of the year Star Data is as follows:
Kindergarten - 36%
1st Grade - 27%(Star Early Lit)
2nd Grade - 43%

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

Our data review indicated a critical need in 3rd-5th grade based on our FAST proficiency results. 3rd Grade: 36%, 4th Grade 52%, and 5th Grade 41% . In order to provide remediation in foundational skills, we will utilize Corrective Reading (SRA) and ability grouping, for all students during Power Hour block in 3rd thru 5th grade ELA classrooms.

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

On the 2022-2023 end of the year Star early Literacy/STAR Assessments, 36% of the kindergarten students were proficient, of our 1st grade students were proficient, and 43% of our 2nd grade students were proficient. On the 2023-2024 Star Early Literacy/STAR 54% of students in K-2 will be proficient.

Grades 3-5 Measurable Outcomes

On the 2023 ELA FAST, 36% of our 3rd grade students scored 3 or higher, 52% of our 4th grade students scored a 3 or higher, and 41% of our 5th grade students scored a 3 or higher. On the 2023-2024 ELA FAST. On the 2023-2024 FAST, 54% of students in grades 3-5 will be proficient.

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.

In addition to our formative assessments, the following assessments will be used to monitor student progress: Star Early Literacy/STAR and FAST progress monitoring PM1 September 2023, PM2 January 2024, PM3 May 2024. Administration will use the standards walkthrough tool to monitor implementation of the BEST Foundational Benchmarks during Power Read and small group remediation using SRA Corrective Reading.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Chapman, Tina, tina.chapman@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?

In order to provide remedial and foundational skills we will utilize the SRA- Reading Mastery/Corrective Reading and LLI for identified students during Power Hour block in Kindergarten through 5th grade ELA classrooms. In order to provide remediation in foundational skills, we will utilize Corrective Reading (SRA), for identified students during Power Hour block in Kindergarten thru 5th grade ELA classrooms. During whole group instruction we will provide additional support using our ELA interventionists for identified in need ESSA subgroup students. Also, whole group instruction will include equivalent experiences aligned to the BEST 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?

The evidence-based programs address the foundational skills that have been identified from our Star Early Literacy/STAR and FSA data. Hattie's Index of Teaching and Learning Strategies presents "Phonics Instruction with a .70 effect size" and "Response to intervention with a 1.29 effect size".

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Teachers will receive training on implementation of both research-based programs and support from adminstration and academic coaches.	Chapman, Tina, tina.chapman@polk-fl.net
Data analysis and use of programs diagnostic and placement tests to organize groups.	Chapman, Tina, tina.chapman@polk-fl.net
Monitoring of implementation of programs using the Standards Walkthrough Tool.	Chapman, Tina, tina.chapman@polk-fl.net
Based on SWT data, identified teachers will receive increased support from the Literacy Coach to improve implementation success. Support could include modeling, co-teaching, data analysis, etc.	Chapman, Tina, tina.chapman@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.

Frostproof Ben Hill Griffin Jr. Elementary Website: https://fbhg.polkschoolsfl.com/titleone/ A printed copy of the SIP will be posted in the Collaborative Planning room. Copies of the SIP will be provided to SAC members. A copy of the SIP will be located in the Parent Involvement Notebook housed in the front office.
Title 1 Page of the school website will house a digital version. The School Newsletter will include reminders to families that the SIP is available for review.

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))

Frostproof Ben Hill Griffin Jr. Elementary Website: https://fbhg.polkschoolsfl.com/titleone/ Our school has a Title 1 Compact to list responsibilities of staff, families, and students to ensure our school's mission is reached. The Compact is reviewed with families during the Title 1 Annual Meeting and during Parent Conferences. We have a Family Engagement Plan that includes all services available to our students and Family Events that build capacity through workshops activities. As a Title 1 School, Teachers conduct Parent Conferences guided by an Agenda that includes details about their child's progress.

Families are encouraged during Open House to interact with Parent Portal to access real time results of classroom assignments and test results.

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))

In order to provide a strong academic program, our school will focus on the implementation of research based high yield strategies necessary to ensure the success of all students. Our Master Schedule includes a Power Hour block for all third thru fifth grade students at the same time. This allows grouping of students based on need and best utilizes intervention and classroom teachers effectively. Our students who struggle with foundational skills in reading will be given placement tests and participate in daily Corrective Reading during Power Read time. Our students who struggle with Math concepts will be given placement tests and placed in appropriate Number Worlds groups. Identification of students struggling in our ESSA subgroups and providing necessary interventions to those students will ensure all students make significant learning gains. Our students who exceeded proficiency on the most recent FAST assessment will be identified for enrichment and acceleration and placed with the Gifted teacher.

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))

Plan is developed in coordination with ESSA subgroup as the plans focus. We are using our CSI funds to enhance opportunities and strengthen our instructional delivery approaches including additional planning sessions, manipulatives, technology and incentives.

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))

We will track and collect data to determine the increase in services based on student needs. We use Sanford Harmony daily to improve students' social interactions. We also use Zones of Regulation to help student regulate their emotions. Our school Counselor provides resources for families that include outsourced counseling support services.

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))

In the Spring, current 5th graders visit local middle schools to be exposed to educational opportunities that may lead to future career interests. During the Great American Teach-In we reach out to various occupations and careers that interest and intrigue all types of students.

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).

We use a school wide MTSS to determine tiers of student behavior and academics.
Supporting the behavior MTTS process we embed our PBiS strategies and CHAMPS schoolwide, daily.
To support the academic MTSS process we have added two interventionist to provide interventions, we use SRA during power hour and plan at grade level planning to develop differentiated tasks for all three academic tiers.

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

Teachers are provided an abundance of District PD opportunities throughout the year with flexible settings. Schoolwide we develop PDs based on teachers needs. To recruit teachers we participate in multiple job fairs both face to face and virtual. We post job opportunities on Social Media. We post learning opportunities (such as "how to become a school counselor") on Social Media. Paraprofessionals are encouraged to further their educational goals.

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 has 4 Head Start classes servicing 3-4 year old students. We also have e ESE PreK units. We advertise our pre-school programs on Social Media, during Kindergarten Round-Up. Our Head Start Parent liaison reaches out to families in the community with upcoming preschool age children to increase participation.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$91,672.30
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$6,207.13
		Notes: Math Manipulatives - base ten blocks, counters, unifix cubes, number lines, pattern blocks, plastic money, ten-frames, fraction bars, area tiles, foam dice, fraction/decimal circles, fraction array cards, protractor, area model mats				
	6400	130	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG	1.0	$57,206.07
		Notes: Other Certified Instructional Personnel - School based Coaches - Math, who co-teach, coach, and assist with the instruction of students in classrooms				
	6400	160	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG	0.05	$3,433.00
		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.				
	6400	210	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$8,239.21

			Notes: Retirement - 13.57% - Coaches - School based			
	6400	220	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$4,644.80
			Notes: Social Security - 7.65% - Coaches - School based			
	6400	231	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$11,579.40
			Notes: Health and Hospitalization - School based Coaches - Math			
	6400	232	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$22.68
			Notes: Life Insurance - Coaches - School based			
	6400	240	1921 - Frostproof Ben Hill Griffin, Jr Elementary	UniSIG		$340.01
			Notes: Workers Compensation .56% - School based Coaches - Math			
2	III.B.	**Area of Focus: ESSA Subgroup: Students with Disabilities**				**$0.00**
3	III.B.	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$0.00**
					Total:	**$91,672.30**

Budget Approval

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

No