

Manatee County Public Schools

# James Tillman Elementary Magnet School



2023-24

Schoolwide Improvement Plan (SIP)

---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>10</b>
<b>III. Planning for Improvement</b>	<b>15</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>26</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>26</b>
<b>VI. Title I Requirements</b>	<b>29</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>31</b>

# James Tillman Elementary Magnet School

1415 29TH ST E, Palmetto, FL 34221

<https://www.manateeschools.net/tillman>

## 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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## I. School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

District Mission Statement:

Manatee County Public Schools will educate and develop all students today for their success tomorrow.

School Mission Statement:

James Tillman Elementary will educate all children and affirm their right to learn.

By June 2024, 55% of the students will score proficient in ELA, Mathematics and Science measured by state assessments through grade-appropriate learning experiences aligned with grade level standards.

#### **Provide the school's vision statement.**

District Vision Statement:

Manatee County Public Schools will be an exemplary student-focused school system that develops lifelong learners to be globally competitive.

School Vision Statement:

James Tillman Elementary will ensure all students will become resourceful, independent thinkers who set and achieve goals as well as problem solve, and thereby becoming positive and productive citizens. This is accomplished by a commitment to engaging students through instruction that is researched-based, differentiated, and imbeds instructional best practices. This commitment will ensure the development of confidence socially and academically, promote risk-taking, encourage initiative, and meet the unique needs of all students.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Massi-Blackmore, Marla	Principal	Monitoring all Areas of Focus
Kubal, Megan	Assistant Principal	Monitoring all Areas of Focus
Bloski, Kasey	School Counselor	Positive School Culture and Environment Monitoring assistance alongside Administration
Bradley, Jill	Reading Coach	ILT and LLT member Assists with the monitoring of all the Areas of Focus
Reilly, Elizabeth	Instructional Media	ILT and LLT member Assists with the monitoring of all the Areas of Focus
Gonzalez, Jennifer	Teacher, K-12	ILT and LLT member Assists with the monitoring of all the Areas of Focus
O'Brien, Tayler	Teacher, K-12	ILT and LLT member Assists with the monitoring of all the Areas of Focus
Pinheiro, Cristina	ELL Compliance Specialist	ESOL Teacher Assists with the monitoring of all the Areas of Focus Assists with SAC
Washington, Karyn	SAC Member	Assists with the communication to all stakeholders.
Carey, Christy	Administrative Support	Monitoring all Areas of Focus

**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. (ESSA 1114(b)(2))

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

Various methods of the gathering of input through the year from the stakeholders of James Tillman was reviewed and summarized to build the SIP goal and areas of focus for the 2023-2034 school year.

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

The School Improvement Plan will be monitored monthly during the Instructional Leadership Team meetings, which is facilitated by administration. Data from various assessments and student work will be collected and analyzed at all grade levels. Then through collaboratively planning with teams, plans of implementations will be executed. These plans may include but not limited to: coaching, professional development, tier instruction, fidelity monitoring, etc. Students with the greatest gaps will also have additional opportunities for learning to meet their specific needs.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	80%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	
Absent 10% or more days	9	9	4	7	8	3	0	0	0	40
One or more suspensions	0	0	0	4	3	2	0	0	0	9
Course failure in English Language Arts (ELA)	0	6	8	45	49	30	0	0	0	138
Course failure in Math	0	5	8	42	46	29	0	0	0	130
Level 1 on statewide ELA assessment	0	0	0	10	25	15	0	0	0	50
Level 1 on statewide Math assessment	0	0	0	0	20	16	0	0	0	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

**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	
Students with two or more indicators	0	2	5	10	15	11	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	
Retained Students: Current Year	0	0	0	10	0	0	0	0	0	10
Students retained two or more times	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	
Absent 10% or more days	9	9	4	7	8	3	0	0	0	40
One or more suspensions	0	0	0	4	3	2	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	10	25	15	0	0	0	50
Level 1 on statewide Math assessment	0	0	0	0	20	16	0	0	0	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

**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	
Students with two or more indicators	0	1	1	0	0	0	0	0	0	2

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	10	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**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	
Absent 10% or more days	9	9	4	7	8	3	0	0	0	40
One or more suspensions	0	0	0	4	4	3	0	0	0	11
Course failure in ELA	0	6	8	40	49	30	0	0	0	133
Course failure in Math	0	5	8	35	46	29	0	0	0	123
Level 1 on statewide ELA assessment	0	0	0	10	25	15	0	0	0	50
Level 1 on statewide Math assessment	0	0	0	0	20	16	0	0	0	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

**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	
Students with two or more indicators	0	2	5	10	5	11	0	0	0	33

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	10	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

**II. Needs Assessment/Data Review**

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

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.

**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	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41	51	53	45	55	56	36		
ELA Learning Gains				65			61		
ELA Lowest 25th Percentile				62			86		
Math Achievement*	69	62	59	70	50	50	66		
Math Learning Gains				74			75		
Math Lowest 25th Percentile				70			64		
Science Achievement*	56	51	54	36	65	59	32		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					52	50			
College and Career Acceleration						80			
ELP Progress	63	59	59	63			54		

\* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	264
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	485
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

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%
SWD	32	Yes	1	
ELL	47			
AMI				
ASN				
BLK	49			
HSP	47			
MUL	62			
PAC				
WHT	62			
FRL	51			

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%
SWD	49			
ELL	59			
AMI				
ASN				
BLK	54			
HSP	60			
MUL	65			
PAC				
WHT	69			
FRL	59			

**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)

2022-23 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	41			69			56					63
SWD	21			51			33				5	44
ELL	36			59			47				5	63
AMI												
ASN												
BLK	39			69			55				4	
HSP	37			59			53				5	60
MUL	47			78							3	
PAC												
WHT	48			88			69				4	
FRL	38			66			57				5	61

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
All Students	45	65	62	70	74	70	36					63
SWD	24	58	59	52	65	65	18					53
ELL	47	71	56	65	73	57	36					63
AMI												
ASN												
BLK	35	48	58	60	70	88	18					
HSP	47	73	65	69	74	58	34					63
MUL	40			90								
PAC												
WHT	56	60		80	80		70					
FRL	44	63	63	69	71	63	33					65

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
All Students	36	61	86	66	75	64	32					54
SWD	21	55	87	41	57	53	4					58
ELL	31	57	86	67	71	73	16					54
AMI												
ASN												
BLK	29	67		56	67		45					
HSP	36	58	87	69	79	79	21					53
MUL	50			64								
PAC												
WHT	46			78								
FRL	33	56	89	61	72	64	25					55

**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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	53%	-11%	54%	-12%
04	2023 - Spring	50%	54%	-4%	58%	-8%
03	2023 - Spring	34%	47%	-13%	50%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	62%	62%	0%	59%	3%
04	2023 - Spring	72%	64%	8%	61%	11%
05	2023 - Spring	69%	61%	8%	55%	14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	49%	2%	51%	0%

### III. Planning for Improvement

**Data Analysis/Reflection**  
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

While ELA in all grades have made a steady progress or has maintained over the years, the data reports a low performance on the 22-23 Third Grade ELA from last year. There was a 7% drop. While this is a less than 10% gap, there is a significant need to address. This was the first year the student were administered the FAST Assessment. It was also the students first time taking a computer-based assessment.

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

The data component that reported the greatest decline was the Third Grade ELA. There was a 7% drop. This was the first year the student were administered the FAST Assessment. It was also the students first time taking a computer-based assessment.

**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 data component that had the greatest gap compared to the state is the Third Grade ELA. It is a difference of 13%. This was the first year the student were administered the FAST Assessment. It was also the students first time taking a computer-based assessment.

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

The most improved component Fifth Grade Science proficiency, which was a gain of 21% (57% proficiency). A conscientious effort was given to embed science standards in ELA instruction as well as Math where the standards were applicable.

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

For all grade levels, ELA is an area where additional professional development and opportunities to analyze student work to develop and implement next steps to meet students will be in the forefront of all instructional decisions in all subject areas.

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

The ranking of priorities are as followed (1) Purposeful Standard-Based Instruction, (2) Instructional Delivery Framework, (3) Responsive Student-Driven Instruction (4) Parent Involvement (5) Behavior Support.

**Area of Focus**

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



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

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Instructional Delivery Framework (The Instructional Delivery Framework is the Gradual Release of Responsibility with the conclusion using the Reading/Writing Workshop where they gather again for accountability of work and the answering of the LEQ. During planning, the delivery is discussed, and sticky notes or notes are made on pages of the text were suggestions of the "I", which is the teacher "think aloud" using the strategy to assist in answering the LEQ. It is then planned where the "we" could begin and so forth.

This is very explicit planning and modeling from the ILT member in both weekly ELA and Math planning. An "I" of the delivery is modeled in planning if needed as well.) Lack of comprehensive understanding of the B.E.S.T. Standards and grade level outcomes for the B.E.S.T standards.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2024, 55% of the students will score proficient in ELA, Mathematics, and Science measured by state assessments through grade appropriate learning experiences aligned with grade-level of the B.E.S.T. Standards. Student achievement will improve in all core content areas through targeted support in the planning and delivery of purposeful standard-based instruction.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

An Instructional Leadership Team (ILT) member will provide instructional modeling and support within the classrooms at each grade level. Additionally, members of the ILT and Literacy Leadership Team (LLT) will present school-wide. Professional Development that is based on current student data. This work is to ensure all students receive consistent and effective standards-based instructional delivery in all academic areas and at all grade levels of the B.E.S.T. Standards.

**Person responsible for monitoring outcome:**

Marla Massi-Blackmore (massim@manateeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The various data that will be continuously monitored to measure the effectiveness of said strategies: Teacher Evaluation System, FAST Data, District Benchmark Assessments (writing and science), DRA 2.0, Next Steps, and grade level common assessments, analyzing student work with grade-level rubrics.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

School-wide data has shown that with purposeful instructional delivery, the students' comprehension of grade-level standards has been positively impacted. It is through the explicit teaching of the thinking strategy/process that the students are able to work toward meeting and or exceed the grade-level of the B.E.S.T. Standards.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. All teachers, which include ESE, ESOL, and STEM teachers, will participate in weekly collaborative planning sessions grounded in grade-level standards both before and after the students' school day with an ILT and/or LLI member. This will include the planning of writing across the curriculum for all grades.
2. Highly Effective/effective teachers, ILT and/or LLI members will facilitate weekly professional development for comprehensive knowledge of the B.E.S.T. Standards, responsiveness to student work/data, and how to effectively provide intentional and deliberate feedback.
3. Provide research-based classroom materials and supplies that support student learning in the instructional framework.

**Person Responsible:** Marla Massi-Blackmore (massim@manateeschools.net)

**By When:** These action steps will begin the first week of school and monitored weekly during the weekly Instructional Leadership Team meetings.

**#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Purposeful Standard-Based Instruction (Purposeful Standard-Based Instruction is to ensure lessons are written on grade-level, the standards are understood through the collaborative planning, and strategies/resources are pathways to mastery, and outcomes are aligned.) Lack of school-wide instruction cohesiveness and effectiveness in Tier I instruction for the B.E.S.T. Standards.  
instruction for the  
B.E.S.T. Standards

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2024, 55% of the students will score proficient in ELA, Mathematics, and Science measured by state assessments through grade appropriate learning experiences aligned with grade-level of the B.E.S.T. Standards. Student achievement will improve in all core content areas through targeted support in the  
planning and delivery of purposeful standard-based instruction.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

An Instructional Leadership Team (ILT) member will facilitate weekly collaborative planning with grade-level teams, which include ESE and ELL instructors, as well as present school-wide Professional Development that is based on current data. This work will ensure students receive consistent effective standard-based instructional delivery in all academic areas for the B.E.S.T. Standards.

**Person responsible for monitoring outcome:**

Marla Massi-Blackmore (massim@manateeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Various data will be collected: Teacher Evaluation System, FAST, District Benchmark Assessments (writing and science), DRA 2.0, Next Steps Running Records, grade level common assessments, analyzing student work with grade-level rubrics, lesson plans, Lexia, and grade level planning meeting documented by lesson plans.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

School-wide data, over the six years, has shown that purposeful and facilitated planning has made a positive impact on students' abilities in comprehending the grade level of the standards. It is during the planning sessions the practice of explicit teaching of the thinking strategy/process will continue to be reinforced.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers, which include ESE, ESOL and STEM teachers, will participate in weekly collaborative planning sessions grounded in grade-level standards both before and after the students' school day with an ILT and/or LLI member. This will include the planning of writing across the curriculum for all grades.
2. Highly Effective/effective teachers, ILT and Literacy Leadership Team (LLI) will facilitate initial and on going weekly professional development for the instruction delivery framework (GRR) for all grades K-5 to include productive struggle and student accountability to grade-level work.
3. Highly Effective/effective teachers, ILT and LLT will facilitate the planning of the instruction delivery framework (GRR) for all grades K-5 to meet the needs of grade levels of the B.E.S.T. standards with the inclusion of ESE and ELL.
4. Provide research-based classroom materials and supplies that support student learning.

**Person Responsible:** Marla Massi-Blackmore (massim@manateeschools.net)

**By When:** This will begin the first week of school and be monitored weekly during the Instructional Leadership Team meetings and administrative classroom walk-throughs.

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

#### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Responsive student-driven Instruction is a researched-based approach to both teaching and discipline which focuses on engaging academics, developmental awareness, positive community, and effective management. This evidence-based approach is associated with higher quality instruction that has led to students' increase in achievement levels in both reading and mathematics in addition to improved school climate. Lack of deliberate feedback and goal setting with students after analysis of various data. Lack of teacher response to students' specific academic needs.

#### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2024, 55% of the students will score proficient in ELA, Mathematics, and Science measured by state assessments through grade appropriate learning experiences aligned with grade-level of the B.E.S.T. Standards. Student achievement will improve in all core content areas through targeted support in the planning and delivery of purposeful standard-based instruction.

#### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Responding specifically to students through purposeful whole group data reviews with students, small group instruction and individual conferencing will be strategy-based and designed to address, reteach, and enrich the current standards being taught in class, which in turn increases student achievement. Measurable outcomes will be through student writing (K-5), District Benchmark Assessments (writing and science), DRA 2.0, Next Steps, grade level common assessments, analyzing student work with grade-level rubrics, lesson plans, and grade-level planning meeting documented by lesson plans.

#### Person responsible for monitoring outcome:

Marla Massi-Blackmore (massim@manateeschools.net)

#### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Grade level response to students data. Teacher response to student data in small and one-on-one instruction.

Professional Development will be provided to explicitly teach instructors the words (teacher think aloud and/or language) and actions needed to guide students through strategic next steps for each academic area.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student data indicated by FAST and District Assessments, grade level assessments and individual data resulted in small increases in all academic areas, which did not result in closing the gap.

#### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Professional Development through collaborative planning will be implemented for data analysis for various assessments and writing responses from students.
2. Weekly grade-level collaborative meetings for teachers will be facilitated by an ILT and/or LLT member to develop and implement plans for the next steps for responsive data-driven teaching (strategic grouping/conferencing). ESE, and Support Teachers (ESOL, STEM, etc.) are included in the weekly collaborative grade-level meetings.

**Person Responsible:** Marla Massi-Blackmore (massim@manateeschools.net)

**By When:** These actions will be implemented as data results are available throughout the year and implemented in a timely manner to provide the explicit timely feedback staff and students need.

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

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Implementation of the academic and behavioral support from the District initiative SPARK (Classroom Management (ex: Champs), Brain-Based Instruction; Student Engagement, and Relational/Responsive Practices), and the continuation of the school-wide Positive Behavior Intervention Support (PBIS), Life Skills and Traits, and Restorative Practice. To begin SPARK and continue the fidelity of the school-wide continued strategies listed above.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2024, 55% of the students will score proficient in ELA, Mathematics, and Science measured by state assessments through grade appropriate learning experiences aligned with grade-level of the B.E.S.T. Standards. Student achievement will improve in all core content areas through targeted support in the planning and delivery of purposeful standard-based instruction.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

By June 2024, 10% of student referrals will decrease from 2022-2023 referral data evidenced by district disciplinary reports. By June 2024, Tier data will meet student needs based on the measurable outcome.

**Person responsible for monitoring outcome:**

Marla Massi-Blackmore (massim@manateeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Quarterly review of report cards, ClassDoJo App data, school-wide agenda, Recognition Assembly data, and and Tier data. FOCUS data will provide next steps and ensure the implementation of the academic and behavioral supports listed above.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The evidenced-based strategies implemented will be parent communication (Class Dojo App, ConnectEd calls and text, agenda and invites), and staff professional development of current academic and behavioral strategies and effective behavioral feedback. Teacher Evaluation System, FOCUS data for referrals and Tiers, data for school-wide events, ClassDojo data, parent sign-ins, agenda, surveys, and parent evaluations, etc.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Development for the academic and behavioral support from the District initiative SPARK (Classroom Management (ex:Champs), Brain-Based Instruction; Student Engagement, and Relational/ Responsive Practices), and the continuation of the school-wide Positive Behavior Intervention Support (PBIS), Life Skills and Traits, and Restorative Practice.

**Person Responsible:** Marla Massi-Blackmore (massim@manateeschools.net)

**By When:** These steps will begin the first week of school and monitored quarterly during Instructional Leadership Team mtgs. (ILT) and/or Response to Intervention/Multi-tiered of Supports mtgs. (RTI/MTSS).



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

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Lack of home support to reinforce researched-based best practices for all academic areas at home. This area of focus is specifically relating to Parent Involvement (PI). When families are stakeholders in students' education, there is a positive impact to student achievement. This area of focus will increase student performance, attendance and school-home connect.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2024, 55% of the students will score proficient in ELA, Mathematics, and Science measured by state assessments through grade appropriate learning experiences aligned with grade-level of the B.E.S.T.

Standards. Student achievement will improve in all core content areas through targeted support in the planning and delivery of purposeful standard-based instruction.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Quarterly review of Parent Involvement (PI) event surveys, ClassDoJo App data, Recognition Assembly data, SAC attendance, school-wide events attendance, and various survey data will provide next steps and ensure an increase in parent engagement and stakeholder input.

**Person responsible for monitoring outcome:**

Marla Massi-Blackmore (massim@manateeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Established quarterly event dates, Title I training for PI, parent surveys for stakeholder input, and ClassDoJo

App and written/verbal (school-wide agenda, phone calls, emails, etc.).

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Parent workshop sign-ins and evaluations, School Advisory Counsel (SAC) evaluation and/or meeting input (PFEP, home-school compact and SIP input), numbers of parent surveys returns, ClassDoJo App responses, the percentage of homework returned and percentage of increased academic, behavioral and attendance data.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Standard-based parent workshops which include childcare, professional development for literacy (B.E.S.T. Standards, mathematics and science school/home resources and strategies, and translator for workshops).
2. Various parent workshops requested topics, development and review of the Parent and Families Engagement Plan (PFEP, parent compact or data indicating a need through the various pathways of school-home communication.
3. Sign-in data, evaluations, surveys, student attendance, behavioral data and homework that outline standards in real world application for families.

**Person Responsible:** Marla Massi-Blackmore (massim@manateeschools.net)

**By When:** This area of focus will be implemented at the beginning of the school year and monitored quarterly.

### **CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

## **Reading Achievement Initiative for Scholastic Excellence (RAISE)**

### **Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Students in grades kindergarten through second will receive direct and explicit instruction on the ELA B.E.S.T standards. Additional opportunities for targeted small group instruction and tiered interventions will be provided based on progress monitoring data. Teachers will integrate writing across all content areas to strengthen early literacy development and to ensure students' abilities to fully express ideas through reasoning and problem solving.

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

Students in grades third-fifth will receive direct and explicit instruction on the ELA B.E.S.T standards. Additional opportunities for targeted small group instruction and tiered interventions will be provided

based on progress monitoring data. Teachers will integrate writing across all content areas to strengthen early literacy development and to ensure students' abilities to fully express ideas through reasoning, citing evidence, and problem solving.

### Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2 Measurable Outcomes

As measured by 2024 the Spring Star Early Literacy and Star Reading, 50% or more of students in grades K-2nd will earn a level 3 or higher.

### Grades 3-5 Measurable Outcomes

As measured by 2024 ELA Spring FAST, 50% or more of students in grades 3rd-5th will earn a level 3 or higher.

### Monitoring

#### Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Systems for monitoring high-quality instruction include (1) Facilitated, collaborative planning; (2) Regular classroom observations with feedback and coaching; (3) Routine use of student performance data to make instructional decisions; (4) Multi-Tiered System of Support; and (5) regular team meetings, such as ILT, LLT, PLCs to monitor progress toward school improvement.

#### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Massi-Blackmore, Marla, [massim@manateeschools.net](mailto:massim@manateeschools.net)

### Evidence-based Practices/Programs

**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Facilitated, collaborative planning to increase teacher expertise of remedial and intervention instruction for small groups and opportunities for problem-solving, discussion of high-effect practices, and ongoing review of student performance data. Teachers will use Decision-Tree instructional materials, including Benchmark Advance, Lexia and guided reading to ensure explicit and rigorous instruction for intervention.

**Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The purpose of planning, implementing, and monitoring through responsive student-driven Instruction is to ensure the progression of student learning and increase grade-level literacy proficiency. Effectively delivered core, remedial, intervention and enrichment instruction will move students along the trajectory toward proficiency and above proficiency. The Comprehensive Evidenced-based Reading Plan and the Literacy Leadership Teams will provide guidance on literacy intervention instruction.

**Action Steps to Implement**

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>The Literacy Leadership Team (LLT) and the Instructional Leadership Team (ILT) will meet weekly to explain the weekly ELA collaborative planning with teams on the strategies for purposeful standard-based instruction and the instructional delivery framework. Teams will also collaboratively evaluate student work to be responsive of the student-driven instruction monthly to create and implement next steps to meet and/or exceed proficiency.</p>	<p>Massi-Blackmore, Marla, massim@manateeschools.net</p>
<p>The Literacy Leadership Team (LLT) will work alongside the United Way Program to ensure fidelity of the strategies being implemented.</p>	<p>Massi-Blackmore, Marla, massim@manateeschools.net</p>
<p>The Literacy Leadership Team (LLT) and the Instructional Leadership Team (ILT) will implement various coaching models as student and teacher data needs arise. This will be implemented through modeling, side by side coaching, co-teaching, and on-going professional development.</p>	<p>Massi-Blackmore, Marla, massim@manateeschools.net</p>
<p>The Instructional Leadership Team (ILT) will develop and implement an after-school tutoring and enrichment program to provide an additional opportunity to learn to students to address needs based on data from various sources.</p>	<p>Massi-Blackmore, Marla, massim@manateeschools.net</p>

## Title I Requirements

**Schoolwide Program Plan (SWP) Requirements**  
 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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**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))**  
 List the school’s webpage\* where the SIP is made publicly available.

The School Improvement Plan will disseminated through various pathways not limited to: Annual TI Mtgs., School Advisory (SAC) meetings, Parent and Families Engagement Plan (PFEP), Parent Involvement (PI) events/meetings, state, district and school website. The SIP goal and areas of focus progress will be shared during SAC mtgs., school-wide events, parent-teacher conferences, ClassDojo, etc.

**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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

James Tillman will continuously build a positive relationships with all stakeholders (most importantly families) through the areas of focus in the SIP, home-school school-wide compact commitment, Parent and Families Engagement Plan (PFEP) and and through the fidelity of the various communication

methods included by not limited to: James Tillman website, school-wide agenda, school-wide ClassDojo, phone calls, emails, conferences and district website.

**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)**

All the SIP areas of focuses outline the strategies that will strengthen academics, behavior, and attendance needs. Additional opportunities to learn will be implemented such as before-after school enrichment, school clubs, dedicated commitment to participate in district events, and various in-school and out-of-school field trips.

**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))**

Families are made aware and at times work with the many district's programs and departments such as Project Heart, Migrant Program, ESE and ESOL Department. Each year, James Tillman hosts the Migrant Fair.

#### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**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))**

James Tillman's counselor visits classrooms and helps students and families throughout the year. A community counseling program also works alongside the district and helps specific students at Tillman, after parent approval is obtained.

**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))**

Pre-K and Fifth Grade transition meetings are implemented.

**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).**

James Tillman is a Positive Behavior Interventions and Supports school as well as implements CHAMPS and Restorative Practice when appropriate. James Tillman also implements various supports through the Multi-Tier System of Support.

**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))**

James Tillman implements weekly collaborative professional development meetings to improve instruction to meet student needs.

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

Pre-K transition meetings are set up mid-year and at the end of the year with families.

**Budget to Support Areas of Focus**

**Part VII: Budget to Support Areas of Focus**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
<b>Total:</b>			<b>\$0.00</b>

**Budget Approval**

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No