

Citrus County Schools

Citrus Springs Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Citrus Springs Elementary School

3570 W CENTURY BLVD, Citrus Springs, FL 34433

<https://cse.citruschools.org/>

School Board Approval

This plan was approved by the Citrus County School Board on 10/10/2023.

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.

Citrus Springs Elementary School is committed to fostering a safe learning environment where all scholars are valued, respected, and surrounded by authentic opportunities to take ownership of their learning. We stand steadfast in our promise to cultivate tomorrow's leaders by preparing every scholar for a future of achievement.

Provide the school's vision statement.

At CSE, we Empower Excellence in Every Scholar, 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
Lowe, Sharen	Principal	<p>PERFORMANCE RESPONSIBILITIES:</p> <p>(1) Provide leadership in the continuous improvement of the total educational program in the school. *</p> <p>(2) Manage and administer the overall instructional program of the school. *</p> <p>(3) Manage and administer the overall activities of assessing and developing the instructional program of the school. *</p> <p>(4) Provide leadership and facilitate the accreditation program at assigned school. *</p> <p>(5) Involve others in the decision-making process and encourage teamwork, collaboration and partnerships.</p> <p>(6) Assume, as requested, a District-wide leadership role for an identified function, program, or service, such as curriculum development, instructional technology, staff development, or custodial coordination. *</p> <p>(7) Participate, as requested, in District-wide curriculum development and assume responsibility for the implementation of such programs when approved. *</p> <p>(8) Participate, as requested, in the evaluation, selection and adoption of textbooks and other instructional materials.</p> <p>(9) Participate, as requested, in the development of the District's student assessment program. Manage and administer the testing program for the school. *</p> <p>(10) Provide leadership, facilitate and oversee the wise use of personnel resources within the school. *</p> <p>(11) Serve as the liaison between the school and District-wide services available to assist the school in its mission. *</p> <p>(12) Manage the implementation and administration of negotiated employee contracts at the school level. *</p> <p>(13) Provide leadership and facilitate the development of long- and shortrange instructional and facility needs. *</p> <p>(14) Manage and administer plant safety and facility inspections, including supervision of buildings and grounds. *</p> <p>(15) Manage and administer maintenance services for the school in such a manner that ensures safety, maximum life and use of the facility.</p> <p>(16) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment. *</p> <p>(17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget. *</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(18) Manage and supervise the wise use of financial resources for the school. *</p> <p>(19) Manage and administer purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. *</p> <p>(20) Oversee financial accounting to ensure judicious management of all school funds. *</p> <p>(21) Manage and supervise the preparation of financial reports for the school. *</p> <p>(22) Manage and supervise student accounting and attendance procedures at the school. *</p> <p>(23) Coordinate with the Food Service Director to oversee and supervise the school food service program. *</p> <p>(24) Serve as a liaison between the school and community and provide leadership for positive school / community relations.</p> <p>(25) Serve as the liaison between the school and business community and provide leadership for the development of partnerships to benefit the school. *</p> <p>(26) Keep well informed about current trends in education. *</p> <p>(27) Keep informed of policy, procedures, instructional programs, potential problems, and resolutions of existing problems. *</p> <p>(28) Keep staff informed of policy, procedures, instructional programs, potential problems, and the resolution of existing problems. *</p> <p>(29) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature. *</p> <p>(30) Oversee and maintain accountability for property inventory records and security of school property. *</p> <p>(31) Oversee the development of a master schedule for teachers. *</p> <p>(32) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs. *</p> <p>(33) Approve and oversee school-sponsored activities and maintain a calendar for all school events. *</p> <p>(34) Provide for the articulation of the school's instructional program and services among school personnel and the community. *</p> <p>(35) Provide leadership for the school improvement and accountability process. *</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(36) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning. *</p> <p>(37) Assume all duties and responsibilities in Florida statutes. *</p> <p>(38) Provide leadership to ensure that appropriate staff development activities are available to meet staff needs in carrying out the school improvement plan. *</p> <p>(39) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. *</p> <p>(40) Coordinates with the Executive Director of Support Services to supervise and oversee transportation services at the school.</p> <p>(41) Establish procedures to be used in the event of a school crisis or civil disobedience and provide leadership in the event of such happenings. *</p> <p>(42) Implement School Board policy, State statutes and federal regulations as they pertain to the school. *</p> <p>(43) Establish the job assignments for all school-site administrators and assess the school-site administrator's performance. *</p> <p>(44) Manage and supervise the school's student activity programs including selection of club sponsors. *</p> <p>(45) Maintain visibility and accessibility on the school campus. *</p> <p>(46) Participate in the development of the District strategic plan, District school calendar, District staffing plan and manpower plans. Manage and administer school functions relating to these items.</p> <p>(47) Assign and supervise school personnel in special projects for the enhancement of the school.</p> <p>(48) Attend school-related activities and events. *</p> <p>(49) Participate in leadership development activities.</p> <p>(50) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(51) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Vonderhaar, Jennifer	Assistant Principal	<p>(1) Provide assistance and feedback to school personnel. *</p> <p>(2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. *</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(3) Develop the master teaching schedule and assign teachers according to identified needs. *</p> <p>(4) Utilize current educational trends in the planning and preparation of the school instructional program. *</p> <p>(5) Interpret and enforce School Board policy, state statutes and federal regulations. *</p> <p>(6) Implement the accreditation program for the assigned school. *</p> <p>(7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. *</p> <p>(8) Manage and administer the testing program for the school. *</p> <p>(9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. *</p> <p>(10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. *</p> <p>(11) Provide leadership in the event of school crisis and/or civil disobedience. *</p> <p>(12) Provide leadership in the school improvement process. *</p> <p>(13) Administer and develop teacher duty rosters for the school. *</p> <p>(14) Provide supervision while maintaining visibility about the campus and classroom. *</p> <p>(15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. *</p> <p>(16) Interpret and enforce the District's Code for Student Conduct. *</p> <p>(17) Supervise all facets of the registration process. *</p> <p>(18) Coordinate the production of pre-planning materials. *</p> <p>(19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. *</p> <p>(20) Comply with provisions of collective bargaining agreements. *</p> <p>(21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. *</p> <p>(22) Develop and maintain positive school/community relations and act as a liaison between school and community. *</p> <p>(23) Coordinate the school food service program as it relates to the special needs of the school. *</p> <p>(24) Maintain adequate property inventory records, key control and security of school property. *</p> <p>(25) Participate in the development of long-range facility needs at the assigned school. *</p> <p>(26) Coordinate plant safety and facility inspection at the school. *</p> <p>(27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. *</p> <p>(28) Coordinate the transportation services at the assigned school. *</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. *</p> <p>(30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. *</p> <p>(31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. *</p> <p>(32) Manage and administer the attendance policy and procedures. *</p> <p>(33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. *</p> <p>(34) Coordinate data processing activities as assigned. *</p> <p>(35) Provide leadership for, and supervision of, extracurricular activity programs. *</p> <p>(36) Participate in the administration of the school's athletic program. *</p> <p>(37) Assist in managing and supervising the student activity programs, including the selection of club sponsors. *</p> <p>(38) Approve school-sponsored activities and maintain a calendar of all school events. *</p> <p>(39) Assume responsibility of the school when the Principal is absent from the building. *</p> <p>(40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.*</p> <p>(41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(42) Perform other incidental tasks consistent with the goals and objectives of this position.</p>

<p>Franz, Alexandria</p>	<p>Staffing Specialist</p>	<p>Performs duties and assumes such responsibilities as requested by the Director of Exceptional Student Education such as:</p> <p>(1) Serve as the designee for the Director of Exceptional Student Education for conferences, eligibility, IEP revision and placement meetings.*</p> <p>(2) Maintain current knowledge and interpretation of Citrus County Special Programs and procedures, best practices, and other local, state, and national rules, regulations, policies and procedures.*</p> <p>(3) Serve as case manager for conferences, staffings, IEP meetings, and other placement meetings; and</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>maintains accurate legal records for compliance audits.*</p> <p>(4) Assist with coordinating the curriculum of Exceptional Student Education in the schools and interpreting students' needs for educational planning and placement.*</p> <p>(5) Maintain knowledge about strategies and interventions and make appropriate pre-referral recommendations.*</p> <p>(6) Provides in-service training for teachers and staff regarding ESE issues.*</p> <p>(7) Serve as a resource to administrators, counselors, and teachers regarding ESE issues.*</p> <p>(8) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(9) Perform othe</p>
Ear, Kimberly	Instructional Coach	<p>(1) Assist with the coordination and conducting of staff development activities.*</p> <p>(2) Assist classroom teachers with developing and/or presenting teaching strategies and instructional units and recommending materials and activities.*</p> <p>(3) Assist with the process of previewing, selecting, and developing materials related to the program and its effectiveness.*</p> <p>(4) Assist with the development, presentation, and implementation of the curriculum instructional activities related to the program. *</p> <p>(5) Provide supportive services to parents, teachers, students, and administration.*</p> <p>(6) Promote community understanding of curriculum goals, objectives, and programs, and encourage community involvement wherever appropriate.*</p> <p>(7) Assist with planning, coordination, and implementation of special projects, programs, and events.*</p> <p>(8) Collect, submit, and maintain accurate financial and/or informational reports or applications as requested.*</p> <p>(9) Keep professional skills and knowledge updated.*</p> <p>(10) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>(11) Perform other incidental tasks consistent with the goals and objectives of this position.</p>

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 SIP development meeting is advertised to all employees, parents, and the SAC committee members in order to include business/community leaders. The process involves a review of all pertinent data and surveys, identification of patterns/needs/barriers, and the development of ideas for addressing areas of focus. A collective document captures the ideas presented along with the associated fiscal impact.

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))

Global monitoring of the SIP will be tasked to the leadership team on a monthly basis. Digital performance data will be reviewed relative to the goals written in the plan and an assessment of the strategies will take place. The outcomes of the review and assessment will drive decisions to make adjustments. Additionally, the instructional staff will revisit the SIP quarterly in grade level planning and will use a similar format to the leadership team to arrive at decisions for classroom level revisions of strategies. Finally, as a whole staff, the SIP will be reviewed formally at mid-year and any associated updates will be shared at the monthly staff meeting.

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	28%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
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)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C

*2022-23 school grades will serve as an informational baseline.	2019-20: B 2018-19: B 2017-18: B
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	23	35	23	26	28	35	0	0	0	170
One or more suspensions	1	4	3	9	10	15	0	0	0	42
Course failure in English Language Arts (ELA)	0	8	9	36	27	0	0	0	0	80
Course failure in Math	0	1	2	7	11	0	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	37	32	0	0	0	0	69
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	22	20	31	35	27	0	0	0	135

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	0	0	0	0	0	0	0	0	

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	5	9	22	3	0	0	0	0	46
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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	23	35	36	44	26	31	0	0	0	195
One or more suspensions	0	2	4	11	8	9	0	0	0	34
Course failure in ELA	0	4	6	13	12	2	0	0	0	37
Course failure in Math	0	2	6	17	10	4	0	0	0	39
Level 1 on statewide ELA assessment	0	0	0	19	24	25	0	0	0	68
Level 1 on statewide Math assessment	0	0	0	17	0	41	28	0	0	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	23	33	52	0	0	0	0	0	110

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	14	19	40	31	29	0	0	0	135

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	2	7	21	0	0	0	0	0	33
Students retained two or more times	0	0	0	2	0	0	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	23	35	36	44	26	31	0	0	0	195
One or more suspensions	0	2	4	11	8	9	0	0	0	34
Course failure in ELA	0	4	6	13	12	2	0	0	0	37
Course failure in Math	0	2	6	17	10	4	0	0	0	39
Level 1 on statewide ELA assessment	0	0	0	19	24	25	0	0	0	68
Level 1 on statewide Math assessment	0	0	0	17	0	41	28	0	0	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	23	33	52	0	0	0	0	0	110

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	14	19	40	31	29	0	0	0	135

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	2	7	21	0	0	0	0	0	33
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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	51	53	48	53	56	47		
ELA Learning Gains				55			45		
ELA Lowest 25th Percentile				49			39		
Math Achievement*	46	55	59	51	52	50	52		
Math Learning Gains				54			42		
Math Lowest 25th Percentile				32			14		
Science Achievement*	44	49	54	54	53	59	43		
Social Studies Achievement*					55	64			
Middle School Acceleration					48	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		60	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)	TSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	179
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	343
Total Components for the Federal Index	7
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	14	Yes	4	3
ELL				
AMI				
ASN				
BLK	15	Yes	1	1
HSP	26	Yes	1	1
MUL	55			
PAC				
WHT	49			

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	41			

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	26	Yes	3	2
ELL				
AMI				
ASN				
BLK				
HSP	48			
MUL	40	Yes	1	
PAC				
WHT	50			
FRL	47			

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			46			44					
SWD	16			13			9				4	
ELL												
AMI												
ASN												
BLK	14			14							3	
HSP	31			38			9				4	
MUL	46			63							2	

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	52			48			51				4	
FRL	42			43			38				4	

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	48	55	49	51	54	32	54					
SWD	17	42	46	13	30	24	13					
ELL												
AMI												
ASN												
BLK												
HSP	45	55		36	45		60					
MUL	33			47								
PAC												
WHT	51	56	53	54	54	31	54					
FRL	46	53	44	49	53	31	52					

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	47	45	39	52	42	14	43					
SWD	21	35	50	11	17	25	29					
ELL												
AMI												
ASN												
BLK	33			47								
HSP	41	43		49	38		30					
MUL	73			55								
PAC												
WHT	47	43	40	52	43	24	46					
FRL	45	43	42	47	37	17	42					

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	57%	57%	0%	54%	3%
04	2023 - Spring	58%	56%	2%	58%	0%
03	2023 - Spring	41%	46%	-5%	50%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	50%	62%	-12%	59%	-9%
04	2023 - Spring	53%	58%	-5%	61%	-8%
05	2023 - Spring	47%	54%	-7%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	49%	-5%	51%	-7%

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.

In 2022 our 3rd grade cohort scored 35% proficient in ELA. In 2023, ELA proficiency of this cohort of students increased to 70%.

In 2022 our 4th grade cohort scored 59% proficient in ELA. In 2023, ELA proficiency of this cohort of students decreased to 58%.

Overall, ELA proficiency in 3-5 grade increased from 48% to 51%.

In 2022, our 3rd grade cohort scored 41% proficient in math. In 2023, math proficiency of this cohort of students increased to 54%.

In 2022, our 4th grade cohort scored 63% proficient in math. In 2023, math proficiency of this cohort of

students decreased to 47%.

Overall, math proficiency in 3-5 grade decreased from 51% to 49%.

Science proficiency decreased from 54% to 44% when comparing 2022 data to 2023 data.

The Students with Disabilities and Multiracial subgroups fall below the federal index.

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

Grade 5 mathematics, the cohort of 2022 4th grade students, showed the most significant decline from the prior year, with a 16 percentage point decrease. Through analysis and reflection, the team identified the following factors that contributed to the decline:

- A lack of fidelity and experience in the implementation of the newly adopted math curriculum was identified.
- Inconsistent interventions were provided in math.
- A lack of targeted small group instruction was noted.

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.

2022-2023 Grade 3 ELA data indicated 41% proficiency. When compared to the state average for 3rd grade ELA of 50%, there is a 9 point gap in performance.

2022-2023 Grade 3 Math data indicated 50% proficiency. When compared to the state average of 59%, there is a 9 point gap.

Both 3rd Grade ELA and Math showed the most notable gap between the school and state averages. The contributing factors we believe led to these outcomes are:

- Inexperienced/alternatively certified novice teachers
- A lack of fidelity in interventions and core instruction

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

The grade 4 ELA, the cohort of 2022 3rd grade students, showed the most notable improvement, with a 35 percentage point increase. The actions we believe impacted these scores were:

- Consistent and targeted small group instruction was implemented.
- Interventions in reading were explicit and consistent.
- SWD received intensive specially designed instruction.

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

Students attending school 90% or more of the time was approximately 81.25%. Regular attendance is critical for mastery of content. Improved student attendance will be a focus for our improvement.

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

Increased ELA and Math proficiency
Increased performance among SWD in ELA and Math
Increased Science proficiency

Area of Focus

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

#1. ESSA Subgroup specifically relating to Students with Disabilities**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.

Students with disabilities in grades 3 through 5 have performed critically low in the areas of math and reading as compared to their nondisabled peers. In the 2023 school year, SWD performance was calculated at 10% proficiency in Math and 15% in ELA as measured by the FAST Cambium assessments. This is the lowest performing group within our school.

Measurable Outcome:

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

41% of SWD in grades 3-5 will score a level 3 or higher as measured by FAST Cambium ELA and Math.

Monitoring:

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

iReady performance data will be reviewed monthly and compared to the performance of SWD on PM1 and PM2 assessments of Cambium.

Person responsible for monitoring outcome:

Alexandria Franz (franza@citruschools.org)

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.)

iReady Personalized Math and Reading Instruction

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

i-Ready Personalized Instruction uses information from the i-Ready Diagnostic to generate an individualized program of online lessons in reading and mathematics. The program helps teachers efficiently targeted instruction to help each student reach their academic potential and monitors how students are progressing in mathematics over time. Decision-making at the student, group, class, school, and district levels is explicitly driven by comprehensive, actionable reports—helping educators assess less and know more.

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 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Professional Development in the targeted use of iReady relative to it's implementation with students with disabilities.

Person Responsible: Kimberly Ear (eark@citruschools.org)

By When: December 2023

#2. ESSA Subgroup specifically relating to Multi-Racial**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.

In the 2022 school year, our population of multiracial students scored a 40% on the federal index.

Measurable Outcome:

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

50% of students identified as multiracial will perform at or above grade level as measured by iReady.

Monitoring:

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

iReady performance data will be reviewed monthly and compared to the performance of students identified as multiracial on PM1 and PM2 assessments of Cambium.

Person responsible for monitoring outcome:

Jennifer Vonderhaar (vonderhaarj@citruschools.org)

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.)

iReady personalized reading and math instruction

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

i-Ready Personalized Instruction uses information from the i-Ready Diagnostic to generate an individualized program of online lessons in reading and mathematics. The program helps teachers efficiently targeted instruction to help each student reach their academic potential and monitors how students are progressing in mathematics over time. Decision-making at the student, group, class, school, and district levels is explicitly driven by comprehensive, actionable reports—helping educators assess less and know more.

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 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Professional Development in the targeted use of iReady relative to it's implementation with minority subgroups.

Person Responsible: Jennifer Vonderhaar (vonderhaarj@citruschools.org)

By When: May 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.

The percentage of students scoring at or above a level 3 in third grade was 41%. This is indicative of a significant reading deficit among our students.

Measurable Outcome:

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

55% of 3rd grade students will score at or above a level 3 as measured by Cambium ELA.

Monitoring:

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

Data from PM1 and PM2 of Cambium ELA will be compared with local data sources to establish areas of need and progress toward goals.

Person responsible for monitoring outcome:

Sharen Lowe (lowes@citruschools.org)

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.)

iReady Tools for Scaffolding and Personalized Instruction for Reading

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Using the iReady Tools for Scaffolding in intervention provides a targeted approach to interventions that is scripted.

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 2 - Moderate 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.

We will implement connected reading intervention blocks to allow for continuity of instruction in Tier II and Tier III.

Person Responsible: Sharen Lowe (lowes@citruschools.org)

By When: May 2024

#4. 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.

Approximately 21% of our instructional teaching units left at the end of the 22-23 school year. Teachers that are joining our team are typically novice teachers that are often coming to us as alternate certification candidates.

Measurable Outcome:

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

85% of the instructional staff will stay with CSE at the end of the 23-24 school year.

Monitoring:

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

Classroom walkthrough data will be reviewed monthly to monitor teacher growth in instructional practice.

Person responsible for monitoring outcome:

Sharen Lowe (lowes@citruschools.org)

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.)

Implementation of district beginning teacher mentor as well as school level mentors who will provide coaching, modeling, and feedback as needed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research has provided evidence that novice teachers in supportive school environments who receive strong induction programs and mentoring support have better retention rates and greater confidence in their teaching ability. (Stanford Research Institute 2008)

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.

Formal classroom walkthroughs will be conducted and feedback provided to the teacher. Novice teachers will be assigned a mentor and will participate in the school-based teacher induction program.

Person Responsible: Sharen Lowe (lowes@citruschools.org)

By When: May 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).

The funds allocated for paraprofessional support and tutoring were compared to the performance of students directly impacted. Small group and individual tutoring outcomes indicated that these allocations were positively impacted student performance. We will continue to support these initiatives and allocate for funding as allowable.

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

Based on our data review, continuing to focus our efforts in building foundational reading skills is an area of focus for Citrus Springs Elementary School.

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

Based on our data review, increasing student proficiency levels and learning gains in ELA has been identified as a critical area of focus for Citrus Springs Elementary School. While our students have shown growth this year according to diagnostic data, ELA continues to be an area in need of growth and focus. According to the data, 40% of our 22-23 third grade cohort scored at or above proficiency. This was a slight improvement from the 21-22 school year, however, significantly below the state average. Schoolwide, the need to continue with an ELA focus in grade 3 is evident.

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

75% of all K-2 students will show proficiency in foundational reading skills as measured by iReady.

Grades 3-5 Measurable Outcomes

51% or more of 3rd grade students will score at or above a level 3 as measured by the standardized ELA assessment.

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.

We will use iReady, FAST Progress Monitoring, and Walkthrough Observation Data

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Lowe, Sharen, lowes@citruschools.org

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?

Daily instruction will be delivered in a structured ELA block, in alignment with the district Literacy Framework, which includes designated times for whole group instruction using rigorous, evidence-based BEST Standards aligned to the Wonders curriculum and differentiated small group instruction.

Reading interventions utilizing evidence-based UFLI and iReady resources to address student deficit areas will be implemented for students showing a need based on iReady, FAST PM1 and PM2 data, and classroom screenings.

McGraw-Hill-Wonders: Promising Evidence (Source-Evidence for ESSA)
 Curriculum Associates-iReady: Promising Evidence (Source-Evidence for ESSA)
 UFLI

Rationale:

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

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

The instructional materials and routines in the selected practice are rooted in the science of reading and have proven to be beneficial in districts throughout the state including demographically comparable districts. The use of a structured ELA framework and rigorous, evidence based instructional materials will help to increase student performance.

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
We will strengthen the impact of the Literacy Leadership Team by increasing the frequency of meeting to twice monthly. We will partner with the Regional Literacy Director to implement effective practices of the literacy leadership team. The team will include teachers, the literacy coach, the Speech and Language pathologist, the media specialist, administration, and ESE staff.	Ear, Kimberly, eark@citruschools.org
Our literacy coach will conduct literacy based professional learning sessions monthly based on the science of reading. The coach will also serve as a model and a nonevaluative support to ELA teachers.	Lowe, Sharen, lowes@citruschools.org
Teachers will participate in quarterly data analysis, planning, and professional learning sessions led by the literacy coach. The focus will be on students in danger of not being on track for grade level proficiency and data from FAST and iReady will be used to monitor.	Lowe, Sharen, lowes@citruschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP is shared with the staff in detail as a part of the goal setting for the school year. It is revisited as a school quarterly to monitor progress. The SIP is also shared at one of the first School Advisory Council meetings which includes families, community stakeholders, school staff, and is open to the public. The plan is posted to our school website: cse.citruschools.org and is also emailed out to stakeholders through our School Messenger system.

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))

We plan multiple family events throughout the year where we encourage our students and their families to come and actively participate in an academically rich activity that is engaging for participants and offers takeaways that help families support student achievement at home. One event is specifically focuses on literacy and the other on STEM. The PFEP is shared with the staff in detail as a part of the goal setting for the school year. The PFEP is also shared at one of the first School Advisory Council meetings which includes families, community stakeholders, school staff, and is open to the public. The plan is posted to our school website: cse.citruschools.org and is also emailed out to stakeholders through our School Messenger system.

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)

By developing a culture of professional learning, we intend to cultivate educators who are deeply versed in the BEST standards and are experts of their content. We have a detailed professional learning calendar for the year and follow our learning sessions with sharing sessions to demonstrate proficiency and implementation.

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))

N/A

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))

N/A

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).

N/A

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))

N/A

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))

N/A