

The School District of Palm Beach County

Benoist Farms Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	12
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	27
VI. Title I Requirements	30
VII. Budget to Support Areas of Focus	0

Benoist Farms Elementary School

1765 BENOIST FARMS RD, West Palm Beach, FL 33411

<https://bfes.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.

All staff members at Benoist Farms Elementary will use the standards to collaboratively plan for instruction to meet the needs of all children. All staff members believe that all children at Benoist Farms Elementary can learn.

Provide the school's vision statement.

To undeniably increase learning for all.

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
Miller, Ruthann	Principal	Monitor and ensure that the school improvement plan is carried out with fidelity. Serves as instructional leaders responsible for educational decisions, assess teaching methods, monitor student achievement, encourage parental involvement and revise policies and procedures on campus. Manage all daily operations of the school.
Thomas, Kevaghn	Assistant Principal	Monitor and ensure that the school improvement plan is carried out with fidelity. Assist the principal in serving as an instructional leader responsible for educational decisions, assessing teaching methods, monitoring student achievement, encouraging parental involvement and revising policies and procedures on campus. Assist the principal in managing all daily operations of the school
Murray, Lakeytha	Staffing Specialist	Math coach and resource teachers-Provides guidance and support to the teachers and leads PLCs.
Sansbury, Lorraine	ELL Compliance Specialist	Support ELL students through small group instruction in ELA. Monitor and report on the use of ELL strategies school-wide. Ensure compliance with all ELL protocols.
Hosford, Hilary	Teacher, K-12	Support 3rd - 5th grade SAI students through small group instruction in ELA. Support and coach the implementation of best practices for ELA in grades K-2.
Berry, Maurice	Attendance/Social Work	Provide Social Emotional Learning (SEL) support to students and staff to help support a single school culture. Problem solve with the leadership team about students' SEL and attendance barriers that affect student achievement.

Name	Position Title	Job Duties and Responsibilities
Lajoie, Anne	Teacher, K-12	Support students through small group instruction for ELA. Support and coach the implementation of best practices for ELA as needed.
Wisniew, Nicole	Teacher, ESE	Support students through small group instruction for ELA and ESE. Support and coach the implementation of best practices for ELA as needed.

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, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

-Our ESOL Coordinator and parent liaison 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 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. The "Raptor System" is used to sign parents/visitors before they can go to

a classroom or school event on campus, and most recently

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

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))

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit

Assessments will occur bi-weekly.

-The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.

Student assessments include the new Progress Monitoring which occur 3 times per year. In VPK- Grade 2 there is EarlyLiteracy/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 week 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 goal scales. Student work and best practices are shared and analyzed.

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

o Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able 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 PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
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)	Students With Disabilities (SWD)* English Language Learners (ELL)

(subgroups below the federal threshold are identified with an asterisk)	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: C 2018-19: C 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	26	31	32	19	27	19	0	0	0	154	
One or more suspensions	2	10	0	3	2	18	0	0	0	35	
Course failure in English Language Arts (ELA)	19	55	45	34	49	40	0	0	0	242	
Course failure in Math	15	40	39	38	36	36	0	0	0	204	
Level 1 on statewide ELA assessment	0	0	0	21	28	27	0	0	0	76	
Level 1 on statewide Math assessment	0	0	0	23	37	28	0	0	0	88	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	26	23	36	40	45	39	0	0	0	209	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	18	48	42	34	48	42	0	0	0	232

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	0	11	14	6	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	24	20	24	19	11	0	0	0	98	
One or more suspensions	0	6	0	3	2	4	0	0	0	15	
Course failure in ELA	0	17	13	27	33	22	0	0	0	112	
Course failure in Math	0	21	9	26	30	29	0	0	0	115	
Level 1 on statewide ELA assessment	0	0	0	13	25	21	0	0	0	59	
Level 1 on statewide Math assessment	0	0	0	6	25	31	0	0	0	62	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	14	28	33	37	33	30	0	0	0	175	

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	19	11	26	34	31	0	0	0	121

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	13	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	24	20	24	19	11	0	0	0	98	
One or more suspensions	0	6	0	3	2	4	0	0	0	15	
Course failure in ELA	0	17	13	27	33	22	0	0	0	112	
Course failure in Math	0	21	9	26	30	29	0	0	0	115	
Level 1 on statewide ELA assessment	0	0	0	13	25	21	0	0	0	59	
Level 1 on statewide Math assessment	0	0	0	6	25	31	0	0	0	62	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	14	28	33	37	33	30	0	0	0	175	

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	19	11	26	34	31	0	0	0	121

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	13	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	35	53	53	30	59	56	30		
ELA Learning Gains				53			43		
ELA Lowest 25th Percentile				52			46		
Math Achievement*	33	57	59	34	53	50	25		
Math Learning Gains				61			24		
Math Lowest 25th Percentile				60			8		
Science Achievement*	28	54	54	17	59	59	17		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	37	56	59	49			33		

** 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	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	170
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	356
Total Components for the Federal Index	8
Percent Tested	98
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	37	Yes	4	
ELL	43			
AMI				
ASN				
BLK	31	Yes	2	1
HSP	35	Yes	1	
MUL				
PAC				

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%
WHT	36	Yes	1	
FRL	33	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	33	Yes	3	
ELL	47			
AMI				
ASN				
BLK	38	Yes	1	
HSP	50			
MUL				
PAC				
WHT	47			
FRL	45			

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	35			33			28					37
SWD	33			27			40				4	
ELL	45			48			42				4	37
AMI												
ASN												
BLK	35			28			25				4	
HSP	34			36			20				5	40

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
MUL												
PAC												
WHT	29			43							2	
FRL	35			34			25				5	35

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	30	53	52	34	61	60	17					49
SWD	17	50		23	47		29					
ELL	38	63	50	38	66	60	11					49
AMI												
ASN												
BLK	24	44	43	23	53	63	16					41
HSP	36	63		52	72		22					54
MUL												
PAC												
WHT	40			53								
FRL	29	52	54	35	61	60	18					49

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	30	43	46	25	24	8	17					33
SWD	24	47		19	18		13					20
ELL	30	41		23	24		29					33
AMI												
ASN												
BLK	24	47		20	29		11					33
HSP	40	28		34	17		28					31
MUL												
PAC												
WHT	50											

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
FRL	29	43	46	26	25	8	18					33

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	35%	56%	-21%	54%	-19%
04	2023 - Spring	33%	58%	-25%	58%	-25%
03	2023 - Spring	33%	48%	-15%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	57%	-12%	59%	-14%
04	2023 - Spring	25%	52%	-27%	61%	-36%
05	2023 - Spring	37%	56%	-19%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	22%	51%	-29%	51%	-29%

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.

FY23

ELA Overall: 35%

GR 3 - 36%

GR 4 - 33%

GR 5 - 38%

FY23

MATH: Overall 36%

GR 3 -45%

GR 4 -27%

GR 5 -35%

FY23

SCIENCE 22%

ESSA Subgroups ELA:

FY23

Blacks

GR 3 -33 %

GR 4 - 36%

GR 5 -35%

SWDs

GR 3 39%

GR 4 0%

GR 5 0%

ESSA Subgroups MATH:

FY23

Blacks

GR 3 - 49%

GR 4 - 27%

GR 5 - 25%

SWDs

GR 3 - 46%

GR 4 - 0%

GR 5 - 0%

FY22

ELA Overall 30%

GR 3 - 26%

GR 4 - 32%

GR 5 - 25%

FY22

MATH: Overall 34%

GR 3 -34%

GR 4 -28%

GR 5 -37%

FY22

SCIENCE 19%

ESSA Subgroups ELA:

FY22

Blacks

GR 3 26%

GR 4 24%

GR 5 19%

SWDs

GR 3 0%

GR 4 0%

GR 5 10%

ESSA Subgroups MATH:

FY22

Blacks

GR 3: 30%

GR 4 13%

GR 5 -21%

SWDs

GR 3 0%

GR 4 0%

GR 5 0%

Our lowest performance was in fourth grade math. We had 3 teachers in total. The contributing factors to this decrease was due to one of the teachers being a non-certified permanent substitute and another was an international teacher new to the country who arrived in October, 2022. Two ESE positions were placed in our budget. One of the ESE position was filled with a certified teacher for the school year and the second position remained vacant for the school year.

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

The greatest decline identified is across 4th grade Math with a decrease of 1 percentage point. In FY22 4th grade math was at 28%. FY23 4th grade math was 27%.

Based on the data there is a need to continue to increase proficiency across all content areas. Our school will focus on increasing learning gains through small group instruction which will support the learning gaps of all students especially for our ESSA-identified subgroups (Blacks and SWDs).

SWD in grades 4 and 5 had 0% proficiency. This shows the need to continue to remediate the increased amount of student deficits.

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 for Window 3 we see the following data.

3rd Grade ELA Achievement 50%. Benoist 36%

4th Grade ELA Achievement 57% Benoist 35%

5th Grade ELA Achievement 55% Benoist 38%

3rd Grade MATH Achievement 59%. Benoist 45%

4th Grade MATH Achievement 61% Benoist 27%

5th Grade MATH Achievement 55% Benoist 37%

Our lowest performance was in fourth grade math. We had 3 teachers in total. The contributing factors to

this decrease was due to one of the teachers being a non-certified permanent substitute and another was an international teacher new to the country who arrived in October, 2022. Two ESE positions were placed in our budget. One of the ESE position was filled with a certified teacher for the school year and the second position remained vacant for the school year.

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

FY22 ELA FY23 ELA

3rd Grade 26% 37% +11

4th Grade. 32% 35%. + 3

5th Grade. 25% 38%. +13

FY22 MATH FY23 MATH

3rd Grade 34% 45% +11

4th Grade. 28% 27%. -1

5th Grade. 37% 35%. -2

In 3rd grade math and reading our students increased 11 percentage points in comparison to the previous year.

Addressing improvement

Students had access to grade-level or above grade level texts. We provided opportunities to collaborate with students about the text and receive tasks that are aligned. Teachers follow up by providing students with specific feedback to address their thinking and learning needs.

Increase Grade 3 ELA achievement

With the rollout of the Benchmark literacy system, students receive a balanced literacy to address the reading foundation and the learning loss students faced during the FY21 school year. The Benchmark system offers explicit instruction in the whole group, phonics, decodable readers, vocabulary and shared reading. Students will learn to explore and explain their thinking using text-based evidence to support their thinking and answers.

Increase Grade 4 mathematics achievement

Students need opportunities to experience mathematics to learn mathematics by building, drawing, writing, talking, and thinking mathematically. Teachers received PD opportunities to learn best practices of teaching mathematics conceptually and not just procedurally through the Math Cadres provided by the district. The Math Coach also provided PD sessions as needed.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are

ensuring our students receive the support needed for growth and achievement. When looking at our Early

Warning System indicators our two potential areas of concern are:

10% or more Absence and Level 1 State Assessments ELA; Math

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

Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

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

Improving schoolwide Math achievement

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.

Continue push in model for ELA and Math block for SWDs and ELLs

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 Teacher Retention and Recruitment

Area of Focus Description and Rationale:

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

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

Academic
Attendance
SWPBS

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 behavior.

Measurable Outcome:

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

By May 2024, 51% of our students will be proficient in math.

By May 2024, 90% of teachers will complete SEQ's

Monitoring:

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

- Classroom observations
- Data chats
- Student Formative results
- Schedules pulling of attendance data.

Person responsible for monitoring outcome:

Lakeytha Murray (lakeytha.murray@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.)

SWPBS
CHAMPS training
Required Instruction Florida Statute 1003.42 and Policy 2.09
Parent Involvement
Schoolwide Attendance Plan

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently.
- CHAMPS: is a classroom management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations.
- SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.
- Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school
- 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.

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.

CHAMPS/SWPBS

- provide teachers with professional development to understand
- ensure all expectations are clearly explained

Person Responsible: Kevaughn Thomas (kevaughn.thomas@palmbeachschools.org)

By When: August 2023

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: Ruthann Miller (ruthann.miller@palmbeachschools.org)

By When: May 2024

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:

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

If we deliver effective and relevant instruction to meet the needs of all students with a focus on Black students and Students with disabilities then we will increase grade level reading and math performance (alignment with Academic Excellence and Growth from the Districts Strategic Plan). Our current school data shows that 35% of students in ELA are proficient and 36% of students in math are proficient.

Measurable Outcome:

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

By February of 2024, 40% of our students will be proficient on PM2 in the area of math
By May 2024, 51% of our students will be proficient on PM3 in the area of math.

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

Monitoring:

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

Monitoring in all areas will occur throughout the school year for Black students and Students with disabilities PLC's. During PLCs, teachers will review iReady diagnostic, Running Records, FSQs and USAs

to determine student progress towards meeting growth goals. Data chats will be held with teachers and students to share current progress and determine the best next steps for reteaching. Reteaching will also be monitored to determine if students are making progress on a particular standard.

Person responsible for monitoring outcome:

Ruthann Miller (ruthann.miller@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.)

ELA Strategies:

1. Students will be remediated and enriched through explicit small group phonics instruction and vocabulary development (Mr. Thomas).
2. Differentiated small group instruction based on student needs (Mr. Thomas).
3. Students will be remediated and enriched through digital and blended learning activities using adaptive technology-iReady Reading (Mr. Thomas)

Math Strategies:

1. Students will be remediated and enriched through explicit and multiple small group reteach opportunities for each standard (Mr. Thomas & Ms. Murray).
2. Differentiated small group instruction based on student needs (Mr. Thomas & Ms. Murray).
3. Students will be remediated and enriched through digital and blended learning activities using adaptive technology - iReady Math (Ms. Murray).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Based on school data students need additional support in phonics and vocabulary development. The use of explicit lessons to target the students focus areas to empower the student to build and succeed at the foundational knowledge that is lacking.
2. When we focus on the specific needs of students during small group instruction teachers can deliver instruction to remediate students weaknesses as well as enrich students who are performing well.
3. Adaptive technology allows students to practice uniquely designed lessons to meet the needs of classrooms with diverse populations of students needs and abilities.
4. Systematic math reteach opportunities where students are taught a skill for four days and then retested allows students to continue to make academic improvement towards success

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.

ELA Action steps:

1. Embed professional development during Professional Learning Communities (PLC) to build teacher capacity of the standards
2. Analyzing student data and developing a plan for remediation during PLCs
3. Professional development based on staff needs around improving teaching strategies in small group, effective implementation of Benchmark curriculum, and monitoring iReady
4. Provide professional development activities to strengthen teacher knowledge of the reading process/ guided reading (Thomas-AP).
5. Monitoring will occur through the data analysis of District assessments FSQs/USAs, and school-wide common assessments (Thomas-AP).

Person Responsible: Ruthann Miller (ruthann.miller@palmbeachschools.org)

By When:

Math Action Steps:

1. Embed professional development within the Professional Learning Communities (PLC) and common planning to build teacher capacity of the standards
2. Analyze student data and develop a plan for remediation and enrichment during PLCs
3. Professional development based on staff needs around improving teaching strategies for implementation of math resources for initial teaching, reteaching, enrichment, and spiral review
4. Monitoring will occur through the data analysis of District assessment

Person Responsible: Kevaughn Thomas (kevaughn.thomas@palmbeachschools.org)

By When:

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

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

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

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

According to our data students are not entering third grade prepared for the rigorous state assessment.

Measurable Outcome:

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

The measurable outcomes for 2024

Goals FY24 FY 23

Kindergarten 48% 33%

1st Grade 48% 38%

2nd Grade 48% 23%

Monitoring:

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

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

-Monitoring in all areas will occur throughout the school year through PLC's. During PLCs teachers will review iReady diagnostic, Running Records, FSQs and USAs to determine student progress towards meeting growth goals. Data chats will be held with teachers and students to share current progress and determine the best next steps for reteaching. Reteaching will also be monitored to determine if students are making progress on a particular standard.

Person responsible for monitoring outcome:

Ruthann Miller (ruthann.miller@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.)

Benoist Farms will use the following evidence based practices to improve student outcomes:

Small group instruction- classroom teachers as well as resource teachers will provide strategically, differentiated instructional support for all learning.

Professional Development- classroom teachers and resources teachers will attend ongoing professional development to to strengthen core instruction. Teachers will engage in in depth data analysis to be strategic in planning for small group instruction.

Professional Learning Communities (PLCs) will ensure that teacher collaborate and develop focused lessons that demonstrate best practices. 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.

-Small group instruction is planned for and groups taught based on student needs. iReady data and Benchmark assessments allow teachers to focus on areas of weakness for targeted remediation.

-Teachers will receive ongoing PD to help them plan, organize, and implement consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.

-PLCs allow teachers and leadership an opportunity to collaborate, analyze data, and make decisions to improve student achievement and progress. It also supports teacher collaboration with best teaching strategies.

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.

Benoit Farms Elementary school has developed a literacy leadership team. The literacy leadership team was developed to monitor the implementation and ensure compliance with the schools reading plan. The team will conduct walkthroughs weekly to monitor and support reading instruction and intervention based on a system of look fors that the team developed.

Person Responsible: Ruthann Miller (ruthann.miller@palmbeachschools.org)

By When:

Professional Learning Communities allow teachers to collaborate and determine best practices for instructional delivery. A PLC schedule was created in the beginning of the year allow teachers to meet in PLC every 6 days. During PLCs teachers engage in data analysis to focus instruction on student needs so that proper scaffolds are in place so that students are working to meet the rigorous demands of the standard

Person Responsible: Kevaghn Thomas (kevaghn.thomas@palmbeachschools.org)

By When:

CSI, TSI and ATSI Resource Review

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

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.

6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.

7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide

additional training and support.

8. The District Reading Collaboration team provides professional development to schools based on needs.

9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL)

Resource Center to promote character education.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will

increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 23 data 12% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our overall primary grades proficiency is low.

Kindergarten proficiency - 8%

1st grade proficiency - 8%
2nd grade proficiency - 12%

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

If we focus on Standards-based instruction to increase overall 3-5 proficiency school-wide in ELA, then we will increase student proficiency in all students to ensure alignment to the Districts 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.

Our instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our FY23 data shows our third grade students were only 36% proficient on the FAST PM#3.

Our current iReady data shows that 12% of students are proficient. This proves that students are entering 3rd grade unprepared to handle the demands of the state assessment.

Our goal is to be strategic and focused on standards based instruction to ensure best practices are used throughout all content areas with a focus on ELA to increase student achievement.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

The measurable outcomes for 2024 are:

February 2024 Goals	May 2024 Goals
Kindergarten 30%	48%
1st Grade 32%	48%
2nd Grade 36%	48%

Grades 3-5 Measurable Outcomes

February 2024 Goals	May 2024 Goals
3rd Grade 35%	51%
4th Grade 35%	51%
5th Grade 36%	51%

Monitoring

Monitoring

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

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

Monitoring in all areas will occur throughout the school year through PLC's. During PLCs teachers will review iReady diagnostic, Running Records, FSQs and USAs to determine student progress towards meeting growth goals. Data chats will be held with teachers and students to share current progress and determine the best next steps for reteaching. Reteaching will also be monitored to determine if students are making progress on a particular standard.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Miller, Ruthann, ruthann.miller@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?

Benoist Farms will use the following evidence based practices to improve student outcomes:

Small group instruction- classroom teachers as well as resource teachers will provide strategically, differentiated instructional support for all learning.

Professional Development- classroom teachers and resources teachers will attend ongoing professional development to to strengthen core instruction. Teachers will engage in in depth data analysis to be strategic

in planning for small group instruction.

Professional Learning Communities (PLCs) will ensure that teacher collaborate and develop focused lessons that demonstrate best practices. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale:

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

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

Small group instruction is planned for and groups taught based on student needs. iReady data and Benchmark assessments allow teachers to focus on areas of weakness for targeted remediation. Teachers will receive ongoing PD to help them plan, organize, and implement consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD. PLCs allow teachers and leadership an opportunity to collaborate, analyze data, and make decisions to improve student achievement and progress. It also supports teacher collaboration with best teaching strategies.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Benoist Farms Elementary school has developed a literacy leadership team.</p> <p>The literacy leadership team was developed to monitor the implementation and ensure compliance with the schools reading plan. The team will conduct walkthroughs weekly to monitor and support reading instruction and intervention based on a system of look fors that the team developed.</p>	<p>Miller, Ruthann, ruthann.miller@palmbeachschools.org</p>
<p>Professional Learning Communities allow teachers to collaborate and determine best practices for instructional delivery. A PLC schedule was created in the beginning of the year allow teachers to meet in PLC every other week per subject area.</p> <p>During PLCs teachers engage in data analysis to focus instruction on student needs so that proper scaffolds are in place so that students are working to meet the rigorous demands of the standard.</p>	<p>Thomas, Kevaghn, kevaghn.thomas@palmbeachschools.org</p>

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