
Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	12
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	23
V. Reading Achievement Initiative for Scholastic Excellence	24
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	0

South Olive Elementary School

7101 S OLIVE AVE, West Palm Beach, FL 33405

<https://soes.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.

South Olive Elementary is committed to providing a world-class education with excellence and equality to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

South Olive Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

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
Saarela-Vening, Saara	Principal	<p>The Principal will monitor and work with all staff listed to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, the principal must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Hamerling, Dava	Assistant Principal	<p>The assistant principal supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. 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. She supports the administrative team in building a culture of pride, trust, and respect. She 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.</p>
Klimantiris, Hara	Other	<p>The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention(RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p>
Chiacchio, Kathy	Teacher, ESE	<p>The ESE Coordinator manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural</p>

Name	Position Title	Job Duties and Responsibilities
		Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.
Van Weddingen, Kerry	Teacher, K-12	The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.
Graat, Melinda	Other	Member of the Instructional Leadership Team. Meets regularly with Administration receive and provide information towards the implementation of the School improvement plan and other schoolwide initiatives. Acts as a liaison between teachers/staff and administration to share ideas, concerns and questions. Acts as the expert on interventions

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 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 process begins by reviewing data with the instructional leadership team to determine areas of success and areas of focus for improvement. Preliminary content area goals are established based on the analysis of the school data which includes Progress Monitoring (PM) data, iReady diagnostic data, District Assessment data, Discipline and Attendance data, and anecdotal stakeholder data. The same data and goals are reviewed with the faculty and non-instructional staff at staff meeting, and finally with the School Advisory Council (SAC) at a SAC meeting. The school advisory council is made up of stakeholders representative of our community, which include the Principal, teachers, non-instructional staff, parents, and community members/business partners. All stakeholders have the opportunity to provide input and feedback in the development of the school's School Wide Plan (SWP) which informs the School Improvement Plan (SIP). All these factors are taken into considering when creating the action plan to meet the established goals, as well as the plan for monitoring progress towards those goals.

SIP Monitoring

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

SIP monitoring for for effective implementation and impact on increasing the achievement of students will take place regularly throughout the year. We will monitor mastery of grade level benchmarks through the use of mandatory Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments for ELA and Math will occur at the end of each instructional unit. The i-Ready Diagnostic and the FAST/STAR Progress Monitoring assessments will occur three times a year. In VPK- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Unit and FSQ 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 other week per grade level. Grade level teachers meet with the administration to discuss and analyze data, modify instruction, and create standards-based learning goal targets. Student work and best practices are shared and analyzed. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Frequent monitoring allows for adjustment to the instructional focus for remediation, continued progress towards mastery of the standards, or enrichment. This allows us to individualize instruction to best meet the needs of all our students and increase 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.

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making

- Supporting professional learning and improvement
- Advancement Via Individual Advancement (AVID) using WICOR strategies for rigor

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 KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	67%
2022-23 Economically Disadvantaged (FRL) Rate	89%
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 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	23	29	11	21	17	15	0	0	0	116
One or more suspensions	1	1	3	3	3	1	3	0	0	15
Course failure in English Language Arts (ELA)	23	49	28	36	35	35	0	0	0	206
Course failure in Math	13	18	21	33	13	32	0	0	0	130
Level 1 on statewide ELA assessment	0	0	0	20	12	17	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	16	26	23	0	0	0	65
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	1	6	8	7	8	0	0	0	31

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	18	30	23	33	30	35	0	0	0	169

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	2	0	0	6	0	0	0	0	0	8
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	26	12	20	16	8	0	0	0	82
One or more suspensions	0	0	3	0	0	1	0	0	0	4
Course failure in ELA	0	25	19	21	36	36	0	0	0	137
Course failure in Math	0	6	7	11	15	7	0	0	0	46
Level 1 on statewide ELA assessment	0	0	0	3	7	7	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	0	2	16	0	0	0	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	24	19	6	7	0	0	0	65
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	16	8	16	19	18	0	0	0	77

The number of students identified retained:

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	26	12	20	16	8	0	0	0	82
One or more suspensions	0	0	3	0	0	1	0	0	0	4
Course failure in ELA	0	25	19	21	36	36	0	0	0	137
Course failure in Math	0	6	7	11	15	7	0	0	0	46
Level 1 on statewide ELA assessment	0	0	0	3	7	7	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	0	2	16	0	0	0	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	24	19	6	7	0	0	0	65
	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	16	8	16	19	18	0	0	0	77

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	57	53	53	61	59	56	65		
ELA Learning Gains				63			71		
ELA Lowest 25th Percentile				40			58		
Math Achievement*	51	57	59	60	53	50	64		
Math Learning Gains				62			55		
Math Lowest 25th Percentile				57			50		
Science Achievement*	44	54	54	45	59	59	62		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	58	56	59	65			53		

** 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	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	277
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	453
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	27	Yes	4	1
ELL	39	Yes	1	
AMI				
ASN				
BLK	46			
HSP	49			
MUL				
PAC				
WHT	70			
FRL	47			

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	37	Yes	3	
ELL	46			
AMI				
ASN				
BLK	73			
HSP	56			
MUL				
PAC				
WHT	57			
FRL	52			

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	57			51			44					58
SWD	22			19			19				4	47
ELL	36			37			29				5	58
AMI												
ASN												
BLK	64			27							2	
HSP	48			43			34				5	61
MUL												
PAC												
WHT	69			66			57				4	
FRL	51			35			34				5	58

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	61	63	40	60	62	57	45					65
SWD	26	45	41	26	42	39	32					43
ELL	46	56	44	41	60	50	9					65
AMI												
ASN												
BLK	82			64								
HSP	57	62	46	54	66	61	35					69
MUL												
PAC												
WHT	66	64	33	67	58	60	64					45
FRL	53	55	36	54	61	56	33					64

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	65	71	58	64	55	50	62					53
SWD	24	50		30	50							33
ELL	44	67		44	60		20					53
AMI												
ASN												
BLK												
HSP	59	67	58	58	50	50	42					54
MUL												
PAC												
WHT	72	77		72	61		85					45
FRL	55	68	56	55	53	47	46					49

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	61%	58%	3%	58%	3%
03	2023 - Spring	58%	48%	10%	50%	8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	64%	57%	7%	59%	5%
04	2023 - Spring	26%	52%	-26%	61%	-35%
05	2023 - Spring	46%	56%	-10%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	51%	-9%	51%	-9%

III. Planning for Improvement

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

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

The data component that showed the lowest performances was 5th grade science achievement (3+) at 43.6% for FY 23. In FY 22, 45% and in FY 19/20 20/21 - 62%, FY 18/19 52%. With exception of the FY 19/20 20/21 school years, there has been a steady decline in science achievement. The contributing factors to last year's low performance and overall downward trend are attributed to the decreased instructional time dedicated to the standards in K-4. Decreased instructional time means that students do not receive instruction at the full intent of standards. The decreased instructional time is attributed to increasing reading intervention and overall ELA and math instructional minutes to increase achievement and gains in those content areas.

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

The data component that showed the greatest decline from the FY 22 was 3-5 math achievement (3+) at 60.3%, dropping 17% to 53.4% in FY 22. Contributing factors to this decline were that the state standards changed from Florida Standards to the BEST standards, as did the state assessment from FSA to FAST. Additionally the students went from taking a paper based test for FSA to a computer

based assessment FAST. Additionally, there some instructional changes in these grades and teachers needed additional time and support to build capacity.

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

The next greatest gap was 5th grade science (State 51% vs. SOES 43%). The factors contributing to gap are attributed to lack of adequate science instruction in grades K-4 and instructional capacity of teachers. Students lack adequate background knowledge and hand on experiences by the time they reach 5th grade.

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

The date component that showed the most improvement was 3rd grade ELA achievement (3+) which improved 11 % points from 56% in FY 22 to 67% in FY 23. Some new actions the school took in this areas was to increase teacher capacity through professional development and increase literacy rates in K-2 with targeted support and aligned instruction.

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

The greatest areas of concern are the number of students that have 2 or more indicators. In grades 3-5, 25% to 50% of the grade level has 2 or more areas of concern, either in attendance and/or a failing grade in reading or math. This is also true of the 1st grades students, who will be 2nd grade students this year. Attendance is going to be an area to address across the school, but especially in these grade levels.

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.

Our highest priorities for school improvement are:

1. Increase achievement SWD subgroup in both ELA and math above 41%
2. Decrease the number of students with 2 or more early warning indicators, with a focus on attendance
3. Increase overall math achievement in 3-5 from 53.4% to 62%
4. Increase 5th grade science achievement (3+) from 43.6% to 62%

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 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.

If we focus on standards-based instruction to increase learning gains and proficiency for SWD in reading and math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A- Goal 1 Academic excellence and growth. Our first instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning. The results of our SWD achievement (3+) in ELA and Math over the last 3 years shows a downward trend. SWD achievement levels for the past 3 years as follows: FY 22-37%, FY 21-37%, FY 18- 40%. The data indicates that we need to review how the standards are being taught and monitor how students are demonstrating understanding at the full extent of the standard. In FY 22, the gap between the achievement of our SWD (37%) compared to the District's SWD (44 %) is 7 percentage points.

Measurable Outcome:

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

By February 2024, we will increase the overall percentage of SWD achievement in ELA and Math to on or above grade level by 5% to 42% as measured by the FAST PM 2.

By May 2024, we will increase the overall percentage of SWD achievement in ELA and Math to "on or above" grade level by 8% to 45% as measured by the FAST PM 3.

Monitoring:

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

Teacher level:

Teachers will monitor student understanding daily in the classroom with planned checks for understanding in every ELA and math lesson. Teachers will utilize district FSQs and USA reports in PM Unify and iReady reports to disaggregate data for SWD to determine present levels and next steps.

Resource Level:

Teachers will work with cooperating teachers to disaggregate FSQ, USA and iReady data to review student programs and adjust instructional support in the areas identified as a priority need.

Administration:

Administration and ESE contact will monitor and track student achievement across district and state assessments. Administration will observe teachers and students in classroom to determine if differentiation for SWD is occurring. Data will be shared at PLC and ILT meetings to determine if progress is being made towards those standards and next steps using the continuous improvement model of Can, Do, Plan, and Act.

Person responsible for monitoring outcome:

Kathy Chiacchio (kathy.chiacchio@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. Incorporate small group instruction to support student learning at their ability with a variety of manipulatives, supports, tasks, and products.
2. Utilize the use and monitoring of adaptive technology programs such as iReady and IXL to provide students with additional differentiated instruction and practice in areas of their identified need.

3. Participate in PLCs to review data, study the full intent of the ELA and math standards, familiarize teachers with available reports and resources and share best practices for student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Incorporating small group instruction allows for targeted remediation towards reaching the full intent of the standards.
2. Adaptive technology programs like iReady and IXL allow for students to work on differentiated instructional paths according to their needs. The program provides immediate feedback to the students and adjust the course of instruction and practice. Reports allow teachers to make real time instructional decisions for more timely and accurate adjustment of instruction to meet the students' needs.
3. PLCs and professional development allow teachers and leadership the opportunity to collaborate on data analysis and timely instructional decisions that will impact student achievement and progress.

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.

1. Students will take a fall iReady diagnostic and PM1.
2. Teachers will analyze the student data to determine areas of strength and opportunity to create small groups.
3. Teachers provide small group differentiated instruction based on recommendations of next steps according to the data/reports.

Person Responsible: Saara Saarela-Vening (saara.saarela-vening@palmbeachschools.org)

By When: Small group differentiated will begin within the first two weeks of school, after the completion of the diagnostic and progress monitoring assessments. Teachers monitor understanding towards the learning target daily.

1. Students will complete iReady diagnostic within the first 2 weeks of school.
2. Teachers will review diagnostic results and make necessary adjustments to individual student paths.
3. Teachers will monitor that students are utilizing the program with fidelity by monitoring usage (minutes) and the number of lessons passed in each domain.
4. Teachers will analyze data and share best practices at PLC. PD will be provided to support teachers' understanding of reports and available resources.

Person Responsible: Hara Klimantiris (hara.klimantiris@palmbeachschools.org)

By When: Students will begin using adaptive technology as soon as their fall diagnostic is completed within the first two weeks of school.

#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.

If we focus on decreasing the number of students with 2 or more early warning indicators then we will foster a positive student-focused culture and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme B-2 Student-focused culture. Our first priority is to increase family engagement in supporting student success. When looking across K-5, there were a high number of students in each grade that had 2 or more early warning indicators, particularly in the areas of attendance less than 90% and receiving failing a failing in grade (ND) in reading or math. For FY 23, the percentage of students with 2 more indicators in K-5 is as follows: K- 18/82= 22%; 1st- 30/90= 33%, 2nd- 23/71= 32%, 3rd-33/73+ 45%; 4th- 30/69=43%; 5th- 35/81= 43%. If we focus on attendance, we can decrease the number of students with 2 indicators. Once attendance is addressed, we can focus on decreasing the number of students receiving a failing grade in ELA or math. This can be achieved by fostering a positive, student-focused culture throughout that school by increasing family engagement. When we communicate with parents more regularly and systematically, then parents will more likely be engaged with strategies to support their child's success.

Measurable Outcome:

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

For FY 24, by end of each calendar month, September to May, the rate of students with less than 90% attendance will be below 15% at each grade level, K-5.

By February 2024, the percentage (number of students out of total grade) with 2 or more indicators will be at or below 15%.

By May 2024, the percentage (number of students out of total grade) with 2 or more indicators will be at or below 10%.

Monitoring:

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

1. Teachers will monitor daily attendance and communicate with parents regarding absences and excused notes. Teachers will report consecutive absences or repetitive absences without notification to the office attendant.
2. Office attendance will monitor attendance on SIS and follow up with phone calls and emails regarding excused notices for absences. Parents receive a 5 and 10 day letter.
3. Students showing a pattern of absent behavior (ex: Monday, Fridays, excessive) will be referred to School Based Team and assigned to case liaison for continued monitoring.

Person responsible for monitoring outcome:

Kerry Van Weddingen (kerry.vanweddingen@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.)

Required instruction Florida State Statues 1003.42 and Policy 2.09

Schoolwide attendance plan

Schoolwide positive behavior

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Required instruction 1003.42 and Policy 2.09: A positive school culture and environment reflect a suppurative fulfilling environment, learning conditions that meet the needs of all students, people are sure

their roles and relationships in student learning, and a culture that values, trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.

2. Schoolwide attendance plan: the attendance rate is important because students are more likely to succeed in academics when they attend school regularly. It's 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, every day, and ready to learn.

3. School Wide Positive Behaviors Support: supports the decrease of levels of disruptiveness and rates of office referrals and suspensions to improve school climate, safety and order which helps protect instructional time.

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.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

- (g) History of 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

Person Responsible: Dava Hamerling (dava.hamerling@palmbeachschools.org)

By When: By May 2024, all students will be immersed in tasks in the content required by Florida statute 1003.42.

Schoolwide plan

1. Attendance expectations communicated to students and parents via PBS lessons, assemblies, school website, and principal's Friday Notes newsletter to parents and teacher communication.
2. Attendance tracked daily, at SBT, and parent letters distributed and phone calls as needed.
3. Recognition/incentives put in place to motivate good attendance.

Person Responsible: Kerry Van Weddingen (kerry.vanweddingen@palmbeachschools.org)

By When:

SWPBS:

1. PBS expectations explicitly taught in classroom

2. Cafeteria assemblies and morning announcements to review expectations
3. PBS reviews attendance data monthly and suggests strategies, and implements incentives/recognition.

Person Responsible: Daneen Sanabria (daneen.sanabria@palmbeachschools.org)

By When:

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).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. 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.
4. SSCC will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. 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.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

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 FY 23 STAR PM 3 data, 51% of 1st graders were not track to score a level 3 or above. Similarly, iready data from the Spring 2023 reading diagnostic showed that 57% of 1st graders were not on grade level.

The percentage of students in kindergarten through grade 3, based on 2022-2023 coordinated screening and progress monitoring system data, who are NOT on track to score Level 3 or above on the statewide, standardized ELA assessment- STAR PM 3

K- 31%

1st- 51%

2nd- 41%

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 43% 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.

The percentage of students NOT on grade level according to FY 23 Spring iReady Reading Diagnostic

K-23%

1-57%

2- 57%

It also gives us data to support a lack of proficiency in foundational skills of FY 24 incoming third graders
Phonological awareness- 53% Proficient
Phonics- 26% Proficient
High-Frequency Words- 36% Proficient
Vocabulary- 21% Proficient

Due to a lack of foundational skills, students overall reading comprehension proficiency is 23% proficient

for literature text and 18% for informational text.

When looking at FY23 FAST PM #1-#3, we see the following percentages are on track to score a level 3:

PM1 PM2 PM3

K: 47.1% 59.4% 57.6%

1st: 51.6% 49.8% 26.3%

2nd: 15.3% 9.6% 12.6%

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

The percentage of students below Level 3 on the 2023 statewide, standardized ELA assessment- FAST PM 3

3rd- 39%

4th- 39%

5th-45%

The percentage of students not on grade level according to FY 23 Spring iReady Reading Diagnostic

3-51%

4-61%

5- 53%

Our FY 23 FAST Data shows the following percentages are level 3 or higher

PM1 PM2 PM3

3: 52.9% 52.0% 47.6%

4: 55.5% 54.8% 57.6%

5: 56.6% 57.0% 55.7%

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

By May 2024, the percent of 2nd grade students (FY 23 1st graders) not on track to pass the statewide ELA assessment will decrease from 51% to 45%, based on PM 3 FAST/STAR data.

Grades 3-5 Measurable Outcomes

By May 2024, the percent of 3rd grade students (FY 23 2nd graders) on track to score a 3 or above on the statewide ELA FAST assessment will increase from 47.6 % to 55%, based on FY24 PM 3 SPRING FAST data.

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 will occur at PLC occurring every other week, and Pupil Progression Chats every 6 weeks. Data from iReady diagnostic and growth monitoring checks, oral reading records, and weekly UFLI assessments. Reporting groups in iReady will be monitored weekly for minutes, lesson completion and average score of lessons passed as part of the digital phonics initiative.

Implementation of core phonics instruction using UFLI will be monitored through PLCs lesson planning, pacing calendar, classroom walkthroughs and SBT.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Klimantiris, Hara, hara.klimantiris@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?

We are utilizing UFLI Foundations for core phonics instruction in grades K-2 and intervention in grades K-5. UFLI Foundations is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It meets ESSA's Tier 2 Moderate Evidence criteria. It aligns with the district's K-12 Comprehensive Evidence-based Reading Plan and to Florida's B.E.S.T ELA standards.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The UFLI foundations program is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. The data shows that there is inherent issue in core phonics instruction, and UFLI foundations serves to address this area of need utilizing a comprehensive scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. Reading comprehension is the product of decoding and linguistic comprehension, and UFLI foundations serves to address the "decoding" part of the equation. This program meets ESSA's Tier 2 Moderate Evidence criteria, and was piloted for 2

years. UFLI foundations is a program created by teachers, for teachers, and with teachers. It includes the necessary professional learning, resources, and scaffolding for teachers to deliver high-quality instruction in foundational reading skills.

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
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Develop Literacy Leadership team consisting of:
 Principal
 Assistant Principal
 SSCC
 ESE Coordinator
 ESOL Coordinator
 Media Specialist
 SAI Teacher
 Classroom Teacher
 ESE Teacher
 ESOL Teacher

Saarela-Vening, Saara, saara.saarela-vening@palmbeachschools.org

The team will develop a plan to monitor the implementation of and ensure compliance of the reading plan. Administration will conduct walkthroughs weekly to monitor and support reading inspection and intervention. Administration and Literacy Team will utilize and analyze data after each assessment period to identify areas of strength, opportunity and next steps.

Professional Development

- 1.Literacy Team Members will plan, organize and deliver professional development on UFLI implementation in K-2, and 3-5 as needed for intervention.
- 2.Teachers will get further PD and support during PLC and common planning meetings, as well as district professional development days.
- 3.Administration will monitor implementation of UFLI foundations and identify teachers as mentor teachers and those in need of additional support to create partnerships in learning.
4. Administration will monitor teacher, grade and school wide data on phonics instruction every assessment period.

Klimantiris, Hara, hara.klimantiris@palmbeachschools.org

Small Groups and Intervention

1. Teachers will be provided with targeted professional development in interventions programs and strategies to ensure teachers are providing supplementing and intensive reading intervention to identified students.
2. Student progress will be monitored in SBT as well as in PLCs.

Klimantiris, Hara, hara.klimantiris@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 I 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))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A