WILLIAM T. DWYER HIGH SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Palm Beach County School Board on 10/23/24.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The staff of William T. Dwyer High School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

The staff of William T. Dwyer High School envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Corey Brooks

Position Title
Principal

Job Duties and Responsibilities

Provides leadership to ensure all academic standards are met. Ensures that academic policies and curriculum are followed. Facilitates collegiality and team building among staff members to maximize participation in the decision making process. Reviews academic and discipline data on a regular basis to develop plans of action with administrative team. Responsible for financial operations, personnel, public relations, and school policy regarding discipline. Meets with parents and other school stakeholders on a regular basis to develop school needs and action steps.

Leadership Team Member #2

Employee's Name
Shannon Farrell

Position Title
Assistant Principal

Job Duties and Responsibilities

Supervises ELA, ELL and Guidance Departments. AICE and IB Contact. Mrs. Farrell is responsible for setting the school's master board. She leads our curriculum nights and is our department chair coordinator.   Mrs. Farrell supports our school by leading our School Based Team meetings as well as being the contact for our discipline review committee.

Leadership Team Member #3

Employee's Name
Brenda Winfrey

Position Title
Assistant Principal

Job Duties and Responsibilities

Supervises Physical Education, and ESE. Ms. Winfrey is our SwPBS coordinator and will responsible for monitoring it within our SIP.   Ms. Winfrey is also the Single School Culture Coordinator. She will be responsible for monitoring SwPBS. Ms. Winfrey will also be responsible for monitoring our ESE students that fall into the Low 25 in both Math and ELA.

Leadership Team Member #4

Employee's Name
Paul Wojciechowsky

Position Title
Assistant Principal

Job Duties and Responsibilities

Supervises Science, Reading and Math. He also is responsible for Data Analysis and Academic RTI. Responsible for monitoring student growth and ensuring teachers have the proper data to analyze their students. He is also the graduation gatekeeper and responsible for monitoring school accountability data. Responsible for ensuring differentiated instruction is taking place in Geometry, Algebra, ELA, Reading, Biology and U.S. History classrooms. Teachers will be utilizing the IXL program in math to support individualized instruction and monitors the usage and data feedback the

program provides. Oversees all school accountability PLC's.

Leadership Team Member #5

Employee's Name

Kristin Samartino

Position Title

ELL Coordinator

Job Duties and Responsibilities

Ms. Samartino is our ELL and AVID coordinator. Ms. Samartino will be responsible for tracking our ELL students. She also provides professional development to our teachers in implementing our AVID WICOR strategies.

Leadership Team Member #6

Employee's Name

Janette Lopez

Position Title

ESE Coordinator

Job Duties and Responsibilities

Ms. Lopez is our ESE coordinator. She is responsible for implementing and monitoring the RTI process for academics and behavior.

Leadership Team Member #7

Employee's Name

Deanna Schneider

Position Title

Acceleration Coordinator

Job Duties and Responsibilities

Supervises acceleration for AICE, AP, and IB. Supports AICE and IB teachers regarding curriculum training Responsible for monitoring enrollment and retention in accelerated programs. Ms. Schneider is the AICE and IB coordinator. Coordinates student course registration process, including course selection and course progression. aids with the master board. Track and coordinate AICE diploma program.

Leadership Team Member #8

Employee's Name

Wendy Vought

Position Title
Testing Coordinator

Job Duties and Responsibilities

Organizes and plans testing in all capacities for every grade level. Provides updates on testing goals to meet objectives of the School Improvement Plan. Collaborates with the testing committee to improve the testing environment. Tracks participation and monitors testing progress throughout the school year. Trains faculty and staff how to appropriately and efficiently administer and/or proctor standardized assessments. Identifies at-risk Seniors missing graduation requirements and works closely with the Senior Assistant Principal to get students on track to graduate.

Leadership Team Member #9

Employee's Name
Neil Breault

Position Title
Math Coach

Job Duties and Responsibilities

The math coach will provide support with the coaching continuum to model high yield strategies aligned to the BEST standards. He will lead PLC's to support the planning process, develop aligned assessments, and disaggregate data from NGSQ's and USA assessments. The math coach will also tutor students in need of intervention and target many of the lowest 25% quartile to ensure our most at risk students are making the gains they need to be successful.

Leadership Team Member #10

Employee's Name
Georgia Mounce

Position Title
Post-Secondary and AP Coordinator

Job Duties and Responsibilities

Supervises the college and career planning initiatives with the school counseling team. Responsible for ensuring students receive appropriate guidance on post-secondary options including college, vocational, and career pathways. Responsible for tracking and analyzing data on student post-secondary outcomes to guide counseling strategies. Manages and coordinates the administration of AP testing while fostering student growth through AP potential identification and development.

Leadership Team Member #11

Employee's Name
Patrick George

Position Title
Assistant Principal

Job Duties and Responsibilities

Supervises Fine Arts, World Language and Social Science. He is also responsible for Truancy & student attendance. He is responsible for supporting and ensuring teachers are trained in KhamAmigo and other technological support resources to increase student achievement on U.S History EOC's. In addition, he is responsible for overseeing school operations, resources, and organization to create a safe and efficient learning environment.

Leadership Team Member #12

Employee's Name
Eric Fasone

Position Title
Assistant Principal

Job Duties and Responsibilities

Overseeing the athletics department, managing the choice and career academies, and supporting English Language Learners (ELL) programs. I also handle facilities operations, ensuring that the school environment is safe and well-maintained. Additionally, I supervise the Physical Education department and lead our Positive Behavior Intervention Support (PBIS) initiatives to promote a positive school culture.

C. Stakeholder Involvement and Monitoring

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. *(ESEA 1114(b)(2))*

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

School leadership team will review last year's prior trend and individual student data to make informed decisions for adjustments and interventions to be provided this year within their respective subject or department areas. The school leadership team consists of department heads, ESE coordinator, ESOL coordinator, school counselors, behavior health professionals and the math coach. The administrative team will meet with teachers and have one on one data chats to get their feedback on next steps and develop action plans. Our team has also developed committees for different initiatives on campus that will consist of teachers and students. Some of the committees are SWPBS, testing, social hospitality committee, and athletics committee. Within some of the committees we also include parents and business stakeholders to support, provide feedback and make recommendations. Feedback will also be garnered at our SIP meetings that include school admin, teachers, staff, parents, business partners and students.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

The SIP is a living continuous document that will be updated throughout the year. Within the SIP their are multiple action steps that include reviewing data from specific sources and as a result continuing with the current plan devised or making adjustments for improvements. When data is analyzed we will do our best to work collaboratively with all parties involved to make the best decisions for student gains. We will also develop a multitude of tracking systems for our students with the greatest achievement gaps; low 25, ESE, and ELL students. When we review data we will be looking at root causes and make decisions that will impact the school as effectively and efficiently as possible.

Monitoring data will take place during leadership meetings, PLC's, and committee meetings. We will utilize assessments such as Reading Plus insight assessment, FSQ's, USA's, NGSQ's, semester

exams, FAST progress monitoring, Florida Standard Assessments (retakes), EOC's and teacher assessments.

Some of our ELL students will also be monitored through the WIDA assessment program and a portion of our ESE students will be monitored through the FSAA assessment program.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	54.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	63.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.	2023-24: A 2022-23: B* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	138	138	143	170	589
One or more suspensions	68	52	30	30	180
Course failure in English Language Arts (ELA)	97	92	84	39	312
Course failure in Math	119	140	117	90	466
Level 1 on statewide ELA assessment	86	95	29	10	220
Level 1 on statewide Algebra assessment	30	25	5	0	60

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	136	138	112	77	463

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	67	43	30	71	211
Students retained two or more times	3	2	3	23	31

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	61	58	55	50	52	50	55	55	51
ELA Grade 3 Achievement **									
ELA Learning Gains	63	60	57	55	55	55			
ELA Learning Gains Lowest 25%	65	59	55		42	42			
Math Achievement *	55	45	45	34	38	38	37	42	38
Math Learning Gains	60	46	47			45			
Math Learning Gains Lowest 25%	58	48	49			42			
Science Achievement *	64	71	68	55	68	64	61	43	40
Social Studies Achievement *	67	71	71	60	67	66	73	53	48
Graduation Rate	94	91	90	97	90	89	98	65	61
Middle School Acceleration								46	44
College and Career Readiness	73	71	67	66	71	65	69	69	67
ELP Progress	60	42	49	43	40	45	37		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	720
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	94%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
65%	60%	56%	48%		57%	60%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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%**
Students With Disabilities	42%	No		
English Language Learners	52%	No		
Asian Students	80%	No		
Black/African American Students	50%	No		
Hispanic Students	67%	No		
Multiracial Students	75%	No		
White Students	74%	No		
Economically Disadvantaged Students	56%	No		

	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%
Students With Disabilities	37%	Yes	4	
English Language Learners	43%	No		
Asian Students	86%	No		
Black/African American Students	39%	Yes	1	
Hispanic Students	58%	No		
Multiracial Students	40%	Yes	1	
White Students	70%	No		
Economically Disadvantaged Students	46%	No		

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%
Students With Disabilities	40%	Yes	3	
English Language Learners	38%	Yes	2	
Native American Students				
Asian Students	71%	No		
Black/African American Students	43%	No		
Hispanic Students	53%	No		
Multiracial Students	71%	No		
Pacific Islander Students				
White Students	66%	No		
Economically Disadvantaged Students	48%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	61%		63%	65%	55%	60%	58%	64%	67%		94%	73%	60%
English Language Learners	38%		61%	59%	44%	60%	73%	47%	5%		75%	53%	60%
Students With Disabilities	22%		48%	44%	33%	42%	38%	31%	44%		90%	29%	
Asian Students	83%		64%		79%	86%	75%	75%	94%		94%	65%	
Black/African American Students	35%		55%	64%	33%	44%	43%	38%	43%		89%	51%	
Hispanic Students	62%		64%	58%	60%	69%	71%	69%	57%		91%	75%	63%
Multiracial Students	66%		67%		61%	69%		77%	82%		100%	79%	
White Students	74%		68%	68%	65%	65%	63%	76%	79%		97%	81%	
Economically Disadvantaged Students	46%		59%	62%	43%	52%	51%	49%	52%		89%	57%	56%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	50%				34%			55%	60%		97%	66%	43%
Students With Disabilities	27%				11%			23%	37%		99%	24%	
English Language Learners	17%				20%			31%	43%		79%	53%	55%
Asian Students	76%				77%			86%	78%		100%	96%	
Black/African American Students	27%				13%			26%	34%		97%	36%	
Hispanic Students	40%				34%			47%	64%		91%	77%	53%
Multiracial Students	32%				23%			42%	61%				
White Students	64%				50%			76%	73%		98%	77%	55%
Economically Disadvantaged Students	31%				21%			35%	42%		94%	45%	55%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	55%		55%	42%	37%	45%	42%	61%	73%		98%	69%	37%
Students With Disabilities	27%		43%	40%	18%	29%	44%	45%	39%		96%	16%	
English Language Learners	15%		45%	44%	12%	30%	33%	30%	33%		95%	40%	37%
Native American Students													
Asian Students	69%		66%		50%	47%		71%	91%		100%	77%	
Black/African American Students	30%		44%	38%	19%	37%	40%	38%	41%		99%	43%	
Hispanic Students	54%		53%	42%	36%	44%	27%	59%	73%		99%	68%	25%
Multiracial Students	71%		67%	44%	44%	55%		76%	82%		97%	76%	
Pacific Islander Students													
White Students	66%		60%	50%	49%	49%	50%	74%	84%		98%	79%	
Economically Disadvantaged Students	40%		48%	40%	24%	39%	40%	47%	58%		98%	56%	41%

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	60%	54%	6%	53%	7%
Ela	9	59%	53%	6%	53%	6%
Biology		63%	66%	-3%	67%	-4%
Algebra		34%	53%	-19%	50%	-16%
Geometry		65%	51%	14%	52%	13%
History		67%	65%	2%	67%	0%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		10%	12%	-2%	16%	-6%
Biology		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		8%	16%	-8%	17%	-9%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Our greatest gain from FY23 to FY24 was our ELA Low 25% gains. We improved 30% points from 35% to 65%.   New actions that we took during FY24 to improve this accountability cell included the following;
1) In depth Reading Plus Training; This past year we started with 3 new reading teachers in our 9th and 10th grade classes. From the start of the year we conducted a series of trainings/PLC's through a reading plus specialist that allowed our teachers to practice reading student data points. It also allowed our teachers to collaborate and determine different strategies to keep students completing there reading plus with fidelity.
2) Admin-Teacher Data Chats and Teacher-Admin Data Chats (updated forms to reflect the new cut scores). Administration conducted data chats with all teachers in accountability areas to review their student's data history and to set goals moving forward.
3) District training for BEST ELA standards. (Reading and Writing) Our ELA and Reading team received multiple comprehensive trainings from district support staff on BEST ELA standards and how best practices to address them in the classroom.
4) Administration reviewing overall teacher data from previous years to ensure we have teachers properly placed to ensure successful results in 9th and 10th grade ELA. Our administrative team reviews historical data to ensure we are placing teachers with students that are going to benefit the most from their instructional pedagogy.
5) PLC's took place bi-monthly with fidelity. Benchmarks were reviewed to support lesson planning and aligning resources. The BEST ELA standards for spiraled vertical progression were frequently reviewed to scaffold students properly from the previous grade.
6) Placing instructional strong reading teachers, that utilize high levels of engagement, in 9th and 10th grade for reading intervention with our non-proficient students.

Lowest Performance

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

Our lowest performance was our overall Math proficiency at 55%. Although it was our lowest performance from a statistical standpoint, we improved 19% points from the previous year. Our math

proficiency score is compiled from a combination of Geometry and Algebra I scores. Our Geometry proficiency was 65% and our Algebra proficiency was 34%. Our biggest challenge is with our Algebra students as many of the students entering High School Algebra 1 are lacking major foundational skills and lacking motivation. Although we improved 13% points from FY23 to FY24 (34%) we still have a lot of opportunity for growth with our Algebra students. Some of the trends we are noticing is chronic absenteeism with many of the students, as a school we need to do a better job of getting the students and parents more engaged and understanding the importance of the class. Also, we struggled moving many of our level 1 students to demonstrate gains in Algebra 1. A contributing factor to this was not exposing them to enough FAST EOC type questions. Another contributing factor was being able to scaffold our students to a level of higher level comprehension to feel confident answering higher level FAST EOC questions. Also having limited resources to access TEI (Technology Enhanced Items) as those questions are not released by the FLDOE.

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

Our accountability cell that showed the greatest level of decline was our graduation cell. We dropped from a 97% in FY23 to a 94% in FY24. One major factor that contributed to this drop was student motivation to complete their credits for graduation completion. About 50% of the students that failed to graduate had above a 2.0 GPA, passed the necessary tests to graduate, however they did not complete their credits through Edgenuity credit recovery. 40% percent of the students that failed to graduate could not meet concordant scores on their Reading SAT or ACT. 50% of those students were retained at least once throughout their academic career. About 30% of those students were ELL students that struggled to pass the reading portion and/or receive a concordant score. Another contributing factor was student attendance. 60% of the students that did not meet their reading concordant score had missed at least 20 days of school throughout the year.

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

The greatest gap compared to the state average was our overall Biology proficiency. Our Biology proficiency was 64% compared to the state average of 66%. Although we are still trailing the state in average we improved in Biology proficiency 9% points from 55% to 64%. One of the factors that contributed to the existing gap is the need for improvement to align our instruction to Biology EOC item specs. Although we have improved over the years in utilizing the benchmark clarifications and content limits we need to do a better job in executing our alignment with available resources and assessments. Biology is very content heavy subject area and as a result teachers have a lot of information to disseminate to the students.   As a result many times lectures are conducted without

checking for understanding for the student retention of the material. 91% of our proficient reading students (level 3,4,5) were proficient on the Biology EOC, however only 47% of our level 2 reading students were proficient on the Biology EOC. Only 15% of our level 1 reading students were proficient on the Biology EOC. This evidence shows that being able to comprehend and decipher the Biology EOC questions is an important aspect of being successful on the test. Many of the level 1 and 2 reading students may know the Biology content but then struggle when they are trying figure out what the question is asking as a result of their deficient reading skills.

EWS Areas of Concern

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

589 of our students were absent 10% or more of the time last year. This is approximately 25% of our population. This is major opportunity for growth at our school. We intend on addressing some of the habitual tardy students with staff mentors to support them and assist them in staying more engaged in school.

Highest Priorities

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

1) Executing efficient data driven and collaborative PLC's that yield clear best practices for teachers to carry out in their classrooms. High yield best practice strategies will be modeled during PLC's and ensured to be highly aligned to standards and benchmarks. One high yield strategy will be modeled at each PLC either by the PLC lead instructor or one of the instructors in the PLC.
2) Data monitoring and tracking of all students in our accountability areas through PM1, PM2, FSQ's, NGSQ's, USA's, PBPA's. Students will be closely tracked throughout the year at key times. Some of the key times include after PM1 and PM2, quarterly grades to determine progression in accountability classes, after USA assessments a student item analysis will take place and comparison reports will be ran against the district's data.
3) Placing teachers in content areas and grade levels that they have shown to be successful in year's past based upon historical student proficiency and student gains. When we place our Math, ELA, and Reading teachers we look to see their past performance history and how they did by improving the amount of proficient students that came in the class, overall gains, low 25 gains, level 1 prior year to proficiency and gains, level 2 prior year to proficiency and gains, and proficient students prior year to staying proficient and gains.
4) Conducting admin/teacher classroom observations and providing teachers with quality feedback. Admin feedback and discussion is key to teachers growing in the classroom. Support is then deployed depending on the feedback and discussion in the form of recommendations and/or instructional coach support.
5) Ensuring all level 1 and 2 reading students are placed in the proper academic reading intervention and complete reading plus with fidelity. Reading plus is historically data proven intervention when

done with fidelity by the students. Frequent student reading plus data chats will be key to keeping students motivated and on track with the program.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Although overall Math Learning Gains last year was 60%, our Algebra portion of the learning gains was only 33%. This is an area that we are looking to improve to approximately 50% this year. This is a crucial area of need at our school because most students, who do take Algebra I in high school, take it as a freshman. Therefore, most of their foundational math skills and habits are formed in high school during their Algebra I course. Many of the students will go on to take Geometry, Algebra II, and other possible math elective courses. Our students also need to score at least a level 3 in Algebra I in order to graduate from high school. About 75% of our students that take Algebra I with us are students that are not strong in math and/or have consistently received low scores on previous state level assessments.   If we focus on standards-based instruction to increase our learning gains we will increase student achievement and ensure alignment with the District's Strategic Plan, academic excellence and growth, 2a-Implement innovative learning approaches including acceleration options in all four core subjects, project-based learning, and authentic assessment. Data shows that our SWD subgroup had an overall 42% learning gain in math and a 38% in our low 25 learning gains (both lowest scores our of any subgroup for math for overall and low 25 gains). Our PLC's will focus on how we can ensure Algebra I EOC Benchmarks/Standards are taught to our students with fidelity and at the same time building a strong foundational base for all our students to ensure they are able to obtain and be successful on each of the instructional tasks presented in the Algebra I BEST Instructional Guide. Teachers should for each benchmark be able to understand the purpose, common misconceptions, strategies to support tiered instruction, instructional items.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our Algebra overall gains last year was 33%.   We are looking to improve to at least 50% for our Algebra overall gains by May Algebra I EOC BEST assessment. We are also looking to improve our Algebra I midterm predicted proficiency by 5% in January. We would like to increase our student IXL usage by 25% overall throughout the year. Our first checkpoint for IXL overall student usage will be

on October 1st.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

1) Administration attendance and support at PLC's. Classroom walkthroughs will take place on a regular basis do determine trend data. Once trend data is analyzed, instructional strategies/ pedagogy/content that will be discussed at PLC's will be determined. As a result lesson plans may be adjusted according to walkthrough data.

2) PLC notes and next steps sent out to team with deliverable action steps. These next steps will be followed up by administration/math coach having conversations with teachers and also conducting classroom walkthroughs.

3) Administrative and Math Coach Classroom Walkthrough Data and Feedback. Teachers will receive feedback from i-observation, email, face-to-face conversations, and scheduled teacher-admin data chats.

4) Assessments: USA's and FSQ assessments will be analyzed by overall teacher, school and district comparisons. Student Item Analysis will be analyzed to see what standards are needing remediation and addressed in PLC's.

5) Weekly review of IXL data to determine growth in high yield math strategies.

6) Data Chats will take place with teachers as well as teachers having data chats with students throughout the year.

Person responsible for monitoring outcome
Corey Brooks

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Incorporate IXL to differentiate instruction for foundational Algebra I skills.

Rationale:
IXL is an online computerized program that supports students in gaining fluency and confidence in math. It supports students to master essential skills at their own pace through interactive questions, built in support, and motivating rewards. IXL will be utilized in classrooms after key content is introduced to ensure students have a strong foundational set of skills to move forward with the Algebra I concept. Teachers can monitor their student progress through the Smart Score tool on IXL. The IXL program will allow teachers to scaffold in instructional support before concepts/topics and

also reinforce skills after concepts/topics are delivered in the classroom.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Every Tuesday and Thursday after school we will provide Algebra I tutorial support from 3 pm to 5 pm.

Rationale:
The tutorial support intervention will be delivered by our own Algebra I teachers every Tuesday and Thursday. This intervention is key for students to be able to come in and get support with concepts/ homework they may need small group or 1 on 1 support. The tutorial session will be divided into the lesson portion and the small group or individual support portion. During the lesson portion the teachers will work interactively with the tutorial group on concepts that will provide "a high level of return on investment". These concepts can be easily linked to supporting multiple BEST standards or benchmarks.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Math Coach will model high-yield strategies for our Algebra I teachers.

Person Monitoring:	**By When/Frequency:**
Corey Brooks	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math Coach will work with our Algebra I teachers and implement the continuous improvement model by identifying areas of concerns through observations, modeling high-yield strategies, and following up to observe the results of the modeling process. The Math Coach will have a pre-conference with the teacher to help determine what strategies or instructional methods they may need some of the most support. Administration will determine the impact of this action step by conducting classroom observations after modeling has taken place and the math coach has provided the teacher with instructional feedback. Item analysis will also be conducted for specific standards on USA's and NGSQ's to see if we can determine any trends.

Action Step #2
Math Coach will provide push in support to Algebra I classes.

Person Monitoring:	**By When/Frequency:**
Corey Brooks	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Math Coach will provide push in support to our Algebra I classes. The push in support specifically will be determined by a number of factors, such as concentration of low 25 students, number of students, student behavior and the teacher. When the math coach is in the classroom he will be working with students one on one, co-teaching, or demonstrating a concept for the entire class. The math coach along with the teacher will look at previous data trends to determine some of the foundational skills they anticipate to address with the students so it is not a barrier moving to higher levels of comprehension within the Algebra I curriculum. This will be monitored by a coaching schedule, coach support log, and administrative walkthroughs.

Action Step #3
Algebra I teachers will utilize the IXL Math program to support students and differentiate instruction.

Person Monitoring:	**By When/Frequency:**
Corey Brooks	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize IXL in and out of the classroom as an math-technology intervention to address student specific needs to build upon foundational skills. The program may be utilized to build upon current content skills and it may also be utilized to help students build basic skills needed for current Algebra I curriculum. The program also allows teachers to assign content based upon the need of the student and allows the teacher to easily monitor the progress of each student based upon IXL's Smart Score. IXL modules will be assigned to students on a weekly basis depending on need. Math Coach and administration can monitor the progress of IXL by viewing it's school, class, and individual student reports. Item analysis will also be conducted for specific standards on USA's and NGSQ's to see if we can determine any trends as a result of the IXL use.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Use a variety of data to support the description and rationale.

- Academic
- Attendance
- Suspensions
- Positive Behavior Interventions Support (PBIS)

	FY23	FY24
Number of ODR's (office discipline referrals)	452	558
Number of Level 1 Classroom-Based Referrals	142	183
Number of Repetitive Disobedience/Insubordination Referrals	92	115

In alignment with the District's Strategic Plan, we are crafting our area of focus around Positive Behavioral Interventions and Supports (PBIS). In reviewing discipline data trends over the past 2 school years, the amount of office discipline referrals (ODR's) generated from the classroom setting for minor misbehavior has increased by 22%. In addition, the highest incident code that directly correlates to classroom structure, routines, and procedures is Repetitive Disobedience/ Insubordination. Dwyer saw an increase in this referral code by 20%, again further supporting the need for the area of focus to be centered around PBIS. By supporting and coaching teachers with research-based classroom management strategies and resources in alignment with the 7 essential components of PBIS that we use in the District, we can decrease the total amount of ODR's, classroom-based level 1 referrals, and total repetitive disobedience referrals.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Student Outcomes:

Reducing the total amount of ODR's and number of Repetitive Disobedience/ Insubordination referrals by 10% by the end of the school year

Teacher practice outcomes:
By December 2024, 80% of our teachers will positively reinforce student behaviors using the SIS Digital Rewards Platform, or a similar tool.
By February 2025, 100% of our teachers will positively reinforce student behaviors using the SIS Digital Rewards Platform, or a similar tool.
By May 2025, Dwyer will score at least a 90% on the Tier 1 PBIS Walkthrough

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

● Classroom observation
● Monthly PBIS Team Meetings reviewing discipline data using the 4 step problem-solving method
● Monthly review of the Equity Profile Data (discipline data broken down by risk ratio for each subgroup, ethnicity and ESE)
● Reviewing perceptual data related to classroom systems on both the SAS and SEQ
● Student Formative Assessment results
● SIS Digital Rewards Platform reports showing teacher usage rates

Monitoring will be done through a variety of data sources. Each month we will have PBIS Team Meetings in which we will pull discipline data focusing on total ODR's, highest incident codes, classroom-based referrals, and equitable discipline outcomes using the Risk Ratio tool. In addition, we will review the SIS Digital Rewards Platform Reports at each PBIS team meeting to monitor the amount of teachers using the recognition system with fidelity. Lastly, we will review the SEQ and SAS data once reports are released to review perceptual data related to classroom systems and climate and culture questions.

Person responsible for monitoring outcome
Corey Brooks

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
1. Choice Programs /AVID / Character Development, etc. 2. Schoolwide Discipline Plan/PBIS Action Plan 3. Teacher Classroom Management Plan 4. CHAMPS 5. SLL Lessons (Daily Check-In Questions, Community Circles, & Signature Practices) 6. Parent Involvement 7. Early Stage Behavior Intervention coaching and support for teachers to use at the Tier 1 level

Rationale:
1. AVID: AVID will help us reach our goal set forth in the area of focus since it provides teachers a sense of structure in the classroom, celebrates student success, supports engaging practices, and promotes a sense of belonging and agency for students 2. PBIS Action Plan: The PBIS Action Plan outlines the overarching goal for the school with PBIS and then breaks everything down by each of the 7 essential components of PBIS. This plan provides guidance on what steps we need to take in order to achieve our goal and who is responsible for leading each step. 3. Teacher Classroom Management Plan (CMP): Teachers will create a classroom management plan in order to establish rules, routines, procedures, and structure in their classroom. This CMP will help teachers in planning what they want to see from their students and set clear expectations were students are explicitly taught behavior and recognized for demonstrating positive behavior. 4. CHAMPS: This classroom management framework/system aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations. We encourage all teachers to use CHAMPS or something similar to display expectations and teach behavior expectations throughout the day. 5. SLL Lessons: We are using SLL integration with PBIS throughout the day to provide students with explicit instruction in self-awareness, self-management, social awareness, relationship skills, responsible decision-making, and resiliency. This in turn will give students the tools they need to be successful in school and in life. 6. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school 7. Early Stage Behavior Interventions: We will support our teachers with using early-stage behavior interventions at the Tier 1 level to support students with behavior challenges. This can be research-based interventions such as planned discussion, goal contract, increase ratio of positive interactions, etc.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Tier 2/3: Will follow SBT practices for monitoring fidelity and progress monitoring for behavior interventions and will create a school specific data decision rule for nominating students in needed of a tier 2 behavior intervention.

Rationale:
State guidance for PBIS is provided by the Florida PBIS project and we are following their classroom workbook for the seven essential components on PBIS to lead to improved student outcomes both academically and behaviorally/socially. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
7 Essential of PBIS

Person Monitoring:	**By When/Frequency:**
Corey Brooks	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
● Choice Programs /AVID / Character Development, etc. o Training on how to use AVID Strategies o AVID Boosters throughout the year o AVID National PD offerings o Using AVID celebrations and callbacks in lessons o Using AVID Engaging Practices in lessons ● Schoolwide Discipline Plan/PBIS Action Plan o Create PBIS Action Plan in July o Share with PBIS Team for feedback and approval in August o Create document with shared responsibility in carrying out action steps o Share with staff in August and offer feedback and comments o Review at each PBIS Team Meeting during the year ● Teacher Classroom Management Plan o Provide classroom management PD for staff using the classroom management plan o Provide opportunity for coaching from school admin/support staff and Safe Schools specialists o Provide ongoing check-in's with teachers to see progress with classroom management plan o Reflection at the end of the year on classroom management plan effectiveness ● CHAMPS o Send select teachers to CHAMPS training o Provide CHAMPS posters to display in the classroom o Provide coaching and support follow-up meetings for teachers through Safe Schools team ● SLL Lessons (Daily Check-In Questions, Community Circles, & Signature Practices) o Train teachers on where to find SLL resources on the District SLL Resource Center o Train teachers on how to do Greeting at the Door with check-in's, how to implement a Community Circle, and where to find Signature Practice ideas for lessons o Provide coaching and support through Michael with the SLL Team o Evaluate effectiveness using the SLL Climate and Culture Rubric in May ● Parent Involvement o Invite parents to open house, curriculum night, etc. and share PBIS Action Plan o Invite a parent or group of parents to serve on the PBIS Team and attend monthly meetings o Create feedback form for parents on PBIS system and review throughout the year ● Early Stage Behavior Intervention coaching and support for teachers to use at the Tier 1 level o Provide training and coaching on early stage behavior interventions o Share Google Drive Folder with intervention resources for teachers to refer to when using these interventions with students o Have teachers input data on the CBIR Form when implementing early stage behavior interventions #7. Policy 2.09 and Required Instruction Florida State Statute 1003.42 In addition, we will adhere to the expectations of Policy 2.09 and the Required Instruction of Florida State Statute 1003.42. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels and ensure a single school culture of excellence and appreciation of multicultural diversity for all. A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect, and high expectations. Stakeholders play a key role in school performance and addressing equity. 1. Our school will infuse the content required by Florida Statute 1003.42(2), Required Instruction, (See the matrix within the Student Progression Plan, which is incorporated in School Board Policy 8.01) and S.B. Policy 2.09 (8)(b)(ii), including but not limited to: A. History of Holocaust, B. History of Africans, and African Americans, C. Hispanic Contributions, D. Women's Contributions, E. 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.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for CSI, TSI, or ATSI are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.	**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00