

The School District of Palm Beach County

West Riviera Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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West Riviera Elementary School

1057 W 6TH ST, Riviera Beach, FL 33404

<https://wres.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.

It is our mission to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment. We believe all children can learn and excel with developmentally appropriate materials, practices, and strategies.

Provide the school's vision statement.

The vision of West Riviera Elementary is for all students to meet and/or exceed state standards in a nurturing and academically stimulating environment.

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
McKnight, Alisha	Principal	School leader is responsible for providing a safe learning environment for all students. Responsibilities include but are not limited to monitoring student academic achievement and classroom instruction, ensuring staff development and coaching, manage school operations and creating a positive productive environment.
Higgins, Shameka Higgins	Other	The Single School Culture Coordinator's (SSCC) roles and responsibilities include but are not limited to coaching, support and professional learning strategies to improve classroom instruction and facilitate growth as effective teachers. In addition, the SSCC provides modeling and coaching for small group instruction. The SSCC also monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. The SSCC utilizes existing data appropriately to diagnose and assess student needs as well as guide teachers in tailoring instruction to meet the student needs.
Moore, Cheryl	ELL Compliance Specialist	Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Monitors and conducts LEP student assessment and placement procedures. Coordinates ESOL record keeping requirements. Assists with school staff ensuring ESOL program compliance. Assists with working with LEP parents. Assists school staff with Reading, Writing and Math programs for all LEP students. Coordinates the school's LEP committee, assists area ESOL resource teachers in implementing school-based ESOL in-service. Coordinates cultural harmony initiatives at the school. Establishes school data collection, analysis and reporting systems to assess student progress. Coordinates and monitors schools' registration procedures to ensure they are appropriate for LEP students. Collaborates with community agencies and organizations in assisting families to access available resources. Coordinates dissemination of translating documents to parents of LEP students. Provides training in ESOL strategies to school Community Language Facilitators and ESOL aides. Meets on monthly basis with ESOL compliance coordinators and ESOL compliance specialists to exchange information regarding ESOL issues. Instructs identified LEP students or groups of LEP students in preparation for standardized testing to ensure increased student achievement.
Williams, Miesha	Assistant Principal	The assistant principal supports the principal as the educational leader of the school in all aspects of administration including promoting safety, providing equity and access to the curriculum and expecting academic success for all students. In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards

Stakeholder Involvement and SIP Development

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

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

The School Advisory Council reviews and makes necessary changes to the School Improvement Plan. The school leadership team assists in the creation and implementation of the School Improvement Plan. Teachers and school staff have access to the School Improvement Plan to ensure it is implemented with fidelity to ensure student academic success. The School Advisory Council informs and collaborates with families and community members as a means to ensure they are involved and knowledgeable about the School Improvement Plan process.

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))

Some processes that will be used to monitor the SIP are classroom walkthroughs, student progress monitoring, common planning minutes/input, staff feedback, parental and community input and Professional Learning Communities. During Professional Learning Communities and common planning meetings, the leadership team will meet with teachers on a bi-weekly basis to analyze the data, determine strengths and areas of growth and trends. The leadership team will communicate on a monthly basis or as needed, according to the assessment calendar. The leadership team will use the data to make informed decisions about instruction and teacher support. The Leadership Team will use informal and formal data, as well as classroom walkthroughs to make adjustments to ensure continuous improvement is taking place.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Native American Students (AMI) Black/African American Students (BLK)

	Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 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	40	42	34	37	31	29	0	0	0	213	
One or more suspensions	2	1	7	4	6	2	0	0	0	22	
Course failure in English Language Arts (ELA)	12	22	31	47	47	53	0	0	0	212	
Course failure in Math	9	29	36	19	48	38	0	0	0	179	
Level 1 on statewide ELA assessment	0	0	0	52	36	43	0	0	0	131	
Level 1 on statewide Math assessment	0	0	0	44	48	49	0	0	0	141	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	63	47	52	0	0	0	162	

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	10	24	32	55	55	55	0	0	0	231

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	12	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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	7	47	38	56	20	37	0	0	0	205	
One or more suspensions	0	1	4	7	3	14	0	0	0	29	
Course failure in ELA	0	25	19	58	23	41	0	0	0	166	
Course failure in Math	0	18	11	47	11	54	0	0	0	141	
Level 1 on statewide ELA assessment	0	0	0	31	6	34	0	0	0	71	
Level 1 on statewide Math assessment	0	0	0	0	5	40	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	17	33	29	59	0	0	0	140	

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	22	17	65	18	58	0	0	0	180

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	32	0	0	0	0	0	32
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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	7	47	38	56	20	37	0	0	0	205	
One or more suspensions	0	1	4	7	3	14	0	0	0	29	
Course failure in ELA	0	25	19	58	23	41	0	0	0	166	
Course failure in Math	0	18	11	47	11	54	0	0	0	141	
Level 1 on statewide ELA assessment	0	0	0	31	6	34	0	0	0	71	
Level 1 on statewide Math assessment	0	0	0	0	5	40	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	17	33	29	59	0	0	0	140	

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	22	17	65	18	58	0	0	0	180

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	32	0	0	0	0	0	32
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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*	21	53	53	30	59	56	24		
ELA Learning Gains				59			38		
ELA Lowest 25th Percentile				58			20		
Math Achievement*	22	57	59	34	53	50	28		
Math Learning Gains				55			18		
Math Lowest 25th Percentile				56			15		
Science Achievement*	26	54	54	13	59	59	17		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	62	56	59	65			34		

* 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	29
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	147
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	8
Percent Tested	99
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	10	Yes	2	1
ELL	29	Yes	1	1
AMI	48			
ASN				
BLK	23	Yes	1	1
HSP	25	Yes	1	1
MUL				
PAC				
WHT				

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%
FRL	31	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	1	
ELL	50			
AMI	48			
ASN				
BLK	43			
HSP	49			
MUL				
PAC				
WHT				
FRL	47			

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	21			22			26					62
SWD	12			9			8				4	
ELL	22			30			22				5	62
AMI	28			44							3	73
ASN												
BLK	23			18			27				4	
HSP	15			24			21				5	61
MUL												

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
PAC												
WHT												
FRL	22			23			30				5	62

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	30	59	58	34	55	56	13					65
SWD	20	52	55	17	45	50	19					55
ELL	31	66	56	36	63	67	15					65
AMI	21			36								88
ASN												
BLK	31	56	59	34	52	48	11					54
HSP	31	65	62	33	59	58	20					60
MUL												
PAC												
WHT												
FRL	31	60	59	34	55	56	13					65

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	24	38	20	28	18	15	17					34
SWD	14			26								9
ELL	25	35		29	25		15					34
AMI												30
ASN												
BLK	23	39	21	28	17	23	17					36
HSP	25	33		27	22		17					33
MUL												
PAC												
WHT												
FRL	24	38	20	28	18	15	18					35

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	25%	56%	-31%	54%	-29%
04	2023 - Spring	27%	58%	-31%	58%	-31%
03	2023 - Spring	16%	48%	-32%	50%	-34%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	30%	57%	-27%	59%	-29%
04	2023 - Spring	21%	52%	-31%	61%	-40%
05	2023 - Spring	20%	56%	-36%	55%	-35%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	25%	51%	-26%	51%	-26%

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.

Based on PM #3 data from FY23, 3rd Grade ELA showed the lowest performance with 15.7% proficiency. There has been a steady decline in ELA proficiency for all students and Students with Disabilities. Based on FSA data from FY19, overall proficiency for ELA was 38.8%. There was 15% point decline when students were tested in FY21 (23.8%). In FY22, scores increased by 6.3% points, boosting proficiency to 30.1%. However, when students were tested on the new benchmarks using a new platform in FY23, proficiency declined by 7.3% points. Based on state assessments from FY19 (38.8%) to FY23 (22.8%), ELA has declined by a total of 16% points. The same trend can be noted for Students with Disabilities. Based on FSA data from FY19, 33.4% of Students with disabilities were proficient in ELA. There was 19.1% point decline when Students with Disabilities were tested in FY21 (14.3%). In FY22,

scores increased by 5.7% points, boosting proficiency to 20%.

Some contributing factors that have impacted student success include but are not limited to teacher shortages, schedule changes, student attendance, and years of teaching experience. In addition, teachers were introduced to a new curriculum while students were still in the process of trying to get acclimated to the new Florida benchmarks. Students were also introduced to computer-based testing for State assessments and lacked test-taking skills and strategies, such as using the CBT sheet to take notes.

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

Based on PM #3 data, 4th Grade Math had the greatest decline with a decrease by 14.4% points, as compared to testing that took place in FY22. There has been a steady decline in Math proficiency for all students and Students with Disabilities. Based on FSA data from FY19, overall proficiency for Math was 59.1%. There was 31.2% point decline when students were tested in FY21 (27.9%). In FY22, scores increased by 5.8% points, boosting proficiency to 33.7%. However, when students were tested on the new benchmarks using a new platform in FY23, proficiency declined by 10.4% points. Based on state assessments from FY19 (59.1%) to FY23 (23.3%), Math proficiency has declined by a total of 35.8% points. The same trend can be noted for Students with Disabilities. Based on FSA data from FY19, 44.5% of Students with disabilities were proficient in Math. There was an 18.8% point decline when Students with Disabilities were tested in FY21 (25.7%). In FY22, Math for Students with Disabilities decreased by 17.2% points. Based on state assessments from FY19 (44.5%) to FY22 (17.1%), Math proficiency for Students with Disabilities has declined by a total of 27.4% points.

Some factors that contributed to the decline was the departure of both 4th grade math teachers, restructuring 4th grade students and teachers to accommodate the departures and lack of foundational skills. Another contributing factor was the midyear promotion of 3rd graders. Some of these students lacked basic math skills and missed foundational lessons taught during the first trimester of school. Students were also introduced to computer based testing for State assessments.

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.

5th Grade Math showed the greatest gap when compared with the state average. There was a 36% point deficit. Some contributing factors include but are not limited to teacher shortages. As a result, one teacher was moved from 5th grade to 4th grade to teach Math. In addition, schedule changes had to take place, in order to accommodate the movement of the teacher that was moved. Student attendance was also a large contributing factor that greatly impacted student performance.

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

Science showed the most improvement with a 13.3 increase. New actions that impacted the improvement in Science was the use of PENDA technology, teacher demonstrations, student labs, reteaching the Fair Game Benchmarks and strategic planning during PLCs. During fine arts students had more exposure to PENDA. The Benchmark Literacy Curriculum also embeds science through reading, as a means to increase and engage students with scientific skills and concepts. Science teachers also attended a monthly Leadership Academy hosted by Science specialists in the District of Palm Beach County, as a means to build their instructional capacity and pedagogical content.

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

The two areas of concern that we will focus on for FY24 are attendance and the number of students with substantial reading deficiencies. Attendance plays an integral role in student success and heavily impacts the amount of instruction students receive. When students are consistently absent, it impedes their proficiency in obtaining literary skills that are necessary for academic acquisition. Research has shown that students who are frequently absent, tend to have lower grades, subpar academic performance, struggle with reading and are most likely to drop out of school. By focusing on student attendance, we can attempt to decrease the amount of students with substantial reading deficiencies.

We plan to address these areas of concern by frequently communicating with parents and families, providing resources to support students that struggle with attendance and/or reading deficiencies, utilizing our extended reading block and iiii with fidelity, building teacher capacity and providing professional development opportunities that strictly focus on how to teach reading. We also have specific events with activities designed to increase parental engagement and support families with learning at home

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

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

Increasing Student Attendance via Rewards, Incentives, Engaging Lessons and Hands-On Learning Experiences is our top priority because attendance is an area of concern. If students are not in attendance they are not learning. Attendance heavily impacts student achievement and performance.

Teacher Collaboration through PLCs and Common Planning is a top priority for this upcoming school year because they need to develop a deeper understanding of the new benchmarks. In addition, teachers will be able to share best practices, exchange teaching methods that increase engagement and gain better understanding of the students they service. Teachers will also plan across gain levels to ensure students have the prerequisite skills needed to master grade level benchmarks, standards and content.

Differentiated Instruction and Small Group Rotations are a top priority for our school's improvement because they cater to diverse learning needs and allow teachers to address challenges students may face with the content and/or benchmarks. In addition, differentiated instruction ensures that students are more engaged with the curriculum which plays a major role in their success.

Data Analysis and Next Steps in Order to Ensure the Effective Use of Support Staff is a top priority because some of our ESSA groups are not performing up to par. With the effective use of support staff, we can ensure that students are receiving targeted support and making adequate progress towards yearly growth.

Monitoring with Fidelity is a top priority because it ensures the implemented strategies and interventions are being executed as intended. When schools monitor with fidelity they can identify any deviations from the planned approach and make timely adjustments. This helps maintain the effectiveness of initiatives, prevents resource wastage and ensures that students are receiving the intended benefits. Fidelity monitoring also provides valuable data for evaluation the impact of interventions, allowing schools to make evidence-based decisions and continuously improve their practices.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii),

as applicable to appropriate grade levels, including but not limited to:

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

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

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

Area of Focus

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

#1. 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.

The Area of Focus for positive culture and environment will be to increase student attendance. Based on the Early Warning System, 213 students have missed at least 18 days of instruction. Although it is not indicated on the EWS platform, student tardies play a major role in the disruption of learning and student performance. As a means to increase student attendance, we will implement schoolwide incentives for students, increase communication between school, teachers and families, create engaging lessons and enhance the overall school culture and environment.

In alignment with 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.

By the end of May 2024, the number of students who have missed more than 10% of school will decrease by 50%.

Monitoring:

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

The attendance clerk, the guidance counselor and the school's Behavioral Health Professional will work closely together to identify and track students who are absent more than two days in a week. Teachers will take attendance with fidelity and make parental contact for students who are absent two or more days during the week. The front office will keep an open line of communication with teachers, if information is shared with them about student absences. The BHP and the guidance counselor will also work with district mandated truancy professionals to reach out to parents and provide assistance and support. Parental contact and home visits will be made with students that have missed at least 6 days in the first or the second trimester. The leadership team, the attendance team, the SBT team and any other necessary stakeholders will work with parents and/or guardians to address attendance concerns.

Person responsible for monitoring outcome:

Alisha McKnight (alisha.mcknight@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.)

PBiS will be implemented as a means to increase student attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Through PBiS, we will build a positive environment that is focused on creating a welcoming climate that is inclusive of the culture we wish to establish. By building relationships, monitoring student attendance, providing mentors for struggling students and families as well as providing incentives, we will see an increase in engagement and a decrease in student attendance performance.

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.

Parental contact will be made by teachers, staff and administration.

Person Responsible: Alisha McKnight (alisha.mcknight@palmbeachschools.org)

By When: Ongoing until May 2024

Teacher and administrative incentives.

Person Responsible: Alisha McKnight (alisha.mcknight@palmbeachschools.org)

By When: Ongoing until May 2024

Implementation and follow-up of SBT process for student with early indicators.

Person Responsible: Shameka Higgins Higgins (shameka.higgins@palmbeachschools.org)

By When: Ongoing until May 2024

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

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

Based on State data, Students with Disabilities are performing lower than 41% proficiency in ELA. Based on FSA data from FY19, 33.4% of Students with disabilities were proficient in ELA. There was 19.1% point decline when Students with Disabilities were tested in FY21 (14.3%). In FY22, scores increased by 5.7% points, boosting proficiency to 20%.

If we focus on standards-based instruction to increase learning gains in school-wide ELA 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 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

Measurable Outcome:

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

By May 2024, 41% of Students with Disabilities will be proficient in ELA, based on FAST PM #3 data.

Monitoring:

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

The administrators and the ESE Coordinator/Team will collect and gather data, meet collaboratively and revise and adjust instructional practices as needed. ESE personnel will provide targeted intervention for students who are not progressing towards proficiency. Professional development opportunities will be provided to teachers as a means to train them on instructional strategies and practices that will meet the needs of Students with Disabilities. In addition, feedback from instructional walkthroughs will be utilized to assist in developing effective lessons, creating fluid groups and revising instruction.

Person responsible for monitoring outcome:

Miesha Williams (miesha.williams@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.)

The evidence-based intervention that will be implemented to address increasing reading proficiency for Students with Disabilities is differentiated instruction. Differentiated instruction will allow teachers to meet the specific needs of their students while addressing their deficiencies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Using differentiated instruction for Students with Disabilities fosters inclusivity, ensures students are able to engage with instructional materials with support and guidance and allows them to learn and obtain information at their learning level. Teachers can easily adapt their methods of teaching, while addressing diverse students in a small academic setting. Not only does differentiated instruction aide in increasing academic success, but it also provides a positive learning experience and builds student confidence.

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 2 - Moderate 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.

During PLCs, collected data from state and local assessments will be analyzed. Trends will be identified and used to make instructional decisions. Teachers will collaborate with one another to revise teaching practices, pull resources and enhance learning for Students with Disabilities.

Person Responsible: Shameka Higgins Higgins (shameka.higgins@palmbeachschools.org)

By When: Ongoing until May 2024

Student and teacher data chats will be conducted based on state and local assessments. Student data chats will be used to review student performance and create goals for learning. By discussing strengths and areas of growth, students become active participants in their learning. Teacher data chats will be used to identify strengths, areas of growth and trends across classes and/or grade levels. By discussing data with teachers, they become cognizant of student capabilities, strengths and weaknesses of their teaching practices and more accountable for student learning.

Person Responsible: Miesha Williams (miesha.williams@palmbeachschools.org)

By When: Ongoing until May 2024

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

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

Based on PM #3 data from FY23, 3rd Grade ELA showed the lowest performance with 15.7% proficiency. There has been a steady decline in ELA proficiency for all students and Students with Disabilities. Based on FSA data from FY19, overall proficiency for ELA was 38.8%. There was 15% point decline when students were tested in FY21 (23.8%). In FY22, scores increased by 6.3% points, boosting proficiency to 30.1%. However, when students were tested on the new benchmarks using a new platform in FY23, proficiency declined by 7.3% points. Based on state assessments from FY19 (38.8%) to FY23 (22.8%), ELA has declined by a total of 16% points.

If we focus on standards-based instruction to increase learning gains in school-wide ELA 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 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

Measurable Outcome:

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

The measurable outcome the school plans to achieve is to increase Reading proficiency 10% (23% to 33%) by May 2024, based on FAST PM #3 Data.

Monitoring:

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

The area of focus will be monitored by classroom walkthroughs, teacher observations and teacher feedback. Assessments (ie USAs, iReady and State Progress Monitoring) will also be closely monitored.

Person responsible for monitoring outcome:

Alisha McKnight (alisha.mcknight@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.)

The evidence based strategies to be utilized for this area of focus will be:

1. Explicitly teaching phonics instruction
2. Utilizing iReady to increase student academic performance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Phonics will assist in building foundational skills for reading development and enhance student reading abilities.
2. iReady provides individualized learning instruction based on student results from the diagnostic assessments that are administered three times a year. iReady is adaptive and adjusts content based on student performance.

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.

PLCs will be used to analyze the iReady data.

Person Responsible: Shameka Higgins Higgins (shameka.higgins@palmbeachschools.org)

By When: Ongoing until May 2024

Common Plannings will be utilized to evaluate and revise teaching practices while exploring instructional strategies aligned to supporting students.

Person Responsible: Miesha Williams (miesha.williams@palmbeachschools.org)

By When: Ongoing until May 2024

PLCs will be used to analyze the iReady data.

Person Responsible: Shameka Higgins Higgins (shameka.higgins@palmbeachschools.org)

By When: Ongoing until May 2024

Common Plannings will be utilized to evaluate and revise teaching practices while exploring instructional strategies aligned to supporting students.

Person Responsible: Miesha Williams (miesha.williams@palmbeachschools.org)

By When: Ongoing until May 2024

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).

Funds are allocated to pay for a Single School Culture Coordinator who will provide ongoing ELA (Reading & Writing), Math and Science professional development for K-5 teachers to implement standards-based learning during Professional Learning Communities and on teacher planning days. The SSCC will monitor the implementation of lessons by developing focus calendars, lessons, and assessments that are aligned to the standards and analyze assessments to measure the effectiveness of the facilitated lessons (PLCs, PDDs, coaching, modeling). We have also allocated money for teachers in 3-5 grade to conduct data chats with parents after school hours to support school-home partnership and student learning at home. Out of system, non certified long term tutors will provide remedial ELA and reading support to struggling 3 - 5 students through a push-in or pull-out model of support, to increase reading literacy and comprehension and ensure student reach grade level proficiency.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning. According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 22 data 28% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our overall primary grades proficiency is low.

Kindergarten- 31% Proficient
 First Grade- 25% Proficient
 Second Grade- 19% Proficient

It also gives us data to support a lack of proficiency in foundational skills

Phonological awareness- 30% Proficient
 Phonics- 29% Proficient
 High-Frequency Words- 33% Proficient
 Vocabulary- 19% Proficient

Due to a lack of foundational skills, students overall reading comprehension proficiency is 31% For literature text and skills, students overall reading comprehension proficiency is 31% For literature text and 36% for Nonfiction text.

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

If we focus on standards-based instruction to increase learning gains in school-wide ELA 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 3, Academic Excellence & growth. Our instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our FY22 data shows our

third-grade students were only 47.5% proficient on the FSA. The winter diagnostic also stated that 41% of students where predicted to be proficient by the FY 23 FSA. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. 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. The ELA school- wide learning gains decreased seven percentage points, and the learning gains of ELA Low 25% decreased by nine points. Our ESSA identified subgroups SWDs and whites have demonstrated a decline of 3-5% over the past two years. Data indicates we need to review what is beg taught, how it's being taught and make decisions to make the changes necessary to support all learners. The gap between 2022 ELA Achievement (25%) and the District average (58%) is 33 percentage points. our ESSA identified subgroup SWDs; there was an increase of 4% in ELA and 4% in math. Our white students showed an increase in ELA of 2%. During FY22 state assessment, results show an increase for our subgroups SWDs + 6%, ELLs +12%, but a decline for our FRL by 18%. FRL students had a decrease of 2% from FY19 to FY22. For science, 5th-grade scores went down 1% (from 65% to 64%). In FY22, we saw an increase of 8% in ELA, but a decrease in Science by 6%. Our Subgroups data shows SWDs: 3rd +3%, 4th -2%, and 5th + 12%.

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

The measurable outcomes for 2023 are:

February 2023 May 2023

Kindergarten- 35% Proficient 40% Proficient

First Grade- 30% Proficient 35% Proficient

Second Grade- 25% Proficient 30% Proficient

Phonological awareness- 35% Proficient 40% Proficient

Phonics- 35% Proficient 40% Proficient

High-Frequency Words- 38% Proficient 43% Proficient

Vocabulary- 25% Proficient 30% Proficient

Grades 3-5 Measurable Outcomes

The measurable outcomes for 2023 are:

February 2023 May 2023
 3rd 52% Proficient 55% Proficient
 4th 46% Proficient 52% Proficient
 5th 55% Proficient 57% Proficient

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series.

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

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

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

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Williams, Miesha, miesha.williams@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?

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

instructional support for all learnings.

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

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

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale:

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

- Do the evidence-based practices/programs address the identified need?
 - Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?
-
1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards.
 2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.
 3. PLCs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.

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
Assessment and Data Analysis: We will ensure the completion of formal and informal assessments to identify individual proficiency levels. Data will be analyzed to pinpoint areas of improvement and track student progress towards proficiency. Data will be monitored continuously to ensure data-based decisions are made.	
Professional Development: Offer regular and relevant professional development opportunities for teachers to enhance their ELA skills. PDs will focus on best practices, differentiated instruction, and strategies for meeting the needs of diverse learners.	
Teacher Support: Resource teachers will be assigned to coach and support teachers to help improve their instructional practice. Support staff will model effective teaching techniques and provide classroom teachers with constructive, actionable feedback.	
Professional Learning Communities (PLCs): Teachers will collaborate in PLCs to plan unit and reteach lessons. They will share best instructional practices and literacy resources.	
Supportive Environment that Celebrates Success: We will create a supportive work environment where teachers feel comfortable seeking coaching and feedback. We will celebrate and acknowledge teacher and student successes resulting from coaching efforts.	
Student and Parent Data Chats: We will involve students in the assessment process by setting goals, reflecting on their progress, and self-assessing their work. Students will receive constructive and timely feedback on their assessments, helping them understand their strengths and areas for improvement. We will also communicate with parents about assessment schedules, results, and how they can support their child's learning based on assessment data.	

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))

Not Applicable

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)

Not Applicable

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))

Not Applicable