Oscar Patterson Academy School

2023-24
Schoolwide Improvement Plan (SIP)

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Oscar Patterson Academy

1025 REDWOOD AVE, Panama City, FL 32401

https://patterson.bay.k12.fl.us/

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.

Oscar Patterson Academy's mission is to empower all student to achieve their maximum potential by providing rigorous instruction and active engagement. .

Provide the school's vision statement.

Oscar Patterson Academy will create a community of learners that are self confident and believe they can soar academically and socially.

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
Baxley, Shirley	Instructional Media	provide accessible tools for students and staff to direct, enhance, and support the learning process, collaborating with staff, teaching skills to students and staff, and maintaining the holdings of the Media Center.
Dunnivant, Michael	Instructional Coach	Conducting on-site, on-going literacy- related professional development; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; guiding teachers in planning ELA instruction using available research based resources and ensuring instruction is based on BEST Standards, and supporting school-wide progress monitoring programs
Pender, Sheri	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Blue, Charlotte	Principal	Oversee day-to-day operations of the school, serve as an instructional leader, manage school logistics and budgets, monitor student growth and performance, adjust supports and services based on student needs, monitor teacher performance and provide guidance and support, ensure that the campus is safe and secure, build productive relationships with families, community members and other stakeholders
Jackson, Bianca	School Counselor	Consults, facilitates, and maintains communication with parents, teachers, administrators, and pertinent agents on specific student and parent academic and educational matters including academic modifications and/or accommodations, provides counseling to address social and emotional concerns and appropriately refers students to behavioral health specialists, communicates, coordinates, and collaborates with school staff in developing and implementing student supports
Thedford, Carla	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Kruse, Stacy	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data

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.

Our School Advisory Council utilizes all stakeholders in a variety of different ways to help become a better school. First the school faculty and staff solicits parental involvement through newsletter, email, phone calls, face to face meetings, and other electronic devices. We also invite our volunteers, community leaders and business partner to attend as well. This is done while they are meeting with the principal or attending community events in the community or at the school. When they attend the SAC meetings we provide them with how the school is performing on district and state assessment, inform them of what we are doing to improve our scores, and then solicit ideas and questions. We also share the school budget, ask if there are other types of classes they would like to see taught or other things they think we need to be doing. We also present list of books to them and seek their approval for purchasing them.

We have a STEAM class instead of STEM because the parents felt like it was important for elementary students to have Art class. We also hold meeting later because parent requested meeting are later in the evening. We allow mentors on the campus from our faith based partners send retired teachers so they can assist the school as well.

We also share with our business and faith based partner our demographic information as it is required for our school. They also provide people to help mentor and tutor our students when available.

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))

At Oscar Patterson the School Improvement Plan (SIP) is a living document that we work on regularly The administrator review the students I-Ready data to make sure they are meeting their completed lessons, number of minutes and their passing scores. We celebrate students for achieving this. The administrative team meets monthly to review students academic progress and devise plans for those that are struggling. We also review data during weekly PLC's to determine which teachers need additional support according to the summative assessment score. The administrative team meets biweekly with the Literacy Coach to ensure teachers needing additional support receive it. We meet monthly with the district Math leader to give guidance on the new Math curriculum and support for our teachers. Administrators do regular walk throughs to ensure teachers have standards posted in student friendly language and students know what they are learning and the level of comprehension they have through progression scales. We believe, as these strategies are done consistently twill assist our school in moving our struggling students to proficient student. Consistently monitoring our teachers and students, regularly monitoring the data, and providing supports to teachers needing help will also provide growth to our lower preforming students.

If it becomes apparent that we are not going to be able to meet our goal, we will seek input from the leaders on our team (Coaches, Interventionist, Leadership team) and adjust our SIP, so that our goals are more realistic and our instructional practices are sound. We will provide professional development for teachers struggling. We will us the MTSS process for struggling students and increase time spent on small group instruction.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-3
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	73%
2022-23 Economically Disadvantaged (FRL) Rate	91%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
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	
Absent 10% or more days	7	14	19	0	0	0	0	0	0	40
One or more suspensions	8	11	10	0	0	0	0	0	0	29
Course failure in English Language Arts (ELA)	0	5	10	0	0	0	0	0	0	15
Course failure in Math	0	4	7	0	0	0	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	0	0	0	0	0	0	0	3
	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	7	10	0	0	0	0	0	0	17

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	7	6	2	0	0	0	0	0	0	15
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	38	31	28	0	0	0	0	0	0	97
One or more suspensions	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	86	69	76	0	0	0	0	0	0	231

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	5	2	0	0	0	0	0	0	12
Students retained two or more times	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	38	31	28	0	0	0	0	0	0	97
One or more suspensions	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	86	69	76	0	0	0	0	0	0	231

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	5	2	0	0	0	0	0	0	12
Students retained two or more times	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*		47	53		51	56			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		50	59		48	50			
Math Learning Gains									
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		48	54		50	59			
Social Studies Achievement*					54	64			
Middle School Acceleration					42	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	47	56	59						

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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	47
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
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				
ELL	47			
AMI				
ASN				
BLK				
HSP	50			
MUL				
PAC				
WHT				
FRL	53			

	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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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												47
SWD												
ELL											1	47
AMI												
ASN												
BLK												
HSP											1	50
MUL												
PAC												
WHT												
FRL											1	53

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												

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
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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.

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.

According the STAR Assessment, our students performed the lowest in Reading:
Kindergarten 20% proficient
1st Grade 22% proficient
2nd Grade 32% proficient

There are many contributing factors to the low performance. First, the majority of my classroom teachers were beginning teachers with alternative certification. We only had one veteran teacher in the classroom. This meant the teacher did not have the content knowledge nor did they understand the pedagogicalcims knowledge. The challenge was and provide teachers with training and professional development while they were trying to teach students. Managing the classroom for the teachers was a huge challenge. When the coaches would come to assist, some teachers were not open for constructive feedback. There is also a problem with students that are tardy. Many students miss the first period which is normally reading. If students are not at school, we cannot teach them. Chronic absence was also a contributing factor.

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

We just reopened in 2022-2023, so there is no decline from the prior year.

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.

Our school is a Kindergarten through second grade school in 2022-2023; therefore, there is no state data to compare our school with.

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

Our school is a Kindergarten through second grade school in 2022-2023; therefore, there is comparison data to demonstrate growht.

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

We have 40 students with less than 90% attendance. This is a concern because we can only provide an education for students who are at school. The second concern is the 29 students with more than one suspension.

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

Increase our level of performance in reading.
Increase our level of performance in math
Decrease lost instructional time

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

#1. -- Select below -- specifically relating to
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.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
Person responsible for monitoring outcome:

[no one identified]

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.)
Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.
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.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

One of our focus areas will be to retain and recruit teachers. This is area was identified because in the 2022-2023 Oscar Patterson re-opened the school since hurricane Michael. When we started the school year we had twenty-three teaching units. As we start the 2023-2024 school year we were only able to retain nine of those teachers. While we were unable to keep some because of certification problems, but we lost veteran teachers as well. Also in the educators climate survey we scored 1.88 out of a possible 5 points. In addition, our teachers were all relatively new. Most were conditional substitutes (twelve out of twenty-three) trying to become alternatively certified or they were teaching out of field (six out of twenty-three). The certified veteran teachers (four) were people that were special area teachers or people outside of the classroom. This led to many staff members not knowing what to do and needing assistance. All staff members were new to their positions and our teachers felt unsupported. Lastly, we had difficulty hiring effective or highly effective teachers because Oscar Patterson Elementary School was an "F" school and had obtained a negative rapport in our county.
Oscar Patterson Academy will create a positive school culture by providing teachers with consistent support, routine collaboration, biweekly classroom walk throughs (at a minimum, and authentic praise by leaving notes in the classroom and a brag board in the staff lounge).

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

Oscar Patterson Academy retained 9 of 23 teaching units from the 22-23 school year. Oscar Patterson Academy will retain 27 teaching units or 75% of the 34.5 teachers by June 30, 2024 in preparation of the 24-25 school year.

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

We will monitor teacher retention monthly by pulling the Frontline report for attendance. Ultimately, retaining the teachers at the end of the year will prove our success.

Person responsible for monitoring outcome:

Charlotte Blue (bluecd@bay.k12.fl.us)

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.)

At Patterson we have an open door policy to help develop relationships. Building positive relationships between administrators and the teaching staff creates a thriving school community where teachers improve their teaching skills and prevent frustration and burnout. We also want to provide teachers with positive and constructive feedback . Feedback improves the learners confidence, motivation and the desire to obtain the knowledge we present. Also by providing praise, we are letting teachers know where they are
meeting our expectations. This comes with clear and precise communication which also assists in developing the relationship between administrators and teachers.
.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Building relationships with our staff helps everyone to be on the same page through communicating high expectations and a shared vision. Meeting with teachers helps to support them and ensure that their

needs are met. Feedback is also a part of building those positive relationships and clarifying any misconceptions that teachers may have. Establishing these relationships will lead to an enriched and positive school culture that teachers will want to be a part of and will assist with retention and recruitment.

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. Pull Frontline Attendance Report for Teachers and Support Staff Monthly
Charlotte Blue, June 30, 2024

Person Responsible: Charlotte Blue (bluecd@bay.k12.fl.us)

By When: June 30, 2024

2. Provide Kagan Team Building Activities during and outside the school day. We will use Ron Clark strategies to build a team of teachers. We are focusing on culture and team building to create a sense of belonging.

Person Responsible: Charlotte Blue (bluecd@bay.k12.fl.us)

By When: June 30, 2024

CWTs weekly

Person Responsible: Charlotte Blue (bluecd@bay.k12.fl.us)

By When: June 30, 2024

#3. Instructional Practice specifically relating to ELA

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.

Oscar Patterson Academy will use the STAR data from 2022-2023 considering we do not have prior years data due to our school being closed and reopening this year. According to 2022-2023 STAR data our students performed lowest in reading benchmarks. Our proficiency rates are as follows: Kindergarten only 20%, First Grade only 22% and Second Grade only 32%. The target for proficiency is 42% on benchmark aligned instruction and not one grade level score at or above the proficiency target in the 2022-2023 school. This demonstrates a significant need for improvement in the area of ELA. The focus within our ELA area will be on foundation skills where 85% of our student population are struggling.

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

All grade levels will increase overall proficiency as measured on STAR Progress Monitoring III by 25% through effective rigorous instruction and active engagement utilizing systematic and explicit instruction; along with evidence-based literacy practices that increase application of foundational skills to improve comprehension.

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

We will monitor this area through weekly Plc meetings, where summative data will be analyzed and compared amongst grade level teams. Next it will be monitored through monthly data chats where teachers provide grades and progress monitoring for their struggling students.

Person responsible for monitoring outcome:
Michael Dunnivant (dunnima@bay.k12.fl.us)

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 evidence-based intervention we will be implementing is systematic and explicit small group instruction.. This instruction has to be systematic because it is sequential and planned out step by step from simple to complex to help the students understand it. Then it is explicit because it teaches students exactly what they need to know. It is clear and concise instruction that the teacher repeats over and over again. It needs to be taught in small group because this allows the teacher to provide more assistance to students and help with their misconceptions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

I believe systematic and explicit small group instruction will assist our school in building stronger foundational skills by eliminating areas that students are deficient in. Following a step by step sequence in small group will drive out student misinterpretation on concepts and skills and allow teachers to provide clarifying instructions and practice in a precise way to help students achieve academic success.

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. PLCs meeting regularly for planning and preparation of BDS Pacing Guides (Admin joining regularly)

Person Responsible: Charlotte Blue (bluecd@bay.k12.fl.us)

By When: June 30, 2024

2. Strategic differentiated instruction and applicable interventions in ELA through Big Ideas and iReady Toolbox

Person Responsible: Charlotte Blue (bluecd@bay.k12.fl.us)

By When: June 30, 2024

3. CWT Feedback regularly by admin (dates already on calendar and system in place to make it happen)

Person Responsible: Charlotte Blue (bluecd@bay.k12.fl.us)

By When: June 30, 2024

4. Consistent support of students within the inclusive classroom setting.

Person Responsible: Charlotte Blue (bluecd@bay.k12.fl.us)

By When: June 30, 2024

5. MTSS Monthly Data Chats

Person Responsible: Charlotte Blue (bluecd@bay.k12.fl.us)

By When: June 30, 2024

#4. Instructional Practice specifically relating to Math

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.

2022-2023 STAR data our students performed lowest in mathematical benchmarks. Our proficiency rates are as follows: Kindergarten only 31%, First Grade only 36% and Second Grade only 42%. The target for proficiency is 42% on benchmark aligned instruction and not one grade level score at or above the proficiency target in the 2022-2023 school year. This demonstrates a significant need for improvement in the area of math. The focus within our math area will be on mathematical fluency where 68% of our student population are struggling.

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

All grade levels will increase overall proficiency as measured on STAR Progress Monitoring by 25% through effective rigorous instruction and active engagement utilizing systematic and explicit instruction; along with evidence-based mathematical practices that increase proficiency.

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

We will monitor this area through weekly PLC meetings, where summative data will be analyzed and compared amongst grade level teams. Next, it will be monitored through monthly data chats where teachers provide grades and progress monitoring for their struggling students.

Person responsible for monitoring outcome:

Charlotte Blue (bluecd@bay.k12.fl.us)

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 evidence-based intervention we will be implementing is systematic and explicit small group instruction with active engagement. This instruction has to be systematic because it is sequential and planned out step by step from simple to complex to help the students understand it. Then it is explicit because it teaches students exactly what they need to know. It is clear and concise instruction that the teacher repeats over and over again. It needs to be taught in small groups because this allows the teacher to provide more assistance to students and help with their misconceptions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

I believe systematic and explicit small group instruction will assist our school in building stronger foundational skills by eliminating areas that students are deficient in. Following a step by step sequence in small group will drive out student misinterpretation on concepts and skills and allow teachers to provide clarifying instructions and practice in a precise way to help students achieve academic success.

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. PLCs meeting regularly for planning and preparation of BDS Pacing Guides (Admin joining regularly)

Person Responsible: Charlotte Blue (bluecd@bay.k12.fl.us)

By When: June 30, 2024

2. Strategic differentiated instruction and applicable interventions in Math through Big Ideas and I-Ready Toolbox

Person Responsible: Charlotte Blue (bluecd@bay.k12.fl.us)

By When: June 30, 2024

3. CWT Feedback regularly by admin (dates already on calendar and system in place to make it happen)

Person Responsible: Charlotte Blue (bluecd@bay.k12.fl.us)

By When: June 30, 2024

4. Consistent support of students within the inclusive classroom setting.

Person Responsible: Charlotte Blue (bluecd@bay.k12.fl.us)

By When: June 30, 2024

5. MTSS Monthly Data Chats

Person Responsible: Charlotte Blue (bluecd@bay.k12.fl.us)

By When: June 30, 2024

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

On the statewide STAR Assessment 82% of the kindergarten students scored below 40% proficiency. In first grade 78% of our students scored below proficiency. In second grade 62% of our students scores below proficiency. Our instructional area of FOCUS is Foundational Skills including Phonemic Awareness, Phonics, and High Frequency Words and Fluency. We identified this area using STAR and I-Ready data Progress Monitoring III from the 2022 - 2023 school year. The I-Ready and STAR data specifically identifies word recognition as a weakness in all three grade levels. In order for our students to be proficient in reading, they must be able to decode words and connect those words in the text. Our students are not able to read simple CVC words, say the sounds of blends, vowels, and consonants.

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

In the 2022- 2023 school year, third grade was non existent.

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

82% of the kindergarten students scored below 40% proficiency. In first grade 78% of our students scored below proficiency. In second grade 62% of our students scores below proficiency. Each grade level will increase their proficiency rate by 35% by PM on the STAR

Grades 3-5 Measurable Outcomes

Last year Oscar Patterson Academy only went up to second grade, which means there were no third grade scores for Fast. This will be our third graders first FAST Assessment. Our goal for our third graders is that 50% of our students will achieve proficiency on the FAST assessment by PM 3.

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.

Our instructional area of FOCUS is Foundational Skills including Phonemic Awareness, Phonics, and High Frequency Words and Fluency. The school will monitor these things through regular classroom walkthrough by administrators. We will monitor weekly progress on idea and whether the students are meeting their weekly goals, lessons and target scores in ELA. We are also working on foundational skills by utilizing Phonics for reading in third grade and Magnetic Readers in all grade levels on a consist bases. Next our teachers will be provided training on acceleration vs. remediation, so our students learning can be enhanced. Paula Ellis will provide and model explicit instruction for all teachers. We will use our PLC and Data chats to discuss where our students are performing on common formative and summative assessments. We will evaluate where our students are making growth of not.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Blue, Charlotte, bluecd@bay.k12.fl.us

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?

In grades K-3, Houghton Mifflin Harcourt (HMH) Into Reading was put on the state adoption list for ELA. Our district adopted the HMH reading program, and that curriculum is being implemented for Tier 1 literacy instruction which incorporates the Science of Reading into each lesson on each of the components of reading. This comprehensive program is aligned with both the district's K-12 Comprehensive Evidence-based Reading Plan and the B.E.S.T. ELA Standards. Tier 1 literacy instruction is monitored by at least one weekly Foundational Skills assessment. The End of Module District Common Assessments and Performance Task writing are monitored every three to four weeks. PLC's and data chats are held weekly to identify learning challenges and instructional strategies to improve performance.

In Kindergarten through second grade, Tier 1 includes teacher-led small groups focused on accelerating students with explicit instruction on Foundational Skills with word building, targeted instruction with

iReady Tools for Instruction, and/or Grade Level Foundational Skills Magnetic Reading and decodable readers. In tier 2 teachers work with students in small groups of no more than 5 on Foundational Skills Word Study Studio.

In Kindergarten we are working on developing awareness of the segments of sounds in speech and how they link to letters.

In. First Grade we are working on teaching students to decode words, analyze word parts, and write and recognize words

In Second Grade we are working on ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

In Third Grade we are working on establish an engaging and motivating context in which teachers and students actively engage with text to extract and construct its meaning and become better readers

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?

HMH adopted instructional materials for K-3 English Language Arts. The series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at the time of the adoption and purchase. Oscar Patterson Academy seeks to promote progress in our instructional practice and student learning by incorporating systematic and explicit instruction and active engagement through the use of small groups and scaffolding based on Visible Learning research by John Hattie.

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
All new teachers (1 - 3 years of experience) will receive Professional Development expedited by our District's ELA Instructional Specialist. These teachers are also required to participate in training, to develop an understanding of how to effectively utilize Houghton Mifflin Harcourt. In addition, our teachers will be give further professional development from our regional director. During this training teachers will review our progress monitoring data to ensure we meet our area of greatest need.	Blue, Charlotte, bluecd@bay.k12.fl.us
Oscar Patterson Academy has a literacy coach that we share with another school. Our Coach provides continuous instructional support to our teachers as they plan for instruction. She reviews and monitors student progress monitoring data and provides intensive supports to our instructional staff.	Blue, Charlotte, bluecd@bay.k12.fl.us
Teachers will meet in PLCs to analyze formative and summative assessment data along with I-Ready diagnostic and growth monitoring data. Administrators take part in these PLC meetings to ensure that the curriculum is being instructed with fidelity and that students are receiving necessary support and interventions.	Blue, Charlotte, bluecd@bay.k12.fl.us
For any student who has not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify areas of strengths and weaknesses. Schools are supported by district MTSS Staff Training Specialists and meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the Comprehensive Evidence-Based Reading Plan and MTSS decision tree which indicates research-based and evidence-based materials available for targeted interventions (Tier 2). If student data does not show progress at Tier 2 then adjustments will be made and the student will be moved to tier 2. Additional data chats may be required to support our students that continue to struggle.	Blue, Charlotte, bluecd@bay.k12.fl.us

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.

School Improvement Plans are made publicly available via the Florida Department of Education, CIMS website: https://www.floridacims.org/plans. This link is available for parents and the community on the school's webpage (https://patterson.bay.k12.fl.us/). The yearly BDS Title I Newsletter will provide the CIMS link to the SIP/SWP. The newsletter is translated into the language parents can understand and distributed to parents via Peach Jar. Paper copies of the plan are provided upon request. Oscar

Patterson Academy also provides monthly newsletters entitled Rocket Family Matters. The newsletters include dates for upcoming events. It includes the dates for our School Advisory meetings where inform parents about the location of the SIP meetings and updates to the plan. This information is disseminated through fliers' paper copies of the newsletter are sent home, Facebook, Dojo, Peach Jar, and Parent Portal) The SIP/SWP will be discussed at the Title I Annual Meeting and during SAC meetings. The SAC will progress monitor the implementation of the plan.

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))

With the input of parents, a Parent and Family Engagement Plan (PFEP) has been developed for the 23-24 school year and a summary of the PFEP is disseminated electronically to parents at the beginning of the year. The PFEP outlines the meetings, workshops, and communications planned to engage parents, build parents' capacity in order to be fully involved in their child's education, meet their child's needs, and increase academic achievement; which will fulfill the school's mission. It also outlines the training for teachers, administrators, and other staff to promote positive relationships with parents. The PFEP is available on the school's website at (https://patterson.bay.k12.fl.us/) Parents are able to monitor their child's progress 24/7 using the Parent Portal. The following Title I expenditures will support the implementation of the PFEP: a parent liaison;
• parent communications;
• Supplies for parents to work with their children at home;
• parent workshops (refreshments and supplies);

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))

At Oscar Patterson Academy, we utilize rigorous instruction and productive PLCs to guide our faculty to help our students reach their achievement goals. We utilized systematic and explicit small group instruction to assist students achieve academic success. Our job is to maintain instructional momentum and as such we use Title 1 funds such as 1 intervention teacher,6 classroom paraprofessionals, Instructional supplies, 1 copier rental, and
Educational field trips to enhance and engage instruction. These resources allow us to focus on teaching quality curriculum and enhancing the quality of instruction by not only maintaining instructional momentum but providing hands-on instruction and creating core memories for our students.

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))

Title III, ESSER, Immigrant, and local funds are coordinated to provide office staff in the bilingual center who assist families new to the community with school registration; ESOL Resource Teachers who support teachers of ELL students; bilingual paraprofessionals who assist students in the classrooms; curriculum resources; supplies; and parent involvement resources for students to be successful.

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))

Students at Oscar Patterson Academy are provided wrap-around services to improve students' skills outside the academic subject areas. The guidance department works alongside a school-based team of mental health professionals, as well as outside mental health providers to ensure students' needs are met. The focus is to provide equitable access to behavioral support services within each school, addressing barriers to academic and social success, while enhancing students' emotional development, well-being and safety through the multi-tiered systems of support within the school. Title I funds provide Summer planning for guidance and academic interventionist to support these efforts.

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))

Not applicable we are an elementary school

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).

PLC and MTSS data chat processes are implemented and overseen by the principal or principal designee. PLCs collect and utilize data to determine and plan for supporting the needs of students in core and intervention. School-wide Character Education and behavioral expectations, campus rules, individual classroom rules/procedures, and individual classroom behavior management procedures and processes are taught and progress monitored. Title I funds are being used to fund one behavior intervention teacher to support these processes.

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))

Ongoing professional development is provided for teachers and administrators to support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, and promote accelerated learning and differentiated instruction to meet students' individual needs. Funds provide opportunities for teachers to add endorsements for Autism, Reading, ESOL, and Gifted as well as obtaining certification for critical shortage areas. New teachers are provided sustained support from staff training specialists and content area instructional specialists to facilitate their development.
Title I funds support professional development by providing substitutes for new teachers and those needing assistance to observe classroom of effective or highly effective teachers.

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))

In the spring, the school will conduct a Pre-K to Kindergarten Workshop for parents of preschool children. Invitations will be given to childcare centers within the school's zone. We will also send out invitations to students with young siblings that will be attending our school. It will be advertised throughout the community via social media. During the meetings, parents will be given resources for their preschool child to work on during the summer to prepare them for kindergarten; information about the curriculum that will be used; assessments; behavior expectations; and information about Parent

Portal. Parents will be given a tour of the campus where they can actually see what a kindergarten classroom looks like.

Additionally, in the fall, schools hold an Orientation to invite parents and families to visit the school, classroom, and teacher to become more comfortable with the school and to provide opportunities for parents to be involved.

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: -- Select below --:	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
4	III.B.	Area of Focus: Instructional Practice: Math	$0.00
		Total:	$0.00

Budget Approval

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

No