Johnnie M Parris Colonial Drive Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Johnnie M Parris Colonial Drive Elementary School

10755 SW 160TH ST, Miami, FL 33157

http://cdes.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

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.

Our mission at Johnnie M. Parris Colonial Drive Elementary is to develop each child's academic potential, social and cultural awareness, sense of self-worth and physical abilities in a positive, supportive environment which promotes lifelong learning and good citizenship.

Provide the school's vision statement.

Our vision at Johnnie M. Parris Colonial Drive Elementary School is to ensure that every student will rise above his or her own expectations of personal, social, and emotional growth and achievement to be competitive in a global society.

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
Pierre-Louis, Andy	Principal	The role of the principal multifaceted role in spearheading the School Improvement Plan, from its inception to ongoing evaluation and adaptation. Their leadership, vision, and ability to engage the school community are essential in achieving the desired improvements in student learning and school performance.
Zarraluqui, Beatriz	Assistant Principal	The role of Assistant principal is pivotal in helping the school achieve its improvement goals by working closely with principal and the school community, contribute to creating a supportive and effective learning environment, modeling leadership, providing professional development, communication, and data analysis.
Jackson, Artentry	Instructional Coach	The role of the instructional coach is to provide support and guidance to teachers and staff in their efforts to enhance instructional practices, provide professional development, goal alignment, model and demonstration, individualized support collaboration and progress monitoring.
Gregory, Joan	Teacher, K-12	The teachers job and responsibilities is to achieve the desired learning outcomes as stated in the SIP by assessment reporting, advocacy, parent and community engagement, collaboration with colleagues, progress monitoring, differentiated instruction and student engagement.
Cannon, Angela	Teacher, K-12	The teachers job and responsibilities is to achieve the desired learning outcomes as stated in the SIP by assessment reporting, advocacy, parent and community engagement, collaboration with colleagues, progress monitoring, differentiated instruction and student engagement.
Jarrett, Dana	School Counselor	The school counselor's role involves data collection and analysis to identify student needs, developing and implementing programs to address those needs, and collaborating with educators, parents, and the community to improve student well-being and academic success. Provide individualized support to at-risk students, monitor progress towards goals, and advocate for resources and services.

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 process for involving stakeholders typically includes several steps. Stakeholders such as the leadership team, teachers and staff, parents, students, and community members, are identified. Once identified, an outreach and communication strategy is implemented using a variety of communication platforms, which involve meetings, emails, surveys, or online platforms to gather input and feedback

from all stakeholders. The feedback received is then analyzed to identify common themes, concerns, and priorities for the school. This is used to revise the SIP goals, objectives, and strategies. The SIP is then reviewed and validated by the stakeholders during monthly EESAC meeting to ensuring that their input is accurately reflected. Finally, implementing ongoing progress monitoring using multiple data is essential. Regularly tracking progress, evaluating outcomes, and communicating progress to stakeholders help ensure the effectiveness and success of the SIP.

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 will monitor the SIP by collecting data from progress monitoring, topic assessments, iReady diagnostics, and FAST data. We will analyze the data and assess student progress with an emphasis on L25 and ELL subgroup. The SIP committee will seek feedback from teachers through data chats, and adjust instructional strategies as necessary. The SIP will be revised to ensure continuous improvement.

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 KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 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	1	7	7	9	7	6	0	0	0	37
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in English Language Arts (ELA)	0	2	5	5	3	0	0	0	0	15
Course failure in Math	0	3	6	3	2	1	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	4	9	17	0	0	0	30
Level 1 on statewide Math assessment	0	0	0	1	6	15	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	13	13	11	14	24	0	0	0	76

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	1	3	5	4	7	13	0	0	0	33

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	4	9	5	12	4	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	3	1	1	2	0	0	0	9
Course failure in Math	0	2	3	0	5	1	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	4	7	1	0	0	0	12
Level 1 on statewide Math assessment	0	0	0	4	7	1	0	0	0	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	4	10	31	0	0	0	0	0	48
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	2	3	1	7	4	0	0	0	21

The number of students identified retained:

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

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	10	4	9	5	12	4	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	3	1	1	2	0	0	0	9
Course failure in Math	0	2	3	0	5	1	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	4	7	1	0	0	0	12
Level 1 on statewide Math assessment	0	0	0	4	7	1	0	0	0	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	4	10	31	0	0	0	0	0	48
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	2	3	1	7	4	0	0	0	21

The number of students identified retained:

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

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*	50	60	53	54	62	56	41		
ELA Learning Gains							49		
ELA Lowest 25th Percentile							42		
Math Achievement*	60	66	59	53	58	50	41		
Math Learning Gains				74			38		
Math Lowest 25th Percentile				82			9		
Science Achievement*	33	58	54	66	64	59	40		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	58	63	59	62			46		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	260
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL	66			
AMI				
ASN				
BLK	38	Yes	1	
HSP	60			
MUL				
PAC				

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%
WHT				
FRL	47			

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	55			
ELL	67			
AMI				
ASN				
BLK	60			
HSP	67			
MUL				
PAC				
WHT				
FRL	66			

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	50			60			33					58
SWD	37			49			10				5	33
ELL	67			76			42				5	58
AMI												
ASN												
BLK	37			48			21				4	
HSP	58			68			47				5	58

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
MUL												
PAC												
WHT												
FRL	44			58			33				5	56

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			53	74	82	66					62
SWD	58			45	67							50
ELL	53			66	76		77					62
AMI												
ASN												
BLK	47			40	75	83	57					
HSP	59			63	75		75					61
MUL												
PAC												
WHT												
FRL	54			53	73	86	68					62

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	41	49	42	41	38	9	40					46
SWD	19	55		19	8		9					29
ELL	54	63		55	41		65					46
AMI												
ASN												
BLK	31	43		29	28		20					
HSP	54	58		54	45		65					44
MUL												
PAC												
WHT												

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
FRL	41	51		41	38		40					49

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	39%	56%	-17%	54%	-15%
04	2023 - Spring	42%	58%	-16%	58%	-16%
03	2023 - Spring	50%	52%	-2%	50%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	70%	63%	7%	59%	11%
04	2023 - Spring	54%	64%	-10%	61%	-7%
05	2023 - Spring	48%	58%	-10%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	50%	-18%	51%	-19%

III. Planning for Improvement

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

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

According to the 2023 F.A.S.T data findings, our 5th Grade ELA results significantly decreased from FSA results of 61% proficiency to FAST results of 38% proficiency. Some of the contributing factors that led to last year's low performance were student readiness levels that limited the ability for them to master on grade level tasks, including but not limited to vocabulary, phonetic awareness and comprehension.

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

Our Science proficiency on the 2023 NGSS decreased from 66% to 39%. Some of the contributing factors that led to this decline was the limited number of labs/hands-on experiences coupled with limited domain-specific vocabulary usage.

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 greatest gap in proficiency on the 2023 F.A.S.T ELA Assessment when compared to the state was 5th Grade ELA. ELA school proficiency reflected 38% in comparison to the state average of 55%. This reflected a 17% difference. Some of the contributing factors that lead to last year's low performance were students' readiness level which limited the ability to master on grade level tasks, including but not limited to vocabulary, phonetic awareness, comprehension, the implementation of too many newly learned strategies that were not being effectively monitored in order to make appropriate adjustments.

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

The data component that showed most improvement was mathematics. When comparing the 2022 FSA math results to the 2023 F.A.S.T. results there was an increase of 12 percentage points. Some of the contributing factors included the consistent implementation and monitoring of Reflex Math, IXL, iReady Math, and topic assessments. Additionally, differentiated instruction was implemented with fidelity.

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

Reflecting on the EWS from Part I, "substantial reading deficiencies" is an area of concern. This is of concern as 29% of the students are reflective of this category. Attendance is another area of concern. 14% of the students enrolled are below 90% in attendance. If students are absent from school, research indicates that there are learning losses.

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

The school's highest priority for the 2023-2024 school year will focus on 5th grade Reading and Science. Based on the 2023 F.A.S.T. Reading data, our school decreased in proficiency from 61% on the 2022 F.S.A. results to 38% proficiency. This reflected a 23% decline. Based on the 2023 NGSS Science data, our school decreased in proficiency from 66% to 39%. This reflected a 27% decline.

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 English Language Learners

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.

Selecting ESOL students who scored 44% below the proficiency level for targeted intervention is driven by the need to address significant learning gaps. This group exhibits a substantial deficit in language and literacy skills, which could hinder their overall academic progress. By focusing on students who scored significantly below the benchmark, the intervention can provide tailored support to bridge these gaps effectively. Addressing these foundational skills early enhances their ability to engage with the curriculum, fosters confidence, and increases the likelihood of future academic success

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

The school's objective is to raise the reading proficiency of ESOL students who scored 44% below grade level to within 5% of the grade-level average by the end of the academic year 2023-2024. This measurable goal will be determined through pre- and post-assessments, enabling a data-driven assessment of the effectiveness of targeted interventions in narrowing the learning gap and improving the students' reading skills

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

Progress in this Area of focus will be monitored through bi-weekly assessments measuring reading comprehension, fluency, and vocabulary growth. Data analysis will track improvements, enabling timely adjustments to interventions and ensuring the desired outcome of narrowing the learning gap and enhancing reading skills.

Person responsible for monitoring outcome:

Artentry Jackson (akjackson@dadeschools.net)

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

The evidence-based intervention is "Small-Group Guided Reading". Students with similar reading levels are grouped for personalized instruction. Teachers emphasize comprehension, fluency, and vocabulary. This approach enhances skills through interactive discussions and individual attention.

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

"Small-Group Guided Reading" is chosen for its evidence-backed effectiveness. Grouping by proficiency enables targeted instruction and efficient support, focusing on comprehension and fluency. Personalized attention and peer interaction enhance learning. This approach aligns with research and caters to diverse needs, making it a strong strategy for improving reading skills.

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.

Teachers will assess students' reading levels continuously for effective grouping in "Small-Group Guided Reading."

Person Responsible: Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

By When: 8/14-9/29

Teachers will regularly analyze student progress data and adjust instructional strategies as needed within the "Small-Group Guided Reading" framework. The reading coach will oversee this data analysis and adaptation process, ensuring that the strategy remains effective in addressing the area of focus

Person Responsible: Artentry Jackson (akjackson@dadeschools.net)

By When: 8/14-9/29

School administration will provide third through fifth grade teachers with a copy of the Florida's B.E.S.T. Standards English Language Arts Benchmark Planning Cards. As a result, teachers will attend collaborative planning meetings better prepared to collaborate and share best practices.

Person Responsible: Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

By When: 8/14-9/29

#2. 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.

ELA grades 3-5 proficiency was 43% on the statewide F.A.S.T which was 8% less than the district. ELA grade K had a median score of 40 on the STAR assessment compared to the District's 52%. First Grade had a median score of 18% when compared to the District's 50%. Both Kindergarten and First Grade had a median score more than 10 points below the district's median score on the PM3 STAR assessment.

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

ELA proficiency scores in grades 3-5 will improve by 3% on PM3 of the FAST. STAR assessment scores for grades K-1 will also improve by 3 points as measured on PM3 of the STAR assessment. This measurable goal will be determined through pre- and post-assessments, enabling a data-driven assessment of the effectiveness of targeted interventions in narrowing the learning gap and improving the students' reading skills

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

ELA proficiency will be monitored by quarterly data chats with teachers and students after both PM1 and PM2 FAST assessments. We will also conduct ongoing progress monitoring of student performance via performance matters to ensure desired outcome.

Person responsible for monitoring outcome:

Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

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

Differentiated instruction with all students scoring on, below, or above grade level. ESOL students will be immersed in language-rich settings, using explicit instruction, cooperative learning, and gradual independence using the "Structured English Immersion" (SEI) model.

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

Differentiated instruction is a research based strategy to meet student needs at all levels. This strategy helps the teacher target student weaknesses as well build their strengths. The "Structured English Immersion" (SEI) strategy is chosen due to its proven effectiveness. It immerses students in language-rich environments, explicitly teaching language skills and integrating academic content. Cooperative learning and gradual independence foster engagement and confidence, assessments ensure progress.

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.

Teachers will plan weekly for differentiated instruction with the help of the reading coach. Teachers will determine proper grouping and rotation schedules to deliver differentiated instruction weekly.

Person Responsible: Artentry Jackson (akjackson@dadeschools.net)

By When: 8/14-9/29

Teachers will share best practices, strategies, and resources with their peers during planning and faculty meetings.

Person Responsible: Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

By When: 8/14-9/29

Provide opportunities for teachers to attend professional development workshops and training sessions to enhance their teaching skills.

Person Responsible: Artentry Jackson (akjackson@dadeschools.net)

By When: 8/14-9/29

#3. 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.

In order to maintain a positive school culture the school identified 73 students with significant reading deficiencies in the 2022-2023 school year. This is a direct reflection of 37% of students showing 10 or more absences.

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

With the implementation of attendance initiatives and interventions we expect to see a decrease of 3 percentage points of students with 10 or more absences by the end of the 2023-2024 school year.

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

Homeroom teachers will monitor daily attendance and report students to the attendance committee that have accumulated excessive tardies and/or absences. Student absences will be monitored on a weekly basis and action steps to prevent excessive absences will be implemented to include student case management documentation.

Person responsible for monitoring outcome:

Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

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

The evidence-based intervention selected to be implemented for this area of focus is Attendance Initiatives. Student absences will be closely monitored. When students are absent, parents will be called. Upon accumulating 5 absences, additional measures will be taken, including meetings, home visits, counseling, and referrals to outside agencies. There will also be incentives for students with perfect attendance.

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

The rationale for selecting this specific strategy is to create and maintain open communication with families, stressing the importance of attendance, and providing support as needed to ensure students are present in school. As a results of these interventions, student attendance should increase.

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.

The Attendance Review Committee (ARC), will develop and implement an action plan for monitoring student attendance. This action plan will include a protocol for immediate intervention when absences begin to increase.

Person Responsible: Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

By When: 8/14-9/29

A school-wide campaign emphasizing the important of attendance will be implemented. The campaign will be titled "Present for Paw Bucks". The campaign is intended to celebrate student attendance.

Person Responsible: Dana Jarrett (djarrett@dadeschools.net)

By When: 8/14-9/29

The members of the ARC will begin early interventions for students with numerous tardies and absences. The parents/legal guardians of students with an increasing number of absences and tardies will be contacted and provided assistance as needed.

Person Responsible: Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

By When: 8/14-9/29

#4. Instructional Practice specifically relating to Science

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.

Based on the data reviewed, our school will focus on Science. Based on the 2022-2023 Science end of year assessment, students in grade five demonstrated 33% proficiency as compared to the previous year which was 55% proficiency. This is reflective of a 22% decrease.

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

With the implementation of the instructional practice specifically related to science instruction, we anticipate an increase of 10 percentage points in the Science end of year assessment.

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

All grade level teachers will engage in planning and collaboration in order to tailor science instruction to the individual needs of the students within each grade level.

Person responsible for monitoring outcome:

Artentry Jackson (akjackson@dadeschools.net)

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

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating learning gains and proficiency as it is a systematic approach of instruction to meet the students' needs. Data-driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations.

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

Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Professional Development: Provide ongoing professional development for teachers to enhance their science teaching skills and knowledge.

Person Responsible: Angela Cannon (acamar@dadeschools.net)

By When: 8/14-9/29

Identify opportunities to integrate science with other subjects, such as math and literacy, to create cross-disciplinary learning experiences.

Person Responsible: Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

By When: 8/14-9/29

Conduct regular meetings with 5th grade teachers to review progress and assess whether the strategies are achieving the desired outcomes.

Person Responsible: Beatriz Zarraluqui (bmzarraluqui@dadeschools.net)

By When: 8/14-9/29

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

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Given that 60% of our first grade students scored below the 40th percentile as evidenced from the state assessment, there will be an emphasis on classroom interventions that encompass phonemic awareness, sight words, phonics, fluency, and vocabulary development.

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

In reviewing the fifth grade FAST data, it was evident that 65 percent of the students in 5th grade scored below a level 3 in Reading. This was due to gaps in foundational skills, insufficient instructional strategies and a lack of student engagement. The development of the school's intervention program was not sufficient to address these needs due to insufficient teacher training. Using I-Ready data and biweekly assessments provided valuable information regarding the lack of student performance. These

assessments assisted in identifying trends, areas of struggle and learning gaps. By analyzing the data alongside the FAST scores the realignment of resources will be revisited.

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

By the end of the school year, the school's measurable outcome is for students to achieve 50 percent or higher in reading proficiency. This will be monitored through biweekly assessments, progress monitoring, using I-Ready and informal/teacher-made tests aligned to the Best Standards.

Grades 3-5 Measurable Outcomes

By the end of the year, the school goal is to have a minimum of 50 percent of the students in grades 3-5 will score at least a level 3 on the FAST assessment. This will be accomplished through results from standard-based tests provided by the state adopted reading materials, providing differentiated instruction with rigor and fidelity, and ongoing data chats to adjust instructional practices and student learning. Additionally, biweekly assessments will be reviewed and used as re-teaching tools in small group instruction. Common planning with teachers will be focused on enrichment, on-level activities, and students in need of intensive remediation. PM1 will set the baseline for all students, which will allow teachers to form appropriate learning groups used in differentiated instruction. Ongoing progress monitoring will be provided through I-Ready data and PM2 results.

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.

Students who are struggling in reading and scored below 50 percent on the state assessment will be monitored by the school's Academic Recovery Coach using reading fluency tests, comprehension assessments, and vocabulary tests. Teacher observations will also be a critical component while providing one-to-one short reading comprehension and vocabulary assessments. During common planning, the leadership team will collaborate with teachers to provide feedback and next steps.

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

Jackson, Artentry, akjackson@dadeschools.net

Evidence-based Practices/Programs

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

With the implementation of the instructional B.E.S.T practices specifically related to Reading that align to districts K-12 Comprehensive Evidence Based Reading plan 50 percent of students in grade Kindergarten through fifth grade will be proficient in Reading

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 practices and programs for K-5 reading and language arts are chosen based on evidence of their effectiveness and aim to foster proficiency in reading and literacy skills through the data. Research, and alignment with the B.E.S.T Curriculum and standards ensures practices are tailored to students' development and diverse needs, promoting engagement and long-term impact.

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
The school will design and deliver comprehensive professional development sessions for teachers to ensure successful implementation of selected practices and programs. These professional development opportunities will cover effective instructional strategies, differentiation techniques, utilization of assessment such as iReady, bi-weekly assessments and progress monitoring data. By equipping teachers with the necessary skills and knowledge, they will be better prepared to engage students, tailor instruction, and monitor progress effectively. This step will foster a supportive environment for both teachers and students, leading to improved literacy outcomes in K-5 Reading and Language Arts.	Jackson, Artentry, akjackson@dadeschools.net
The school will develop a long-term plan for sustaining the practices and programs beyond the initial implementation phase. Creating a long-term sustainability plan involves creating a cohesive strategy to uphold the effectiveness of practices and programs beyond the initial phase. By engaging all stakeholders, defining clear objectives, and allocating consistent resources, we will be able to have greater confidence in ongoing success. Regular professional development, data analysis, and program evaluations facilitates continuous improvement. Flexibility, transparent communication with teachers and students, and distributed leadership will enhance the adaptability of our practices. With an eye on the long-term educational vision, this plan will promote excellence in order to meet the dynamic needs of K-5 reading and language arts.	Jackson, Artentry, akjackson@dadeschools.net
Implementing strategies such as guided reading and literacy centers involves tailoring instruction to individual student reading levels. In guided reading, students will be grouped based on their proficiency levels as provided by multiple data sources, allowing teachers to provide targeted support and engage in discussions that match student abilities. Meanwhile, literacy centers will offer a range of activities catering to various learning styles, enabling students to work at their own pace and skill level. This approach will foster a personalized learning approach, addressing diverse needs and promoting skill development in a way that students understand at their current reading capabilities.	Zarraluqui, Beatriz, bmzarraluqui@dadeschools.net
Student progress will be monitored using ongoing assessments, such as iReady, bi-weekly assessments and progress monitoring data.	Zarraluqui, Beatriz, bmzarraluqui@dadeschools.net

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.

To effectively disseminate the School Improvement Plan (SIP), the school will utilize various communication channels such as the school website (https://api.dadeschools.net/schoolwebsite/#!/?schoolId=0861), email newsletters, and in-person workshops to distribute the materials. Materials will be provided in a variety of languages to ensure that all stakeholders receive and understand the information shared. Printed copies will be given to students to take, and digital copies will be shared with families via email or posted on the school's website. Ongoing updates will be communicated to stakeholders which will allow for opportunities to receive feedback and input to ensure their involvement in the improvement process.

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))

The school aims to build positive relationships with parents, families, and other community stakeholders by implementing several strategies. Regular communication channels will be established, such as updated website (https://api.dadeschools.net/schoolwebsite/#!/?schoolId=0861) newsletters, emails, and parent- conferences, to keep parents informed of their child's progress. Parent engagement programs and workshops will be organized to provide resources and support for parents in understanding and supporting their children's education in various languages. The school will foster a welcoming and inclusive environment by hosting community events, involving local businesses and organizations. Collaboration will be encouraged to address the needs of students by actively engaging with parents, families, and community stakeholders. The school aims to fulfill its mission of providing a supportive learning community for all students.

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))

In order to strengthen the academic program at the school and enhance the learning experience for students, the following strategies and initiatives are being implemented: The school is utilizing data to identify areas of improvement and areas of strength in the academic program. This data-driven approach allows educators to tailor interventions and enhancements based on real-time insights. The school is committed to ongoing professional development for teachers to enhance their instructional techniques and strategies. This includes training on differentiated instruction, assessment methods, deliberate practice, and utilizing technology effectively in the classroom.

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))

The SIP is being developed in a strategic manner in order to align and support the Title I program. The SIP includes areas of focus to narrow the achievement gap and obtain proficiency, improve academic performance, and enhance educational opportunities for economically disadvantaged students. By addressing the specific needs of these students, the SIP ensures that Title I funds are utilized in a targeted and purposeful manner.

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))

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 through comprehensive approaches. School counselors provide individual and group counseling to address students' social-emotional well-being. School based mental health services are offered to students who require additional support, including access to psychologists or therapists.

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).

To implement an effective schoolwide tiered model for preventing and addressing problem behavior, collaboration and planning are key. The leadership team consisting of administrators, teachers, and support staff to oversee the process. Conducting a needs assessment will help identify areas for improvement and guide development of a comprehensive plan that includes evidence-based interventions. Staff will receive training on the tiered model and interventions, and data collection systems will be established to monitor progress. Creating a positive school and involving families in the process are also important. The school will conduct regular monitoring and evaluation to make necessary adjustments continuous improvement.

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))

Professional learning opportunities and activities are designed to enhance instruction and the effective use of data from academic assessments. Teachers engage in regular professional development sessions focused on instructional strategies, data analysis, and assessment literacy. Sessions provide training on how to interpret and utilize assessment data to inform instruction, differentiate teaching approaches, and target individual student needs. Additionally, efforts are made to recruit and retain effective teachers particularly in high need subjects, through targeted recruitment strategies, mentoring programs, and professional growth opportunities.

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))

The school employs strategies such as collaboration between preschool and elementary staff, orientation visits, individualized transition plans, family engagement, and a supportive environment to assist preschool children in transitioning to local elementary programs. These strategies help create a smooth and welcoming transition process for the children, ensuring they supported and prepared for elementary school.

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: ESSA Subgroup: English Language Learners	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	$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