Northside Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Northside Elementary School

2001 NORTHSIDE DR, Panama City, FL 32405

[no web address on file]

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.

The students, parents and community of Northside Elementary School will provide an environment where students feel secure, valued and confident to learn in diverse ways while mastering skills to become life-long learners and contributors to the community.

Provide the school's vision statement.

A collaborative focus on every student every day.

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
Frowert, Lora	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
Pena, Angela	Assistant Principal	Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal, serves as an Instructional Leader; facilitates the work of PLCs, leads data driven discussions and planning, relates to students with mutual respect while carrying out a positive and effective discipline policy
Swedlund, Elizabeth	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
Reach, Dani	Teacher, ESE	responsible for planning, developing, delivering and evaluating appropriate individualized educational services, identify the needs of assigned students through formal and informal assessments, review student performance data and assessment data to develop appropriate goals and objectives for each student, collaborate with general education teachers to ensure all students receive standards based instruction.
Nixon , Kaitlin	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
Cooper, Nina	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
Peters, Megan	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

Name	Position Title	Job Duties and Responsibilities
Brock, Ashley	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
Howard, Patricia	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
Ensminger, Katrina	Other	Provided Tier 3 interventions to students in grades K-5. Facilitates monthly academic data chats with PLCs to identify and plan for the needs of all students. Assists teachers in analyzing student performance data for differentiated instruction.
Swearingen, Adrianna	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.
Hopper, Melanie	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.

The School Leadership Team consists of teachers from each grade level, administration, media specialist, and master teachers. This team collaborated over the summer to analyze and reflect on schoolwide data. The team identified specific areas of focus and developed a plan for improvement. In addition, the School Advisory Council will assist in the development of the school improvement plan by reviewing the draft, providing feedback, and approving the final revisions. Throughout the school year, the school improvement plan is revisited and discussed by the SAC and the administration.

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 Leadership Team will meet monthly to review schoolwide, grade-level, and individual student data to evaluate the impact of the instructional strategies identified in the School Improvement Plan. Grade-level professional learning communities and administration will review progress monitoring data, common assessment results, and student work routinely to evaluate the impact on student achievement. MTSS data chats will be held monthly to monitor and evaluate the achievement of students with the greatest achievement gap. Classroom walkthroughs will be completed to monitor implementation and evaluate the effectiveness of the identified instructional strategies within the classroom. By engaging in the ongoing process of continuous collaborative inquiry, we will be able to identify areas that may require course corrections throughout the year. If necessary, additional resources, additional support, or a change in interventions will be considered if the anticipated growth in student achievement is not evident. If this is the case, the plan will be revised accordingly. In addition, the school improvement plan is revisited and discussed by the SAC and the administration
throughout the school year.

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-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	52%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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)	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)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: C

School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	15	22	21	28	32	26	0	0	0	144
One or more suspensions	1	4	4	5	17	16	0	0	0	47
Course failure in English Language Arts (ELA)	0	3	7	15	20	7	0	0	0	52
Course failure in Math	0	1	4	6	17	7	0	0	0	35
Level 1 on statewide ELA assessment	0	0	0	0	12	14	0	0	0	26
Level 1 on statewide Math assessment	0	0	0	0	10	28	0	0	0	38
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	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	5	6	12	29	24	0	0	0	76

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	3	3	2	8	1	0	0	0	0	17
Students retained two or more times	0	0	0	1	2	1	0	0	0	4

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	11	32	27	27	18	20	0	0	0	135
One or more suspensions	7	13	11	24	13	22	0	0	0	90
Course failure in ELA	0	13	9	14	8	1	0	0	0	45
Course failure in Math	0	9	2	7	5	0	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	4	24	21	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	4	28	19	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	23	10	12	5	4	0	0	0	60

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	2	24	13	17	20	20	0	0	0	96

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	5	4	4	2	0	0	0	0	18
Students retained two or more times	0	0	1	0	0	1	0	0	0	2

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	11	32	27	27	18	20	0	0	0	135
One or more suspensions	7	13	11	24	13	22	0	0	0	90
Course failure in ELA	0	13	9	14	8	1	0	0	0	45
Course failure in Math	0	9	2	7	5	0	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	4	24	21	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	4	28	19	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	23	10	12	5	4	0	0	0	60

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	2	24	13	17	20	20	0	0	0	96

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	3	5	4	4	2	0	0	0	0	18
Students retained two or more times	0	0	1	0	0	1	0	0	0	2

(Grade Level header spans columns K–8)

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*	42	47	53	54	51	56	46		
ELA Learning Gains				64			43		
ELA Lowest 25th Percentile				76			35		
Math Achievement*	43	50	59	51	48	50	52		
Math Learning Gains				56			50		
Math Lowest 25th Percentile				50			50		
Science Achievement*	42	48	54	55	50	59	43		
Social Studies Achievement*					54	64			
Middle School Acceleration					42	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	66	56	59	67			48		

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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	237
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	8
Percent Tested	99
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	28	Yes	2	1
ELL	33	Yes	1	
AMI				
ASN				
BLK	32	Yes	1	
HSP	37	Yes	1	
MUL	53			
PAC				
WHT	53			

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%
FRL	45			

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	40	Yes	1	
ELL	45			
AMI				
ASN				
BLK	43			
HSP	57			
MUL	69			
PAC				
WHT	66			
FRL	55			

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	42			43			42					66
SWD	23			31			32				4	
ELL	21			28			33				5	66
AMI												
ASN												
BLK	34			32			31				4	
HSP	29			31			27				5	67
MUL	46			54							3	

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
PAC												
WHT	50			52			55				4	
FRL	37			41			43				5	63

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	54	64	76	51	56	50	55					67
SWD	27	50	67	33	43	33	26					
ELL	30	47		32	50							67
AMI												
ASN												
BLK	39	59	75	33	41	42	9					
HSP	47	64	60	35	62							71
MUL	64	79		58	75							
PAC												
WHT	63	65	85	62	60	62	67					
FRL	47	62	79	45	54	52	46					58

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	46	43	35	52	50	50	43					48
SWD	27	35		39	35		31					
ELL	18			36								48
AMI												
ASN												
BLK	34	50		39	38		38					
HSP	24	25		39	50		25					45
MUL	50	40		54	40		30					
PAC												
WHT	57	47		62	59		56					
FRL	41	39	46	49	44	46	44					

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	36%	52%	-16%	54%	-18%
04	2023 - Spring	48%	55%	-7%	58%	-10%
03	2023 - Spring	40%	47%	-7%	50%	-10%

			MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	54%	-9%	59%	-14%
04	2023 - Spring	45%	59%	-14%	61%	-16%
05	2023 - Spring	32%	53%	-21%	55%	-23%

			SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	49%	-13%	51%	-15%

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.**

The data component with the lowest performance for the 22-23 school year was 5th-grade math at 32%
scoring a level 3 or above. The overall schoolwide trend in Math achievement for the past few years has
shown an increase in math proficiency so the decrease from 46% at a Level 3 or higher in 5th grade is a
concern.

Twenty-six of the 5th-grade students missed 10% or more of the school year. Sixteen of the 5th-grade
students had one or more suspensions.

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

The data component that showed the greatest decline from the prior year was schoolwide ELA proficiency. The percentage of students showing proficiency on the state assessment in grades 3-5 showed a 10% decrease from 51% to 41%. The percentage of 5th-grade students scoring a level 3 or higher decreased by 22% from 58% to 36%. The percentage of 3rd-grade students scoring a level 3 or higher decreased by 8%.

Eighty-six students in grade 3-5 missed 10% or more of the school year. Thirty-eight of the students in grades third through fifth had one or more suspensions.

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 when compared to the state average was 5th-grade math proficiency with a 23% gap. Student behaviors, attendance, and reading deficiencies all played a role in the gap between school performance and state average.

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

Although we didn't improve in any of the 3-5 data components, we did maintain the percentage of students achieving proficiency in 4th grade ELA. The new actions taken in this area included scheduling an additional 15-minute ELA intervention time daily. Teachers participated in 2 i-ready PDs that focused on the teacher toolbox I order to strengthen ELA intervention instruction.

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

The number of students that missed 10% or more of the school year is a potential area of concern across multiple grade levels. The number of students in 4th and 5th grade with multiple EWS indicators is another area of potential concern.

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

1. Increase student academic achievement in ELA.
2. Increase the daily student attendance rate with an emphasis on arriving on time.

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

#1. 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.

Northside Elementary's Early Warning System data indicates that approximately 28% of the student population was absent 10% or more of the school days during the 2022-2023 school year.

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

Northside Elementary will decrease the percentage of students absent 10% or more of the school days by 10% in the 2023-24 school year.

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

The attendance report will be reviewed monthly to identify students demonstrating a pattern of non-attendance.

Person responsible for monitoring outcome:

Angela Pena (penaac@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.)

Northside Elementary will create positive conditions for learning by being intentional in building strong and supportive relationships among all stakeholders. A school-based social worker will assist with providing families with the resources needed to help get their child to school daily.

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

Research indicates that attendance improves when schools engage students and parents in positive ways (attendanceworks.org).

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.

Establish, teach, and reinforce schoolwide expectations (S.A.I.L) to create a safe and supportive environment for students, teachers, and staff.

Person Responsible: Angela Pena (penaac@bay.k12.fl.us)

By When:

Schedule and host parent involvement activities and conferences to build positive school-family partnerships.

Person Responsible: Dani Reach (reachde@bay.k12.fl.us)

By When:

Establish and build positive relationships with business partners through Partnership Bay to assist with establishing positive conditions for learning that will benefit students and teachers. Community partners will be a vital component in meeting the basic needs of students such as food and clothing.

Person Responsible: Angela Pena (penaac@bay.k12.fl.us)

By When:

Early identification of ESE students who are not meeting attendance expectations in order to provide timely attendance interventions.

Person Responsible: Dani Reach (reachde@bay.k12.fl.us)

By When:

#2. Instructional Practice specifically relating to Professional Learning Communities

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.

Northside Elementary School's faculty will actively participate as a member of a school-based high-functioning Professional Learning Community. The 22-23 schoolwide ELA proficiency levels are below state averages in grades 3, 4, and 5. The 22-23 school-wide math proficiency levels were also below the the state average.

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

100% of the faculty at Northside Elementary School will be a member of the Professional Learning Community and actively participate in weekly PLC meetings.

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

The administration will regularly attend grade-level PLC meetings to ensure that student learning is the main focus and that all PLC members are present and actively participating. PLC teams will focus on the Four Critical Questions of a PLC. The agenda and minutes will be uploaded to the grade-level Google shared drive.

Person responsible for monitoring outcome:

Lora Frowert (frowelr@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.)

PLCs will focus on delivering benchmark-aligned engaging lessons, planning for effective interventions for struggling learners, and analyzing student achievement data.

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

According to The U.S. Department of Education Institute of Educational Sciences, Professional Learning Communities foster teacher learning, add coherence and continuous learning to professional development and improves the professional culture of the school.

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.

Develop a master schedule that prioritizes common grade-level planning requiring PLC teams to collaborate during contract hours at least once weekly.

Person Responsible: Lora Frowert (frowelr@bay.k12.fl.us)

By When: August 10, 2023

Develop a common PLC agenda and minutes template to be utilized schoolwide to guide the work of the PLCs that focuses on DuFour's Four Critical Questions.
1. What do we want all students to know and be able to do?
2. How will we know when each student has learned it?
3. How will we respond when some students do not learn?
4. How will we extend the learning of students who are proficient?
The agenda will be uploaded at least 24 hours in advance of the upcoming meeting. The minutes will be uploaded weekly to the grade-level shared google drive

Person Responsible: Lora Frowert (frowelr@bay.k12.fl.us)

By When:

#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.

Northside Elementary's FAST ELA achievement proficiency in grades 3-5 for the 22-23 school below the state percentage. The percentage of students scoring a Level 3 or higher is as follows:
3rd Grade: 40% compared to the state's 50%
4th Grade: 49% compared to the state's 58%
5th Grade:36% compared to the state's 54%

The STAR PM3 data in grades K-2 is lower than the district percentages. The percentage of students at or above proficiency is as follows:

Kdg: 58% compared to the district's 62%
1st: 48% compared to the district's 55%
2nd: 47% compared to the district's 56%

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

It is the vision of Northside Elementary that 100% of our students will be at or above grade level. In order to work towards this vision, at least 50% of our students in grades 3-5, including the identified low-performing ESSA subgroups, will score a Level 3 or higher this school year as measured by the State ELA FAST PM3 assessment administered in May.

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

The data from the FAST PM1 and PM2 will be analyzed to monitor progress in grades PreK-5. The iReady diagnostic will be administered in the Fall and Winter and utilized as an instructional tool to monitor progress, plan for instruction, and plan for appropriate interventions. PLCs will review student work samples, formative assessments, and district-common summative assessments frequently to track student progress. MTSS Tier 3 progress monitoring data will be reviewed monthly to monitor the effectiveness of Tier 3 interventions. Classroom walkthrough data will be utilized to monitor instruction and student progress. Students will track their individual progress and participate in teacher-student data chats.

Person responsible for monitoring outcome:

Lora Frowert (frowelr@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.)

Northside Elementary will implement the district-adopted Houghton Mifflin Harcourt curriculum with fidelity during the 90-minute uninterrupted reading block. We will schedule an additional 45 minutes of small group reading instruction daily to provide supplemental support to master grade-level essential benchmarks utilizing approved resources as outlined in Bay District Schools Comprehensive Reading Plan. K-3 classrooms will use a portion of the daily small group time to focus on direct phonics instruction.

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

Students need extra support in order to master grade-level benchmarks. By creating a dedicated 45-minute intervention time, we will be able to address gaps in student learning. The What Works

Clearinghouse practice guides indicate that there is strong evidence related to delivering evidence-based reading interventions based on student's needs.

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.

ESE data chats will be conducted in order to provide timely academic interventions to K-5 ESE students. During these data chats, FAST PM data, small group data, and other relevant data will be analyzed to make instructional decisions based on student needs.

Person Responsible: Lora Frowert (frowelr@bay.k12.fl.us)

By When:

No description entered

Person Responsible: [no one identified]

By When:

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).

In Bay District, we are a collaborative team. Together, the district office supports school leaders and staff members in developing spending plans that are directly aligned with their SIP goals. With the leadership of our Director of Federal Programs, the district monitors expenses bi-weekly and updates the financial spreadsheet. In an effort to be transparent, this spreadsheet is shared with stakeholders including district leaders, school leaders, and pertinent school staff members. In the event there is a need to update or modify the plan based on a change in need, then the group collaborates to develop an amendment.

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

STAR PM 3 data in grades K-2 shows that more than 50% of 1st and 2nd-grade students are scoring below the 40th percentile in Reading.
K- 38%
1st- 52%
2nd- 53%

100% of our students will receive additional personalized reading instruction daily to provide supplemental support to master grade-level B.E.S.T. essential benchmarks utilizing approved evidence-based resources.

We will improve the whole group and differentiated instruction by collaboratively planning, using data to track learning, and intervening when students do not learn. We will increase our knowledge of grade-level B.E.S.T benchmarks and be able to identify what student mastery looks like in relation to the grade-level benchmarks.
We hope to increase our knowledge of supports available including HMH Tier 2 embedded supports, iReady Teacher Toolbox, and other resources outlined in the Bay District Schools Comprehensive Plan.

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

FAST PM 3 data in grades 3-5 shows that more than 50% of 3rd and 5th grade students are scoring below level 3.

3rd- 61%
4th- 49%
5th- 60%

100% of our students will receive additional personalized reading instruction daily to provide supplemental support to master grade-level B.E.S.T. essential benchmarks utilizing approved evidence-based resources.

We will improve the whole group and differentiated instruction by collaboratively planning, using data to track learning, and intervening when students do not learn. We will increase our knowledge of grade-level B.E.S.T benchmarks and be able to identify what student mastery looks like in relation to the grade-level benchmarks.

We hope to increase our knowledge of supports available including HMH Tier 2 embedded supports, iReady Teacher Toolbox, and other resources outlined in the Bay District Schools Comprehensive Plan.

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

The STAR PM3 data in grades K-2 is lower than the district percentages. The percentage of students at or above proficiency is as follows:

Kdg: 58% compared to the district's 62%
1st: 48% compared to the district's 55%
2nd: 47% compared to the district's 56%

It is the vision of Northside Elementary that 100% of our students will be at or above grade level. In order to work towards this vision, at least 50% of our students in grades K-2, including the identified low-performing ESSA subgroup (Students with disability) , will score in the 40th percentile or higher this school year as measured by the STAR Reading PM3 assessment administered in May.

Grades 3-5 Measurable Outcomes

Northside Elementary's FAST ELA achievement proficiency in grades 3-5 for the 22-23 school below the state percentage. The percentage of students scoring a Level 3 or higher is as follows:
3rd Grade: 40% compared to the state's 50%
4th Grade: 49% compared to the state's 58%
5th Grade:36% compared to the state's 54%

It is the vision of Northside Elementary that 100% of our students will be at or above grade level. In order to work towards this vision, at least 50% of our students in grades 3-5, including the identified low-performing ESSA subgroups, will score a Level 3 or higher this school year as measured by
the State ELA FAST PM3 assessment administered in May.

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.

The data from the FAST PM1 and PM2 will be analyzed to monitor progress in grades PreK-5. The iReady
diagnostic will be administered in the Fall and Winter and utilized as an instructional tool to monitor progress, plan for instruction, and plan for appropriate interventions. PLCs will review student work

samples, formative assessments, and district-common summative assessments frequently to track student progress. MTSS Tier 3 progress monitoring data will be reviewed monthly to monitor the effectiveness of Tier 3 interventions. Classroom walkthrough data will be utilized to monitor instruction and
student progress. Students will track their individual progress and participate in teacher-student data chats.

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

Frowert, Lora, frowelr@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?

Northside Elementary will implement the district-adopted Houghton Mifflin Harcourt curriculum with fidelity during the 90-minute uninterrupted reading block. We will schedule an additional 45 minutes of small group reading instruction daily to provide supplemental support to master grade-level essential benchmarks utilizing approved resources as outlined in Bay District Schools Comprehensive Reading Plan. K-3 classrooms will use a portion of the daily small group time to focus on direct phonics instruction.

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?

Students need extra support in order to master grade-level benchmarks. By creating a dedicated 45-minute intervention time, we will be able to address gaps in student learning. The What Works Clearinghouse practice guides indicate that there is strong evidence related to delivering evidence-based reading interventions based on student's needs.

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
School administrators and teachers will work with our assigned State Regional Literacy Director to develop a plan for professional learning for targeted grade levels. School administrators will participate in the literacy professional development in order to model literacy leadership.	Frowert, Lora, frowelr@bay.k12.fl.us
Teachers in grades K-5 will use i-Ready Diagnostic 1 to determine student needs and assign i-Ready lessons based on the data. Teachers and administrators will participate in on-going professional learning to be provided by i-Ready reps in order to utilize i-Ready teacher toolbox lessons for small group intervention instruction.	Frowert, Lora, frowelr@bay.k12.fl.us
In addition to the monthly data chats, Administration and academic interventions will participate in monthly data chats focused on identifying students in need of Tier 2 ELA interventions. EWS data will be reviewed and analyzed. These tier 2 data chats will focus on the PLC problem-solving process and coaching teachers on identifying targeted areas of intervention for struggling students.	Ensminger, Katrina , ensmika@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. The yearly BDS Title I Newsletter will provide the CIMS link to the SIP/SWP, which contains the UniSIG budget. The newsletter is translated into the language parents can understand and distributed to parents via PeachJar. Paper copies of the plan are provided upon request. 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. 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; materials for parents to work with their children at home; parent workshops (refreshments and supplies); substitutes for teachers to conduct parent/teacher conferences during the school day for parents who work at night. (https://northside.bay.k12.fl.us/)

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 Northside Elementary, we utilize rigorous instruction and productive PLCs to guide our faculty to help our students reach their achievement goals. Our job is to maintain instructional momentum and as such we use Title 1 funds such as 1 classroom teacher, 1 additional academic interventionist, 5 classroom paras, 1 media para, 1 behavior para, and 1 part-time social worker to enhance and engage instruction. As well as substitutes for teacher planning days, instructional supplies, supplies for parent events, educational field trips, and an additional copier rental for teachers. 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 IX, Part A funds provide social workers, student support care managers, and intervention teachers to work with students who have been identified as homeless to remove barriers that prevent regular attendance, full participation, and academic success.

Title II and local funds provide ongoing professional development 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.

The State's mental health allocation is coordinated with ESSER/ARP funds to provide the school with a mental health team to provide equitable access to behavioral support services within the 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 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 Northside Elementary 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 Social worker for 2 days a week 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))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

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 1 funds provide a behavior para and classroom teacher which allows for smaller class sizes.

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 1 Grade chair/SIP supplement as well as stipends and substitutes for planning.

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. 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.

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: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	$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