Santaluces Community High School

2023-24

Schoolwide Improvement Plan (SIP)

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Santaluces Community High

6880 LAWRENCE RD, Lantana, FL 33462

https://snhs.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.

Santaluces Community High School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential while fostering post-secondary success through rigorous instruction, extracurricular opportunities, and responsible citizenship.

Provide the school's vision statement.

Santaluces Community High School will thrive as a collaborative and multicultural community where education, character, and lifelong learning are valued and supported.

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
Moore Robinson, Tameka	Principal	Principal Robinson is the Multi-Tiered System of Supports (MTSS)/School-wide Data-Based Decision making leader. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Montoya, David	Assistant Principal	Mr. Montoya (AP - Oversees: School Improvement/Facilities/Science/School Safety/Chromebooks/Custodians/Student Discipline) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Seigel, Brian	Assistant Principal	Mr. Seigel (AP - Oversees: ESE/Reading/ESP/SBT/Business Partners/Student Discipline) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step

Name	Position Title	Job Duties and Responsibilities
		problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Cacace, Kristen	Assistant Principal	Mrs. Cacace (AP - Oversees: Masterboard/Guidance/Biology/E20/20/Equity & Access/School Messenger/Substitutes) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Krupa, Jim	Assistant Principal	Mr. Krupa (AP - Oversees: Operations/Graduation/Freshmen Academy) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data

Name	Position Title	Job Duties and Responsibilities
		3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Porter, Winfred	Assistant Principal	Mr. Winfred (AP - Oversees: Academies/Athletics/PD/Threat Assessment/ PBIS/Student Discipline/Clubs & Organizations/Student LEE's) is a MTSS/ School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Ramos, Ken	Dean	Mr. Ramos (9th Grade Dean - Oversees: Freshman Academy/PBIS/ Transportation/Key Distribution/Student Discipline) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student

Name	Position Title	Job Duties and Responsibilities
		needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Harrell, Kristen	School Counselor	Mrs. Harrell (Guidance Coordinator - Oversees: Guidance Department/ Guidance Scheduling & Services/RTI) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Williams, Tara	Other	Mrs. Willams (ESE Coordinator - Oversees: ESE Department/ESE Scheduling & Support Services/RTI/SBT) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and

Name	Position Title	Job Duties and Responsibilities
		that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Hicks, Paula	Other	Mrs. Hicks (ESOL Coordinator - Oversees: ELL Department/ELL Scheduling & Support Services/RTI) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Lescas, Amanda	Assistant Principal	Mrs. Lescas (AP - Oversees: AVID/ELL/Foreign Language/World History/ English 11-12/Link Crew/PBIS/PD/ACT-SAT) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS

Name	Position Title	Job Duties and Responsibilities
		staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Mawali, Wakisha	Assistant Principal	Mrs. Mawali (AP - Oversees: Math/US History/Title I/EDW/Performance Matters Suite 360) is a MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member. The responsibilities of all MTSS School-wide leadership team members are to: 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success
Tanguay, Debbie	Graduation Coach	Mrs. Tanguay (Graduation Coach - Oversees tracking and support services of at-risk seniors) 1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process 2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data 3. Determine if problems/barriers are systemic or individual based on the data 4. Schedule data days throughout the year 5. Facilitate the development of instructional schedules based upon student needs 6. Ensure professional development matches the needs of the staff based upon student data 7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support 8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians 9. Create frequent opportunities to celebrate and communicate success

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

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

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and
works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman
Douglass High School Public Safety Act to have more mental health professionals in schools.
• Through Parent Trainings we support families with educational workshops facilitated by our school counselors,
Behavior Health Professional, Co-located Therapist, ESOL and ESE 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 in our assemblies and flyers posted in classrooms and throughout the campus. The "Raptor System" is used to sign in parents/visitors before they can access the campus while being escorted by a faculty/staff member.
• Our ESE Coordinator and 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 SWD 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.
• Student representatives from SGA, LIA and Link Crew participate in SAC meetings and principal roundtables to provide input and feedback for school-wide programs and initiatives.

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

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

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

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQs, USAs, NGSQs, 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 (PMs 1, 2, & 3 in English Language Arts). The FAST assessments will occur one to two times a year in Algebra I and Geometry.
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.
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 and administration to assess data, modify, and implement differentiated instruction, based on the results of data.
In addition we closely monitor the Acceleration and the Graduation Rate of our students in grades 9-12. Administration, Graduation Coach, and counselors track and meet with At-Risk students to help ensure their graduation success.
The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and
Professional Learning Communities occur every week per content area. Content area teachers meet with administration to discuss and analyze data, modify instruction, and create standards-based learning goal
scales. Student data 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.

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 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
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) 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*	39	52	50	39	55	51	40		
ELA Learning Gains				47			41		
ELA Lowest 25th Percentile				43			33		
Math Achievement*	34	38	38	30	42	38	22		
Math Learning Gains				56			22		
Math Lowest 25th Percentile				66			25		
Science Achievement*	53	68	64	51	43	40	48		
Social Studies Achievement*	61	67	66	63	53	48	54		
Middle School Acceleration					46	44			
Graduation Rate	92	90	89	98	65	61	96		
College and Career Acceleration	64	71	65	63	69	67	67		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELP Progress	43	40	45	53			41		

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	386
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	92

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	609
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	98

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	36	Yes	4	
ELL	39	Yes	1	
AMI				
ASN	73			
BLK	53			
HSP	54			
MUL	70			
PAC				
WHT	68			
FRL	53			

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	38	Yes	3	
ELL	44			
AMI				
ASN	69			
BLK	54			
HSP	54			
MUL	72			
PAC				
WHT	61			
FRL	54			

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	39			34			53	61		92	64	43
SWD	16			15			29	42		22	6	
ELL	16			22			32	40		54	7	43
AMI												
ASN	55			54			64			94	5	
BLK	38			31			47	57		60	7	43
HSP	35			33			56	59		64	7	43
MUL	33			43				94		86	5	
PAC												
WHT	57			47			69	75		65	6	
FRL	36			32			52	57		63	7	38

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	39	47	43	30	56	66	51	63		98	63	53
SWD	16	35	33	15	43	50	24	37		96	26	
ELL	18	43	41	19	59	66	28	20		88	45	53
AMI												
ASN	65	44		36				88		100	83	
BLK	37	49	42	27	56	73	45	62		98	58	50
HSP	36	45	45	31	54	58	51	61		96	65	56
MUL	59	48		50	71		83	75		100	91	
PAC												
WHT	55	52	35	39	62		71	65		100	72	55
FRL	36	48	43	27	55	65	47	60		98	61	53

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	40	41	33	22	22	25	48	54		96	67	41
SWD	17	32	30	13	24	31	31	26		97	36	
ELL	14	37	37	12	21	26	30	22		86	62	41

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN	83	74					83	84		94	100	
BLK	33	39	32	19	23	29	37	50		97	55	34
HSP	40	40	31	22	20	23	51	49		94	70	47
MUL	53	34		28	13		68	58		95	68	
PAC												
WHT	57	54	46	38	31		62	76		99	82	
FRL	36	39	34	20	20	24	45	50		96	64	40

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	38%	50%	-12%	50%	-12%
09	2023 - Spring	37%	48%	-11%	48%	-11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	24%	48%	-24%	50%	-26%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	50%	-15%	48%	-13%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	63%	-14%	63%	-14%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	62%	-4%	63%	-5%

III. Planning for Improvement

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

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

The data below shows our students' results in tested areas and our identified ESSA SWD subgroup:

FY21 FY22 FY23(BEST) DIST FY23 FL FY23
ALG 1: ALL 13.0% 28.5% 27.0% 49.7% 54%
SWD 7.3% 10.7% 17.4% 22.1%

FY21 FY22 FY23(BEST) DIST FY23 FL FY23
GEO: ALL 28.4% 31.1% 40.3% 50.5% 49%
SWD 20.3% 13.3% 16.7% 20.1%

FY21 FY22 FY23(FAST) DIST FY23 FL FY23
ELA 9: ALL 34.5% 36.4% 36.9% 48.1% 48%
SWD 16.9% 11.8% 9.3% 20.3%

FY21 FY22 FY23(FAST) DIST FY23 FL FY23
ELA 10: ALL 44.5% 35.8% 38.1% 50.0% 50%
SWD 16.9% 13.9% 17.0% 21.5%

FY21 FY22 FY23 DIST FY23 FL FY23
BIO: ALL 46.8% 48.8% 49.1% 64% 63%
SWD 29.0% 23.7% 28.4% 35.4%

FY21 FY22 FY23 DIST FY23 FL FY23
US: ALL 53.4% 62.3% 58.1% 62% 63%
SWD 29.9% 36.7% 39.5% 36.3%

When reviewing the data, it was a mixed bag with some areas showing increases while other declining. The lowest performing areas were Algebra 1 for ALL students and ELA 9 for SWD. Contributing factors

were teachers having to teach new standards in both Algebra 1 and English Language Arts. A shortage of support staff in classes did not allow for teachers to do as well as they could of for differentiated instruction. Additionally, some extra tutoring and support services like Saturday Success which addresses weakness in tested areas were not implemented with fidelity.

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

Algebra 1 which is a requirement for graduation had the greatest decline of 1.5% from FY22 to FY23 for ALL students. ELA 9th grade had the greatest decline of 2.5% for the ESSA subgroup SWD. New standards and testing platform were introduced in both areas. This was a challenge for teachers in those content areas having to teach new standards. Limiting factors of classroom support and tutorial opportunities also helped contribute to the decline.

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.

Algebra 1 for ALL students had the greatest achievement gap of -27% compared to the State. Typically the students in Algebra 1 are lower level students who struggle in math. In previous years, students have made tremendous learning gains of 56% in FY22. With the subgroup of SWD, there was a -11% difference between the school and the District for ELA 9th grade. Again, the students typically come in as low level readers but are able to make learning gains of 47% in FY22. With the implementation of new standards and testing platform, it had a negative effect on overall achievement. Some teachers had not taught Algebra 1 previously. Teachers are also having to spend time teaching basic math and reading skills to students. Additionally, limited support services in classes and extended learning opportunities helped contribute to the gap.

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

Geometry for ALL students had the largest increase of 9.2% compared to FY22. Though new standards were introduced, the majority of the teachers had previously taught the course. Experience with the content had a positive impact. Furthermore, students in geometry come in better prepared than Algebra 1 having spend the previous year getting a better grasp on basic math skills.

Algebra 1 for SWD had a 6.7% increase compared to FY22. Students were given a double block of math to help with basic math skill sets.

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

9th grade students with 2 course failures was 57.8%. Grading practices, student learning needs and life skills could be addressed to better prepare students. The other area is student behavior and discipline. There was a 0.8% increase in suspension rate. Fidelity of mentoring programs, conflict resolution and alternative discipline options could be reviewed to help keep students in schools.

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

Algebra 1 achievement for ALL students and SWD. Teachers need to continue with PLCs and provided with additional support for best teaching practices. Within PLCs develop lessons and reteaching opportunities based on student data.

ELA Achievement for ALL students and SWD. Teachers need to continue with PLCs and provided with additional support for best practices. ELA and Reading teachers should collaborate on instructional practices to help support student skill sets across their content.

Using WICOR, an AVID strategy that address writing, inquiry, collaboration, organization and reading to be used school wide to support students. It will help ensure that the rigor of benchmarks and reading skill sets are addressed with students regardless of content area.

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.

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.

The number of discipline incidents and suspension are incidents that keep students out of the classroom. If a student is out the classroom, there is a struggle for learning to occur. The rationale for the area of focus is based on the data below:

FY22 FY23
Students with 1 or more Suspensions 306 344
Students with 2 or more Referrals 203 183
Total Number of ISS 169 90
Total Number of OSS 246 246

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

Student Outcome:
Reduce discipline referrals by 10% by December 2023 and another 10% by May 2024.

Teacher outcome:
By December 2023, 75% of teachers will positively reinforce student behaviors
By February 2024, 100% of teachers will positively reinforce student behaviors

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

The Area of Focus will be monitored through:
*Bi-weekly administrative meetings to analyze and monitor student behavior data
*Monthly PBIS team meetings to analyze teacher involvement in support program
*Weekly PBIS drawings to determine teacher involvement in support program
*Student discipline and PBIS data will be shared monthly at Faculty meetings
*Classroom observations conducted by administration to monitor student behaviors and involvement

Person responsible for monitoring outcome:

Tameka Moore Robinson (tameka.robinson@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: CHIEFS
2. CHAMPS
3. PBIS
4. Parent Involvement
5. 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. CHAMPS: Classroom management program to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations.
3. PBIS: Decrease levels of disruptiveness, referrals, and suspensions while supporting positive behaviors.
4. Parent Involvement in schools improves student attendance, social skills and behavior. It helps children adapt better in school.
5. 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.

1. Schoolwide Discipline Plan
*CHIEFS taught to students and displayed school wide
*Grade level assemblies in August and January
*Review of expectations daily in classrooms in August
*Distribution of student handbooks
*Posting of CHIEFS matrix

Person Responsible: Winfred Porter (winfred.porter@palmbeachschools.org)

By When: Begin August 10, 2023 and continuously throughout school year

2. CHAMPS
*New teachers to provided with support by administration and teacher buddy
*Classroom observation of teachers by administration
*Excessive number of referrals written by a teacher will be specific CHAMPS training

Person Responsible: Brian Seigel (brian.seigel@palmbeachschools.org)

By When: Begin, August 10, 2023 and continuously throughout school year

3. PBIS
*Staff initial training
*Monthly team meetings to discuss outcomes
*Weekly, monthly and quarterly celebrations
*Discuss outcomes and training needs during monthly faculty meetings
*Update SAC monthly

Person Responsible: Winfred Porter (winfred.porter@palmbeachschools.org)

By When: Begin August 3, 2023 and continuously throughout school year

4. Parent Involvement
*Phone calls home by teachers and administration
*Provide parent trainings per Title I requirements

*Weekly newsletter by Principal
*Establish events to show case students in academics, clubs, performing arts, fine arts and athletics

Person Responsible: Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)

By When: Begin August 10, 2023 and continuously throughout school year

5. 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

Person Responsible: Wakisha Mawali (wakisha.mawali@palmbeachschools.org)

By When: August 10, 2023 and continuously throughout school year

#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.

To ensure progress towards student achievement and subgroups within BEST and EOC courses to support the expectations of LTO #3, Increase the high school graduation rate to 90%.
The below areas of focus align with the District's Strategic Plan to Increase graduation rate to 90% because Algebra 1 EOC and 10th Grade English Language Arts are requirements for graduation:

*SWD subgroup has the lowest achievement levels in Algebra1 (17.4%) in FY23.
*SWD subgroup has the lowest achievement levels in ELA 9th grade (9.3%) with a 2.5% decline compared to FY22.
*SWD subgroup had the lowest achievement levels in ELA 10th grade (17%) in FY23.

*ELA 9th grade achievement in FY23 was 36.9%; 11.1% below the State (48%)
*ELA 10th grade achievement in FY23 was 38.1%; 11.9% below the State (50%)
*Algebra 1 achievement in FY23 was 27%; 27% below the State (54%)

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

*Increase SWD Algebra 1 proficiency by 5% from 17.4% to 22.4% by June 2024:
PM 1 (17.4%), Midterm (19.4), PM3 (22.4%)
*Increase SWD ELA 9th grade proficiency by 5% from 9.3% to 14.3% by June 2024:
PM1 (9.3%), PM2 (11.3%), PM3 (14.3%)
*Increase SWD ELA 10th grade proficiency by 6% from 17% to 23% by June 2024:
PM1 (17%), PM2 (20%), PM3 (22%)

*Increase Algebra 1 proficiency by 5% from 27% to 33% by June 2024:
PM 1 (27%), Midterm (30%), PM3 (33%)
*Increase ELA 9th grade proficiency by 5% from 36.9% to 41.9% by June 2024:
PM1 (36.9%), PM2 (38.9%), PM3 (41.9%)
*Increase ELA 10th grade proficiency by 5% from 38.1% to 43.1% by June 2024:
PM1 (38.1%), PM2 (40.1%), PM3 (43.1%)

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

We strategically plan for a variety of monitoring techniques:
*Bi-weekly Review of Lesson Plans
*Daily classroom walkthroughs by administration
*Bi-weekly data analysis in leadership team meetings
*Student work samples/portfolio/binder reviews - WICOR
*Student attendance with teacher, guidance and truancy specialist
*Monthly data Chats with teachers by administration
*Formal and informal observations through iObservation conducted by administration
*Weekly to bi-weekly Professional Learning Communities: attendance/participation, analysis of data, best teaching practices, lesson plan development
*Implementation and analysis of USAs, FSQs, NGSQs and midterms within tested areas

The monitoring will be supported by key members of the leadership team: Principal, Assistant Principals, ESOL and ESE Coordinators, DILs and District Content Specialists

Person responsible for monitoring outcome:

Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)

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

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process and product.
2. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Math teachers will incorporate the use of technology-based programs including Math Nation, IXL and Khan Academy. Language Arts and Reading teachers will use Reading Plus, novel study, and WICOR (AVID) strategies to enhance students ability and to integrate knowledge. Non-tested content areas will implement WICOR (AVID) to assist in rigorous assignments around writing, inquiry, collaboration, organization and reading.
4. 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. Incorporate small group instruction utilizing USA and FSQ data to meet the students' needs for standards based practice and to identify areas of weakness for targeted remediation. Both USAs and FSQs have proven successful in preparing students for State testing.
2. Students who participate in tutoring programs have demonstrated an increase in student achievement. It allows targeted weaknesses to be addressed outside of the classroom setting.
3. Both IXL, Math Nation and Khan Academy have aided in significantly increasing student achievement when the programs are used with fidelity. The Reading Plus program and the incorporation of writing strategies such as WICOR are effective tools that enable teachers to differentiate instruction based on a students' specific areas of need.
4. PLC's and PD allow teachers and leadership an opportunity to collaborate, to analyze data, and to make

decisions to improve student achievement and progress.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Small Group Instruction: Reading, ELA and Algebra 1
*Students will be assessed using USAs and FSQs in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA, Reading and Math courses.
*Teachers will analyze student data to determine strengths and weaknesses in content area within PLCs
*Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, ALL students).
*Teachers will create lesson plans utilizing a variety of resources, instructional materials and teaching methodologies to support all learners.
*Teachers will use formative assessments to track student learning and adjust instruction.

*Teachers will plan with their respective inclusion teachers to develop best practices and strategies to to meet students' needs (SWD and ALL students).

Person Responsible: Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)

By When: Begin August 10, 2023 and continuously throughout the school year

2. Tutorials:
*Analyze student data to determine students for tutorial groups and the support necessary in tested areas.
*Choose research-based supplemental materials and resources to during tutorials.
*Analyze teacher classroom data to determine who will be tutors.
*Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
*Students will be selected and grouped for pullout tutorials, afterschool, Saturday Success academies and boot camps based on the
results from FSQs, NGSQs, USAs, midterms and PMs (SWD and ALL students).

Person Responsible: Amanda Lescas (amanda.lescas@palmbeachschools.org)

By When: After school tutorials begin by October 2023, Boot camps by December 2023 and May 2024, Saturday Success by February 2024 and pullouts by March 2024.

3. Adaptive Technology Applications:
*Provide teachers with professional development to ensure appropriate use of adaptive technology.
*Student Chromebooks distributed to each student so they have access to technology.
*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 (SWD and ALL students).
*Teacher training on WICOR strategy - use of PD days, PLCs and faculty meetings

Person Responsible: Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)

By When: September 2023

4. PLCs - PD
*Development of a PLC schedule to include all content area teachers, resource teachers and electives.
*The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs of teachers and students (SWD and ALL students).
*PLC leaders supported by administration will be trained to incorporate continuous improvement model to analyze data, review standards, develop rigorous lessons and best practices for their content areas.
*PD team will create sessions to teach research based best practices to address teacher and student needs (SWD and ALL students).

Person Responsible: Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)

By When: PLCs - biweekly starting in August 2023 through May 2024, PD based on District allotted days and monthly faculty meetings.

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

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-

on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Reginal Office team, and the Office of School Improvement.

Resources and allocations are focused on:
1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
5. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide
additional training and support.
7. The District Reading Collaboration team provides professional development to schools based on needs.
8. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics, and 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 and Suite 360 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.

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

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NA

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