

Charlotte County Public Schools

Myakka River 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	10
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	22
V. Reading Achievement Initiative for Scholastic Excellence	22
VI. Title I Requirements	24
VII. Budget to Support Areas of Focus	0



```

: 7 D7B3DF?7@FE -$+ F7?B>3F7 ;@ F: 7 !>AD;63 CA@F;@GAGE $?BDAH7?7@F ( 3@397?7@F -KEF7? (C$ ( -),
:FFBE://| | | |.8AD;635;?E.AD9, ?77FE 3>> EF3F7 3@6 DG>7 D7CG;D7?7@FE 8AD FD36;F;A@3> BG4;5 E5: AA>E 3@6
;@5ADBAD3F7E 3>> - - A 5A?BA@7@FE 8AD 3 EGBBADF 3@6 ;? BDAH7?7@F B>3@ D7CG;D76 8AD FD36;F;A@3> BG4;5 3@6
BG4;5 5: 3DF7D E5: AA>E ;67@F;8;76 3E C-$, . -$ 3@6 A. -$ , 3@6 7>;9;4>7 E5: AA>E 3BB>K;@9 8AD / @;8;76 -5: AA>
$? BDAH7?7@F " D3@F ( / @;-$") 8G@6E.

```

. : 7 D7EBA@E7E FA F: 7 5ADD7EBA@6;@9 E75F;A@E ;@ F: 7 D7B3DF?7@FQE - \$+ F7? B>3F7 ?3K 366D7EE F: 7 D7CG;D7?7@FE
8AD: 1) . ;>7 \$ E5: AA>E AB7D3F;@9 3 E5: AA> I ;67 BDA9D3? (- 1 D), BGDEG3@F FA - - A, 3E 3?7@676, - 75F;A@

[illegible]

Purpose and Outline of the SIP

. : 7 - \$+ ;E ;@F7@676 FA 47 F: 7 BD; ? 3DK 3DF;835F GE76 4K 7H7DK E5:AA> I ;F: EF3=7 : A>67DE FA D7H;7 I 63F3, E7F 9A3>E, 5D73F7 3@ 35F;A@ B>3@ 3@6 ? A@;FAD BDA9D7EE. . : 7 D7B3DF ? 7@F 7@5AGD397E E5:AA>E FA GE7 F: 7 - \$+ 3E 3 0>;H;@9 6A5G ? 7@FP 4K 5A@F;@G3>K GB63F;@9, D78;@;@9 3@6 GE;@9 F: 7 B>3@ FA 9G;67 F: 7;D I AD= F: DAG9:AGF F: 7 K73D. . : ;E BD;@F76 H7DE;A@ D7BD7E7@FE F: 7 - \$+ 3E A8 F: 7 "D3F7 (A6;8;76" >;EF76 ;@ F: 7 8AAF7D.

I. School Information

School Mission and Vision

Provide the school's mission statement.

-5:AA> (;EE;A@: (K3==3 ,;H7D >7?7@F3DK ;E 3 53D;@9 83? ;K 3@6 5A? ?G@;FK 9DA I ;@9 (\$. " .#...2.
>7367DE FA 35:;7H7 35367?;5 7J57>7@57.
-5:AA> (AFFA: B7>;7H7, ' 736, 3@6 A5:;7H7
JB75F3F;A@E: (AF;H3F76, \$@EB;D76, " D3F78G>, #7>B8G>, . :AG9:F8G>, 2AG (3=7 3 D;887D7@57 ((\$" # . 2)
, 7>7@F>7EE>K BGDEG;@9 :;9:7D 35:;7H7?7@F!

Provide the school's vision statement.

?BA I 7D;@9 EFG67@FE FA 475A?7 >;87>A@9, I 7>>-DAG@676 >73D@7DE I :;>7 BDAH;6;@9 3 E387 @GDFGD;@9
7@H;DA@?7@F.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

!AD 735: ?7?47D A8 F:7 E5:AA>>7367DE:;B F73?, E7>75F F:7 7?B>AK77 @3?7 3@6 7?3;> 366D7EE 8DA? F:7
6DAB6A I @. \$67@F;8K F:7 BAE;F;A@ F;>7 3@6 <A4 6GF;7E/D7EBA@E;4;>;F;7E 3E ;F D7>3F7E FA -\$+ ;?B>7?7@F3F;A@ 8AD
735: ?7?47D A8 F:7 E5:AA>>7367DE:;B F73?.:

Stakeholder Involvement and SIP Development

D7E5D;47 F:7 BDA57EE 8AD ;@HA>H;@9 EF3=7:A>67DE (;@5>G6;@9 F:7 E5:AA> >7367DE:;B F73? , F735:7DE 3@6 E5:AA> EF388, B3D7@FE, EFG67@FE (? 3@63FADK 8AD E75A@63DK E5:AA>E) 3@6 83?;7E, 3@6 4GE;@7EE AD 5A? ?G@;FK >7367DE) 3@6 :A I F:7;D ;@BGF I 3E GE76 ;@ F:7 - \$+ 67H7>AB ?7@F BDA57EE. (- - A 1114(4)(2))

) AF7: \$8 3 -5:AA> A6H;EADK CAG@5; ;E GE76 FA 8G>8;> F:7E7 D7CG;D7 ?7@FE, ;F ? GEF ;@5>G67 3> D7CG;D76 EF3=7:A>67DE.

(K3==3 :3E 3@ 35F;H7 -5:AA> A6H;EADK CAG@5;> F:3F ?77FE D79G>3D>K F:DAG9:AGF F:7 E5:AA> K73D. . :7 E5:76G>76 ?77F;@9E 3D7 BAEF76 ;@ F:7 EFG67@F B>3@>7DE 3E I 7> 3E A@ 3 6A5G ?7@F F:3F ;E E7@F :A ?7 3F F:7 EF3DF A8 F:7 E5:AA> K73D. . :7 -5:AA> A6H;EADK CAG@5;> D7H;7 I E BDA9D7EE A@ F:7 - \$+ 3F 7H7DK ?77F;@9. * @ F:7 ABD;> 11, 2023 -AC ?77F;@9, F:7 ?7 ?7 47DE I 7D7 34>7 FA BDAH;67 8776435= 3@6 ;@BGF A@ F:7 67H7>AB ?7@F A8 AGD 23.24 - \$+.

SIP Monitoring

D7E5D;47 :A I F:7 - \$+ I ;> 47 D79G>3D>K ?A@;FAD76 8AD 78875F;H7 ;?B>7 ?7@F3F;A@ 3@6 ;?B35F A@ ;@5D73E;@9 F:7 35:;7H7 ?7@F A8 EFG67@FE ;@ ?77F;@9 F:7 -F3F7@E 35367 ?;5 EF3@63D6E, B3DF;5G>3D>K 8AD F:AE7 EFG67@FE I ;F: F:7 9D73F7EF 35:;7H7 ?7@F 93B. D7E5D;47 :A I F:7 E5:AA> I ;> D7H;E7 F:7 B>3@, 3E @757EE3DK, FA 7@EGD7 5A@F;@GAGE ;?BDAH7 ?7@F. (- - A 1114(4)(3))

. :7 - \$+ I ;> 47 D79G>3D>K ?A@;FAD76 8AD 78875F;H7 ;?B>7 ?7@F3F;A@ 3@6 ;?B35F A@ ;@5D73E;@9 F:7 35:;7H7 ?7@F A8 EFG67@FE ;@ F:7 8A>A I ;@9 I 3KE:

- \$+ I ;> 47 D7H;7 I 76 3@6 6;E5GEE76 3F E5:AA> B3DF@7DE:;B B7D8AD ?3@57 5A? ?;FF77 ?77F;@9E

- \$+ I ;> 47 D7H;7 I 76 3@6 6;E5GEE76 3F 3> -AC ?77F;@9E

- \$+ I ;> 47 D7H;7 I 76 3@6 6;E5GEE76 6GD;@9 63F3 63KE 3@6 36<GEF ?7@FE I ;> 47 ?367 ;8 @757EE3DK

Demographic Data

2023-24 Status (B7D (- \$D !;>7)	A5F;H7
School Type and Grades Served (B7D (- \$D !;>7)	>7 ?7@F3DK -5:AA> +&-5
Primary Service Type (B7D (- \$D !;>7)	&-12 " 7@7D3> 6G53F;A@
2022-23 Title I School Status	27E
2022-23 Minority Rate	20%
2022-23 Economically Disadvantaged (FRL) Rate	99%
Charter School	)A
RAISE School	)A
2021-22 ESSA Identification	A. - \$
Eligible for Unified School Improvement Grant (UniSIG)	)A
2021-22 ESSA Subgroups Represented (EG49DAGBE I ;F: 10 AD ? AD7 EFG67@FE) (EG49DAGBE 47>A I F:7 8767D3> F:D7E:A>6 3D7 ;67@F;8;76 I ;F: 3@ 3EF7D;E=)	
School Grades History	2021-22: B 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		
A4E7@F 10% AD ?AD7 63KE	0	15	18	25	17	21	0	0	0	96	
* @7 AD ?AD7 EGEB7@E;A@E	0	0	0	0	3	1	0	0	0	8	
CAGDE7 83;>GD7 ;@ @9;E: '3@9G397 ADfE ('A)	0	0	0	0	3	3	0	0	0	6	
CAGDE7 83;>GD7 ;@ (3F:	0	0	0	1	7	11	0	0	0	19	
'7H7> 1 A@ EF3F7 I ;67 'A 3EE7EE ?7@F	0	0	0	5	10	19	0	0	0	34	
'7H7> 1 A@ EF3F7 I ;67 (3F: 3EE7EE ?7@F	0	0	0	5	15	17	0	0	0	37	

) G?47D A8 EFG67@FE I;F: 3 EG4EF3@F;3> D736;@9 678;5;7@5K 3E
678;@76 4K , G>7 6A""5D485 5

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	
-FG67@FE I;F: F I A AD ?AD7 ;@6;53FADE	0	1	2	1	2	16	0	0	0	22

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
, 7F3;@76 -FG67@FE: CGDD7@F 273D	1	4	2	3	1	0	0	0	0	11
-FG67@FE D7F3;@76 F I A AD ?AD7 F; ?7E	0	0	0	0	0	0	0	0	0	

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

- 75F;A@ 3 ;@5>G67E 63F3 F34>7E F: 3F 3D7 BD7-BABG>3F76 43E76 A88 ;@8AD ?3F;A@ EG4 ?;FF76 ;@ BD;AD K73D'E - \$+.

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	
A4E7@F 10% AD ?AD7 63KE	1	23	23	27	19	13	0	0	0	106
*@7 AD ?AD7 EGEB7@E;A@E	0	1	2	3	0	0	0	0	0	6
CAGDE7 83;>GD7 ;@ 'A	0	0	0	0	2	8	0	0	0	10
CAGDE7 83;>GD7 ;@ (3F:	0	0	0	0	3	5	0	0	0	8
'7H7> 1 A@ EF3F7 I;67 'A 3EE7EE ?7@F	0	0	0	5	10	15	0	0	0	30
'7H7> 1 A@ EF3F7 I;67 (3F: 3EE7EE ?7@F	0	0	0	4	13	12	0	0	0	29
) G ?47D A8 EFG67@FE I;F: 3 EG4EF3@F;3> D736;@9 678;5;7@5K 3E 678;@76 4K , G>7 6A-6.0531, !.A.C.	0	13	8	9	1	20	0	0	0	51

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	
-FG67@FE I;F: F I A AD ?AD7 ;@6;53FADE	0	1	2	1	2	16	0	0	0	22

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
, 7F3;@76 -FG67@FE: CGDD7@F 273D	1	4	2	3	1	0	0	0	0	11
-FG67@FE D7F3;@76 F I A AD ?AD7 F; ?7E	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

[illegible][illegible]

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
A» -FG67@FE	61	65	60	67	60	48	63					
- 1 D	33	33		53	50		42					
' '	64			69			50					
A (\$												
A -)												
B' &												
# - +	67	83		62	71		56					
(/ '	67			67								
+AC												
1 # .	60	59	55	68	56	57	64					
! , '	59	70	77	64	56	47	55					

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
A» -FG67@FE	63	48	28	59	48	39	56					
- 1 D	42	30	19	35	33	29	29					
' '	54			62								
A (\$												
A -)												
B' &												
# - +	66	60		50	57		40					
(/ '												
+AC												
1 # .	62	47	27	61	46	37	57					
! , '	60	42	17	52	38	23	57					

Grade Level Data Review– State Assessments (pre-populated)

. : 7 63F3 3D7 D3 I 63F3 3@6 ;@5>G67 A' ' EFG67@FE I : A F7EF76 3F F: 7 E5: AA>. . : ;E ;E @AF E5: AA> 9D367 63F3.
 . : 7 B7D57@F397E E: A I @ : 7D7 D7BD7E7@F A' ' EFG67@FE I : A D757;H76 3 E5AD7 A8 3 AD : ;9: 7D A@ F: 7 EF3F7 I ;67
 3EE7EE ? 7@FE.

A@ 3EF7D;E= (*) ;@ 3@K 57>> ;@6;53F7E F: 7 63F3 : 3E 477@ EGBBD7EE76 6G7 FA 87 I 7D F: 3@ 10 EFG67@FE F7EF76, AD
 3>> F7EF76 EFG67@FE E5AD;@9 F: 7 E3 ? 7.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

A@E I 7D F: 7 8A>A I ;@9 D7875F;A@ BDA ? BFE 38F7D 7J3 ? ;@;@9 3@K/3> D7>7H3@F E5: AA> 63F3 EAGD57E.

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

. : 7 63F3 5A ? BA@7@F F: 3F E: A I 76 F: 7 >A I 7EF B7D8AD ? 3@57 I 3E AGD 5F: 9D367 E5;7@57 BDA8;5;7@5K. . : 7 E5AD7 I 3E 3F 45% BDA8;5;7@F. . : 7 5A@FD;4GF;@9 835FAD FA >3EF K73D'E >A I B7D8AD ? 3@57 ;E F: 7 >35= A8 3>9@ ? 7@F I ;F: ;@EFDG5F;A@ 3@6 EF3@63D6E.

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

. : 7 63F3 5A ? BA@7@F F: 3F E: A I 76 F: 7 9D73F7EF 675>;@7 8DA ? F: 7 BD;AD K73D I 3E AGD (3F: BDA8;5;7@5K. 1 7 I 7@F 8DA ? 60% FA 56% BDA8;5;7@F. . : 7 5A@FD;4GF;@9 835FAD FA F: ;E 675>;@7 I 3E F: 7 ; ? B>7 ? 7@F3F;A@ A8 F: 7 @7 I B - . ? 3F: EF3@63D6E 3@6 F: 7 @7 I , 7H73> 5GDD;5G>G ?.

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.

. : 7 63F3 5A ? BA@7@F F: 3F : 36 F: 7 9D73F7EF 93B I : 7@ 5A ? B3D76 FA F: 7 EF3F7 3H7D397 I 3E 8;8F: 9D367 E5;7@57. . : 7 EF3F7 ;E 3F 51% 3@6 I 7 I 7D7 3F 45%. A>F: AG9: I 7 I 7D7 47>A I F: 7 EF3F7 3H7D397, I 7 6;6 ;@5D73E7 AGD B7D57@F397 >3EF K73D 8DA ? 38% FA 45%. . : 7 5A@FD;4GF;@9 835FAD FA >3EF K73D'E >A I B7D8AD ? 3@57 ;E F: 7 >35= A8 3>9@ ? 7@F I ;F: ;@EFDG5F;A@ 3@6 EF3@63D6E.

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

. : 7 63F3 5A ? BA@7@F F: 3F E: A I 76 ? AEF ; ? BDAH7 ? 7@F I 3E AGD ' A BDA8;5;7@5K. 1 7 I 7@F 8DA ? 54% FA 58% BDA8;5;7@F. . : 7 @7 I 35F;A@E I 7 FAA= 3E 3 E5: AA> ;@5>G67 F: 7 8A>A I ;@9:
1. 1 7 BDAH;676 ? AD7 BDA87EE;A@3> 67H7>AB ? 7@F ABBADFG@;F;7E 8AD ' A F: 3@ AF: 7D 5A@F7@F 3D73E.
2. 1 7 : 36 3 ! A5GE76 \$@F7DH7@F;A@ . 73 ? (!\$.) F: 3F BDAH;676 5A@E;EF7@F F;7D 2 7H;67@57 43E76 ;@F7DH7@F;A@E FA AGD F;7D 3 EFG67@FE ;@ 3> 9D367 >7H7>E. . : 7E7 E3 ? 7 EFG67@FE D757;H7 F;7D 3 ;@F7DH7@F;A@E 3F 3 6;887D7@F F; ? 7 8DA ? 3 D736;@9 7@6ADE76 F735: 7D. . : ;E 7@EGD7E F;7D 3 EFG67@FE D757;H7 4AF: F;7D 2 3@6 F;7D 3 EGBBADFE 63>K.
3. ' ;F7D35K ' 7367DE: ;B . 73 ? ? A@;FAD76 3EE7EE ? 7@F 63F3 ? A@F: >K 3@6 ? 367 E5: AA> I ;67 ;@EFDG5F;A@3> 675;E;A@E 3@6 EGBBADFE 8AD F735: 7DE 43E76 A@ F: 7 63F3

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

96 EFG67@FE ? ;EE76 10% AD ? AD7 A8 F: 7 22.23 E5: AA> K73D.

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

1. -5;7@57 A5: ;7H7 ? 7@F
2. (3F: A5: ;7H7 ? 7@F
3. - 1 D
4. ''
5. Aff7@63@57

Area of Focus

(\$67@F;8;76 =7K AD73 A8 !A5GE F:3F 366D7EE7E F:7 E5:AA>E : ;9:7EF BD;AD;FK 43E76 A@ 3@K/3>> D7>7H3@F 63F3 EAGD57E)



. 735:7DE I ;> 7@EGD7 ;@EFDG5F;A@ ;E 3>;9@76 FA EF3@63D6E F: DAG9: EF3@63D6E ? 3BB;@9 6GD;@9 5A>34AD3F;H7 B>3@@;@9 I ;F: ;@EFDG5F;A@3> 5A35: ;@9.

Person Responsible:) ;5A>7 - ? ;F: (@;5A>7.E ? ;F: @KAGD5: 3D>AFF7E5: AA>E.@7F)

By When: 1 77=>K A@ . : GDE63KE 8AD F: 7 23.24 E5: AA> K73D

! A5GE76 \$@F7DH7@F;A@ . 735: 7D I ;> 3FF7@6 5A>34AD3F;H7 B>3@@;@9 FA 7@EGD7 ' 25 D757;H7 9D367 >7H7> EF3@63D6E D7>3F76 ;@EFDG5F;A@ 3F F: 7 3BBDABD;3F7 D;9AD.

Person Responsible:) ;5A>7 - ? ;F: (@;5A>7.E ? ;F: @KAGD5: 3D>AFF7E5: AA>E.@7F)

By When: 1 77=>K A@ . : GDE63KE 8AD F: 7 23.24 E5: AA> K73D

A6 ? ;@;EFD3F;A@ I ;> 7H3>G3F7 F735: 7D ;@EFDG5F;A@ 3@6 EFG67@F F3E=E 8AD 3>;9@ ? 7@F FA EF3@63D6E F: DAG9: D79G>3D I 3>=F: DAG9: E.

Person Responsible: " D357 . A>78EA@ (9D357.FA>78EA@@KAGD5: 3D>AFF7E5: AA>E.@7F)

By When: * @57 3 I 77= 8AD F: 7 23.24 K73D

A6 ? ;@ I ;> ? A@;FAD F: 7 ; ? B>7 ? 7@F3F;A@ A8 D;9ADAGE 3@6 EF3@63D6E 3>;9@76 F3E=E 4K 3E=;@9 EFG67@FE 34AGF F: 7;D BDA9D7EE FA I 3D6 F: 7;D ;@6;H;6G3> 35367 ? ;5 9A3>E F: DAG9: "9D77F;@9 3@6 9A3>E" ? AD@;@9 I 3>=E.

Person Responsible: " D357 . A>78EA@ (9D357.FA>78EA@@KAGD5: 3D>AFF7E5: AA>E.@7F)

By When: * @57 3 I 77= 8AD F: 7 23.24 K73D

A6 ? ;@ I ;> H;E;F 5>3EEDAA ? E 38F7D 735: BDA9D7EE ? A@;FAD;@9 FA 57>74D3F7 F: 7 EG557EE A8 EFG67@FE F: 3F ? 367 3 >73D@;@9 93;@.

Person Responsible: , K3@7 (39;> (DK3@7. ? 39;>@KAGD5: 3D>AFF7E5: AA>E.@7F)

By When: 3 F; ? 7E 3 K73D, F: 7 I 77= 8A>A I ;@9 F: 7 BDA9D7EE ? A@;FAD;@9 I ;@6A I 5>AE;@9

A6 ? ;@ I ;> H;7 I >7EEA@ B>3@E 3@6 BD7H;7 I BDA8;5;7@5K E53>7E 478AD7 I 77=>K I 3>=F: DAG9: E FA ? A@;FAD 8AD B35;@9 3@6 D;9AD A8 5A@F7@F.

Person Responsible: , K3@7 (39;> (DK3@7. ? 39;>@KAGD5: 3D>AFF7E5: AA>E.@7F)

By When: H7DK (A@63K 8AD F: 7 23.24 E5: AA> K73D

. 735: 7DE I ;> B3DF;5;B3F7 ;@ 5A>34AD3F;H7 5A@H7DE3F;A@E D7>3F76 FA EF3@63D6E 3@6 67F7D ? ;@7 E5: AA> I ;67 FD7@6E 3@6 @776E 6GD;@9 BDA87EE;A@3> >73D@;@9, 3E 3 EF388, 3@6 ;@ 5A@F7@F EB75;8;5 + 'CE

Person Responsible: " D357 . A>78EA@ (9D357.FA>78EA@@KAGD5: 3D>AFF7E5: AA>E.@7F)

By When: 1 77=>K A@ 1 76@7E63K 8AD F: 7 23.24 E5: AA> K73D

. 735: 7DE I ;> B3DF;5;B3F7 ;@ BDA87EE;A@3> >73D@;@9 I ;F: AGD C&\$E FA ;@5D73E7 G@67DEF3@6;@9 A8 F: 7 ; ? B>7 ? 7@F3F;A@ A8 AGD 36ABF76 5GDD;5G>G ?

Person Responsible: C3DD;7 D;> ? AD7 (53DD;7.6;> ? AD7@KAGD5: 3D>AFF7E5: AA>E.@7F)

By When: \$@;F;3> FD3;@;@9 FA F3=7 B>357 ;@ F: 7 8;DEF CG3DF7D F: 7@ A@9A;@9 4K- ? A@F: >K

- FG67@FE I ;> GE7 E5;7@57 @AF74AA=E FA 6A5G ? 7@F @3FGD7 A8 E5;7@57 3@6 HA534G>3DK.

Person Responsible: C3DD;7 D;> ? AD7 (53DD;7.6;> ? AD7@KAGD5: 3D>AFF7E5: AA>E.@7F)

By When: * @7 ;@H7EF;93F;A@/7JB7D; ? 7@F 6A5G ? 7@F76 B7D FAB;5

>736 F735: 7D 3@6 >;F7D35K 5A35: I ;> EGBBADF E5;7@57 ;@EFDG5F;A@ F: DAG9: F: 7 - . (DAF3F;A@ 3@6 EF3@63D6E 3>;9@76 3EE7EE ? 7@F 6D;H7@ >7EEA@ B>3@@;@9

Person Responsible: C3DD;7 D;> ? AD7 (53DD;7.6;> ? AD7@KAGD5: 3D>AFF7E5: AA>E.@7F)

By When: * @7 ;@H7EF;93F;A@/7JB7D; ? 7@F 6A5G ? 7@F76 B7D FAB;5

A> EFG67@FE I ;> B3DF;5;B3F7 ;@ F: 7 E5: AA>- I ;67 E5;7@57 83;D

Person Responsible:) ;5A>7 - ? ;F: (@;5A>7.E ? ;F: @KAGD5: 3D>AFF7E5: AA>E.@7F)

By When: * 5FA47D 27, 2023



Will this evidence-based intervention be funded with UniSIG?

) A

Action Steps to Implement

' ;EF F: 7 35F;A@ EF7BE F: 3F I ;> 47 F3=7@ 3E B3DF A8 F: ;E EFD3F79K FA 366D7EE F: 7 AD73 A8 !A5GE. \$67@F;8K F: 7 B7DEA@ D7EBA@E;4>7 8AD ? A@;FAD;@9 735: EF7B.

CD73F7 3@6 5A ? ? G@;53F7 7JB75F3F;A@E 8AD AGD ' ' /- 1 D EGBBADF F: DAG9: +D.

Person Responsible: C3DD;7 D;> ? AD7 (53DD;7.6;> ? AD7@KAGD5: 3D>AFF7E5: AA>E.@7F)

By When: AG9GEF 435= FA E5: AA> +D 3@6 478AD7 735: BDA9D7EE ? A@;FAD;@9 I ;@6A I

CA ? ? G@;53F7 7JB75F3F;A@E 8AD 5D73F;@9 3@6 ; ? B>7 ? 7@F;@9 CG3>;FK \$ +/' + B>3@E 3@6 9A3> E7FF;@9.

Person Responsible: , K3@7 (39;> (DK3@7. ? 39;>@KAGD5: 3D>AFF7E5: AA>E.@7F)

By When: AG9GEF 435= FA E5: AA> +D 3@6 478AD7 735: BDA9D7EE ? A@;FAD;@9 I ;@6A I

CA@8;D ? F: 3F 3> 355A ? ? A63F;A@E 3D7 47;@9 GE76 ;@ 3> 3D73E A8 >73D@;@9 3@6 3EE7EE ? 7@F. \$8
355A ? ? A63F;A@E 3D7 @AF ? 77F;@9 F: 7 @776E A8 F: 7 EFG67@FE, 36HA53F7 3@6 5: 3@97 355A ? ? A63F;A@E FA
? 77F F: 7 @776E A8 F: 7 EFG67@FE.

Person Responsible: , K3@7 (39;> (DK3@7. ? 39;>@KAGD5: 3D>AFF7E5: AA>E.@7F)

By When: AG9GEF 435= FA E5: AA> +D 3@6 478AD7 735: BDA9D7EE ? A@;FAD;@9 I ;@6A I

' 7H7D397 !A5GE76 \$@F7DH7@F;A@ . 73 ? (!\$.) EGBBADF E7DH;57E F: DAG9: E5: 76G>;@9 3@6 GF;>;L3F;A@ A8
3>A53F;A@E.

Person Responsible: " D357 . A>78EA@ (9D357.FA>78EA@@KAGD5: 3D>AFF7E5: AA>E.@7F)

By When: AG9GEF 2023

CA@8;D ? F: 3F >7EEA@ B>3@E 4PA@4D%bCE

. 735:7DE I ;>> FD35= 3FF7@63@57 GE;@9 F: 7 3FF7@63@57 F3D97F BAEF7D. C>3EE7E I ;>> I AD= FA 8;>> F: 7;D 3FF7@63@57
>7FF7DE 8AD D7 I 3D6E

Person Responsible: , K3@7 (39;>> (DK3@7. ? 39;>>@KAGD5: 3D>AFF7E5: AA>E.@7F)

By When: D3;>K 478AD7 9:00 8AD F: 7 23.24 E5: AA> K73D

- FG67@FE I ;>> 73D@ ? AD@;@9 ? 3@3F77 F;5=7FE 8AD 47;@9 A@ F; ? 7 7H7DK 63K. . : 7E7 F;5=7FE I ;>> 47 GE76 FA 73D@
BD;H;>797E.

Person Responsible: , K3@7 (39;>> (DK3@7. ? 39;>>@KAGD5: 3D>AFF7E5: AA>E.@7F)

By When: !D;63KE I 77=>K 8AD F: 7 23.24 E5: AA> K73D

CSI, TSI and ATSI Resource Review

D7E5D;47 F: 7 BDA57EE FA D7H;7 I E5: AA> ; ? BDAH7 ? 7@F 8G@6;@9 3>>A53F;A@E 3@6 7@EGD7

Measurable Outcomes

-F3F7 F: 7 EB75;8;5 ? 73EGD34>7 AGF5A ? 7 F: 7 E5: AA> B>3@E FA 35:;7H7 8AD 735: 9D367 47>A I . . :;E E:AG>6 47 3

Action Steps to Implement

' ;EF F: 7 35F;A@ EF7BE F: 3F I ;> 47 F3=7@ FA 366D7EE F: 7 E5: AAxE AD73(E) A8 !A5GE. . A 366D7EE F: 7 3D73 A8 8A5GE, ;67@F;8K 2 FA 3 35F;A@ EF7BE 3@6 7JB>3;@ ;@ 67F3;> 8AD 735: A8 F: 7 53F79AD;7E 47>A I :

R ' ;F7D35K ' 7367DE: ;B

R ' ;F7D35K CA35: ;@9

R AEE7EE ? 7@F

R +DA87EE;A@3> ' 73D@;@9

Action Step	Person Responsible for Monitoring
-------------	-----------------------------------

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

. : ;E E75F;A@ ? GEF 47 5A ? B>7F76 ;8 F: 7 E5: AA> ;E ; ? B>7 ? 7@F;@9 3 . ;F>7 \$, +3DF A - 1 + 3@6 ABFE FA GE7 F: 7 - \$+ FA E3F;E8K F: 7 D7CG;D7 ? 7@FE A8 F: 7 - 1 + B>3@, 3E AGF;>@76 ;@ F: 7 - - A, +G4>5 ' 3 I) A. 114-95, M 1114(4).
. : ;E E75F;A@ ;E @AF D7CG;D76 8AD @A@- . ;F>7 \$ E5: AA>E.

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))

' ;EF F: 7 E5: AAxE I 74B397* I : 7D7 F: 7 - \$+ ;E ? 367 BG4>5>K 3H3;>34>7.

. : 7 - \$+, 4G697F, 3@6 - 1 + ;E E: 3D76 I ;F: AGD - AC, EF388, 3@6 EFG67@FE. . : 7 ;@8AD ? 3F;A@ ;E BD7E7@F76 6GD;@9 F: 7 - AC ? 77F;@9, 6GD;@9 EF388 ? 77F;@9E, 3@6 6GD;@9 EFG67@F 5A@87DD;@9. . : ;E ;@8AD ? 3F;A@ ;E 3>EA +E6 7 E5: AA2RR@7@7A>8G"@%\$&8G"@7D7 F: 7 - \$+ ;E ? 367 BG4>5>K 3H3;>34>7.

1 7 3>EA E:3D7 AGD 83 ? ;>K 7@9397 ? 7@F B>3@ ;@ BD;@F 3@6 7>75FDA@;53>>K F: DAG9: D7 ? ;@6 3@6 7 ? 3;>. . : 7
7@9397 ? 7@F B>3@ ;E 5D73F76 I ;F: AGD + ! + F73 ? . \$F ;E E: 3D76 I ;F: AGD - AC 3@6 + . * . 1 7 3>EA 53>
5A ? ? G@;FK ? 7 ? 47DE F: 3F 3D7 B3DF A8 AGD E5: AA> B3DF@7DE: ;BE FA ;@6;H;6G3>>K 5A ? ? G@;53F7 7H7@FE 3@6
B3DF@7DE: ;B ABBADFG@;F;7E.

Describe how the school plans to strengthen the academic program in the school, increase the

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 ESSA 1114(b)(7)(iii)(III).

EF?@P77S\$4st0p770ECP7edg1AAGB63F766F7B8C3t7V0M67B7A67A EG557EE8G> I ;F: F:7 ;@EFDG5F;A@ 3@6 EFD3F79;7E F: 3F 3D7 ;@ B>357 8AD 3» EFG67@FE ;@ F: 7 5>3EEDAA?. 1 : 7@ EFG67@FE 479;@ FA EFDG99>7 AD 83» 47: ;@6, F: 7K 3D7 F: 7@ BDAH;676 I ;F: 3@6 7H;67@576 43E76 ;@F7DH7@F;A@ BDAH;676 ;@ 3 E?3» 9DAGB E7FF;@9 3F >73EF 3 F; ? 7E I 7D7 I 77=. \$8 F: 7E7 EFG67@FE 3D7 EF;» 83» ;@9 E: ADF A8 F: 7 9A3>E, I 7 BDAH;67 3 ? AD7 ;@F7@E7 7H;67@576 43E76 ;@F7DH7@F;A@ A@7 A@ A@7. (77F;@9E ? 3K 47 : 7>6 I ;F: F: 7 B3D7@FE 3@6 F735: 7DE ;@HA>H76 FA E: 3D7 BDA9D7EE A@ ;@F7DH7@F;A@E. +DA9D7EE ;E E: 3D76 8D7CG7@F>K 3@6 ;@F7DH7@F;A@E I ;» 47 GB63F76 ;8 F: 7 EFG67@F ;E @AF 8;@6;@9 EG557EE. \$8 F: 7 EFG67@F EF;» 5A@F;@G7E FA EFDG99>7, F: 7 B3D7@F AD F735: 7D EGBBADF F73 ? ? 3K D7CG7EF 8GDF: 7D 7H3>G3F;A@ FA F3=7 B>357.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of dB3D0CA impro013541o3 actj33353A37ri7struc43733