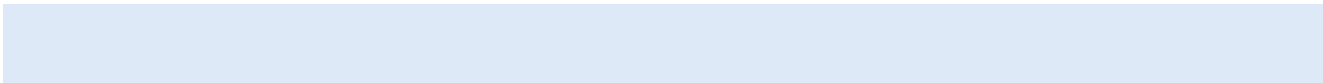

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Purpose and Outline of the SIP

-96 , #* :D :?E6?565 E@ 36 E96 AC:> 2CJ 2CE:724E FD65 3J 6G6CJ D49@@= H:E9 DE2<69@-56CD E@ C6G:6H 52E2, D6E 8@2=D, 4C62E6 2? 24E:@? A=2? 2?5 > @?:E@C AC@8C6DD. -96 D6A2CE> 6?E 6?4@FC286D D49@@=D E@ FD6 E96 , #* 2D 2 N=:G:?8 5@4F> 6?E0 3J 4@?E:?F2=J FA52E:?8, C67:?:?8 2?5 FD:?8 E96 A=2? E@ 8F:56 E96:C H@C< E9C@F89@FE E96 J62C. -9:D AC:?E65 G6CD:@? C6AC6D6?ED E96 , #* 2D @7 E96 "D2E6 ' @5:7:65" =:DE65 :? E96 7@@E6C.



Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
A3D6?E 10% @C >@C6 52JD	0	4	4	1	3	4	0	0	0	16
) ?6 @C >@C6 DFDA6?D:@?D	2	2	2	1	1	2	0	0	0	10
C@FCD6 72:-FC6 :? E&A	0	0	0	0	0	0	0	0	0	
C@FCD6 72:-FC6 :? ' 2E9	0	0	0	0	0	0	0	0	0	
&6G6- 1 @? DE2E6H:56 E&A 2DD6DD>6?E	0	0	0	0	31	23	0	0	0	54
&6G6- 1 @? DE2E6H:56 ' 2E9 2DD6DD>6?E	0	0	0	0	23	16	0	0	0	39
(F>36C @7 DEF56?ED H:E9 2 DF3DE2?E:2- C625:?8 567:4:6?4J 2D 567:?65 3J +F=6 6A-6.0531, .A.C.	25	20	20	19	31	23	0	0	0	138

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
, EF56?ED H:E9 EH@ @C >@C6 :?5:42E@CD	2	3	5	1	9	23	0	0	0	43

The number of students identified retained:

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
+6E2:?65 , EF56?ED: CFCC6?E 162C	2	2	0	0	0	0	0	0	0	4
, EF56?ED C6E2:?65 EH@ @C >@C6 E:>6D	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

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

*-62D6 ?@E6 E92E E96 5:DEC:4E 2?5 DE2E6 2G6C286D D9@H? 96C6 C6AC6D6?E E96 2G6C286D 7@C D:>:-2C D49@@- EJA6D (6-6>6?E2CJ, >:55-6, 9:89 D49@@- @C 4@>3:?2E:@? D49@@-D). E249 "3-2?<" 46=- :?5:42E6D E96 D49@@- 925 -6DD E92? 10 6:-8:3-6 DEF56?ED H:E9 52E2 7@C 2 A2CE:4F=2C 4@>A@?6?E 2?5 H2D ?@E 42-4F=2E65 7@C E96 D49@@-.

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

Accountability Component	2022			2019		
	School	District	State	School	District	State
E&A A49:6G6>6?E*	43	50	56	47	50	57
E&A &62C?:?8 ! 2:?D	58	58	61	59	56	58
E&A @H6DE 25E9 * 6C46?E:-6	61	51	52	63	50	53
' 2E9 A49:6G6>6?E*	65	59	60	51	62	63
' 2E9 &62C?:?8 ! 2:?D	79	63	64	44	63	62
' 2E9 @H6DE 25E9 * 6C46?E:-6	79	57	55	31	52	51

Accountability Component	2022			2019		
	School	District	State	School	District	State
, 4:6?46 A49:6G6>6?E*	39	47	51	38	48	53
, @4:2= , EF5:6D A49:6G6>6?E*		0	50		0	
' :55=6 , 49@@= A446=6C2E:@?						
! C25F2E:@? +2E6						
C@=-686 2?5 C2C66C A446=6C2E:@?						
E&* *C@8C6DD	58			71		

* 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.

, 66 _=@C:52 , 49@@= !C256D , , 49@@= #>A@G6>6?E +2E:78D 2?5 D\$\$ A44@F?E23=:EJ +2E:78D.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
E , , A C2E68@CJ (C , #, - , # @C A - , #)	(/A
) / E+A&& 656C2= #?56I M A= , EF56?ED	60
) / E+A&& 656C2= #?56I B6=@H 41% - A= , EF56?ED	(@
-@E2= (F>36C @7 , F38C@FAD ' :DD:?8 E96 -2C86E	0
-@E2= * @:?ED E2C?65 7C@ E96 656C2= #?56I	482
-@E2= C@>A@?6?ED 7C@ E96 656C2= #?56I	8
* 6C46?E -6DE65	99
! C25F2E:@? +2E6	

ESSA Subgroup Data Review (pre-populated)

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%
, 0 D	54			
E&&	48			
A ' #				
A, (76			



ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - , AC:78	53%	47%	6%	54%	-1%
04	2023 - , AC:78	39%	50%	-11%	58%	-19%
03	2023 - , AC:78	36%	46%	-10%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - , AC:78	60%	59%	1%	59%	1%
04	2023 - , AC:78	55%	58%	-3%	61%	-6%
05	2023 - , AC:78	70%	52%	18%	55%	15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - , AC:78	64%	48%	16%	51%	13%

III. Planning for Improvement

Data Analysis/Reflection

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

&:E6C24J 4@?E:?F6D E@ 36 E96 4@ > A@?6?E H:E9 E96 =@H6DE A6C7@C > 2?46. -96 =24< @7 2 -:6C 1 C625:?8 AC@8C2 > E92E 6?4@ > A2DD65 2= 4@ > A@?6?ED @7 E96 D4:6?46 @7 C625:?8 F?E:- E96 22-23 D49@@- J62C.

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

(@ 52E2 4@ > A@?6?E 564:-?65 7C@ > E96 J62C AC:@C.

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.

+625:?8 :D @G6C2= 52E2 4@ > A@?6?E E92E :D =288:?8 369:?5 E96 DE2E6 2G6C286 2D 5@4F > 6?E65 3J @FC +A# , E DE2EFD.

- 96 52E2 E92E D9@H65 E96 =2C86DE :>AC@G6>6?E H2D , 4:6?46. 0 6 :>A=6>6?E65 2 D4965F=6 492?86 2?5
6?DFC65 E92E 2= DEF56?ED C646:G65 DJDE6>2E:4 4@>AC696?D:G6 , 4:6?46 :?DECF4E:@?.

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

, EF56?E'D 52=:J 2EE6?52?46 :D @?6 2C62 @7 4@?46C?.

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

) FC 7@4FD 7@C E96 23-24 D49@@= J62C :D :>AC@G:?8 =:E6C24J AC@7:4:6?4J.
A?@E96C 7@4FD :D =:E6C24J A6C7@C>2?46 :? E9:C5 8C256.

Area of Focus

(#56?E:7:65 <6J AC62 @7 @4FD E92E 255C6DD6D E96 D49@@=PD 9:896DE AC:@C:EJ 32D65 @? 2?J/2= C6-6G2?E 52E2
D@FC46D)

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

Area of Focus Description and Rationale:

#?4=F56 2 C2E:@?2-6 E92E 6IA-2:?D 9@H :E H2D :56?E:7:65 2D 2 4CF4:2- ?665 7C@ > E96 52E2 C6G:6H65.

) ?6 AC62 @7 @4FD >FDE 36 A@D:E:G6 4F-EFC6 2?5 6?G:C@?>6?E. #7 :56?E:7:65 7@C A- , # @C - , #, 6249 :56?E:7:65
=@H-A6C7@C > :?8 DF38C@FA >FDE 36 255C6DD65.

) ?6 7@4FD 7@C E96 23-34 D49@@= J62C :D 2 7@4FD @? DEF56?E 2EE6?52?46. BC@@<G:6H 92D 9:DE@C:42=J 925 2



Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

?:?56082CE6? 32D6=:?6 , -A+ E6DE?:8 :?5:42E6D E92E 23% @7 E96> 206 AC@7:4:6?E :? C625?:8. %?:?56082CE6?'D C625?:8 8@2=:D E@ C6249 50% AC@7:4:6?4J. -9:D H:= 36 >@?:E@C65 27E6C 6249 >@?E9-J AC@8C6DD >@?:E@C?:8 , -A+ E6DE 2?5 D>2= 8C@FA 25;FDE>6?E H:= 36 >256 27E6C 6249 2DD6DD>6?E. 1DE 8C256 :D 4FCC6?E-J D9@H?:8 2D 46% AC@7:6?4J :? C625?:8. :CDE 8C256'D 8@2=:D E@ C6249 50% AC@7:4:6?4J. -9:D H:= 36 >@?:E@C65 27E6C 6249 >@?E9-J AC@8C6DD >@?:E@C?:8 , -A+ E6DE 2?5 D>2= 8C@FA 25;FDE>6?E H:= 36 >256 27E6C 6249 2DD6DD>6?E. 2?5 8C256 :D 35% AC@7:4:6?E :? C625?:8 2?5 E96:C 8@2=:D E@ C6249 50% AC@7:4:6?4J. -9:D H:= 36 >@?:E@C65 27E6C 6249 >@?E9-J AC@8C6DD >@?:E@C?:8 , -A+ E6DE 2?5 D>2= 8C@FA 25;FDE>6?E H:= 36 >256 27E6C 6249 2DD6DD>6?E.

Grades 3-5 Measurable Outcomes

3C5 8C256 :D 39% AC@7:4:6?E 2D >62DFC65 3J E96 32D6=:?6 , -A+ E6DE?:8. 3C5 8C256D AC@7:4:6?4J 8@2=:D 54% 3J E96 6?5 @7 J62C DE2E6 2DD6DD>6?E. ' @?E9-J 25;FDE>6?E H:= 36 >256 :? D>2= 8C@FA . &# :?DECF4E:@? 2D ?66565 FD?:8 AC@8C6DD >@?:E@C?:8 , -A+ 2DD6DD>6?ED. 4E9 8C256 :D 57% AC@7:4:6?E 2D >62DFC65 3J , -A+ 32D6=:?6 E6DE?:8. 5E9 8C256 :D 27% AC@7:4:6?E 2D 244@C5?:8 E@ , -A+. 5E9 8C256 H:= 92G6 2 C625?:8 8@2=: @7 50% AC@7:4:6?E 2?5 H:= 36 >@?:E@C65 FD?:8 >@?E9-J AC@8C6DD >@?:E@C?:8 , -A+ 2DD6DD>6?ED. , >2= 8C@FA . &# :?DECF4E:@? H:= 36 25;FDE65 2D ?646DD2CJ 32D65 @? >@?E9-J 52E2.

Monitoring

Monitoring

D6D4C:36 9@H E96 D49@@=?D AC62(D) @7 @4FD H:= 36 >@?:E@C65 7@C E96 56D:C65 @FE4@>6D. #?4-F56 2 56D4C:AE:@? @7 9@H @?8@?:8 >@?:E@C?:8 H:= :>A24E DEF56?E 249:6G6>6?E @FE4@>6D.

A= DEF56?E 52E2 :D EC24<65 :? 2 D49@@= 52E2 D966E >256 2G2:-23-6 E@ 2= DE277. +625?:8 AC@7:4:6?4J H:= 36 EC24<65 >@?E9-J 27E6C 6249 , -A+ AC@8C6DD >@?:E@C?:8 2DD6DD>6?E. &@H6DE BF2CE=:6 2?5 ?@?-AC@7:4:6?E DEF56?ED H:= 36 D6CG65 :? D>2= 8C@FA :?E6CG6?E:@? 8C@FAD 52=:J.

Person Responsible for Monitoring Outcome

, 6-64E E96 A6CD@? C6DA@?D:3-6 7@C >@?:E@C?:8 E9:D @FE4@>6.

-2J=@C, -2>>J, E2J=@CE7@5FG2=D49@@-D.@C8

Evidence-based Practices/Programs

Description:

D6D4C:36 E96 6G:56?46-32D65 AC24E:46D/AC@8C2>D 36?:8 :>A-6>6?E65 E@ 249:6G6 E96 >62DFC23-6 @FE4@>6D :? 6249 8C256 2?5 56D4C:36 9@H E96 :56?E:7:65 AC24E:46D/AC@8C2>D H:= 36 >@?:E@C65. -96 E6C> N6G:56?46-32D650 >62?D 56>@?DEC2E?:8 2 DE2E:DE:42=J D:8?:7:42?E 67764E @? :>AC@G?:8 DEF56?E @FE4@>6D @C @E96C C6-6G2?E @FE4@>6D 2D AC@G:565 :? 20 . . .C. L7801(21)(A)(:). =@C:52PD 567?:E:@? =: :ED 6G:56?46-32D65 AC24E:46D/AC@8C2>D E@ @?-J E9@D6 H:E9 DEC@?8, >@56C2E6 @C AC@>:D?:8 -6G6-D @7 6G:56?46.

- Q D@ E96 :56?E:7:65 6G:56?46-32D65 AC24E:46D/AC@8C2>D >66E =@C:52PD 567?:E:@? @7 6G:56?46-32D65 (DEC@?8, >@56C2E6 @C AC@>:D?:8)?
- Q D@ E96 6G:56?46-32D65 AC24E:46D/AC@8C2>D 2=:8? H:E9 E96 5:DEC:4EPD %-12 C@>AC696?D:G6 EG:56?46-32D65 +625?:8 *-2??
- Q D@ E96 6G:56?46-32D65 AC24E:46D/AC@8C2>D 2=:8? E@ E96 B.E. , . . . E&A , E2?52C5D?

%-5 ?@? AC@7:4:6?E DEF56?ED H:= C646:G6 . &# C625?:8 AC@8C2> 52=:J :? 2 D>2= 8C@FA.

Rationale:

E I A=2:? E96 C2E:@?2=6 70C D6=64E:?8 AC24E:46D/AC@8C2 > D. D6D4C:36 E96 C6D@FC46D/4C:E6C:2 FD65 70C D6=64E:?8 E96 AC24E:46D/AC@8C2 > D.

Q D@ E96 6G:56?46-32D65 AC24E:46D/AC@8C2 > D 255C6DD E96 :56?E:7:65 ?665?

Q D@ E96 :56?E:7:65 6G:56?46-32D65 AC24E:46D/AC@8C2 > D D9@H AC@G6? C64@C5 @7 67764E:G6?6DD 70C E96 E2C86E A@AF=2E:@??

) FC 7:CDE 8C256 DEF56?ED 206 4FCC6?E=J E96 > @DE AC@7:4:6?E 27E6C C646:G:?8 2 J62C'D :?DECF4E:@? :? . &# :? %:?56C82CE6?. -9:D 6?4@FC2865 FD 2D E@ H92E H6 42? 244@>A=:D9 H:E9 . &# 2D :>A=6>6?E65 H:E9 7:56=:EJ.

Action Steps to Implement

&:DE E96 24E:@? DE6AD E92E H:= 36 E2<6? E@ 255C6DD E96 D49@@#D AC62(D) @7 @4FD. -@ 255C6DD E96 2C62 @7 7@4FD, :56?E:7J 2 E@ 3 24E:@? DE6AD 2?5 6 I A=2:? :? 56E2=: 70C 6249 @7 E96 42E68@C:6D 36=@H:

Q &:E6C24J &6256CD9:A

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.

&:DE E96 D49@@#D H63A286* H96C6 E96 D49@@#D 2>:-J E?8286>6?E *:2? :D >256 AF3=:4-J 2G2:=23-6.
(E , , A 1116(3-8))

9EEAD://54AD.5FG2=D49@@=D.@C8/3C@@<G:6H

0 6 H:= 92G6 BF2CE6C=J 92G6 A2C6?E :?G@-G6>6?E >66E:?8D E92E H:= 36 :?7@C>2E:@?2- 2?5 6?828:?8.
, EF56?ED 2?5 72> :=:6D H:= C646:G6 AC:K6D C6-2E65 E@ =:E6C24J, >2E9 2?5 D4:6?46.

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

D2:-J D4965F=6D 92G6 366? 2=E6C65 H:E9 E96 96-A @7 @FC &D) E C625:?8 DA64:2=:DE. #?DECF4E:@?2- E:>6 92D
366? >2I:>:K65 E@ DEC6E49 =:E6C24J :?DECF4E:@? E9C@F89@FE E96 52J.
