

The School District of Palm Beach County

Lake Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Lake Park Elementary School

410 3RD ST, Lake Park, FL 33403

<https://lpe.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

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.

Lake Park Elementary School is committed to providing an equitable, high-quality educational experience so each student reaches his or her highest potential. Our empathetic staff will support the instructional and social-emotional needs of all students.

Provide the school's vision statement.

Lake Park Elementary School envisions a multicultural community where all learners reach their highest potential and are prepared for the rigor of middle and high school.

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
Castro, Carlos	Principal	<p>As the Principal, he will monitor and work with all staff to ensure implementation of MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps toward continuous improvement processes at the school. The Principal will guide and facilitate instruction with the use of best practices and school district-recommended resources/materials.</p> <p>It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and community members to understand the standards and the vision of academic success aligned with college and career readiness. In addition, the principal hires and retains highly qualified employees and uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>While monitoring instructional practices, Dr. Castro will proactively address problems in instruction and student learning.</p>
Young, Veronica	Assistant Principal	<p>As Assistant Principal, Mrs. Young will support professional learning and collaboration among teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She will provide intensive mentoring to new staff members to ensure they are receiving support and will tap into the expertise of teachers who have solved persistent instructional problems and support sharing of these practices and ongoing inquiry among staff.</p> <p>She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction and communicate what was observed and use this data to inform decisions around instructional practices and professional learning.</p>
Curiel, Heather	Instructional Coach	<p>As the Learning Team Facilitator (LTF), it is her responsibility to provide teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with the Florida B.E.S.T Standards, while mentoring and coaching teachers to build their literacy, math, and science instruction.</p> <p>The LTF will also facilitate bi-weekly Learning Team Meetings (LTM) or Professional Learning Communities (PLCs) with K-5 teachers. Another important responsibility is to use data appropriately to diagnose and assess student needs. During LTM and PLCs, she will then guide teachers in tailoring instruction to meet individual needs.</p>
Law , Tiffany	Curriculum Resource Teacher	<p>Mrs. Law will provide teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida B.E.S.T Standards and function as an expert in mentoring and</p>

Name	Position Title	Job Duties and Responsibilities
		coaching teachers to build their literacy instruction. She will provide modeling and coaching support for small group instruction as needed, as well as monitor and ensure effective instructional practices are taking place. She will assist teachers with the planning process by facilitating the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student. She will assist in guiding teachers in effectively using data to make adjustments to instruction, ensure successful alignment and implementation of school improvement decisions, and the development of the school-wide culture.

Adams, Stephanie	Teacher, K-12	<p>Mrs. Adams, in addition to servicing the needs of Gifted students and helping them to reach their individual goals, also meets with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.</p> <p>As a part of the Leadership Team, she will participate in personal professional growth activities focused on the acquisition of new and improved skills and knowledge and assist with diagnoses and analyzes of student progress and programs for the purpose of providing appropriate instruction based on the developmental stages of students.</p> <p>She will also assist with supporting teachers with utilizing effective classroom management techniques conducive to an effective classroom climate.</p>
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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 Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school

counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, partnership with BRIDGES, ESOL, ESE, and the Administrative Team.

Our ESOL Coordinator works in conjunction with the District's multicultural department to ensure the fidelity of

implementation of programs and services designed to improve the outcomes of English Language Learners.

A District Migrant Liaison works with our ESOL Coordinator to provide school and community support services

for families of migrant students. These supports are supplemental to school-wide supports for students and families.

A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students

are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus.

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))

Student assessments include the new Progress Monitoring which occur 3 times per year. In Kindergarten- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per grade level. Grade level teachers meet with the academic leadership and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed.

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.

Employing frequent monitoring will allow us to make adjustments to the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement. We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans,
- Data Analysis,
- Classroom walks,
- Student attendance,
- Data Chats,
- Formal Observations,
- Professional Learning Communities attendance/participation,
- Formative/Summative Assessments and Technology.

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	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes

ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	12	23	12	10	20	11	0	0	0	88	
One or more suspensions	0	4	2	4	10	2	0	0	0	22	
Course failure in English Language Arts (ELA)	25	53	28	36	33	18	0	0	0	193	
Course failure in Math	18	21	22	21	21	22	0	0	0	125	
Level 1 on statewide ELA assessment	0	0	0	16	33	12	0	0	0	61	
Level 1 on statewide Math assessment	0	0	0	8	21	20	0	0	0	49	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	20	28	18	27	37	26	0	0	0	156

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	5	0	0	0	0	0	5
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	25	19	14	17	13	0	0	0	88	
One or more suspensions	0	1	1	6	2	3	0	0	0	13	
Course failure in ELA	0	13	39	17	22	18	0	0	0	109	
Course failure in Math	0	11	29	20	8	9	0	0	0	77	
Level 1 on statewide ELA assessment	0	0	0	6	20	11	0	0	0	37	
Level 1 on statewide Math assessment	0	0	0	0	5	10	0	0	0	15	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	12	13	11	1	0	0	0	37	

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	10	31	16	20	18	0	0	0	95

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	6	0	0	0	0	0	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	25	19	14	17	13	0	0	0	88	
One or more suspensions	0	1	1	6	2	3	0	0	0	13	
Course failure in ELA	0	13	39	17	22	18	0	0	0	109	
Course failure in Math	0	11	29	20	8	9	0	0	0	77	
Level 1 on statewide ELA assessment	0	0	0	6	20	11	0	0	0	37	
Level 1 on statewide Math assessment	0	0	0	0	5	10	0	0	0	15	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	12	13	11	1	0	0	0	37	

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	10	31	16	20	18	0	0	0	95

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	7	0	0	0	0	0	8
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*	43	53	53	53	59	56	63		
ELA Learning Gains				59			69		
ELA Lowest 25th Percentile				48			53		
Math Achievement*	58	57	59	61	53	50	56		
Math Learning Gains				67			31		
Math Lowest 25th Percentile				54			38		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	44	54	54	32	59	59	37		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	66	56	59	30			56		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	250
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	404
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	40	Yes	1	
AMI				
ASN				
BLK	50			
HSP	52			
MUL				
PAC				
WHT				
FRL	52			

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	34	Yes	1	
ELL	53			
AMI				
ASN				
BLK	50			
HSP	62			
MUL				
PAC				
WHT				
FRL	50			

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	43			58			44					66
SWD	27			53							4	64
ELL	27			50			20				5	66
AMI												
ASN												
BLK	42			58			41				5	69
HSP	39			50							3	68
MUL												
PAC												
WHT												
FRL	44			60			47				5	65

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	53	59	48	61	67	54	32					30
SWD	24	40	33	52	63		0					25
ELL	50	60		58	80		38					30
AMI												
ASN												
BLK	53	61	52	60	63	48	31					30
HSP	59			65								
MUL												
PAC												
WHT												
FRL	52	58	48	61	68	54	29					30

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	63	69	53	56	31	38	37					56
SWD	35			31								
ELL	67	77		58	35		42					56

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	62	69	50	54	31	36	34					59
HSP												
MUL												
PAC												
WHT												
FRL	62	70	50	55	30	33	38					56

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	54%	56%	-2%	54%	0%
04	2023 - Spring	32%	58%	-26%	58%	-26%
03	2023 - Spring	35%	48%	-13%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	71%	57%	14%	59%	12%
04	2023 - Spring	30%	52%	-22%	61%	-31%
05	2023 - Spring	63%	56%	7%	55%	8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	51%	-10%	51%	-10%

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.

Upon review of the SY23 ELA FAST (PM3) performance, our overall achievement performance for 3rd - 5th grade was only 39%. In SY22 our 3rd - 5th grades proficiency performance on the FSA was 50%, which means there was an 11% decrease from SY22 to SY23. Our ELA data shows a decreasing trend over the past three school years.

FY 22 FSA vs FY23 F.A.S.T (in proficiency):

ELA:

3rd Grade: 47% to 35% (-12%)

4th Grade: 54% to 32% (-22%)

5th Grade: 50% to 54% (+4)

Contributing Factors:

New ELA Curriculum

New BEST Standards

New 4th Grade ELA Teacher

Poor Attendance (4th Grade Students)

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

4th Grade: 54% to 32% (-22%)

Contributing Factors:

New ELA Curriculum

New BEST Standards

New 4th Grade ELA Teacher

Over 35% of the 4th Grade students were non speakers of English

Poor Attendance (4th Grade Students)

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.

ELA shows the greatest gap when compared to the state average. FY23 ELA state average for grades 3 - 5 was 54%. Our ELA average for grades 3 - 5 was 39%, which means we are performing 15% below the state average.

SY21 our school offered Covid Learning Option Hybrid Teaching/Learning, which allowed some students to participate virtually or in-person learning. This presented some challenges for teachers in providing differentiated instruction with ELA. Most of our 4th graders were in 1st Grade during the SY21, which was the grade level designed for students to master their foundational skills in reading. This has created learning gaps in students' reading mastery.

To address the problems in ELA, we have implemented a whole-school intervention block that targets students who are reading one year or more below grade level. This is offered at the same time period each day, so additional instructional resources teachers will be available to offer support. We will also utilize the iReady Platform (adaptive technology) to target reading deficiency. Teachers will monitor

students' performance on this platform and assign lessons that scaffold current standards. Also, in 3rd - 5th graded two certified teachers will provide small group instruction during the 90-120 Minute Literacy Block in order to reinforce reading skills/standards.

Intervention Support is included in the school's master schedule for K-5. All students that have a performance level showing 1 year or more below in Reading and Math will receive additional supplemental support each day.

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

Science has shown the most improvement. FY 22 our 5th grade students averaged only 32% proficiency in Science. For FY 23 our 5th-grade students performed with 43% proficiency in Science, which was an 11% increase in performance.

New Actions:

Science teachers will plan standard-based instruction during collaborative planning PLC, focusing on the NGSS.

Provide students with differentiated small-group instruction during the Science block.

Science teachers will utilize hands-on labs.

Instruction for students through digital learning opportunities using adaptive technology (Penda for grades 3-5).

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

Attendance is an area of concern, especially among our 4th and 5th-grade students.

Based on SY 23 Attendance Data 88 students were absent more than 10% out of the 180 school days. This number has increased from SY 22 when only 70 students missed 10% or more school days. This will become more of a challenge for SWD, who are not in attendance to receive specialized services in order to meet their goals, which will impede their academic progress.

Chronically Absent Students:

SY22

3rd Grade - 15

4th Grade - 8

5th Grade - 18

SY23

3rd Grade - 10

4th Grade - 20

5th Grade - 11

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

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

Increasing SWD ELA Proficiency

Increasing overall all ELA Proficiency

Improving Attendance
Maintaining Science Proficiency

Actions Steps to address these priorities are:

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.

Continue double down model in all ELA/Math classrooms focusing on the needs of our ESSA-identified subgroups.

Continue to push in the model for ELA and Math block for SWDs

Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support from teachers ensuring lessons are planned based on the specific needs of the students.

We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading, math, and science in grades 3-5, ongoing professional development in the Benchmark Reading Series, using iReady Diagnostic Results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of the Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**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.

Upon review of the SY23 ELA FAST (PM3) performance, our overall achievement performance for 3rd - 5th grade was only 39%. In SY22 our 3rd - 5th grades proficiency performance on the FSA was 50%, which means there was an 11% decrease from SY22 to SY23. Our ELA data shows a decreasing trend over the past 3 school years.

When reviewing our school data, we see that our lowest subgroup performance is within ELA performance in the area of Students with Disabilities (SWD). ESSA identified students with disabilities as an area for Additional Targeted Support & Intervention (ATSI). Reading provides a direct correlation to performance in other content areas as well, including Science - another one of our areas of low performance. On SY23 FAST (PM3), 27% of SWD showed proficiency versus 39% of the overall student body.

If we focus on clear instructional practice to meet the needs of all our students, then we will ensure our students will have a positive learning outcome, increase student achievement in ELA, and ensure alignment with the District's Strategic Plan. This area of focus aligns directly with our District Strategic Plan.

Measurable Outcome:

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

Increase ELA achievement for all students in grades 3, 4, and 5 from 39% in FY23 to 49% in FY24 on FAST ELA (PM3).

Our targeted goal for the ESSA subgroup of SWD is to improve from 27% of students demonstrating proficiency in ELA for FY23 to 41% demonstrating proficiency in ELA for FY24.

Our targeted goal for 3rd grade is to improve proficiency in ELA from 35% in FY23 to 45% in FY24.

Monitoring:

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step toward student achievement and school improvement. It provides teachers and administration with the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact. We will track data at Leadership meetings and adjust instruction accordingly. The SBT and CST meetings will look individually at student needs, especially SWD. The Leadership Team will conduct frequent classroom walk-throughs. We will offer support during biweekly Professional Learning Communities.

At Lake Park Elementary we strategically plan for a variety of monitoring techniques: Data Analysis, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Observations, PLCs, Formative/Summative Assessments, and Technology

Person responsible for monitoring outcome:

Carlos Castro (carlos.castro@palmbeachschools.org)

Evidence-based Intervention:

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

1. Provide research-based supplemental instruction with fidelity through a multi-tiered system of support (MTSS) system. Some programs that will be used are LLI, Spire, Sounds Sensible, and Voyager.
2. Lead Professional Development (PD) on data-driven instruction and differentiation.
3. Effectively use the Double Down instructional approach during small group instruction daily during the Literacy Block.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. The use of supplemental instruction will ensure students who need more support receive the support that they need in a focused and tracked way. We are using state and district-approved resources that are research-based and data-driven, including for students with disabilities.
2. PD will ensure teachers are equipped with skills to differentiate instruction and use data to determine student needs. This will ensure the use of standard-based instruction and high-interest, rigorous supplemental resources that will support students in the Literacy Block.
3. The use of the Double Down Instructional model will provide additional reading support. The use of small group instruction as a part of the literacy block will lower the student-teacher ratio and allow for more targeted instruction.

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.

Identify the 3rd, 4th, and 5th-grade students in the SWD group. Analyze their data, area of eligibility, and consider if a Child Study Team (CST) is needed for each student. --Dianne Sanchez

Prioritize SWD when selecting students for school-wide tutorials and supplemental groups. --Diane Kinne

Identify potential SWD in a timely manner and refer to School-based Team (SBT), process through SBT, and provide services. --Dianne Sanchez

Look at data, determine student needs, and implement MTSS. Assign supplemental groups and programs based on student needs. --Heather Curiel

Plan and lead PD during PD Days and assist with implementation during PLCs. --Heather Curiel

Person Responsible: Heather Curiel (heather.curiel@palmbeachschools.org)

By When: This will be reassessed after each Progress Monitoring Assessment PM1- PM3

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

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

Based on SY 23 Attendance Data 88 students were absent more than 10% out of the 180 school days. This number has increased from SY 22 when only 70 students missed 10% or more school days. This will become more of a challenge for SWD, who are not in attendance to receive specialized services in order to meet their goals, which will impede their academic progress.

Chronically Absent Students:

SY22

3rd Grade - 15

4th Grade - 8

5th Grade - 18

SY23

3rd Grade - 10

4th Grade - 20

5th Grade - 11

Measurable Outcome:

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

Student Outcomes:

Increase our students' overall attendance (closely monitor SWD) by 10% by December 2023 and by another 10% by May 2024.

Monitoring:

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

Create an Attendance Tracking Google Sheet (Shared with Administration and School Data Processor), which will include a section for SWD. This will be monitored daily. The data from this sheet will be shared during SBT when needed, to ensure these

Person responsible for monitoring outcome:

Veronica Young (veronica.young@palmbeachschools.org)

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.)

SwPBS

Schoolwide Attendance Plan

Parent Involvement

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It is difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.

SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.

Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school.

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.

Identify the 3rd, 4th, and 5th-grade students in the SWD group. Analyze their attendance and see which students are chronically absent. --Leadership Team

Prioritize SWD when selecting student for attendance tracking sheet. --Diane Kinne

Identify potential SWD in a timely manner and refer to School-based Team (SBT), process through SBT, and provide services. --Dianne Sanchez

Look at attendance data, determine why students are continually absent. Assign supplemental groups and programs based on student needs. --Heather Curiel

Plan and lead PD during PD Days and assist with implementation during PLCs. --Heather Curiel

Person Responsible: Carlos Castro (carlos.castro@palmbeachschools.org)

By When: Attendance Data will be reviewed weekly and tracked 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).

Due to the performance of our SWD, it is important that all students are monitored closely and identified who exhibit consistent deficiencies in reading. Members of the SBT will identify potential students with academic disabilities in a timely manner, so their academic needs are met.

Based on the needs of our SWD we will increased the number of staff members trained to support our students. We will ask SAC for funding to purchase additional researched based materials to support our SWD. Title I reading coach was purchased to support additional small group instruction.

ESSER funding was used to purchase technology tools for our students such as PENDA and Learning A-Z. Resource teachers have been schedule to provide double down small group support in all ELA classrooms.

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

If we focus on Standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 23 data 25% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our overall primary grades proficiency is low.

Kindergarten- 46% Proficient
 First Grade- 25% Proficient
 Second Grade- 27% Proficient

It also gives us data to support a lack of proficiency in foundational skills
 Phonological awareness- 47% Proficient
 Phonics- 43% Proficient
 High Frequency- 53%
 Vocabulary- 27% Proficient

Due to a lack of foundational skills, students over all reading comprehension proficiency is 20% for Literature Text and 55% for Nonfiction Text.
 When looking at FY23 Reading PM 1- PM3 a, we see the following percentages are on track
 PM1, PM2 and PM3
 K (Early Literacy): 10%, 43%, 44%
 1st (Reading): N/A, 100%, 40%
 2nd (Reading): 30%, 23%, 43%

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

If we focus on Standards-based instruction to increase overall 3-5 proficiency school-wide in ELA, then we will increase student proficiency in all students to ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning. The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:

ELA FY19 FY22 Learning Gains FY23 PM3
 3rd 45.3% 45.8% 1.4% 35%
 4th 61.1% 55.7% 44.4% 32%
 5th 47.6% 50% 65% 54%
 SWD's 36% 24% 40% 27%

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

February 2024 May 2024
 Kindergarten- 49%On Track 55% On Track
 First Grade- 45%On Track 50% On Track
 Second Grade- 48% On Track 54% On Track

Grades 3-5 Measurable Outcomes

February 2024 May 2024
 3rd- 40% Proficient 45% Proficient
 4th- 38% Proficient 44% Proficient
 5th- 59% Proficient 64% 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.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and

growth monitoring checks, oral reading records, and end of unit assessments from the Benchmark Series.

We will also use grade level FSQ and USA to track growth within standards.

We will also review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder

reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Curiel, Heather, heather.curiel@palmbeachschools.org

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?

Results: Literacy (ed.gov)

Reading Program Repository | Florida Center for Reading Research (fcrr.org)

Reading | Evidence For ESSA

WWC | Practice Guides (ed.gov)

S.P.I.R.E. (Intervention Resource)

LLI (Intervention Resource)

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.

2. Professional Development: Teachers and support staff will attend ongoing professional development to

engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers.

collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

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?

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards. Small groups make it easy for teachers to give students the one-on-one attention they need, to observe their learning in action, and to provide constructive feedback. Students take personalized feedback and use it during whole class instruction and when doing homework, so the result is improved student outcomes.

2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD. It also fosters a positive and inclusive learning culture, where students feel valued, respected, and motivated. By differentiating instruction and assessment, teachers can enhance the quality and effectiveness of your teaching and learning.

3. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies. The process will allow teachers to match instructional resources to each student's education need(s). PLCs allow educators opportunities to directly improve teaching and learning. PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement.

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
<p>Create Leadership Team</p> <ul style="list-style-type: none"> ? School administrators ? Instructional Coach ? Media Specialist ? LTF ? Resource Teacher <p>Walkthroughs to weekly monitor and support reading instruction & intervention (Look Fors, CAO updates)</p> <p>School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)</p>	<p>Castro, Carlos, carlos.castro@palmbeachschool.org</p>
<p>2. Assessment:</p> <ol style="list-style-type: none"> 1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching) <ol style="list-style-type: none"> a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQ's in Language Arts. Teachers will utilize Differentiated Instruction strategies and small group instruction (Assessment). b. Teachers will analyze student data to determine strengths and weaknesses in content area. c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning and adjust instruction continuously. 	<p>Young, Veronica, veronica.young@palmbeachschools.org</p>
<p>Interventions (Assessment / Professional Learning)</p> <ol style="list-style-type: none"> 1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. 2. Use K-5 Reading intervention with guidelines for schools to determine students' needs 	<p>Sanchez, Diane, diane.sanchez@palmbeachschools.org</p>
<p>Professional Development</p> <ol style="list-style-type: none"> 1. School Admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions. 2. School leaders share the plan with staff in faculty meetings and PLCs. 3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively. 4. The Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides professional development. 5. The Instructional and Regional Superintendents are responsible for 	<p>Law , Tiffany , tiffany.law@palmbeachschools.org</p>

Action Step	Person Responsible for Monitoring
<p>ensuring that principals follow the School-level Reading Plan implementation and monitor progress.</p> <p>6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.</p> <p>7. The District Reading Collaboration team provides professional development to schools based on needs.</p>	

PLC's: (Professional Learning)

- a. Development of a PLC schedule to include all content area teachers and resource teachers.
- b. The PLCs sessions will focus on data analysis and effective instruction based on the needs
- c. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
- d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

Curiel, Heather,
heather.curiel@palmbeachschools.org

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.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website."

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))

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website."

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))

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website."

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))

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website."

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: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

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

Yes