

The School District of Palm Beach County

Egret Lake Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Egret Lake Elementary School

5115 47TH PL N, West Palm Beach, FL 33417

<https://eles.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.

Egret Lakes' mission is in alignment with The School District of Palm Beach County's mission. We are committed to educating, affirming and inspiring students in an equity-embedded school . As a school we will partner with parents to empower each student to reach his or her highest potential and experience personal and educational success. By working with families we will be able to provide students with a greater opportunity for learning and to prepare them with strategies to be college and career ready.

Provide the school's vision statement.

Egret Lakes' vision is in alignment with The School District of Palm Beach County's vision. We envision an educational and working environment, where students are embraced, affirmed and inspired. Taking ownership for student's academic mastery and social-emotional needs by creating environments where students are fostered and nurtured.

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
Napier, Dionne	Principal	<p>The principal will monitor and work with all staff to ensure implementation of the School Improvement Plan. The principal oversees the execution of all strategies and action steps towards continuous improvement at the school. The principal will work closely with district and school personnel to identify best practices, implement personnel to support implementation of these practices, and monitor the success of these practices through classroom walkthroughs and observations. The principal will select materials and resources approved by the district/school that will support standards based instruction and student intervention/enrichment. Furthermore, the principal will assist community members, faculty, students and parents with understanding the state standards, vision and mission of the school, and how the data is used to drive instruction daily to enhance student learning in order to prepare Egret students to be college and career ready. In addition to this, the principal will hire and retain highly qualified employees, use data to inform decisions regarding instruction and best practices, oversee professional development of staff, and monitor daily student performance.</p>
Roundtree, Tiana	Assistant Principal	<p>The assistant principal will support the principal in building culture and community amongst all stake holders.</p> <p>The assistant principal will monitor the implementation of best practices that support the schools mission and vision. The assistant principal will also assist the principal and leadership team members in eliminating barriers that may interfere with promoting a healthy school climate and culture. This will be done by monitoring best practices, promoting and overseeing the School Wide Behavior Plan, participating and sometimes leading collaborative learning activities (PLC) and maintaining constant communication with parents and students regarding school wide expectations.</p>
Billman-Hornsby, Jennifer	Other	<p>As the Single School Culture Coordinator (SSCC), Mrs. Hornsby provides teachers with instructional leadership and support for the continuous academic and behavioral growth of all students. The SSCC works with the school counselor to oversee the referral, development of interventions (both academically and behaviorally), implementation, and monitoring of identified interventions throughout the Multi-Tiered System of Support or (MTSS). The SSCC uses data to drive the collaboration of teachers during the Professional Learning Communities which determines the focus of PLC's to address both student and teacher needs. The SSCC supports teachers in disaggregating data, using district platforms to analyze various data points, bringing in Professional Development support from the school/district to address teacher/student needs, and support administration in the implementation of the schools vision and mission to enhance climate and culture amongst all stake holders.</p>
Berardesco, Victoria	School Counselor	<p>As the school counselor, Mrs. Berardesco supports the school's mission and vision. The school counselor works closely with the Single School Culture Coordinator or SSCC to implement the MTSS process for all students. Mrs. Berardesco plays a key role in working with community organizations, district</p>

Name	Position Title	Job Duties and Responsibilities
		personnel, parents, staff, and students to ensure families are receiving the support that they need for students to be successful both academically and socially. She supports both the culture and climate of the school through classes that address topics ranging from SLL to A.V.I.D. W.I.C.O.R. strategies that assist students in being more organized and responsible for their learning which in turns supports the overall goal of preparing students to be college and career ready.
Ramenda, Jessica	Other	The ESOL Contact assists school staff with ensuring compliance regarding the ESOL Program. Mrs. Ramenda supports the ESOL resource teachers and classroom teachers in implementing school based services. She also makes sure that the school is following district, state, and federal guidelines regarding ESOL support. Mrs. Ramenda collaborates with community agencies, district personnel/departments, staff, parents, and students in order to provide students with the resources needed to be successful both academically and socially. The ESOL Contact also conducts/monitors the LEP student assessment and placement procedures, provides professional development for instructional staff on best practices and strategies that support ELL students. She is also responsible for supporting administration in making sure Egret follows all compliance expectations by identifying and monitoring the implementation of the students individual plans and district PD requirements.
Brazauskas, JeniLee	Other	The ESE Contact assists school staff with ensuring compliance regarding the ESE Program. Mrs. Brazauskas supports the ESE resource teachers and classroom teachers in implementing school based services. She also makes sure that the school is following district, state, and federal guidelines regarding ESE services. Mrs. Brazauskas collaborates with community agencies, district personnel/departments, staff, parents, and students in order to provide students with the resources needed to be successful both academically and socially. The ESE Contact also conducts/monitors the Individual Education Plans for all students, oversees meetings that address IEPs, student evaluations/placements, and transition services. In addition to this, she meets with classroom teachers to explain individual student plans, identify best practices, and schedules to ensure ESE support is being provided. Mrs. Brazauskas is also responsible for supporting administration in making sure Egret follows all compliance expectations by identifying and monitoring the implementation of the students individual plans and district PD requirements.

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, Behavioral Health Professional, reading coach, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team. Our ESOL Contact 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 Contact and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to the school-wide supports for students and families. A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus.

SIP Monitoring

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

Student assessments include the new Progress Monitoring which occur 3 times per year. In VPK- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every 2 weeks per grade level. Grade level teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goals. Student work and best practices are shared and analyzed. Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, iReady Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year. Employing frequent monitoring will allow us to make adjustments to the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able to individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:

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

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
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	35	29	38	31	23	22	0	0	0	178	
One or more suspensions	0	3	6	8	4	6	0	0	0	27	
Course failure in English Language Arts (ELA)	26	46	62	75	35	37	0	0	0	281	
Course failure in Math	15	37	66	53	35	33	0	0	0	239	
Level 1 on statewide ELA assessment	0	0	0	47	20	22	0	0	0	89	
Level 1 on statewide Math assessment	0	0	0	41	26	26	0	0	0	93	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	23	68	65	56	0	0	0	224	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	20	37	62	67	40	38	0	0	0	264

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	1	1	22	11	14	0	0	0	49
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	35	43	37	42	24	28	0	0	0	209
One or more suspensions	4	0	4	10	4	9	0	0	0	31
Course failure in ELA	19	54	68	61	30	66	0	0	0	298
Course failure in Math	9	24	42	35	23	39	0	0	0	172
Level 1 on statewide ELA assessment	0	0	0	58	14	36	0	0	0	108
Level 1 on statewide Math assessment	0	0	0	43	19	48	0	0	0	110
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	76	37	65	0	0	0	178

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	15	29	58	32	30	0	0	0	164

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	1	21	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	35	43	37	42	24	28	0	0	0	209	
One or more suspensions	4	0	4	10	4	9	0	0	0	31	
Course failure in ELA	19	54	68	61	30	66	0	0	0	298	
Course failure in Math	9	24	42	35	23	39	0	0	0	172	
Level 1 on statewide ELA assessment	0	0	0	58	14	36	0	0	0	108	
Level 1 on statewide Math assessment	0	0	0	43	19	48	0	0	0	110	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	76	37	65	0	0	0	178	

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	15	29	58	32	30	0	0	0	164

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	1	21	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	33	53	53	41	59	56	39		
ELA Learning Gains				67			53		
ELA Lowest 25th Percentile				63			42		
Math Achievement*	40	57	59	42	53	50	33		
Math Learning Gains				69			33		
Math Lowest 25th Percentile				65			17		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	34	54	54	25	59	59	20		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	69	56	59	61			58		

* 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	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	197
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	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	433
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	2	1
ELL	34	Yes	1	
AMI				
ASN				
BLK	32	Yes	1	
HSP	44			
MUL				
PAC				
WHT	63			
FRL	37	Yes	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	40	Yes	1	
ELL	60			
AMI				
ASN				
BLK	48			
HSP	59			
MUL				
PAC				
WHT	65			
FRL	53			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	33			40			34					69
SWD	21			21							4	63
ELL	27			41			17				5	69
AMI												
ASN												
BLK	27			36			32				5	48
HSP	37			46			33				5	74
MUL												
PAC												
WHT	67			59							2	
FRL	33			38			30				5	65

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	41	67	63	42	69	65	25					61
SWD	26	54	54	14	57	50	21					44
ELL	45	73	71	48	75	76	31					61
AMI												
ASN												
BLK	33	60	59	32	66	55	18					60
HSP	43	69	64	50	72	80	31					63
MUL												
PAC												
WHT	64	89		60	74		40					
FRL	38	65	62	41	67	64	22					61

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	39	53	42	33	33	17	20					58
SWD	25	47		18	33		8					64
ELL	40	54	55	35	36	10	19					58

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	30	43	31	25	24	13	15					55
HSP	37	56		37	39		21					59
MUL												
PAC												
WHT	65			57								
FRL	36	51	40	32	31	13	19					58

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	46%	56%	-10%	54%	-8%
04	2023 - Spring	41%	58%	-17%	58%	-17%
03	2023 - Spring	19%	48%	-29%	50%	-31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	34%	57%	-23%	59%	-25%
04	2023 - Spring	32%	52%	-20%	61%	-29%
05	2023 - Spring	51%	56%	-5%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	30%	51%	-21%	51%	-21%

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.

SY2021 (FSA) SY2022 (FSA) SY2023 (PM3)

ELA

3rd 30 29 19

4th 34 51 41

5th 45 42 46

Math

3rd 23 36 34

4th 30 52 32

5th 39 31 51

Science

5th 18 25 30

Subgroups ELA PM1 PM2 PM3

Black females 47 41 37

Black males 30 31 23

ELL females 24 13 14

ELL males 23 14 21

SWD female 33 22 25

SWD male 24 21 23

2022-2023 ELA overall performance for grades 3rd -5th was 34% whereas last year it was 41% on the 2022 Spring Florida Standard Assessment or FSA. Contributing factors include testing fatigue, limited fluency, comprehension and reading stamina. During the ELA and Math block, there is limited differentiation based on student needs and consistent monitoring of data to inform instruction. Therefore, a focus needs to be small groups and how students are identified for grouping and the resources being used. This is also an issue for math. Independent reading and math practice allows students to apply the skills that they are learning will be implemented during the small group rotation in math and reading. Administration will provide more consistent monitoring and feedback focusing on these areas.

During the 2022-2023 school year, the Reading Coach and Math resource teachers assisted with covering classes that had no subs and teachers were not available. This year, all positions have been filled which will enable the Reading coach to go into classrooms to implement the coaching model for all teachers with an emphasis on those who are new to teaching, new to the curriculum or struggling to implement the curriculum with fidelity.

PLC's will continue, but this year all teachers will develop class and grade level SMART goals. During PLC's and collaborative planning, teachers will consistently be directed back to their goals and how the action steps are being implemented to reach the goals. Data from FSQ's, USA's, State Progress Monitoring Assessment and other data will continuously be used to drive how instruction, action steps for goals, etc are implemented.

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

ELA for 3rd grade (SY22 29% vs. SY23 19%) and 4th grade (SY22 51% vs. 41% SY23) had the biggest decline when comparing the 2023 PM3 scores to the 2022 FSA Spring score. There was also a significant increase in 3rd grade math (SY22 36 vs. SY23 34) and 4th grade (SY22 52 vs. 32 SY23). Although it should be noted that for the 2022-2023 school year, Egret had its first 4th grade Advanced Math class or AMP. The scores for these students were included with the 5th grade scores and not the 4th grade scores.

Besides the AMP scores, contributing factors include limited vocabulary, limited independent practice in Reading/Writing and Math. Contributing factors include testing fatigue, limited fluency, comprehension and reading stamina. During the ELA and Math block, there is limited differentiation based on student needs and consistent monitoring of data to inform instruction. Therefore, a focus needs to be small groups and how students are identified for grouping and the resources being used. This is also an issue for math. Independent reading and math practice allows students to apply the skills that they are learning will be implemented during the small group rotation in math and reading. Administration will provide more consistent monitoring and feedback focusing on these areas.

During the 2022-2023 school year, the Reading Coach and Math resource teachers assisted with covering classes that had no subs and teachers were not available. This year, all positions have been filled which will enable the Reading coach to go into classrooms to implement the coaching model for all teachers with an emphasis on those who are new to teaching, new to the curriculum or struggling to implement the curriculum with fidelity.

PLC's will continue, but this year all teachers will develop class and grade level SMART goals. During PLC's and collaborative planning, teachers will consistently be directed back to their goals and how the action steps are being implemented to reach the goals. Data from FSQ's, USA's, State Progress Monitoring Assessment and other data will continuously be used to drive how instruction, action steps for goals, etc are implemented.

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.

When looking at the FAST Progress Monitoring data window 3, we see the following data.

School State

ELA Achievement 34% 53%

Math Achievement 40% 56%

Science Achievement 30% 53%

The largest gaps occurred in ELA (-19%) and Science (-23%)

Factors that have contributed include a change in teaching subject areas. This year all 3 5th grade teachers became self contained which means that all subjects were taught by the teacher whereas during the 2021-2022 SY, the classes were departmentalized. Student attendance, testing fatigue, limited vocabulary in Science and limited reading fluency along with limited reading stamina also was a contributing factor. It should be noted that even though there was a gap the loss of proficiency was limited when comparing 2022 Reading scores to 2023 (-6) and there was growth in Science when comparing the school's 2022 Science proficiency score to 2023 (+5).

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

5th grade science showed the most improvement when comparing the 2022 proficiency scores (25%) to the 2023 proficiency scores (30%). There was a 5% increase. When looking at individual grade levels, 5th grade ELA increased by 4% from 42% on the 2022 FSA assessment to 46% on the 2023 PM3 assessment. For 5th grade math there was a 20% increase when comparing 2022 FSA assessment (31%) to the 2023 PM3 proficiency percentage (51%).

Contributing factors to science, ELA, and Math increasing is that the teachers were self contained which allowed all teachers to plan together, participate in PLC's, and have more collaborative time with each other. In regards to 5th grade math, Egret has a 4th grade Accelerated Math Program. These 4th grade students participated in the 5th grade state assessment. Their scores also contributed to the increase in math for 5th grade.

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

The two areas of focus will be students failing or receiving a Needs Development (ND) in grades Kdg -5th grade for ELA and Math. This will automatically encompass students scoring a level 1 but also includes students making little to no progress during the school year. By focusing on these areas and how students can move to proficiency, it will decrease 4 areas in the Early Warning category. Action steps to address these areas will include data chats with teachers and parents to identify specific needs and strategies to support student growth. Goal setting by class and grade level to ensure teachers are constantly aware of the progress they must make in math and ELA to increase student proficiency and decrease the number of students who are failing in these two subject areas. In addition to this a focus on mastering remedial or foundation level skills in the primary grades, this will also assist in decreasing students who are performing below grade

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

The highest priorities for this upcoming school year are increasing ELA proficiency, increasing Math proficiency, and increasing Science proficiency. The rationale for this is that Egret has performed below 50% in all areas and has a significant amount of students who fall in the level 1 range and/or Needs development. There has also been a decrease in overall proficiency when comparing 3rd grade SY22 and 23 scores in ELA and Math as well as 4th grade.

ELA

3rd 30 29 19

4th 34 51 41

Math

3rd 23 36 34

4th 30 52 32

Currently, the 2023 Proficiency levels for 3rd -5th grades are:

ELA Achievement 34%

Math Achievement 40%

Science Achievement 30%

Area of Focus

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

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

Egret's students with disabilities was the group identified as performing below the 40% threshold which contributed to the school being identified as an Additional Targeted Support and Improvement school or ATSI.

Measurable Outcome:

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

When comparing FY22 FSA scores to PM 1, 2, & 3 the the proficiency percentages break down as follows:

SWD female - (ELA) SY22 FSA =13%, PM1 33%, PM2=22%, & PM3=25%

SWD female (Math) SY22 FSA =13%, PM1=25%, PM2=11%, PM3=17%

SWD male - (ELA) SY22 FSA=25%, PM1 =24%, PM2=21%, PM3 23%

SWD male - (Math) SY22 =16%, PM1=10%, PM2=20%, PM3=27%

The school plans to increase the percentage of Students with Disabilities who demonstrate proficiency to increase by 5% for male and female students in grades 3rd through 5th.

Monitoring:

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

The area of focus will be monitored during bi-weekly leadership meetings where data will be reviewed along with the action steps that are developed and implemented to address student interventions, growth, and proficiency, All teachers will develop a SMART goal for their individual class and as a grade level. This includes resource teachers who will also be held accountable by reviewing their SMART goals and holding themselves accountable for implementing the action steps developed and if necessary revise these steps based upon student data/needs.

During PLC's all staff who work with students will be present. Data will always be reviewed and discussed and a plan of action developed to address needs. Leading indicators will also be identified so all stakeholders can stay ahead of student needs as opposed to being reactive based upon lagging indicators. Administration will participate in PLC's, implement the walkthrough schedule consistently, and conduct data chats with teachers.

Parent data chats will be scheduled at times that encourage parent participation. Actions that parents can do to support class instruction will be identified. Finally, both ESE and ESOL departments will conduct their own data chats/PLC's monthly to hold themselves accountable for student progress and to remain current in identifying students who are struggling or performing well.

Person responsible for monitoring outcome:

Dionne Napier (dionne.napier@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.)

Student attendance, student data, PLC agendas, Review of SMART goals, IEP goals met, and class walkthroughs will be used as evidence based interventions being implemented.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All evidence based interventions align with the schools School Improvement Plan, Goals for increasing student proficiency and growth, and the Tier 1, 2, and 3 instructional approach for addressing student needs.

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.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Other**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 is to increase the number of students who are performing at or above grade level. Egret will address solidifying remedial or foundational skills in all grades (Kdg -5th grade) through small group instruction and interventions. By doing so, students will be better equipped to master grade level content in ELA and Math.

Small group instruction will be differentiated so that all students especially those scoring a level 1 or are failing (Needs Development) in ELA and Math are receiving the intervention or enrichment that they need. Another focus that will increase proficiency is planning and providing more independent practice for students in ELA and Math, so they can apply the skills that they are being taught. This will also increase fluency, vocabulary development, and stamina.

Measurable Outcome:

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

Egret's goal is to increase student proficiency by 5% in ELA and Math. (SY 23 ELA for PM3 is 34% so the goal is to increase to 39%) SY 23 Math for PM3 is 40%, so the goal is to increase to 45%) Each grade level will create a SMART goal by class and grade. Egret will look at student data/ performance on all assessments to include i-Ready, Successmaker, district created FSQ's or USA's, Progress Monitoring Assessments 1, 2, & 3.

Monitoring:

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

Both the ELA and Math proficiency will be monitored during PLC's where data will always lead the conversation in order for teachers to make decisions in a timely matter that will impact instruction, student groupings, and planning to positively impact student growth. The leadership team will meet bi-weekly and data will be addressed. Each member of the team will be assigned a sub group to monitor and support. The school's administrative team will also conduct walkthroughs and provide immediate feedback regarding best practices observed in the classroom. Teacher data chats and follow-up meetings will also be conducted so any needs can be immediately addressed.

Person responsible for monitoring outcome:

Dionne Napier (dionne.napier@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 school will be using Voyager, i-Ready, SPIRE for tutorial of 1st & 2nd grades as well as interventions that are included in the district adopted curriculum for ELA and Math. This includes but is not limited to focusing on phonics and phonemic awareness, sight words, fluency, comprehension and vocabulary in ELA and Math.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Rational for selecting the strategy(ies) is that it builds from foundational skills to grade level skills. When looking at student data, teachers and administration must select strategies and resources that meet their needs. Since all students do not start at the same level which in turn requires a differentiated approach the same can be said of the strategies and resources used to instruct these students. All resources are district approved and all strategies will be discussed during PLC's and aligned to student needs based upon actual data.

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.

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.

Person Responsible: [no one identified]

By When: August 2023 - 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).

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. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.

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

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

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 23 data 28% and Progress Monitoring #3 data 13% 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.

Grade K: 64% proficient

Grade 1: 37% proficient

Grade 2: 28% proficient

The data below also supports a lack of proficiency in foundational skills.

Phonics: 50% proficient

Vocabulary 32%

Overall Comprehension: 34%

Comprehension (LIT): 39%

Comprehension (Informational): 31%

Looking at the FY24 FAST PM #1-#3, the following percentages are on track

PM 1 PM 2 PM 3

Grade K: 21.6% 38.7% 44.9%

Grade 1: 39.1% 37.5% 14.3%

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

Our focus will be on standards based instruction to increase overall 3-5 proficiency school-wide in ELA. With this focus we should increase student proficiency in all students to ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:

FY19 FY22 Learning Gains FY23

Grade 3 37% 29% 19%

Grade 4 50% 51% 41%

Grade 5 41% 42% 46%

Our FAST PM Data show the following percentages are level 3 or higher.

PM 1 PM 2 PM 3

Grade 3

Grade 4 15% 19% 42%

Grade 5 28% 31% 45%

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

In grades K-2 using the new progress monitoring assessments, 39% of students were proficient in ELA.

The measurable outcomes for FY24

Progress Monitoring #2 Progress Monitoring #3

Grade K: 40% on track 50% on track

Grade 1: 60% on track 65% on track

Grade 2: 40% on track 50% on track

Grades 3-5 Measurable Outcomes

In grades 3-5 using the new progress monitoring assessments, 34% of students were proficient in ELA.

The measurable outcomes for FY24

Progress Monitoring #2 Progress Monitoring #3

Grade 3: 30% proficient 40% proficient

Grade 4: 27% proficient 40% proficient

Grade 5: 35% proficient 50% 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 will occur through our bi-weekly PLCs for each grade level. Grade level teams will review Unit Assessments, Reading Record and iReady data to monitor for growth. We will review lesson plans, attendance, conduct data chats and daily walkthroughs.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Napier, Dionne, dionne.napier@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 - General Ed, ESE, ESOL and SAI teachers will strategically provide differentiated instruction for students at all levels. The programs currently being used are iReady for both Reading and Mathematics in grades K-5, Reflex Math in grades 2-5, LLI in grades 1-5 and Passport Voyager in grades K-5.

2. Professional Learning Community (PLC) - The implementation of PLCs will ensure teachers are collaboratively planning with a focus on research based best practices.

3. Professional Development - Teachers and support staff will attend ongoing professional development to implement learned best practices and strategies with students. This will support teacher planning and strengthen data analysis and small group planning and implementation.

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. Incorporating small group instruction and utilizing iReady and classroom assessment subgroup data to meet the students' needs for foundational skill practice and to identify areas of weakness for targeted remediation. Small groups make it easier for teachers to provide individualized attention students need, to observe students learning and provide constructive feedback. The feedback that is provided, students should take it and apply it when completing classwork and homework, so the result is improved student outcomes.

2. Professional Learning Communities (PLCs) allow teachers, support staff and leadership the opportunity to collaborate, analyze and interpret data and make instructional decisions to improve student achievement and progress towards proficiency. This process will allow for the team to match instructional resources to each students education need(s). PLCs provides the team to improve teaching practices and learning through sharing best practices and brainstorming ways to improve student

learning and drive student achievement.

3. Teachers and support staff will receive ongoing professional development to assist with planning, organizing and implementing differentiated learning for all students. By differentiating instruction, teachers and support staff will be able to enhance the quality and effectiveness of their teaching and learning.

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
Literacy Leadership Team consisting of Administration, Literacy Coach, Single School Culture Coordinator and Teachers. The team will create a plan to monitor the implementation and compliance of the schools reading plan. Weekly walkthroughs to monitor and support reading instruction and intervention. Leadership will create and implement a process to identify areas of strengths (utilizing data and analyzing data) and next steps.	Napier, Dionne, dionne.napier@palmbeachschools.org
Assessment: Implement small group instruction with a focus on the components of the literacy framework (writing, reading, speaking and listening). Assessments used will be FAST K-2 STAR, FAST 3-5 Cambium, iReady, Benchmark. Teachers will implement differentiated instructional strategies and small group instruction, Teachers will analyze student data to determine strengths and weakness in content areas. Teachers will create lessons utilizing district approved resources, instructional materials and teaching methodologies to support all learners. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning and adjust instruction continuously.	Napier, Dionne, dionne.napier@palmbeachschools.org
Professional Learning Communities (PLCs) - Create a PLC schedule to meet with grade level teams bi-weekly. The PLCs sessions will focus on data analysis and effective instructional practices and strategies based on student needs. General Ed, ESE, ESOL and SAI teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.	Napier, Dionne, dionne.napier@palmbeachschools.org
Literacy Coaching - The Literacy Coach will implement the coaching cycle to build the capacity of teachers with the gradual release model, small group instruction and differentiated instruction. The Literacy Coach will plan with teachers and model lesson for teachers. A schedule will be created to support teachers and students.	Napier, Dionne, dionne.napier@palmbeachschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

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

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

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

N/A

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

N/A