

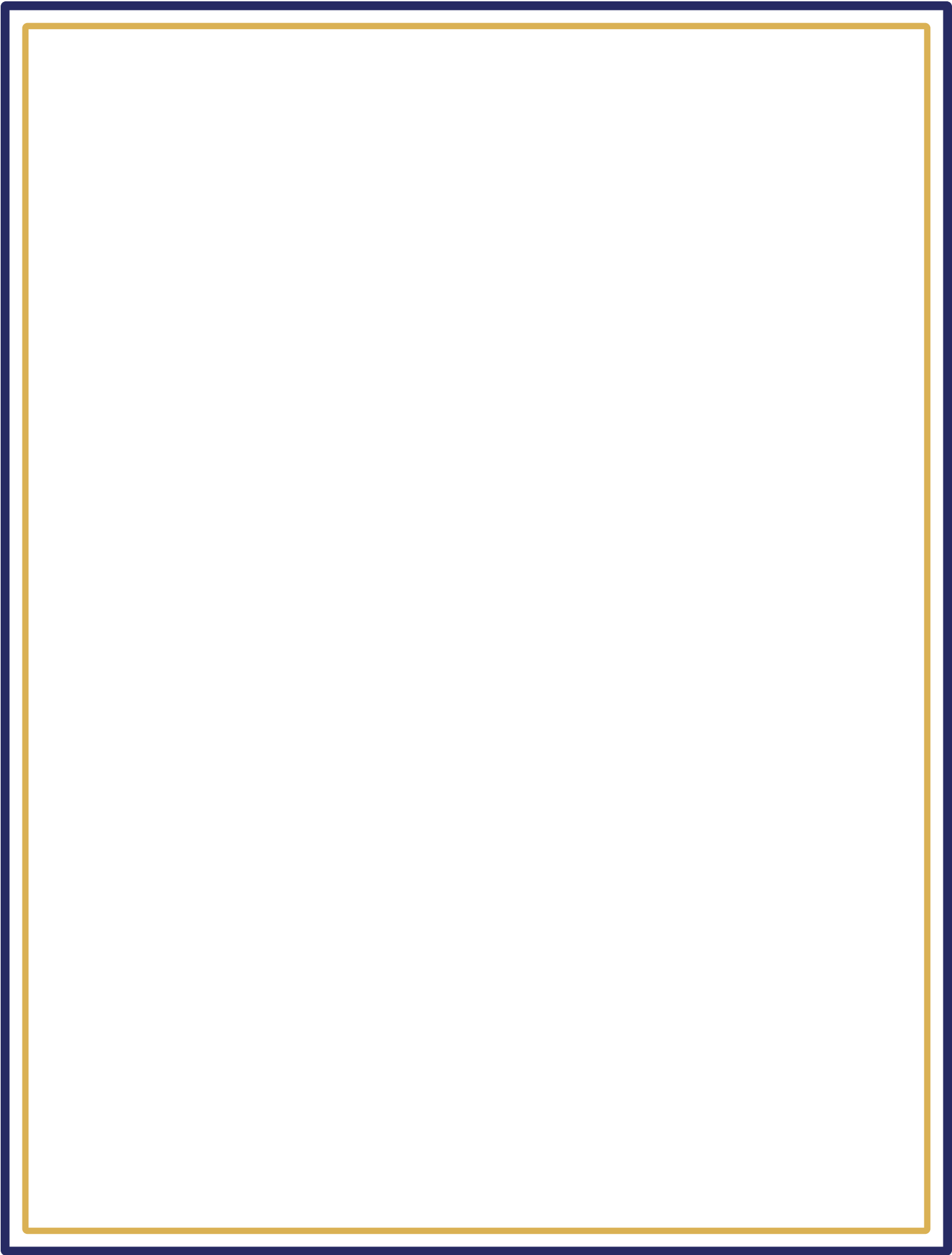


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[illegible]

Purpose and Outline of the SIP

/ ;8 .%, <F <AG8A787 GB 58 G;8 CE<@4EL 4EG946G HF87 5L 8I8EL F6;BB? J<G; FG4>8;B?78EF GB E8I<8J 74G4, F8G :B4?F, 6E84G8 4A 46G<BA C?4A 4A7 @BA<GBE CEB:E8FF. / ;8 8C4EG@8AG 8A6BHE4:8F F6;BB?F GB HF8 G;8 .%, 4F 4 P?<I<A: 7B6H@8AGQ 5L 6BAG<AH4?L HC74G<A:, E89<A<A: 4A7 HF<A: G;8 C?4A GB :H<78 G;8<E JBE> G;EBH: ;BHG G;8 L84E. / ;<F CE<AG87 I8EF<BA E8CE8F8AGF G;8 .%, 4F B9 G;8 " 4G8) B7<9<87" ?<FG87 <A G;8 9BBG8E.

I. School Information

School Mission and Vision

Provide the school's mission statement.

/B 58 "4 C?468 B9 ?84EA<A: 4A7 ?8478EF;<C J ;8E8 8I8EL C8EFBA <F CEBH7 GB 58 4 , 4AG;8E".

Provide the school's vision statement.

, - !, <A 6B?45BE4G<BA JG; BHE 94@<?8F 4A7 6B@@HA<GL C4EGA8EF, J<?? 8AFHE8 4 F498, E<: BEBHF ?84EA<A: 8AI<EBA@8AG G; 4G 9BF68EF ?8478EF;<C 4A7 ;<: ; 8KC8664G<BAF 9BE A((.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

"BE 846; @8@58E B9 G; 8 F6; BB? ?8478EF;<C G84@, F8?86G G; 8 8@C?BL88 A4@8 4A7 8@4? 477E8FF 9EB@ G; 8 7EBC7BJA. %78AG<9L G; 8 CBF<G<BA G<G?8 4A7 -B5 7HG<8F/E8FCBAF<5<?G<8F 4F <G E8?4G8F GB . %, <@C?8@8AG4G<BA 9BE 846; @8@58E B9 G; 8 F6; BB? ?8478EF;<C G84@.:

Name	Position Title	Job Duties and Responsibilities
CBB>8E?L, 4I<7	, E<A6<C4?	/ ; 8 CE<A6<C4? J?? 58 E8FCBAF<5?8 9BE @BA<GBE<A : G ; 8 9<78?GL B9 <@C?8@8AG4<BA B9 G ; 8 C?4A. \$8 <F H?<@4<8?L E8FCBAF<5?8 9BE 9B??BJ HC BA 78?8 : 4<87 7H<8F 4A7 466BHA<45?8 9BE 4?? E8FH?GF. A?<8E @BA<GBE<A : 4A7 4A4?LM<A : CEB : E8FF 4A7 6BA98EE<A : J<G ; G ; 8 %AF<GEH6<BA4? CBE8 / 84@, (<G8E46L (8478EF ; <C / 84@, 4A7) H?< / <8E87 . LF<8@ B9 . HCCBEG / 84@, ; 8 <F G ; 8 9A4? 786<F<BA @4>8E 4A7 J<?? 78<8E@<A8 A8K<G F<8CF GB 8AFHE8 FGH78AG : EB J<G ; 4A7 46 ; <8I8@8AG.
, 4?@8E, A55L	AFF<F<4AG , E<A6<C4?	AF G ; 8 AFF<F<4AG , E<A6<C4? , A55L , 4?@8E- / ; B@4F J?? F8E18 4F G ; 8 6B8I4?H4<BE <A G846 ; 8E <AF<GEH6<BA4? CE46<68F. . ; 8 J?? 6B??86<G, 4A4?LM8, 4A7 CEBI<78 9887546> GB G846 ; 8EF E8 : 4E7<A : F<4A74E7F-54F87 ?8FFBAF, 58FG G846 ; <A : CE46<68F 8I4?H4<87 G ; EBH : ;) 4EM4AB "E4@8JBE>, 4A7 @BA<GBE G ; 8 E< : BE B9 <AF<GEH6<BA J<G ; <A G ; 8 6BE8 6HEE<6H?H@. . ; 8 J?? 4?FB ; 8?C G ; 8 / 84@ (8478E 4A7 CB46 ; 8F <A 9B6HF<A : FHCCBEG 54F87 B99 74<4 B5<4<A87 G ; EBH : ; BH<G G ; 8 F6 ; BB? L84E. A55L J?? 6BA<AH4??L 6 ; 86> 4A7 @BA<GBE ?8FFBA C?4AF 9BE E< : BEBHF, CHECBF89H? , F<4A74E7F-54F87 C?4AA<A : G ; EBH : ; BH<G G ; 8 L84E. . ; 8 4?FB BE6 ; 8F<E4<8F <4E : 8<87 CEB98FF<BA4? 78I8?BC@8AG, * ! / (A8J G846 ; 8EF) FHCCBEG CEB : E4@F, 4A7 946<?<4<8F G ; 8 (<G8E46L (8478EF ; <C / 84@.
A?I4E8M, BE88A	) 4<G ; CB46 ;	AF G ; 8 <F<E<6G) 4<G ; CB46 ; , BE88A A?I4E8M J?? F8E18 4F G ; 8 946<?<4<8E B9 G ; 8 ! . . A 8I<78A68-54F87 " B G ; 8) 4<G ; " <AG8E18AG<BA CEB : E4@. \$8E 9B6HF J?? <A6?H78 46 ; <8I8@8AG <A) 4<G ; 8@4<6F. BE88A J?? 4?FB 946<?<4<8 G ; 8 &<@ ' A< : ; G CB46 ; <A : CL6?8 J<G ; BHE <AF<GEH6<BA4? 6B46 ; 8F.
A?8K4A78E, 8A<F8	+G ; 8E	AF G ; 8 ! ((A668?8E4<BA / 846 ; 8E, 8A<F8 A?8K4A78E J?? 58 E8FCBAF<5?8 9BE <AF<GEH6<BA4? 4668?8E4<BA 4A7 @BA<GBE<A : B9 46 ; <8I8@8AG 4A7 : EB J<G ; CEB : E8FF 9BE 4?? ! A : ?F ; (4A : H4 : 8 (84EA8EF, <A 466BE74A68 J<G ; G ; 8 " , , %.
"?4A< : 4A,) <6 ; 8?8	+G ; 8E	AF G ; 8 ! . ! (<4<FBA,) <6 ; 8?8 "?4A< : 4A J?? 58 E8FCBAF<5?8 9BE @BA<GBE<A : G ; 8 CEB : E8FF B9 BHE FGH78AGF J<G ; 7<F45<?<8F. . ; 8 J?? JBE> 6B??45BE4<I8?L J<G ; G846 ; 8EF GB 8AFHE8 9<78?GL <A 47 ; 8E8A68 GB FGH78AG % ! , F 4A7 <@C?8@8AG4<BA B9 A8J F<E4<8 : <8F GB FHCCBEG FGH78AGF J<G ; 7<F45<?<8F (. 2) J<G ; 9B6HF BA 46 ; <8I8@8AG, C4E<6H?4E?L G ; BF8 78F< : A4<87 <A G ; 8 5B<GB@ DH4E<?8 <A) 4<G ; , ! (A, 4A7 : 6<8A68. \$8E 9B6HF J?? <A6?H78 899BE<F GB <@CEB18 F6 ; BB? J<78 CE46<68F 4F <A7<64<87 <A G ; 8 B , % ! C?4A.
) < ; 4?4><F, / <A4	, 4E8AG ! A : 4 : 8@8AG (<4<FBA	AF G ; 8 A6 ; <8I8@8AG 4A7 " 4@<?L AFFB6<4<8, / <A4) < ; 4?4><F J?? F8E18 4F G ; 8 , 4E8AG " 4@<?L ! A : 4 : 8@8AG , ?4A 6BBE7<A4<BE. . ; 8 J?? JBE> 6B??45BE4<I8?L J<G ; F6 ; BB? C8EFBAA8? 4A7 94@<?8F GB <A6E84F8 <AIB?I8@8AG 9B6HF87 BA FGH78AG 46 ; <8I8@8AG. \$8E 9B6HF J?? <A6?H78 <@C?8@8AG4<BA B9 A8J 94@<?L



Demographic Data

2023-24 Status (C8E) . % " <8)	A6618
School Type and Grades Served (C8E) . % " <8)	! ?8@8A64EL . 6;BB? , ' -5
Primary Service Type (C8E) . % " <8)	' -12 #8A8E4? ! 7H646BA
2022-23 Title I School Status	38F
2022-23 Minority Rate	48%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	* B
RAISE School	38F
2021-22 ESSA Identification	A/ . %
Eligible for Unified School Improvement Grant (UniSIG)	* B
2021-22 ESSA Subgroups Represented (FH5:EBHCF J<6; 10 BE @BE8 FGH78AGF) (FH5:EBHCF 58?B J 6; 8 9878E4? 6; E8F; B?7 4E8 <78AG987 J<6; 4A 4F68E<F>)	
School Grades History	2021-22: C 2019-20: C 2018-19: C 2017-18: B
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		
A5F8AG 10% BE @BE8 74LF	1	28	21	18	25	21	0	0	0	114	
+A8 BE @BE8 FHFC8AF<BAF	0	5	3	3	2	0	0	0	0	13	
CBHEF8 94<HE8 <A ! A: ?F; (4A: H4: 8 AEGF (! (A)	0	0	0	1	2	0	0	0	0	3	
CBHEF8 94<HE8 <A) 46;	0	0	0	0	1	0	0	0	0	1	
(818? 1 BA FG468J<78 ! (A 4FF8FF@8AG	0	0	0	6	22	19	0	0	0	47	
(818? 1 BA FG468J<78) 46; 4FF8FF@8AG	0	0	0	5	20	14	0	0	0	39	
* H@58E B9 FGH78AGF J<6; 4 FH5FG4AG<4? E847<A: 789<6<8A6L 4F 789<A87 5L - H?8 6A-6.0531, ".A.C.	2	23	28	13	2	4	0	0	0	72	

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:



Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
. B6<4? .GH7<8F A6;<8I8@8A6*									
) <77?8 . 6; BB? A668?8E46BA									
#E47H46BA - 468									
CB?8:8 4A7 C4E88E A668?8E46BA									
! (, , EB:E8FF	65			83			80		

* In cases where a school does not test 95% of students in a subject, the achievement component will be

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%
B (')	42			
\$. ,	49			
) 0 (	64			
, AC				
2 \$ /	48			
" - (	49			

Accountability Components by Subgroup

! 46 ; P5?4A>Q 68?? <A7<64G8F G ; 8 F6 ; BB? ; 47 ?8FF G ; 4A 10 8? : <5?8 FGH78AGF J <G ; 74G4 9BE 4 C4EG<6H?4E 6B@CBA8AG 4A7 J4F ABG 64?6H?4G87 9BE G ; 8 F6 ; BB?. (CE8-CBCH?4G87)

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
A?? . GH78AGF	46	49	43	52	50	45	47					65
. 2	44	45	50	54	53	54	41					
! ((	32	35		40	38		20					65
A) %												
A . *												
B (')	36	44		42	46	50	33					
\$. ,	45	52		52	45		42					60
) 0 (	67	64		69	55							
, AC												
2 \$ /	46	48	37	53	53	44	53					
" - (	42	50	48	49	49	45	48					61

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
A?? . GH78AGF	56	59	54	57	59	75	61					83
. 2	51	71		56	62		50					
! ((	33			33								83

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) %												
A . *												
B ('	46			45								
\$. ,	49			51								86
) 0 (	67			58								
, AC												
2 \$ /	62	57		62	52		60					
" - (	55	58	58	53	55	70	63					78

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?? . GH78A6F	51	57	59	44	37	29	43					80
. 2	28	44	52	24	36	38	47					
! ((	45	55		38	35		50					80
A) %												
A . *												
B ('	47	61		32	22		58					
\$. ,	44	43	36	38	31	29	37					87
) 0 (	57	57		57	43							
, AC												
2 \$ /	53	62	73	46	40	33	42					
" - (	46	53	55	39	35	30	41					7542

Data Analysis/Reflection

AAFJ8E G;8 9B?BJ<A: E89?86G<BA CEB@C&F 4%8E 8K4@<A<A: 4AL/4? E8?8I4A& F6;BB? 74&4 FBHE68F.

Area of Focus

(%78A69<87 >8L AE84 B9 " B6HF G;4G 477E8FF8F G;8 F6;BB?RF ;<: ;8F6 CE<BE<GL 54F87 BA 4AL/4?? E8?8I4AG 74G4 FBHE68F)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

%A6?H78 4 E4G<BA4?8 G ; 4G 8KC?4<AF ; BJ <G J4F <78AG<9<87 4F 4 6EH6<4? A887 9EB@ G ; 8 74G4 E8I<8J87.
+ A8 AE84 B9 " B6HF @HFG 58 CBF<G<I8 6H?GHE8 4A7 8AI<EBA@8AG. %9 <78AG<9<87 9BE A / . % BE / . %, 846 ; <78AG<9<87
?BJ-C8E9BE@<A : FH5 : EBHC @HFG 58 477E8FF87.

Person Responsible:

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Action Steps to Implement

(<F6 G; 8 46G<BA F68CF G; 4G J?? 58 G4>8A 4F C4EG B9 G; <F F6E4G8 : L GB 477E8FF G; 8 AE84 B9 "B6HF. %78AG<9L G; 8 C8EFBA E8FCBAF<5?8 9BE @BA<GBE<A: 846; F68C.

, E<A6<C4? J?? 7818?BC 4) 4F68E . 6; 87H?8 GB <A6?H78 4G ?84FG 4 30 @<AHG8 HA<AG8EEHC87 5?B6> B9 G<@8 9BE . 6<8A68 %AFGEH6G<BA, 9BE 4?? ' -5 FGH78AGF <A 4?? FH5: EBHCF. A?? FGH78AGF J?? E868<18 4A 477<G<BA4? . 6<8A68- . G4A74E7 "B6HF87 (8FFBA I<4 G; 8 . / !) . C86<4?F EB<4G<BA, BA68 J88>?L. A6DH<E8 G; 8 A868FF4EL 81<78A68 54F87 6HEE<6H?4, 4A7 / <G?8 9HA7F GB 46DH<E8 E8FBHE68F GB FHCCBEG F6; BB? J<78 <A<G<4G<18F.

Person Responsible: 4I<7 CBB>8E?L (74I<7.6BB>8E?L@LBHE6; 4E?BGG8F6; BB?F.A8G)

By When: B89BE8 G; 8 F64EG B9 23-24 F6; BB? L84E

AA4?LM<A: 74G4 9EB@) 4F68EL CBAA86G 4A7 B6; 8E HA<G 4FF8FF@8AGF, A7@<A<F6E4G<BA J?? CEBI<78 <AFGEH6G<BA4? FHCCBEG GB G846; 8EF G; EBH: ; @BA<GBE<A: G; 8 <@C?8@8AG4G<BA B9 G; 8 , 84EFBA CHEE<6H?H@ 4A7 FHCC?8@8AG4? 81<78A68-54F87 CEB: E4@F.

Person Responsible: 4I<7 CBB>8E?L (74I<7.6BB>8E?L@LBHE6; 4E?BGG8F6; BB?F.A8G)

By When: +A68 4 @BAG; , 6BAG<AH4? G; EBH: ; G; 8 23-24 F6; BB? L84E

CBA7H6G CB??45BE4G<18 , ?4AA<A: J<G; FC86G<6 3-5 : E478 ?818? G846; 8EF <@@87<4G8?L 9B??BJ<A: 4?? 7<F6E<6G/ F64G8 4FF8FF@8AGF GB 4A4?LM8 F6H78AG 46; <818@8AG 74G4 J<G; 9B6HF BA CEB?G<8A6L.

Person Responsible: 4I<7 CBB>8E?L (74I<7.6BB>8E?L@LBHE6; 4E?BGG8F6; BB?F.A8G)

By When: &4AH4EL 2024, ACE? 2024

%AFGEH6G<BA4? CBE8 /84@ J?? @88G GB 814?H4G8 <@C?8@8AG4G<BA, J<G; 9<78?<GL, G; 8 B , % ! GB 8AFHE8 , 8468 - <18E !?8@8AG4EL'F 899BEGF GB 6?BF8 BCCBEGHA<GL : 4CF 4A7 4668?8E4G8 ?84EA<A: B9 ! ((FGH78AGF,) / . . A6G<BA , ?4A GB E81<8J <AG8E18AG<BA FHCCBEGF GB 4?? FH5: EBHCF, , B% . , ?4A GB 8AFHE8 4668FF GB . 6<8A68 <AFGEH6G<BA (?<@<G<A: FHFC8AF<BAF 4A7 CEB@B<A: CBF<G<18 4G8A74A68 C4EG<6H?4E?L 9BE FH5: EBHCF), 4A7 G; 8 "4@<?L !A: 4: 8@8AG , ?4A GB <A6?H78 94@<?<8F 4F F64>8; B?78EF <A G; 8<E 6; <?7'F ?84EA<A: .

Person Responsible: A55L , 4?@8E (455L.C4?@8E@LBHE6; 4E?BGG8F6; BB?F.A8G)

By When: . 8CG8@58E 2023

, EBI<78 74?L BCCBEGHA<G8F 9BE ! ((FGH78AGF GB 8A: 4: 8 <A . 6<8A68 ?84EA<A: J<G; G; 8 ! ((G846; 8E, CEB@B<A: IB645H?4EL 4A7 ?4A: H4: 8 <AFGEH6G<BA.

Person Responsible: 8A<F8 A?8K4A78E (78A<F8.4?8K4A78E@LBHE6; 4E?BGG8F6; BB?F.A8G)

By When: 4<?L G; EBH: ; BHG G; 8 23-24 F6; BB? L84E

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

%A6?H78 4 E4G<BA4?8 G; 4G 8KC?4<AF ;BJ <G J4F <78AG<9<87 4F 4 6EH6<4? A887 9EB@ G; 8 74G4 E8I<8J87.

- 86B: A<M8 , 8E986G AG8A74A68 FGH78AGF GB G; 8 F6; BB? 4A7 CB@@HA<GL. A6>ABJ?87: 8@8AGF BA . B6<4?
) 87<4 , ?4G9BE@F, /E<@8F68E AJ4E7 C8E8@BA<8F, 4A7 G; 8 , - ! *8JF , EB: E4@.

Person Responsible: 4I<7 CBB>8E?L (74I<7.6BB>8E?L@LBHE6; 4E?BGG8F6; BB?F.A8G)

By When: +6GB58E, "85EH4EL, 4A7) 4L

#E478 (818? AG8A74A68 CB@C8G<BA: C?4FF J<G; G; 8 ;<; 8F6 % CE8F8AG <A 846; :E478 ?818?, J<? ; 418 G; 8
; BAE B9 G; 8 AG8A74A68 /EBC; L 9BE G; 4G J88>. - 86B: A<M87 BA , - ! *8JF , EB: E4@

Person Responsible: 4I<7 CBB>8E?L (74I<7.6BB>8E?L@LBHE6; 4E?BGG8F6; BB?F.A8G)

By When: ! 18EL "E<74L G; EBH: ; BHG G; 8 23-24 F6; BB? L84E

AG8A74A68 , ?4A +HG<A8 F; 4E87 J<G; G846; 8EF 4A7 6B@@HA<GL F64>8; B?78EF

Person Responsible: 4I<7 CBB>8E?L (74I<7.6BB>8E?L@LBHE6; 4E?BGG8F6; BB?F.A8G)

By When: +6GB58E

CSI, TSI and ATSI Resource Review

8F6E<58 G; 8 CEB68FF GB E8I<8 J F6; BB? <@CEBI8@8AG 9HA7<A: 4?B64G<BAF 4A7 8AFHE8
E8FBHE68F 4E8 4?B64G87 54F87 BA A887F. / ; <F F86G<BA @HFG 58 6B@C?8G87 <9 G; 8 F6; BB? <F
<78AG<9<87 4F A / . %, / . % BE C. % <A 477<G<BA GB 6B@C?8G<A: 4A AE84(F) B9 "B6HF <78AG<9L<A:
<AG8E18AG<BAF 4A7 46G<I<G<8F J<G; <A G; 8 . %, (! . . A 1111(7)(1)(B)(4) 4A7 (7)(2)(C).

. 6; BB? J<78 %@CEBI8@8AG 9HA7F 4E8 4?B64G87 GB F6; BB?F 4AAH4??L 4F 4 C8E CHC<? 4?B64G<BA 54F87 BA . HE18L 3
" / ! 74G4. . HCC?8@8AG4? 9878E4? 9HA7F 4E8 4?B64G87 GB F6; BB?F 4F E8DH8F<87 5L F6; BB? ?8478EF; <C 4A7 54F87
BA A887. . 6; BB?F 6B@C?8G8 G; 8 "878E4? , EB: E4@F CBAFH?G4<BA . HE18L GB E8DH8F< 9HA7F A88787 GB FHCCBEG
G; 8<E F6; BB? <@CEBI8@8AG 4E84F B9 9B6HF. / ; 8 9878E4? CEB: E4@F G84@ E8I<8 JF 846; E8DH8F< 4A7 4CCEBI8F BA
4A <A7<I<7H4? 54F<F : <I<A: CE<BE<GL GB F6; BB?F 78F<: A4G87 4F C. %, / . %, 4A7 A / . % E8FC86G<I8?L.

23-24 . 6; BB? <@CEBI8@8AG 9HA7F J<? 58 HG<?M87 GB FHCCBEG G; 8 9B?BJ<A: <AG<4G<I8F: . H5FG<GH68 G846; 8EF GB
FHCCBEG G846; 8E J4?>G; EBH: ; ?84EA<A: /B5F8E14G<BAF, E8FBHE68F GB FHCCBEG FG4A74E7-54F87 <AFGEH6G<BA, <G8@F GB
FHCCBEG <AG8E18AG<BA <AG<4G<I8F, @4G8E4?F <A FHCCBEG B9 G; 8 , B%. CEB: E4@, 4A7 CEB98FF<BA4? 7818?BC@8AG
E8FBHE68F.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

%A6?H78 4 78F6E<CG<BA B9 LBHE AE84 B9 "B6HF (%AFGEH6G<BA4? , E46G<68 FC86<G<64??L E8?4G<A: GB - 847<A: / ! (A) 9BE
846; :E478 58?BJ, ; BJ <G 49986GF FGH78AG ?84EA<A: <A ?G8E46L, 4A7 4 E4G<BA4?8 G; 4G 8KC?4<AF ; BJ <G J4F
<78AG<9<87 4F 4 6E<G<64? A887 9EB@ G; 8 74G4 E8I<8 J87. 4G4 G; 4G F; BH?7 58 HF87 GB 78G8E@<A8 G; 8 6E<G<64? A887
F; BH?7 <A6?H78, 4G 4 @<A<@H@:

S / ; 8 C8E68AG4: 8 B9 FGH78AGF 58?BJ (818? 3 BA G; 8 2022 F64G8J<78, F64A74E7<M87 ! (A 4FF8FF@8AG.
%78AG<9<64G<BA 6E<G8E<4 @HFG <A6?H78 846; :E478 G; 4G ; 4F 50 C8E68AG BE @BE8 FGH78AGF F6BE<A: 58?BJ
?818? 3 <A :E478F 3-5 BA G; 8 F64G8J<78, F64A74E7<M87 ! (A 4FF8FF@8AG.

S / ; 8 C8E68AG4: 8 B9 FGH78AGF <A >A78E: 4EG8A G; EBH: ; :E478 3, 54F87 BA 2021-2022 8A7 B9 L84E
F6E88A<A: 4A7 CEB: E8FF @BA<GBE<A: 74G4, J ; B 4E8 ABG BA GE46> GB F6BE8 (818? 3 BE 45BI8 BA G; 8
FG4G8J<78, F64A74E7<M87 ! (A 4FF8FF@8AG.

S +G; 8E 9BE@F B9 74G4 G; 4G F; BH?7 58 6BAF<78E87: 9BE@4G<I8, CEB: E8FF @BA<GBE<A: 4A7 7<4: ABF<G6
4FF8FF@8AG 74G4.

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

'<A78E:4E68A: 49% F6BE87 58'BJ G;8 40G; C8E68A68 BA G;8 ,) 3 .64G8 - 847<A: AFF8FF@8AG 4A7 75% B9
FGH78AGF @8G G;8 ! +3 - A (818' 3 BE ;<: ;8E. B9

Description:

Action Step	Person Responsible for Monitoring
+HE (8E46L (8478EF;C /84@ J E8I8J 3E7 4A7 5G; :E478 74G4 G;EBH: ; @BAG;?L CB?45BE4K18 ,?4AA:A:) 88K:A:F	A?I4E8M, BE88A, 7BE88A.4?I4E8M@LBHE6;4E?BGG8F6;BB?F.A8G
+HE /84@ (847 J :H78 3E7 4A7 5G; :E478 G846;8EF <A <78AG9L<A: G;8 4CCEBCE<4G8 <AG8EI8AG<BA GB FHCCBEG /<8E-%% 4A7 /<8E-%% FGH78AGF	. @G; , &8FF<64, :8FF<64.F@G; @LBHE6;4E?BGG8F6;BB?F.A8G
+HE <AG8EI8AG<BA G846;8EF J?? @BA<GBE G;8 %78?GL B9 G;8 <AG8EI8AG<BAF, 4FF8FF FGH78AGF J88>?L, 4A7 @4>8 6;4A:8F GB G;8 6;<?7'F <AG8EI8AG<BA C?4A, 4F A88787.	, 4?@8E, A55L, 455L.C4?@8E@LBHE6;4E?BGG8F6;BB?F.A8G
B8A6;@4E> CB46;8F J?? CEBI<78 CEB98FF<BA4? 78I8?BC@8AG GB G846;8EF GB FHCCBEG 3E7 4A7 5G; :E478 G846;8EF GB FGE8A:G;8A /<8E-%% ! (A <AFGEH6G<BA.	, 4?@8E, A55L, 455L.C4?@8E@LBHE6;4E?BGG8F6;BB?F.A8G

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 / ;<F F86G<BA @HFG 58 6B@C?8G87 <9 G;8 F6;BB? <F <@C?8@8AG<A: 4 /<G?8 %, ,4EG A . 2 , 4A7 BCGF GB HF8 G;8 . % , GB F4G<F9L G;8 E8DH<E8@8AGF B9 G;8 . 2 , C?4A, 4F BHG?<A87 <A G;8 ! . . A, ,H5?6 (4J *B. 114-95, N 1114(5).
 / ;<F F86G<BA <F ABG E8DH<E87 9BE ABA- /<G?8 % F6;BB?F.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g.,

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. (ESSA 1114(b)(7)ii))

%A6E84F87 6B@@HA<64G<BA <A C4E8AG<F ; B@8 ?4A:H4:8. . G499 CE8F8AG87 J<G; . GE4G8:<6 +5F8E14G<BA
%AFGEH6G<BA4? , EBGB6B? (. % + ,) FGE4G8:<8F 4A7 CEB98FF<BA4? 7818?BC@8AG <A FHCCBEG B9 4?? FGH78AGF.
CHEE<6H?H@ FHCCBEG CEBI<787 5L B8A6; @4E> E8CE8F8AG4G<18F, GB 4FF<FG FGH78AGF <A A887 B9 BE4? ?4A:H4:8
FHCCBEG. / <G?8 % 9HA7F J<? 58 HG<?M87 GB ; <E8 4 (847 /846; 8E 4A7 (<8E46L CB46; GB FHCCBEG G; 8 DH4?GL B9
<AFGEH6G<BA 4G , 8468 - <18E. "HA7F J<? 4?FB 58 HG<?M87 GB ; <E8 4 84A 4A7 E8FBHE68F GB FHCCBEG 4 , BF<G<18
. B6<4? !A1<EBA@8AG.

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))

! . . A/- 898E8A7H@ 9HA7F J<? 58 HG<?M87 GB ; <E8 4) 4G; CB46; 4A7 GJB A6478@<6 CB46; 8F GB FHCCBEG
?BJ8E ?818? FGH78AGF <A 5B6;) 4G; 4A7 - 847<A:. "4@<L !A:4:8@8AG 818AGF J<? 58 FHCCBEG87 G; EBH: ; G; 8
CHE6; 4F8 B9 E8FBHE68F 4A7 F6; BB? C8EFBAA8? GB ; 8?C 8AFHE8 FH668FF. ! . . A 9HA7F J<? 58 HG<?M87 GB
CEBI<78 GHGBE<A: F8E1<68F 9BE FGH78AGF <A A887.

Optional Component(s) of the Schoolwide Program Plan

%A6?H78 78F6E<C<BAF 9BE 4AL 477<G<BA4? FGE4G8:<8F G; 4G J<? 58 <A6BECBE4G87 <AGB G; 8 C?4A.

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

/ <G?8 BA8 9HA7F J<? 58 HG<?M87 GB ; <E8 4 84A 9BE G; 8 23-24 F6; BB? L84E. . GH78AG FHCCBEG J<? 4?FB 58
FHCCBEG87 G; EBH: ; BHG G; 8 F6; BB? L84E 5L 4 F6; BB?-54F87 . B6<4? 2 BE>8E, . 6; BB? CBHAF8?BE, , FL6; B?B:<FG,
B8; 41<BE . C86<4?FG. HE<A: 2 ; B?8 C; <?7 CBE8, FGH78AG A887F 4E8 78G8E@<A87 4A7 CEBI<787 G; 8
4CCEBCE<4G8 F8E1<68F. C; 86> 4A7 CBAA86G 4A7 *41<:4G8 360 J<? 58 HG<?M87 GB FHCCBEG FGH78AG
<AG8E18AG<BAF.

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

/ ; 8 7<FGE<G6 7<E86GBE 9BE C / ! ; 4F 7818?BC87 4 G; E88-L84E C?4A GB <AG8:E4G8 64E88E G86; A<64? 87H64G<BA 4G
4?? ?818?F ' -12 GB 8AFHE8 G; 4G 4?? FGH78AG :E47H4G8 J<G; 4 C?4A 9BE 8AEB??@8AG, 8@C?BL@8AG, BE 8A?F6@8AG.

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).

, 8468 - <18E J<? ; B?7 @BAG; ?L !4E?L 2 4EA<A: . LF68@ @88G<A: F GB <78AG<9L 4A7 FHCCBEG "\$<: ; - - <F>"
. GH78AGF. CBE8 G84@ J<? @88G J88>?L GB 7<F6HFF . %, <AG<4G<18F 4A7 46478@<6 4A7 58; 41<BE4? FHCCBEG B9
<A7<1<7H4? FGH78AGF. / ; 8) / . . /84@ J<? @88G @BAG; ?L GB E81<8J FGEH6GHE8 4A7 <@C?8@8AG FGE4G8:<8F GB
FHCCBEG F6; BB?-J<78 FHCCBEG FLFG8@F.

