

Charlotte County Public Schools

Liberty Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Liberty Elementary School

370 A. 1 A. E , - . , *ADF C:3D>AFF7, & 33954

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:FFB:// I I I .KAGD5 :3D>AFF7E5 : AA>E.@7F/>7E

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SIP Authority

-75F;A@ 1001.42(18), >AD;63 -F3FGF7E (. - .), D7CG;D7E 6;EFD;5F E5:AA> 4A3D6E FA 3@G3>K 3BBDAH7 3@6 D7CG;D7
;?B>7?7@F3F;A@ A8 3 @7 I , 3?7@676, AD 5A@F;@G3F;A@ -#* 8AD 735: E5:AA>;@ F: 7 6;EFD;5F I :;5: :3E 3 E5:AA> 9D367
A8 D AD ; :3E 3 E;9@;8;53@F 93B ;@ 35:;7H7?7@F A@ EF3F7 I ;67, EF3@63D6;L76 3EE7EE?7@FE 36?;@;EF7D76 BGDEG3@F
FA E. 1008.22 4K A@7 AD ?AD7 EFG67@F EG49DAGBE, 3E 678;@76 ;@ F: 7 8767D3> E>7?7@F3Dk 3@6 -75A@63Dk
E6G53F;A@ A5F (E - EA), 20 / . - . C. E. 6311(4)(2)(C)(H)(#); :3E @AF E;9@;8;53@F>K ;@5D73E76 F: 7 B7D57@F397 A8
EFG67@FE B3EE;@9 EF3F7 I ;67, EF3@63D6;L76 3EE7EE?7@FE; :3E @AF E;9@;8;53@F>K ;@5D73E76 F: 7 B7D57@F397 A8
EFG67@FE 67?A@EFD3F;@9 &73D@;@9 ! 3;@E, 3E 678;@76 ;@ E. 1008.34, 3@6 3E 53>5G:3F76 G@67D E. 1008.34(3)(4),
I : A B3EE76 EF3F7 I ;67, EF3@63D6;L76 3EE7EE?7@FE; :3E 477@ ;67@F;8;76 3E D7CG;D;@9 ;@EFDG5F;A@3> EGBBADFE
G@67D F: 7 , 736;@9 A5:;7H7?7@F #@F;3F;H7 8AD -5:A>3EF;5 EJ57>7@57 (, A# - E) BDA9D3? 7EF34;E: 76 ;@ E.
1008.365; AD :3E E;9@;8;53@F>K >A I 7D 9D36G3F;A@ D3F7E 8AD 3 EG49DAGB I :7@ 5A?B3D76 FA F: 7 EF3F7E 9D36G3F;A@
D3F7. , G>7 6A-1.098813, >AD;63 A6?;@;EFD3F;H7 CA67 (.A.C.), D7CG;D7E 6;EFD;5F E5:AA> 4A3D6E FA 3BBDAH7 3 -#*
8AD 735: D7B3DF?7@F A8 \$GH7@;>7 \$GEF;57 (D\$\$) E5:AA>;@ F: 7 6;EFD;5F D3F76 3E / @E3F;E835FADK.

B7>A I 3D7 F: 7 5D;F7D;3 8AD ;67@F;8;53F;A@ A8 FD36;F;A@3> BG4>5 3@6 BG4>5 5: 3DF7D E5: AA>E BGDEG3@F FA F: 7 EH7DK
-FG67@F -G55776E A5F (E - - A) -F3F7 B>3@:

Additional Target Support and Improvement (ATSI)

D7B3DF?7@F. .:7 D7B3DF?7@F ?GEF ?A@;FAD 3@6 B7D;A6;53>>K D7H;7 I ;?B>7?7@F3F;A@ A8 735: C-# B>3@ 38F7D 3BBD4H3>.

.:7 D7B3DF?7@F'E -#* F7?B>3F7 ;@ F:7 >AD;63 CA@F;@GAGE #?BDAH7?7@F ' 3@397?7@F -KEF7? (C# ' -),
[:FFBE:// I I I I .8>AD;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>> E - - 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.

D;EFD;5FE ?3K 3>>A I E5:AA>E F:3F 6A @AF 8;F F:7 38AD7?7@F;A@76 5A@6;F;A@E FA 67H7>AB 3 -#* GE;@9 F:7 F7?B>3F7 ;@
 C# ' -.

.:7 D7EBA@E7E FA F:7 5ADD7EBA@6;@9 E75F;A@E ;@ F:7 D7B3DF?7@FRE -#* 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 E - - A, 3E 3?7@676, - 75F;A@
 1114(4); 3@6 2) 5:3DF7D E5:AA>E F:3F D757;H7 3 E5:AA> 9D367 A8 D AD AD F:D77 5A@E75GF;H7 9D367E 47>A I C,
 BGDEG3@F FA , G>7 6A-1.099827, .A.C. .:7 5:3DF 47>A I >;EFE F:7 3BB>;534>7 D7CG;D7?7@FE.

SIP Sections	Title I Schoolwide Program	Charter Schools
#-A: -5:AA> ' ;EE;A@/0;E;A@		6A-1.099827(4)(3)(1)
#-B-C: -5:AA> &7367DE:;B, -F3=7:A>67D #@HA>H7?7@F & -#* ' A@;FAD;@9	E - - A 1114(4)(2-3)	
#-E: E3D>K 13D@;@9 -KEF7?	E - - A 1114(4)(7)(A)(;)(;)(#)	6A-1.099827(4)(3)(2)
##-A-C: D3F3 , 7H;7 I		6A-1.099827(4)(3)(2)
##- : *DA9D7EE ' A@;FAD;@9	E - - A 1114(4)(3)	
###-A: D3F3 A@3>KE;E/ , 78>75F;A@	E - - A 1114(4)(6)	6A-1.099827(4)(3)(4)
###-B: AD73(E) A8 A5GE	E - - A 1114(4)(7)(A)(;-;)(;)	
###-C:) F:7D -# *D;AD;F;7E		6A-1.099827(4)(3)(5-9)
O#: .;>7 # , 7CG;D7?7@FE	E - - A 1114(4)(2, 4-5), (7)(A)(;)(;)(#-0)-(B) E - - A 1116(4-9)	

(AF7: C:3DF7D E5:AA>E F:3F 3D7 3>EA .;>7 # ?GEF 5A?B>K I ;F: F:7 D7CG;D7?7@FE ;@ 4AF: 5A>G?@E.

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,

I. School Information

School Mission and Vision

Provide the school's mission statement.

. A 7@EGD7 35367 ?;5 35:;7H7 ?7@F 8AD 3>> EFG67@FE 4K 5D73F;@9 3 5G>FGD7 A8 5A ? ?G@;FK, 5A>>34AD3F;A@, 3@6 5A35:;@9, 8A5GE;@9 A@ EFG67@F ? AF;H3F;A@, :;9: 7JB75F3F;A@E, 3@6 >7367DE:;B 67H7>AB ?7@F.

Provide the school's vision statement.

A E5:AA> 83 ?;K F: 3F ;E 5A ? ?;FF76 FA 7@EGD;@9 35367 ?;5 35:;7H7 ?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;F7 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?..

Name	Position Title	Job Duties and Responsibilities
BDA I @, - :7;>3	*D;@5;B3>	CA-C:3;D A8 *7D8AD?3@57 *3DF@7DE:;B CA? ?;FF77 (* *C) , -5:AA> A6H;EADK CAG@5> (-AC), &;F7D35K &7367DE:;B .73? 3@6 ?7?47D A8 * .) . , 7EBA@E;4>7 8AD E5:76G>;@9 *DA87EE;A@3> D7H7>AB?7@F 35F;H;F;7E D7CG7EF76 4K F:7 EF388. AEE;EF I ;F: EFG67@F 6;E5;B>;@7 ;@F7DH7@F;A@E 3@6 B3D7@F 5A@87D7@57E. 1AD= I ;F: F:7 C) , E F73? FA D7H;7 I 9D367 >7H7> 63F3 ?A@F:>K 3@6 BDAH;67 EGBBADF ;@ F:7 ' . - - BDA57EE.
1 :3>7K, C3DA>K@	AEE;EF3@F *D;@5;B3>	CA-C:3;D A8 F:7 -GBBADF *7D8AD?3@57 *3DF@7DE:;B CA? ?;FF77 (- * *C), ?7?47D A8 F:7 &;F7D35K &7367DE:;B .73? , 3@6 * .) . AEE;EF I ;F: EFG67@F 6;E5;B>;@7 ;@F7DH7@F;A@E 3@6 B3D7@F 5A@87D7@57E. 1AD= I ;F: F:7 C) , E F73? FA D7H;7 I 9D367 >7H7> 63F3 ?A@F:>K 3@6 BDAH;67 EGBBADF ;@ F:7 ' . - - BDA57EE.
">;, %3F;@3	)F:7D	*D CAAD6;@3FAD, ' 7?47D A8 F:7 &;F7D35K &7367DE:;B .73? , ' 7?47D A8 F:7 CAD7 F73? , A5367?;5 CA35: , ! ;8F76 &3;EA@ , , 736;@9/ ' 3F: #@F7DH7@F;A@ EB75;3>;EF.
BAA:7D, \$A6;	)F:7D	*DAH;67E , 736;@9 , 75AH7DK &7EEA@E, ' 7?47D A8 F:7 &;F7D35K &7367DE:;B .73? , ' 7?47D A8 F:7 C) , E F73? , A5367?;5 CA35: , *D *D7E7@F7D.
' 5+G77@, , A4K@	)F:7D	*DAH;67E , 736;@9 , 75AH7DK &7EEA@E, ' 7?47D A8 F:7 &;F7D35K &7367DE:;B .73? , ' 7?47D A8 F:7 C) , E F73? , A5367?;5 CA35: , *D *D7E7@F7D.
-5:@G>7, ! D7F5:7@	)F:7D	' 7?47D A8 &;F7D35K &7367DE:;B .73? , ' 7?47D A8 C) , E .73? , CA-C:3;D A8 ' . - - , *D BD7E7@F7D, A5367?;5 CA35:.

	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	1	33	29	28	23	22	0	0	0	136	
) @7 AD ? AD7 EGEB7@E;A@E	0	1	2	2	4	0	0	0	0	9	
CAGDE7 83;>GD7 ;@ E@9>;E: &3@9G397 AD7E (E&A)	0	0	0	0	1	8	0	0	0	9	
CAGDE7 83;>GD7 ;@ ' 3F:	0	0	0	0	2	15	0	0	0	17	
&7H7> 1 A@ EF3F7 I ;67 E&A 3EE7EE ? 7@F	0	0	0	0	3	11	0	0	0	14	
&7H7> 1 A@ EF3F7 I ;67 ' 3F: 3EE7EE ? 7@F	0	0	0	0	3	16	0	0	0	19	
(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	17	17	15	8	10	0	0	0	67	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
-FG67@FE I ;F: F I A AD ? AD7 ;@6;53FADE	0	1	0	4	23	15	0	0	0	43

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
A4E7@F 10% AD ?AD7 63KE	2	31	28	26	18	26	0	0	0	131	
) @7 AD ?AD7 EGEB7@E;A@E	0	0	0	1	0	1	0	0	0	2	
CAGDE7 83;>GD7 ;@ E&A	0	0	0	0	19	18	0	0	0	37	
CAGDE7 83;>GD7 ;@ ' 3F:	0	0	0	0	18	15	0	0	0	33	
&7H7> 1 A@ EF3F7 I ;67 E&A 3EE7EE ?7@F	0	0	0	8	7	20	0	0	0	35	
&7H7> 1 A@ EF3F7 I ;67 ' 3F: 3EE7EE ?7@F	0	0	0	5	6	16	0	0	0	27	
(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.	1	12	12	9	3	8	0	0	0	45	

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	0	0	3	1	12	0	0	0	16

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	1	2	9	0	0	0	0	0	13
-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	2	31	28	26	18	26	0	0	0	131	
) @7 AD ?AD7 EGEB7@E;A@E	0	0	0	1	0	1	0	0	0	2	
CAGDE7 83;>GD7 ;@ E&A	0	0	0	0	19	18	0	0	0	37	
CAGDE7 83;>GD7 ;@ ' 3F:	0	0	0	0	18	15	0	0	0	33	
&7H7> 1 A@ EF3F7 I ;67 E&A 3EE7EE ?7@F	0	0	0	8	7	20	0	0	0	35	
&7H7> 1 A@ EF3F7 I ;67 ' 3F: 3EE7EE ?7@F	0	0	0	5	6	16	0	0	0	27	
(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.	1	12	12	9	3	8	0	0	0	45	

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	0	0	3	1	12	0	0	0	16

The number of students identified retained:

[illegible]

II. Needs Assessment/Data Review

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

[illegible]

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
E&&	41	57		32	36							44
A ' #												
A - (												
B&%	58	67		37	60							
" - *	56	77	54	56	56	54	58					36
' / &	69	85		73	77		64					
*AC												
1 " .	60	56	41	66	61	41	60					
, &	57	63	52	60	57	52	57					

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	57	45	26	57	36	38	39					58
- 1 D	38	15		32	31		15					
E&&	68			63								58
A ' #												
A - (												
B&%	43	43		32	29		31					
" - *	62	43		58	43		50					
' / &	43			64								
*AC												
1 " .	60	49	14	59	38	38	38					
, &	52	39	24	48	35	35	34					

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	59	59	59	67	58	50	45					86
- 1 D	34	43	45	37	40	45	4					
E&&	50	54		67	55							86
A ' #												
A - (												

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
B&%	52	40		48	36							
" - *	59	63	55	72	59		38					93
' / &	45	81		41	38		27					
*AC												
1 " .	62	57	60	72	63	57	54					
, &	54	58	58	66	55	52	40					88

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 D78>75F;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

1 7 9D7 I 4K 1 BA;@F ;@ E&A 35 :;7H7?7@F. DGD;@9 F: 7 22-23 E5: AA> K73D I 7 ;?B>7?7@F76 3 EFDA@9 . ;7D 1
5GDD;5G>G? 3@6 8A>A I 76 F: 7 6;EFD;5F B35;@9 9G;67. 1 7 GE76 F: ;E B35;@9 9G;67 ;@ 366;F;A@ FA BDA9D7EE
?A@;FAD;@9 I ;F: F: 7 A - . FA 7@EGD7 AGD EFG67@FE I 7D7 A@ FD35= FA ?3EF7D F: 7 EF3@63D6E.

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

AFF7@63@57 ;E 3 5D;F;53> 5A@57D@ 8AD &;47DFK. 1 7 I ;>> 5A@F;@G7 FA 7?B:3E;L7 F: 7 ;?BADF3@57 A8 47;@9 3F
E5: AA> 3>> 63K 7H7DK 63K. 1 7 I ;>> 5A@F;@G7 FA GF; ;L7 AGD -5: AA> -A5;3> 1 AD=7D FA 3EE;EF ;@ ?A@;FAD;@9
3FF7@63@57.

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

) GD :;9: 7EF BD;AD;FK 8AD F: 7 23-24 E5: AA> K73D ;E 5A35 :;@9 3@6 BDA87EE;A@3> >73D@;@9.

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)

By When:) 5FA47D 2023

A* I;>> ?77F ?A@F:K 8AD F:7 D7?3;@67D A8 F:7 E5:AA> K73D

Person Responsible: C3DA>K@ 1 :3>7K (53DA>K@. I :3>7K@KAGD5:3D>AFF7E5:AA>E.@7F)

By When: ' 3K 2024

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

#@5>G67 3 D3F;A@3>7 F: 3F 7JB>3;@E : A I ;F I 3E ;67@F;8;76 3E 3 5DG5;3> @776 8DA? F: 7 63F3 D7H;7 I 76.
) @7 AD73 A8 A5GE ? GEF 47 BAE;F;H7 5G>FGD7 3@6 7@H;DA@ ? 7@F. #8 ;67@F;8;76 8AD A. -# AD . -#, 735: ;67@F;8;76
>A I -B7D8AD ? ;@9 EG49DAGB ? GEF 47 366D7EE76.

1 7 3D7 3@ A. -# E5: AA> 8AD - 1 D. 1 7 :3H7 477@ 5>AE7 FA F: 7 F3D97F A8 41% BDA8;5;7@5K, 4GF I 7 @776 FA
5D73F7 3 ? AD7 67>;47D3F7 B>3@ 8AD AGD 5A35: 7E, 3@6 F: 7;D I AD= I ;F: F735: 7DE, FA 7@EGD7 F: 3F 3>> EFG67@FE,
;@5>G6;@9 AGD - 1 D'E : 3H7 EFDA@97D . ;7D 1 ;@EFDG5F;A@.

Measurable Outcome:

- F3F7 F: 7 EB75;8;5 ? 73EGD34>7 AGF5A ? 7 F: 7 E5: AA> B>3@E FA 35: ;7H7. . . ;E E: AG>6 47 3 63F3 43E76,
A4<75F;H7 AGF5A ? 7.

A D76G5F;A@ ;@ F: 7 BDA8;5;7@5K 93B 47F I 77@ F735: 7DE 8DA ? 52 BA;@FE FA 20 BA;@FE ;@ E&A 3@6 8DA ? 60 BA;@FE

Person Responsible: - :7;>3 BDA I @ (E:7;>3.4DA I @@KAGD5:3D>AFF7E5:AA>E.@7F)

By When: \$G>K 2023

-5:76G>7 I77=>K A4E7DH3F;A@E ;@ 5>3EEDAA?E FA 5A>>75F 63F3. (20-63K 5K5>7E 479;@@;@9 I;F: DAGF;@7E, BDA576GD7E 3@6 >73D@7D CG3>F;7E.)

Person Responsible: - :7;>3 BDA I @ (E:7;>3.4DA I @@KAGD5:3D>AFF7E5:AA>E.@7F)

By When: \$G>K 2023

-5:76G>7 I77=>K C) , E F73? ?77F;@9E I;F: 3> 5A35:7E FA 6;E5GEE I3>=F:DAG9: 63F3, 3EE;9@ 5A35:;@9 E7EE;A@E 43E76 A@ A4E7DH3F;A@E, 3@6 5D73F7 9G;6;@9 CG7EF;A@E 8AD 735: 9D367 >7H7> F73? 3@6 5A35: FA GE7 6GD;@9 5A>>34AD3F;H7 B>3@;@9.

Person Responsible: - :7;>3 BDA I @ (E:7;>3.4DA I @@KAGD5:3D>AFF7E5:AA>E.@7F)

By When: AG9GEF 2023

CD73F7 @7 I DAGF;@7E 3@6 BDA576GD7E 8AD 5A>>34AD3F;H7 B>3@;@9. (-F3DF I;F: 9G;6;@9 CG7EF;A@E, F:7@ ?AH7 FA 3EE7EE?7@F 3@6 ;@EFDG5F;A@.)

Person Responsible: %3F;@3 ";> (=3F;@3.:;>@KAGD5:3D>AFF7E5:AA>E.@7F)

By When:) @9A;@9

-:3D7 63F3 ?A@F:>K I;F: F:7 &;F7D35K &7367DE:;B .73? 3@6 GE7 F:3F 63F3 FA 5D73F7 3 B>3@ 8AD F:7 @7JF 20 63K 5K5>7.

Person Responsible: - :7;>3 BDA I @ (E:7;>3.4DA I @@KAGD5:3D>AFF7E5:AA>E.@7F)

By When:) @ 9A;@9

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 D7EAGD57E 3D7 3>>A53F76 43E76 A@ @776E. .:;E E75F;A@ ?GEF 47 5A?B>7F76 ;8 F:7 E5:AA>;E ;67@F;8;76 3E A. -#, . -# AD C-# ;@ 366;F;A@ FA 5A?B>7F;@9 3@ AD73(E) A8 A5GE ;67@F;8K;@9 ;@F7DH7@F;A@E 3@6 35F;H;F;7E I;F:;@ F:7 -#* (E - -A 1111(6)(1)(B)(4) 3@6 (6)(2)(C).

-5:AA>I ;67 #? BDAH7?7@F 8G@6E 3D7 3>>A53F76 FA E5:AA>E 3@G3>>K 3E 3 B7D BGB;> 3>>A53F;A@ 43E76 A@ -GDH7K 3 .E 63F3. -GBB>7?7@F3> 8767D3> 8G@6E 3D7 3>>A53F76 FA E5:AA>E 3E D7CG7EF76 4K E5:AA>>7367DE:;B 3@6 43E76 A@ @776. -5:AA>E 5A?B>7F7 F:7 767D3> *DA9D3?E CA@EG>F3F;A@ -GDH7K FA D7CG7EF 8G@6E @77676 FA EGBBADF F:7;D E5:AA>;? BDAH7?7@F 3D73E A8 8A5GE. .:7 8767D3> BDA9D3?E F73? D7H;7 I E 735: D7CG7EF 3@6 3BBD7E A@ 3@ ;@6;H;6G3> 43E;E 9;H;@9 BD;AD;FK FA E5:AA>E 67E;9@3F76 3E C-#, . -# 3@6 A. -# D7EB75F;H7>K. &;47DFK E>7?7@F3DK ;E 9A;@9 FA GE7 F:7 -5:AA>I ;67 #? BDAH7?7@F 8G@6E FA B3K 8AD 3 B3DF F;?7 ;@F7DH7@F;A@ F735:7D FA DG@ E?3> 9DAGB D736;@9 3@6 ?3F: >7EEA@E I;F: AGD 4AFFA? CG3DF;>7 3@6 E -E EFG67@FE.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

#@5>G67 3 67E5D;BF;A@ A8 KAGD AD73 A8 A5GE (@@EFDG5F;A@3> *D35F;57 EB75;8;53>>K D7>3F;@9 FA , 736;@9/E&A) 8AD 735: 9D367 47>A I , : A I ;F 38875FE EFG67@F >73D@;@9 ;@ >;F7D35K, 3@6 3 D3F;A@3>7 F: 3F 7JB>3;@E : A I ;F I 3E ;67@F;8;76 3E 3 5D;F;53> @776 8DA ? F: 7 63F3 D7H;7 I 76. D3F3 F: 3F E: AG>6 47 GE76 FA 67F7D ? ;@7 F: 7 5D;F;53> @776 E: AG>6 ;@5>G67, 3F 3 ? ;@; ? G ? :

S . : 7 B7D57@F397 A8 EFG67@FE 47>A I &7H7> 3 A@ F: 7 2022 EF3F7 I ;67, EF3@63D6;L76 E&A 3EE7EE ? 7@F. #67@F;8;53F;A@ 5D;F7D;3 ? GEF ;@5>G67 735: 9D367 F: 3F : 3E 50 B7D57@F AD ? AD7 EFG67@FE E5AD;@9 47>A I >7H7> 3 ;@ 9D367E 3-5 A@ F: 7 EF3F7 I ;67, EF3@63D6;L76 E&A 3EE7EE ? 7@F.

S . : 7 B7D57@F397 A8 EFG67@FE ;@ =;@67D93DF7@ F: DAG9: 9D367 3, 43E76 A@ 2021-2022 7@6 A8 K73D E5D77@;@9 3@6 BDA9D7EE ? A@;FAD;@9 63F3, I : A 3D7 @AF A@ FD35= FA E5AD7 &7H7> 3 AD 34AH7 A@ F: 7 EF3F7 I ;67, EF3@63D6;L76 E&A 3EE7EE ? 7@F.

S) F: 7D 8AD ? E A8 63F3 F: 3F E: AG>6 47 5A@E;67D76: 8AD ? 3F;H7, BDA9D7EE ? A@;FAD;@9 3@6 6;39@AEF;5 3EE7EE ? 7@F 63F3.

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

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

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 63F3-43E76, A4<75F;H7 AGF5A ? 7. #@5>G67 BD;AD K73D 63F3 3@6 3 ? 73EGD34>7 AGF5A ? 7 8AD 735: A8 F: 7 8A>>A I ;@9:

S E35: 9D367 % -3, GE;@9 F: 7 5AAD6;@3F76 E5D77@;@9 3@6 BDA9D7EE ? A@;FAD;@9 EKEF7 ? , I : 7D7 50 B7D57@F AD ? AD7 A8 F: 7 EFG67@FE 3D7 @AF A@ FD35= FA B3EE F: 7 EF3F7 I ;67 E&A 3EE7EE ? 7@F;

S E35: 9D367 3-5 I : 7D7 50 B7D57@F AD ? AD7 A8 ;FE EFG67@FE E5AD76 47>A I 3 &7H7> 3 A@ F: 7 ? AEF D757@F EF3F7 I ;67, EF3@63D6;L76 E&A 3EE7EE ? 7@F; 3@6

S

Description:

D7E5D;47 F: 7 7H;67@57-43E76 BD35F;57E/BD A9D3 ? E 47;@9 ; ? B>7 ? 7@F76 FA 35:;7H7 F: 7 ? 73EGD34>7
AGF5A ? 7E ;@ 735: 9D367 3@6 67E5D;47 : A I F: 7 ;67@F;8;76 BD35F;57E/BD A9D3 ? E I ;>> 47 ? A@;FAD76. . : 7 F7D ?



1 7 I ;>> E:3D7 AGD B>3@ I ;F: B3D7@FE 3@6 5A ? ?G@;FK ? 7 ? 47DE H;3 * .) ? 77F;@9E, B35= FA - 5:AA> B3E: , 3574AA= 3@6 AGD E5:AA> I 74E;F7. 1 7 I ;>> E7@6 3 A@7 B397 AH7DH;7 I ;@ - B3@;E: F:3F :;9:;>9:FE AGD B3@;>@9 8AD ; ? BDAH7 ? 7@F. 1 7 I ;>> E:3D7 AGD B>3@ I ;F: EFG67@FE 3@6 EF388 6GD;@9 AGD 435= FA E5:AA> ? 77F;@9E.

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.

&;EF F: 7 E5:AA>E I 74B397* I : 7D7 F: 7 E5:AA>E 3 ? ;K E@9397 ? 7@F *>3@ ;E ? 367 BG4;>5>K 3H3;>34>7. (E - - A 1116(4-9))

1 7 : A>6 83 ? ;K 7@9397 ? 7@F 35F;H;F7E ? A@F:K. . : 7E7 35F;H;F7E 3D7 BAEF76 A@ AGD I 74E;F7, 36H7DF;E76 A@ EA5;>3 ? 76;3 3@6 B: A@7 53>E 3D7 E7@F H;3 AGD B3D7@F 5A@>75F EKEF7 ? . . 735: 7DE GE7 5A@87D7@57E, . - . ? 77F;@9E, A5GE, 3@6 F: 7 , 7 ? ;@6 3BB FA =77B B3D7@FE GB63F76 A@ EFG67@F BDA9D7EE.

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))

1 7 3D7 9A;@9 FA GE7 5>3EEDAA ? I 3>=F: DAG9: E FA ;67@F;8K F735: 7DE ;@ @776 A8 5A35: ;@9, 3@6 EFG67@FE ;@ @776 A8 ;@F7DH7@F;A@E. 1 7 I ;>> F: 7@ ? 77F 3E 3 F73 ? I 77=>K FA E5: 76G>7 F: 7 5A35: ;@9 3@6 ;@F7DH7@F;A@E. - FG67@FE ;@ @776 A8 7@D;5: ? 7@F 3@6 3557>7D3F;A@, I ;>> 47 ;67@F;8;76 3@6 F: 7 &736 . 735: 7D I ;>> I AD= I ;F: F: 7 5>3EEDAA ? F735: 7DE FA ? 3=7 EGD7 F: ;E : 3BB7@E. - : 7 I ;>> ? 77F I ;F: F735: 7DE I 77=>K FA 6;E5GEE BDA9D7EE.

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))

. : ;E B>3@ I 3E 67H7>AB76 ;@ 5AAD6;@3F;A@ 3@6 ;@F79D3F;A@ I ;F: AF: 7D 767D3>, - F3F7 3@6 >A53> E7DH;57E I : A 3D7 D7EAGD57E FA AGD EFG67@FE 3F &;47DFK.) GD B3DF@7DE: ;BE ;@5>G67: 23 23 B35=B35=E - . : ;E AD93@;L3F;A@ BDAH;67E 435=B35=E A8 8AA6 8AD EFG67@FE @776;@9 7JFD3 8AA6 8AD F: 7 I 77=7@6. C: 3 ? BE C38M-) GD 5387F7D;3 8A>>A I 8767D3> 9G;67;>;@7E FA BDAH;67 8D77 >G@5: 7E FA 3>> A8 AGD EFG67@FE / @;F76 1 3K- 1 AD=E I ;F: 83 ? ;>7E FA BDAH;67 3EE;EF3@57 8AD : AGE;@9 3@6 7JB7@E7E 3@6 8D77 F3J E7DH;57E BAKE 3@6 ! ;>D>E C>G4- . : 7K BDAH;67 83 ? ;>7E I ;F: ? 7@FAD;@9 BDA9D3 ? E 8AD EFG67@FE A@ 53 ? BGE 6GD;@9 F: 7 63K, 3@6 5: ;>6 53D7 3EE;EF3@57 8AD 478AD7 3@6 38F7D E5: AA> 43E76 A@ ;@5A ? 7. - : A7E 8AD %;6E - . : ;E @A@-BDA8;F BDAH;67E F7@>>E E: A7E FA EFG67@FE @776;@9 3EE;EF3@57. . : 7 * 3FF7DEA@ AG@63F;A@ - * DAH;67E 8G@6;@9 8AD D736;@9 ;@;F;3F;H7E ;@5>G6;@9 35F;H;FK 439E 8AD %;@67DE, 3FF7@63@57 5A@F7EFE, 3@6 BDA87EE;A@3> 67H7>AB ? 7@F ABBADFG@;F;7E. . 3J CA>>75FAD'E) 88;57 - E35: K73D AGD 5F: 9D367 EFG67@FE 3D7 5: 3>7@976 I ;F: 67E;9@;@9 3 B7DEA@3>;L76 >;57@E7 F39 8AD F: 7 5AG@FK. . : 7E7 3D7 EA>6 FA B3D7@FE 3@6 5A ? ?G@;FK ? 7 ? 47DE 3E H3@;FK F39E 8AD F: 7 8DA@F A8 F: 7 53D.

Optional Component(s) of the Schoolwide Program Plan

#@5>G67 67E5D;BF;A@E 8AD 3@K 366;F;A@3> EFD3F79;7E F: 3F I ;>> 47 ;@5ADBAD3F76 ;@FA F: 7 B>3@.

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))

1 7 :3H7 3 8G>> F; ? 7 EA5;3> I AD=7D, 47: 3H;AD EB75;3>;EF, 9G;63@57 5AG@E7>AD, 3@6 E5: AA> BEK5: A>A9;EF A@ 53? BGE. 1 7 ? 77F I ;F: F: 7E7 ;@6;H;6G3>E FA 6;E5GEE EFG67@FE ;@ @776 3E 7H7@FE :3BB7@. 1 7 3>EA ? 77F ? A@F: >K FA 6;E5GEE 3@K 5A@57D@E F: 3F 3D7 @AF D7>3F76 FA 3 EB75;8;5 7H7@F.

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))

(/A

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).

1 7 :3H7 3@ ;@F7DH7@F;A@ EB75;3>;EF F: 3F I AD=E ;@ 5A>>34AD3F;A@ I ;F: AGD E - E &;3;EA@, E - E A5367 ? ;5 CA35:, B7: 3H;AD - B75;3>;EF 3@6 A6 ? ;@;EFD3F;A@ FA ? 3=7 EGD7 F: 3F I 7 5D73F7 ;@F7DH7@F;A@E 8AD 47: 3H;AD 3@6 35367 ? ;5E F: 3F 8;F F: 7 @776E A8 735: EFG67@F.

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

1 7 I ;>> 8A>>A I 3 20 63K B>3@ 8AD 5>3EEDAA ? I 3>=F: DAG9: E, 5A35: ;@9 3@6 5A>>34AD3F;H7 ? 77F;@9E. 1 7 I ;>> EF3DF I ;F: 3 8A5GE A@ F: 7 >73D@;@9 7@H;DA@ ? 7@F 3@6 5G>FGD7 3@6 F: 7@ I AD= F: DAG9: 735: 35367 ? ;5 3D73.
