

The School District of Palm Beach County

John I. Leonard High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	27
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	0

John I. Leonard High School

4701 10TH AVE N, Greenacres, FL 33463

<https://jilh.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.

Our mission is to provide students with a safe, positive learning environment in which each student is encouraged to achieve to his or her highest level of educational excellence to acquire the skills necessary to make a positive impact on society.

Provide the school's vision statement.

In order to achieve our mission, the staff, students, and community members of John I. Leonard High School will increase academic achievement in reading, writing, and mathematics with a challenging curriculum for all. The school's community will provide a nurturing learning environment that promotes high expectations, citizenship and performance of students and staff.

Beliefs: We believe all children can learn and achieve. We believe in setting high expectations for all students, regardless of race and ethnic background. We believe in a rigorous and relevant curriculum for all students. We believe in establishing positive relationships with all students. We believe in creating a safe and nurturing environment for all students by employing fair and consistent discipline procedures.

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
Armas, Jesus	Principal	Oversee the daily operation of the school Supervise all school based personnel Monitor Instructional Leaders Manage the budget Ensure implementation of the District Strategic Plan Monitor Instruction, Systems and Culture SAC member
Anderson, Ernest	Assistant Principal	Title I School Improvement Plan Testing Handbooks Announcements SwPBS Coordinator Day custodial staff Departments - Physical Education, Arts/ Performing Arts, World Languages
Fuller, Moody	Assistant Principal	Student Services Security/Supervision Safety Drills Mental Health Support Alt. Ed./Expulsions Keys AVID Threat Assessments IDs Athletics SBT Department(s) - Social Studies
Giraldo, Sandra	Assistant Principal	Commencement SAC Mass Communication Truancy/Tardies Faculty/Staff Training Financial Obligations Marquee Technology Accreditation SBT Department(s) - English, Reading
Hess, Jenalee	Assistant Principal	Transportation Staff Recognition SEL AP/AICE Title IX

Name	Position Title	Job Duties and Responsibilities
		Suite 360 SBT Department(s) - Math, ESE
Scholze, Lewis	Assistant Principal	Curriculum Master Board Edgenuity Graduation Cohorts Open House Immunization 5 Star Registrations Substitute Teachers Media Center SBT Department(s) - Counseling Services, Science
Silverman, Valarie	Assistant Principal	Facilities Leases Calendar After School Supervision School Inventory Safety Reports
VonWerne, Gwen	Assistant Principal	Textbooks Activities ESP Student Recognition Faculty PD Industry Certification Program Departments(s) - Vocational/ Business, ESOL

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 leadership team reviews student demographic information and related assessment data for student achievement and learning. Once all data is reviewed, the leadership team will conduct and needs assessment and determine factors and resources that will positively impact student success for the upcoming school year. Once the needs assessment is complete, school leadership will share the information with all staff members during pre-school and at faculty meetings. School leadership will present the information to our School Advisory Council to request feedback and approval. In addition, the following team members will support our students:

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

Our ESOL Coordinator and ESOL School Counselor work 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 and ESOL School Counselor 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, and most recently

Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Two Social Services facilitators work directly with our students, staff, and families to provide additional resources both on campus and in the community in order to support student success.

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))

All school leadership members and instructional school leaders will monitor student achievement evidences, student assessment data, attendance data, discipline data, and course success data. This data will be reviewed regularly - monthly minimum or sooner as it relates to pertinent accessible information that impacts achievement goals as outlined in the School Improvement Plan. School leadership will revise the plan by analyzing student achievement and success data and make school related decisions - review systems, adjust instructional practices, and make modifications - to ensure continuous improvement. Monitoring will:

review mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA, NGSQ's, Midterms, Semester exams, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts). The FAST assessments will occur one to two times a year in Algebra I and Geometry.

review the annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the

results of data.

review the annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

In addition:

Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches 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 during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

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)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
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) Native American Students (AMI)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP)

	Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

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*	32	52	50	36	55	51	37		
ELA Learning Gains				48			41		
ELA Lowest 25th Percentile				40			32		
Math Achievement*	22	38	38	26	42	38	17		
Math Learning Gains				53			17		
Math Lowest 25th Percentile				65			20		
Science Achievement*	59	68	64	58	43	40	50		
Social Studies Achievement*	59	67	66	59	53	48	50		
Middle School Acceleration					46	44			
Graduation Rate	91	90	89	94	65	61	94		
College and Career Acceleration	73	71	65	65	69	67	65		
ELP Progress	42	40	45	46			47		

* 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	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	91

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	590
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	94

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	35	Yes	1	
ELL	45			
AMI				
ASN	71			
BLK	48			
HSP	54			

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%
MUL	67			
PAC				
WHT	59			
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	43			
ELL	46			
AMI	20	Yes	1	1
ASN	81			
BLK	50			
HSP	54			
MUL	50			
PAC				
WHT	54			
FRL	53			

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	32			22			59	59		91	73	42
SWD	13			10			33	39		30	7	26
ELL	12			14			40	51		83	7	42
AMI												
ASN	46			38			93			83	5	

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
BLK	28			18			52	56		63	7	31
HSP	32			21			58	59		74	7	42
MUL	40			54			92	82			4	
PAC												
WHT	38			29			63	69		80	7	50
FRL	30			20			58	57		72	7	37

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	36	48	40	26	53	65	58	59		94	65	46
SWD	19	44	43	19	50	67	27	43		93	23	
ELL	16	41	40	19	54	64	37	28		87	72	46
AMI	10	30										
ASN	75	63						86		100	79	
BLK	32	45	39	20	47	67	52	57		98	55	41
HSP	36	49	40	26	53	64	58	58		92	68	47
MUL	26	29		25						94	75	
PAC												
WHT	41	48	31	37	59	64	63	64		89	55	38
FRL	34	47	40	24	51	66	56	57		94	63	46

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	37	41	32	17	17	20	50	50		94	65	47
SWD	15	28	22	11	19	22	32	33		98	33	
ELL	15	35	35	11	18	22	31	25		89	63	47
AMI												
ASN	63	50						92				
BLK	36	39	31	14	19	27	41	47		95	49	44
HSP	36	40	31	17	16	19	50	49		93	67	47
MUL	44	44		25	21							

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
PAC												
WHT	44	42	38	27	21	14	74	57		94	78	54
FRL	34	39	32	16	16	20	47	49		94	64	48

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
10	2023 - Spring	28%	50%	-22%	50%	-22%
09	2023 - Spring	28%	48%	-20%	48%	-20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	14%	48%	-34%	50%	-36%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	34%	50%	-16%	48%	-14%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	63%	-9%	63%	-9%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	62%	-10%	63%	-11%

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.

Data Component 2023 2022 2021 State 2023
 ELA Achievement 28% 36% 37% 50%
 ELA Learning Gains NA 48% 41% NA
 ELA ELL 8% 10% 6% NA
 ELA SWD 15% 16% 15% NA
 Algebra 1 EOC 14% 17% 9% 54%
 Algebra 1 EOC ELL 12% 16% 8% NA
 Algebra 1 EOC SWD 7% 10% 6% NA
 Geometry EOC 34% 33% 21% 49%
 Geometry EOC ELL 25% 21% 11% NA
 Geometry EOC SWD 14% 16% 15% NA
 Biology EOC 54% 53% 46% 63%
 Biology EOC ELL 27% 24% 16% NA
 Biology EOC SWD 33% 23% 29% NA
 US History EOC 51% 55% 48% 63%
 US History EOC ELL 25% 20% 18% NA
 US History EOC SWD 37% 38% 31% NA

ELA Achievement dropped -8% from FY22 to FY23. ELA Achievement for ELL students and SWD students decreased -2% and -1%. Algebra 1 EOC Achievement decreased -3% from 17% in FY22 to 14% in FY23. Algebra 1 ELL Achievement and SWD Achievement decreased -4% and -3%, FY22 to FY23. Geometry EOC Achievement increased from 33% to 34% overall, and increased 3% for ELL students, and decreased -2% for SWD students. Biology overall achievement increased by 1%, and increased by 3% for ELL students and increased 10% for SWD students. US History Achievement increased by 1% overall, 5% increase for ELL students, and decreased by -1% for SWD students.

Algebra 1 was the lowest performing area at 14%. The contributing factors to the decline was participation in after-school tutorials, student and teacher absences, foundational skill remediation, and small group instruction. Intervention groups were interrupted due to substitute issues and teacher capacity in the use and knowledge of technology all impacted student achievement.

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 lowest performance decline was ELA Achievement overall, a -8% decreased from the previous year. New standards and alignment between instructional content and

strategies, in addition to new assessments, were major contributing factors in this decrease.

We need to implement a stronger coaching and mentoring program to help develop and support new teachers to the professions. Our goal is to work closely with district literacy department to further ensure our teachers are receiving all the support they need to ensure student growth and achievement. Lastly, we will ensure Professional Learning Communities are focused and aligned on the review of data and best practices. We will foster collaboration and data-focused conversations to monitor student progress. By focusing on standards-based instruction in PLC meetings we can ensure that all students receive rigorous instruction and small group support to meet their needs. ELA teachers will engage in standards-based instruction cycle during the collaborative planning (1) What do students need to know and understand. (Plan); (2) How do we teach effectively to ensure all students are learning (Do); (3) How do we know students are learning (Reflect); (4) What do we do when students are not learning or reaching mastery before expectation (Revise). Teachers will analyze standards and test item specification during the planning process.

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

The data component with the largest gap when compared to the state average was Algebra 1 EOC. Our overall Algebra EOC score was 14% versus the state average of 54%. Contributing factors were: new teachers to the grade levels and they were inexperienced with the rigor of the standards. In addition, teachers had difficulty managing their instructional time appropriately to incorporate all aspects of the gradual release model of instruction. Also data shows they were unclear of the use of best practices and the proper accommodations for the subgroups.

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

The data component that showed the most improvement, overall, were SWD students on the Biology EOC. The Biology PLCs were the most consistent in addition to excellent push in support and in classroom instructional support for these students. The Biology teachers focused on 3 key areas: Evidence based instruction strictly aligned with the scope & sequence, efficient use of instructional time through small groups based on assessment data analysis, and increasing motivation & engagement through unit themes, technology, and student choice. These teachers implemented reflective strategies to help students retain knowledge and skills through organized note-taking strategies and exit tickets. Student data chats and individual student data analysis also led to specific student achievement gains.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:

*Reading Deficiency

*Level 1 State Assessments ELA & Algebra 1 EOC

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

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 push in model for Math including double block for all level 1 Algebra 1 students . Focused and intentional data analysis and monitoring of student progress to ensure learning gains & achievement growth for ESSA sub groups.

We will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by classroom teachers and push-in teachers (when applicable) ensuring lessons are planned based on the specific needs of the students.

In addition, we will thoroughly review ELL and SWD student data and provide support as needed. We plan to ensure that grade 9 & 10 Reading & ELA teachers and Algebra 1 teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in literacy development, math, and science, and social studies, ongoing professional development in the state standards and the F.A.S.T assessment, including instructional remediation and small group instruction to provide interventions to targeted students.

Develop a collaborative culture of learning and improvement. Engaging multiple stakeholders in the continuous improvement process can generate a sense of ownership and empowerment.

With a focus to:

Work together to develop trust, build common understanding and language, to support an appropriate level of transparency.

Learn from one another and give constructive feedback through a safe protocol that can move the work forward.

Collaboratively examine data with an equity lens—from improvement cycles, formative assessments, or other relevant data that can inform practice.

Communicate with and gather input from students, parents, and community partners about reform efforts.

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 American Indian

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 improve relevant targeted instruction to meet the needs of all students with emphasis on our ELL, SWD, and increase instructional priority for our AMI subgroup students across ELA, Math, Science, and Social Studies and ELL students, then their achievement level will increase, and we will ensure our students are engaged in teaching that results in academic achievement. In addition, we will accelerate student achievement among our AMI subgroup by implementing innovated and differentiated approaches to learning as outlined in our district's strategic plan. After our analysis our data showed that our lowest performing cell FY23 was Algebra I EOC achievement by students with disabilities at 7%, a 3% decline, in addition to a 3% decline in Math achievement of SWD students and a 2% decline in ELA achievement among ELL students. It should be noted that the AMI subgroup remained below the Federal Index Below 41% two consecutive years. We plan on providing targeted oversight for these subgroups (SWD, ELL, & Native American) by identifying these students and creating collaborative opportunities to provide support based on individual needs (SBT). With targeted in class instruction and remediation, students will be more supported in the areas of weakness which in turn will yield positive results and a higher graduation rate.

Measurable Outcome:

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

Our goal is to raise our ELA achievement 36%, SWD to 20%, ELL students to 15%, raise our graduation rate to 95%, and raise our AMI subgroup above the 41% threshold in FY24. To accomplish this we have set the following school goals: ELA Goals: Proficiency: 28% to 32% in February, 2024 and 36% in May 2024; ELA ELL Goals: Proficiency: 8% to 10% in February, 2024 and 12% in May 2024; Algebra EOC Goals: Raise proficiency 14% to 16% in February, 2024 and 20% in May, 2024; Algebra EOC SWD Goals: Raise proficiency 7% to 9% in February, 2024 and 11% in May, 2024; Geometry EOC Goals: Raise proficiency 34% to 36% in February, 2024 and 38% in May, 2024; Science Goal: Proficiency 54% to 56% in February, 2024 and 58% in May, 2024; and US History Goal: 51% to 54% in February, 2024, and 56% in May, 2024.

Monitoring:

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

1. Weekly PLCs
2. Targeted pull-outs
3. Professional development
4. Weekly curriculum monitoring meeting is held to discuss: individual teacher scores, school data verses like schools, standards based instruction, pacing charts, areas of weakness, common assessments, remediation action plans, boot camp action plans, and pull-outs.
5. Administrative staff will monitor their respective departments to ensure implementation of the action steps: Ms. Von Werne-Computers/Vocational and new teachers, Mrs. Hess-Math/ESE, Dr. Fuller-SS, Mr. Scholze-Science, Mrs. Giraldo-English & Reading, Mr. Anderson-World Languages/Art/Performing Arts/ PE
6. Weekly administrative monitoring meetings will be held to review the action plan and strategies described above by school principal.

These outcomes are monitored through diagnostic assessment tools as outlined and reviewed using district aligned assessment schedule, including school level instructional leadership team data reviews on a monthly basis. A midyear review and update will be provided to all stakeholders in February and a end of year review in May.

Person responsible for monitoring outcome:

Ernest Anderson (ernest.anderson@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) We institute common planning to promote strong PLC's with a strong PLC Leader and Learning Team Facilitator. We will embed meaningful PD. Google Classroom is set up for lesson plan creation and sharing among teachers.
- 2) Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
- 3) Math courses will incorporate 30 minutes of revising knowledge and test correction infusing standards aligned with FSQs and USAs into every class, Cram Bash, and ESE teachers provide push in and pull out support.
- 4) English I & II and Intensive Reading students are doubled up for daily literacy instruction. Utilize Keys to Literacy foundational writing skills instruction.
- 5) All core classes will use: Teacher tracking and data chats with students, Targeted remediation on weak standards. We will offer after school and lunch time tutoring for struggling students in Math, English, Biology, and US History in person and virtually.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- 1) PLCs are an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.
- 2) We have seen reliable learning gains using this methodology.
- 3) Standards based teaching and learning ensures increased instructional focus and more targeted learning plans for each learner.

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.

Incorporate Small group instruction:

1. Students will be assessed using USAs and FSQs in all subject areas. Teacher will utilize differentiated Instruction strategies and small group instruction in all ELA and Math courses.
2. Teachers will analyze student data to determine strengths and weaknesses in content area.
3. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, ELL, AMI Subgroup students).
4. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
5. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Person Responsible: Ernest Anderson (ernest.anderson@palmbeachschools.org)

By When: Small group instruction will begin within the first two weeks of school. Teachers will review data from Fy23 and they will conduct formative assessments to ensure proper placement of students within the

groups. The small group participation is fluid and flexible and will be updated continuously from data analysis. Small groups will continue throughout the year.

PLC's/Professional Development:

1. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
3. Two Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers' capacity with the gradual release model, small group instruction and differentiated instruction.
4. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
5. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible: Sandra Giraldo (sandra.giraldo@palmbeachschools.org)

By When: PLCs and Professional Development will begin within the first month of the start of the new year. PDs will be determined based on data and observations of classroom walks. Coaches will support teachers with tiered PD. PLCs will focus on student achievement data analysis, best practices, and peer/ buddy support. PLC's and PD will continue throughout the school year.

Adaptive Technology (IXL Learning Math, Reading Plus, Study Island):

1. Provide teachers with professional development to ensure appropriate use of adaptive technology.
2. Teachers will develop a rotational schedule to ensure all students have access to technology.
3. Teachers will engage students in small group instruction based on adaptive technology results. Small groups are fluid and flexible and will be updated based on data and student needs.

Person Responsible: Jenalee Hess (jenalee.hess@palmbeachschools.org)

By When: Technology will begin within the second week of school. Students will participate in formative assessments using adaptive technology IXL Learning for Math, Study Island for ELA & Intensive Reading, and Reading Plus for Intensive Reading. Students will utilize the program during the content area block. The program will be used throughout the school year.

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

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

Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement, while supporting our teachers to ensure professional success and positive outcomes. We want to establish a culture of high expectations and continuous improvement by supporting our teachers through mentorship, teaching conditions, school climate, and growth.

Measurable Outcome:

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

Our coaches and the leadership team will observe teachers to determine their knowledge and implementation of the Gradual Release Model. WE will then tier the support that will be provided with Tier 1 meaning least experiences to Tier 3 proficient.

By February of 2024, 50% of our teachers in Tier 1 will transition to Tier 2 support from our coaches. By February of 2024, 15% of our teachers in Tier 2 will transition to Tier 3 support from our coaches.

By May 2024, 75% of our teachers in Tier 1 will transition to Tier 2 support from our coaches. By May 2024, 50% of our teachers in Tier 2 will transition to Tier 3 support from our coaches.

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 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. Our goal is to monitor for implementation and for impact. At John I Leonard HS, we strategically plan for a variety of monitoring techniques: Monthly review of Lesson Plans, Weekly data Analysis, Monthly Classroom walks, Student work samples/portfolio/binder reviews, Monthly Student attendance review, Biweekly Professional Learning Communities attendance/participation, all Formative/ Summative Assessments.

The monitoring will be supported by key members of the leadership team: Assistant Principals support content and grade levels, Single School Culture Coordinator, Reading Coach, Math Coach, Graduation Coach, and ESOL Coordinators.

Person responsible for monitoring outcome:

Ernest Anderson (ernest.anderson@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. Mentoring and Induction through our integrated onboarding program and Educator Support Program (ESP).
2. Focusing on a positive learning environment and school wide culture.
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 for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Mentoring and induction programs for new teachers have shown to improve teacher effectiveness and retention. Pairing a new teacher with a more experienced teacher assists in orienting the new teacher to the school and community and provides them with ongoing guidance and support. The most effective programs have a rigorous process for selecting mentors, ongoing professional development for new teachers and mentors, time dedicated for mentors and new teachers to meet, and provide multiple years of mentoring and support.
2. School principals that lead rather than manage understand the importance of school culture. Collaborative purpose ensures that learning and professional growth work to improve student achievement. Successful school leaders understand the important role culture plays in developing a successful school.
3. Teaching can be a very isolating profession if teacher collaboration time is not prioritized in schools and districts. Collaborative cultures ensure that teachers feel supported by their colleagues and can play a large role in retaining teachers. Districts and schools should use creative and innovative solutions to set aside time for teachers to plan and collaborate throughout the school year. This time can be focused around examining data, collaborative lesson planning, or discussing challenges and providing constructive feedback.

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.

School onboarding program.

- 1) Pre-school welcome.
- 2) Reviewing the new teacher handbook, including information about school rules and emergency procedures, a school map, and a schedule.
- 3) Providing access to technology/resources, where to find resources such as the school library, media room, and additional areas of need.
- 4) Mentoring. Having a mentor can help new teachers adjust to their jobs quickly by providing them with a buddy and/or mentor teacher as a resource for questions or assistance.
- 5) Planning & Collaboration

Person Responsible: Gwen VonWerne (gwen.vonwerne@palmbeachschools.org)

By When: The onboarding and ESP program begin in August and consist of monthly checkpoints for support and growth.

PLC's/Professional Development:

1. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
3. Two Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
4. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to

plan and develop lessons focused on strategies aligned to the standards.

5. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible: Sandra Giraldo (sandra.giraldo@palmbeachschools.org)

By When: PLCs and PD will begin at the start of the new year. PDs are determined based on data and observations of classrooms. Ongoing throughout the school year.

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

Area of Focus Description and Rationale:

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

Suspensions & SWPBS

FY22 FY23

Number of Incidences 710 833

Number of Level 1 & 2 Incidents 531 645

Number of Level 3 & 4 Incidents 179 188

Total Number of ISS 91 185

Total Number of OSS 449 451

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Measurable Outcome:

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

Student Outcomes:

Reducing the amount of discipline referrals by 10% by December 2023 and by another 10% by May, 2024.

Teacher practice outcomes:

By December 2023, 80% of our teachers will positively reinforce student behaviors.

By February 2024, 100% of our teachers will positively reinforce student behaviors.

Monitoring:

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

- 1) Quarterly scheduled pulling of Attendance data
- 2) Quarterly scheduled pulling of Suspension data
- 3) Weekly review of student behavior recognition through the SIS positive behavior awards for tracking points.
- 4) Monthly review of student discipline data at our PBS meetings.

Person responsible for monitoring outcome:

Ernest Anderson (ernest.anderson@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. Schoolwide Discipline Plan
2. Schoolwide Attendance Plan
3. SWPBS
4. Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.
2. Schoolwide Attendance Plan: The attendance rate is important because students are more likely to

succeed in academics when they attend school consistently. 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 and ready to learn.

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

4. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of 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.

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.

Progressive Discipline

1. Provide teachers with professional development to understand behavior interventions and progressive discipline.
2. Ensure all expectations are clearly explained and understood
3. Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching
4. Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms
5. Monitor executions and implementation with fidelity.

Person Responsible: Ernest Anderson (ernest.anderson@palmbeachschools.org)

By When: Beginning in August and monitored monthly.

Attendance Plan

1. Provide teachers with professional development to understand attendance procedures, contacting families, and communicating with data processing.
2. Ensure all expectations are clearly explained and understood
3. Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching
4. Monitor executions and implementation with fidelity.

Person Responsible: [no one identified]

By When: Beginning in August and monitored monthly.

SWPBS

1. Provide teachers with professional development to understand SWPBS
2. Ensure all expectations are clearly explained and understood
3. Conduct students assemblies and integrated SWPBS lessons into classroom curriculum.
4. Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms
5. Teachers reinforce expected behaviors in and out of the class through positive rewards

Person Responsible: Ernest Anderson (ernest.anderson@palmbeachschools.org)

By When: Beginning and August and monitored monthly.

Policy 2.09 and Required Instruction Florida State Statute 1003.42

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 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

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.

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

Person Responsible: Lewis Scholze (lewis.scholze@palmbeachschools.org)

By When: Beginning in August and monitored monthly.

CSI, TSI and ATSI Resource Review

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

SDPBC requires every school regardless of school grade, to complete a School 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, ESE, Algebra, and Literacy) support during small group instruction, coaching, and PLC time.
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. Instructional Coaches 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 to professional development.
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.

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.

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))

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)

NA

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))

NA