

Miami-Dade County Public Schools

Jesse J. Mccrary, Jr. Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Jesse J. Mccrary, Jr. Elementary School

514 NW 77TH ST, Miami, FL 33150

<http://littleriver.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.

The mission of Jesse J. McCrary, Jr. Elementary School is to create and develop each child's academic potential to the fullest, while simultaneously instilling a sense of self-worth in a positive, supportive environment which promotes lifelong learning and good citizenship in our diverse society. Our goal is to give our students the tools and inspiration necessary to become outstanding and active participants in our society.

Provide the school's vision statement.

The vision of Jesse J. McCrary, Jr. Elementary School is to provide authentic learning experiences that will enable and empower students to become lifelong learners and productive citizens.

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
Boynton, Terracish	Principal	Mr. Terracish Boynton serves as the School Principal, he provides leadership in developing, implementing and supporting school wide efforts. Her leadership encourages positive school culture while addressing students' academic and social-emotional needs.
Christian, Carla	Reading Coach	Ms. Carla Christian serves as grades 3-5 Reading Instructional leader, she supports teachers during collaborative planning with effective evidence-based strategies to improve students learning outcomes. She assists teachers with classroom organization, material, and learning activities that support learning targets and objectives.
Wasserman, Marie	Reading Coach	Dr. Marie Wasserman serves as grades K-2 Reading Instructional leader, she supports teachers during collaborative planning with effective evidence-based strategies to improve students learning outcomes. She assists teachers with classroom organization, material, and learning activities that support learning targets and objectives.
Robillard, Bony	Math Coach	Mr. Bony Robillard serves as the Mathematics Instructional leader, he supports teachers during collaborative planning with effective evidence-based strategies to improve students learning outcomes. He assists teachers with classroom organization, material, and learning activities that support learning targets and objectives.
Cepeda, Elda	Curriculum Resource Teacher	Ms. Elda Cepeda serves as the ESOL Lead Teacher, she supports teachers during collaborative planning with effective evidence-based strategies to improve students learning outcomes. She assists teachers with ESOL strategies, ESOL resources, classroom organization, material, and learning activities that support learning targets and objectives.
Augustin, Ivanovna	Assistant Principal	Ms. Ivanovna Augustin serves as the Assistant Principal, under the direction of the principal she plans and coordinates the school's decision-making processes to enhance student learning outcomes.

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.

Stakeholder involvement in the development of a school improvement plan includes engaging various groups such as teachers, students, parents, administrators, and community members. They will contribute input, ideas, and feedback to create a comprehensive plan. This collaborative process ensures that the plan addresses the diverse needs and goals of the school community, leading to more

effective strategies and a sense of ownership among stakeholders. The SIP process will be reviewed and discussed during EESAC meeting to allow feedback and input from stakeholders.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school improvement plan will be regularly monitored by the school leadership team through scheduled progress reviews, data analysis, and feedback sessions. The school leadership team will track the implementation of strategies, assess whether goals are being met, and make adjustments as needed to ensure continuous improvement. This process involves collaboration among team members, utilizing performance metrics, and maintaining open communication with staff and stakeholders.

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	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 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	0	23	6	39	17	11	0	0	0	96
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	6	1	37	6	1	0	0	0	51
Course failure in Math	0	3	0	9	2	0	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	28	14	17	0	0	0	59
Level 1 on statewide Math assessment	0	0	0	24	14	17	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	3	78	8	21	0	0	0	116

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	8	1	42	15	15	0	0	0	81

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	10	1	30	1	0	0	0	0	42
Students retained two or more times	0	0	0	4	5	1	0	0	0	10

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	0	23	6	39	17	11	0	0	0	96
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	1	37	6	1	0	0	0	51
Course failure in Math	0	3	0	9	2	0	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	28	14	17	0	0	0	59
Level 1 on statewide Math assessment	0	0	0	24	14	17	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	3	78	8	21	0	0	0	116

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	1	42	15	15	0	0	0	81

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	10	1	30	1	0	0	0	0	42
Students retained two or more times	0	0	0	4	5	1	0	0	0	10

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	0	23	6	39	17	11	0	0	0	96
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	6	1	37	6	1	0	0	0	51
Course failure in Math	0	3	0	9	2	0	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	28	14	17	0	0	0	59
Level 1 on statewide Math assessment	0	0	0	24	14	17	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	3	78	8	21	0	0	0	116

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	1	42	15	15	0	0	0	81

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	10	1	30	1	0	0	0	0	42
Students retained two or more times	0	0	0	4	5	1	0	0	0	10

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*	26	60	53	31	62	56	33		
ELA Learning Gains				46			36		
ELA Lowest 25th Percentile				57			25		
Math Achievement*	38	66	59	34	58	50	33		
Math Learning Gains				55			31		
Math Lowest 25th Percentile				59			35		
Science Achievement*	15	58	54	20	64	59	23		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	58	63	59	41			53		

** 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)	ATSI
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	162
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
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	8
Percent Tested	98
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	6	Yes	2	2
ELL	38	Yes	1	
AMI				
ASN				
BLK	31	Yes	1	1
HSP	39	Yes	2	
MUL				
PAC				
WHT				
FRL	30	Yes	1	1

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	23	Yes	1	1
ELL	43			
AMI				
ASN				
BLK	42			
HSP	40	Yes	1	
MUL				
PAC				
WHT				
FRL	43			

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	26			38			15					58
SWD	0			11							2	
ELL	34			42			27				5	58
AMI												
ASN												
BLK	25			35			15				5	52
HSP	29			47							4	63
MUL												
PAC												
WHT												
FRL	25			38			12				5	52

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	31	46	57	34	55	59	20					41
SWD	6			12	50							
ELL	31	44	53	34	60	58	20					41
AMI												
ASN												
BLK	30	47	60	36	55	62	17					31
HSP	34	38		30	58		29					49
MUL												
PAC												
WHT												
FRL	31	46	57	34	55	59	20					41

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	33	36	25	33	31	35	23					53
SWD	11	0		21	20							
ELL	40	41		36	41		27					53
AMI												
ASN												
BLK	30	31	21	28	29	31	21					50
HSP	53	58		58	42							56
MUL												
PAC												
WHT												
FRL	33	36	27	33	31	38	23					53

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	23%	56%	-33%	54%	-31%
04	2023 - Spring	30%	58%	-28%	58%	-28%
03	2023 - Spring	19%	52%	-33%	50%	-31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	33%	63%	-30%	59%	-26%
04	2023 - Spring	46%	64%	-18%	61%	-15%
05	2023 - Spring	25%	58%	-33%	55%	-30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	15%	50%	-35%	51%	-36%

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.

Based on the Statewide Science Assessment 5th grade science scores, 17% proficiency our students, have demonstrated the lowest performance, largely attributed to inadequate vocabulary and reading comprehension skills among students. The trends were observed throughout the year based on topic assessment data. This correlation highlights the importance of fostering strong reading abilities to enhance science education outcomes.

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

The overall 2022-2023 F.A.S.T. PM3 ELA assessment compared to the 2021-2022 FSA ELA assessment experienced a notable decline of 3% primarily due to low vocabulary skills, and reading comprehension skills. and an increased number of English for Speakers of Other Languages (ESOL) students entering grades 3-5. The trends were observed throughout the year based on Bi-weekly Assessment data and iReady data. This combination of factors contributed to the observed decrease in performance.

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 3rd Grade F.A.S.T. ELA scores indicate a notable performance gap compared to the state average. 63% of the students scored a level 1 versus the State data showed 27% of the students scored a level 1 in ELA. This gap can be attributed to challenges stemming from low vocabulary skills, reading comprehension skills, and an influx of level 1 and 2 ESOL (English for Speakers of Other Languages) students entering the 3rd grade. The trends were observed throughout the year based on Bi-weekly Assessment Data and iReady data. These factors can impact overall achievement levels and highlight the need for targeted support in reading comprehension, vocabulary skills, and English language proficiency for these students.

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

The overall 2022-2023 Math F.A.S.T. PM3 assessment revealed 41% proficiency compared to the 2021-2022 FSA Math assessment indicating 37% student proficiency. Several key actions contributed to an increase in math scores, including effective explicit instruction, targeted interventions, a strong foundation in fundamental concepts, regular practice and problem-solving, individualized attention, differentiated instruction, collaborative planning, and the use of manipulatives.

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

Student attendance is a significant area of concern as it directly impacts learning outcomes and overall academic success. Low attendance can hinder student engagement, participation, and understanding of the curriculum, making it a critical issue. 47% (169) of our students had 15 or more absences.

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

1. Student Attendance
2. ELA whole group instruction and DI
3. Science whole group instruction, building teacher compacity, hands-on lesson
4. ELL Support
5. Math instruction planning, whole group, and DI.
6. Intervention

Area of Focus

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

#1. Instructional Practice specifically relating to Differentiation**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.

According to the data point from 2022-2023 FAST PM3 ELA assessment 21% of 3rd grade students were proficient in ELA compared to the state average of 50% and district level of 51%. Some contributing factors of this data are a high number of level 1 and 2 ESOL students, a large population of retained students scoring below grade level, and an overall lack of mastery of prerequisite skills for improvement with grade-level content. Based on the and the identified contributed factors we will implement differentiated Instruction.

Measurable Outcome:

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

With the implementation of small group the Progress Monitoring Assessment class proficiency will increase by 5% by September 29.

Monitoring:

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

Online Bi-Weekly Assessment Data trackers will be created and monitored to track the progress of all students. Data analysis will be conducted during leadership team meetings and collaborative planning to track data, align resources, share best practices, and make instructional adjustments on an as-needed basis. Extended learning opportunities or enrichment will be provided to targeted students based on assessment data

Person responsible for monitoring outcome:

Terracish Boynton (tboynton@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.)

In the primary grades, core classroom instruction needs to incorporate what we know about effective early reading instruction for all students, including explicit and systematic attention to foundational reading skills (i.e., phonological awareness, phonics, and fluency). Effective core (or Tier 1) instruction is important for reducing the number of students who are identified for supplemental instructional opportunities (or Tier 2 interventions), and to ensure that this supplemental instruction is prioritized for those students who continue to struggle after having received appropriate opportunities to learn language and literacy skills. In this recommendation, the panel suggests ways to provide high-quality instructional interventions in literacy and language to small groups of students who are struggling in these areas. This instruction, provided on a daily basis, should be teacher-directed, with ample scaffolds to make learning easier and plenty of opportunities to practice what is being learned.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the 2022-2023 FAST PM3 data, 21% of 3rd-grade students were proficient in ELA compared to the state average of 50% and district level of 51%. Some contributing factors of this data are a high number of level 1 and 2 ESOL students, a large population of retained students scoring below grade level, and an overall lack of mastery of prerequisite skills for improvement with grade-level content. As such, we will implement the Targeted Element of differentiated instruction. Through the use of close reading strategies, we will enhance comprehension by encouraging readers to engage deeply with the text, dissecting its nuances, and uncovering subtle meanings which will lead to an increase in student overall proficiency and learning gains.

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 and instructional coach will analyze data (Bi-weekly assessments, FAST PMs). As a result the teachers and coaches will identify students working below grade level to effectively plan for small group instruction.

Person Responsible: Terracish Boynton (tboynton@dadeschools.net)

By When: August 14, 2023 - December 22, 2023

Identify resources that will meet those students at their learning level. As a result, teachers will provide small-group instruction to students using tier resources.

Person Responsible: Carla Christian (cchristian@dadeschools.net)

By When: August 14, 2023 - December 22, 2023

Teachers will develop lesson plans that will address student needs. As a result, teachers will ensure students are properly grouped, and select aligned resources and lesson plans that reflect small-group instruction.

Person Responsible: Carla Christian (cchristian@dadeschools.net)

By When: August 25, 2023 -- December 22, 2023

Leadership team will monitor student progress As a result the leadership team will make instructional changes as needed based on student data.

Person Responsible: Ivanovna Augustin (222792@dadeschools.net)

By When: September 28, 2023 - - December 22, 2023

#2. 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.

According to the 2022-2023 attendance report, 47% of students had 15 or more absences. Contributing factors include student disinterest in school and a lack of parent involvement and understanding of the correlation between student attendance and academic progress. As such, we will implement the area of focus of Positive Culture and Environment. Based on the data and the identified contributing factor we will implement Attendance initiatives.

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, the school's daily attendance average will be 95% by September 29th.

Monitoring:

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

The attendance team will monitor daily attendance reports by class and by individual students. As a result the attendance team will identify students with excessive absences (3 or more) and provide intervention based on the school attendance plan.

Person responsible for monitoring outcome:

Terracish Boynton (tboynton@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.)

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the 2022-2023 attendance report, 47% of students had 15 or more absences. Contributing factors include student disinterest in school and a lack of parent involvement and understanding of the correlation between student attendance and academic progress. As such, we will implement the strategy of attendance initiatives to reduce the number of students with 15 or more absences by 40%.

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 team will implement attendance incentives to encourage students to come to school every day. As a result, students will be motivated to come to school every day.

Person Responsible: Ivanovna Augustin (222792@dadeschools.net)

By When: August 30, 2023 - December 22. 2023

The attendance team will host school-wide parent conferences on a quarterly basis. As a result, parents will stay informed of their child's progress in school and be informed of the connection between attendance and their child's academic success.

Person Responsible: Ivanovna Augustin (222792@dadeschools.net)

By When: September 29, 2023 - December 22. 2023

The attendance team will discuss the importance of attendance with all stakeholders during EESAC meetings and other stakeholder's meetings and provide incentives for parents for attending meetings. As result, incentivizing the parents will encourage parent involvement.

Person Responsible: Ivanovna Augustin (222792@dadeschools.net)

By When: September 29, 2023 - December 22. 2023

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

According to 2022-2023 data, 48% of our ESOL students scored a level 1 on the F.A.S.T. ELA PM3, and Students with disabilities fell below 41% on the F.A.S.T. ELA PM3. Many factors have contributed to these results including a lack of ESOL differentiated support, ESE support, and an influx of ESOL 1 students in the middle of the school year.

Measurable Outcome:

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

With the implementation of scaffolding, ESOL and ESE students will show learning gains on ELA Reading PM3.

Monitoring:

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

Collaborative standards-based planning will be facilitated by the instructional coaches on a weekly basis with an emphasis on standards-aligned instruction. Administrative walkthroughs will be conducted to ensure targeted Standards Aligned Instruction is taking place with fidelity. Additionally, Online Bi-Weekly Assessment Data trackers will be created and monitored to track the progress of all students. Data analysis

will be conducted during leadership team meetings and collaborative planning to track data, align resources, share best practices, and make instructional adjustments on an as-needed basis. Extended learning opportunities or enrichment will be provided to targeted students based on assessment data.

Person responsible for monitoring outcome:

Terracish Boynton (tboynton@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.)

Scaffolding is a teaching method that enables a student to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Scaffolding was selected as the strategy since it will support both subgroups (ELL, SWD) that fell below 41% on the F.A.S.T. ELA PM3.

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.

During collaborative planning, the teachers and coaches will effectively plan for scaffolding instruction. As a result teachers will deliver instruction based on students' learning needs.

Person Responsible: Carla Christian (cchristian@dadeschools.net)

By When: August 25, 2023 - December 22, 2023

Students will be provided support by ESOL teacher. ESOL teacher and general education teacher will use scaffolding district ESOL curriculum resources. As a result ESOL students will be actively engaged in the lesson meeting them at their level of understanding.

Person Responsible: Elda Cepeda (ecepeda@dadeschools.net)

By When: August 25, 2023 - December 22, 2023

The leadership team will monitor whole group instruction to ensure scaffolding is being provided. As a result leadership team will initiate CTC as needed.

Person Responsible: Terracish Boynton (tboynton@dadeschools.net)

By When: August 25, 2023 - December 22, 2023

#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 2022-2023 Statewide Science Assessment, the 5th grade science scores indicated 17% proficiency, Science demonstrated the lowest performance, largely attributed to inadequate vocabulary and reading comprehension skills among students. The trends were observed throughout the year based on topic assessment data. As such, we will implement explicit instruction.

Measurable Outcome:

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

With the implementation of explicit science instruction, the Progress Monitoring Assessment class proficiency will increase by 7% by September 29.

Monitoring:

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

Collaborative standards-based planning will be facilitated by the Curriculum Support Specialist on a weekly basis with an emphasis on Standards Aligned Instruction. Administrative walkthroughs will be conducted to ensure targeted Standards Aligned Instruction is taking place with fidelity. Assessment Data trackers will be created and monitored to track the progress of all students. Data analysis will be conducted during leadership team meetings and collaborative planning to track data, align resources, share best practices, and make instructional adjustments on an as-needed basis.

Person responsible for monitoring outcome:

Terracish Boynton (tboynton@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.)

Explicit science instruction refers to a teaching approach where educators clearly and systematically present scientific concepts, processes, and skills to students. This method involves breaking down complex ideas, providing step-by-step explanations, and offering direct guidance. By employing explicit instruction, students gain a solid foundation in understanding scientific principles, which can lead to increased science scores. This approach minimizes confusion and ensures that students grasp key concepts more effectively, enabling them to apply their knowledge with greater confidence during assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on the 2022-2023 Statewide Science Assessment, the 5th grade science scores indicated 17% proficiency, Science demonstrated the lowest performance, largely attributed to inadequate vocabulary and reading comprehension skills among students. The trends were observed throughout the year based on topic assessment data. As such, we will implement the targeted explicit instruction.

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.

CSS will plan with 4th and 5th grade science teachers weekly. As a result the science teachers will gain a deeper understanding of the science benchmarks.

Person Responsible: Ivanovna Augustin (222792@dadeschools.net)

By When: September 29, 2023 - December 22, 2023

Science teachers will use ETO Science Infographics to provide science instruction. As a results the science teacher will have a guide to ensure students are provides explicit instruction.

Person Responsible: Terracish Boynton (tboynton@dadeschools.net)

By When: August 17, 2023 - December 22, 2023

Administration will monitor science whole group instruction daily. As a result the administration will ensure explicit instruction is taken place.

Person Responsible: Terracish Boynton (tboynton@dadeschools.net)

By When: September 29, 2023 - December 22, 2023

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 principal will review the school improvement funding allocations and ensure that resources are allocated based on needs to ensure the school effectively meets the goals and services of the students. Towards the end of the school year, the administration requests feedback from teachers, parents, and stakeholders on a variety of topics. Administrations request feedback about school culture and needs for the upcoming school year that will enhance student achievement. Funds are then allocated, when available, towards the recommendations that would have a positive impact on student achievement. Title 1 funds are used to purchase interventionists for literacy and math, literacy and math coaches, extended learning opportunities, and supplemental materials for students. In addition, Title III funds are used to pay for extended learning opportunities for ELLs, and an Intensive Reading class.

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 the Data Analysis, our school will focus on the implementation of Standards Based Collaborative Planning. The implementation of Standards Based Collaborative Planning was identified as a critical need as 27 percent of our rising first grade students are one grade level below, 33% of our students in rising second grade are two grade level below and 64% of our rising third grade students are two or more grade levels below

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

Based on the Data Analysis, our school will focus on the implementation of Standards Based Collaborative Planning. The implementation of Standards Based Collaborative Planning was identified as a critical need due to the decrease in ELA proficiency. ELA proficiency decreased by 4%, 31% in 2022 to 27% in 2023. This data is evident that we must improve standards-based Collaborative planning to move students towards proficiency.

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

If we successfully implement standards based collaborative planning, the number of students one or more grade levels below will decrease by 18% by 2023-2024 Statewide assessment.

Grades 3-5 Measurable Outcomes

With the successful implementation of standards based collaborative planning, proficiency will increase 7% in grades 3-5 in ELA by 2023-2024 Statewide 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.

Collaborative standards-based planning will be facilitated by the instructional coaches on a weekly basis with an emphasis on Standards Aligned Instruction. Administrative walkthroughs will be conducted to ensure targeted Standards Aligned Instruction is taking place with fidelity. Additionally, Online Bi-Weekly Assessment Data trackers will be created and monitored to track the progress of all students. Data analysis

will be conducted during leadership team meetings and collaborative planning to track data, align resources, share best practices and make instructional adjustments on an as needed basis. Extended learning opportunities or enrichment will be provided to targeted students based on assessment data.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Boynton, Terracish, tboynton@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?

Schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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?

Standards Based Collaborative Planning will allow teachers to share practices and review student work to enhance delivery of instruction to promote student learning.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>08/14/23-09/29/24 Collaborative planning sessions to include data analysis will be facilitated by the instructional coaches on a weekly basis to provide opportunities for teachers to collaborate during the school day to make connections through examining their practice and building instructional capacity. As a result teachers will provide explicit standard aligned instruction</p>	<p>Boynton, Terracish, tboynton@dadeschools.net</p>
<p>08/14/23-09/29/24 Administrative team will join weekly collaborative planning to ensure that teachers are planning for standards aligned instruction, analyzing data, conducting product reviews and sharing best practices. As a result, administrative team will be able to identify teachers that need additional classroom support.</p>	<p>Boynton, Terracish, tboynton@dadeschools.net</p>
<p>08/14/23-09/29/24 Leadership Team Meetings will be used to analyze data and develop a plan of action needed to ensure academic success. As a result instructional coaches will provide support based on the needs of the teacher.</p>	<p>Boynton, Terracish, tboynton@dadeschools.net</p>
<p>08/14/23-09/29/24 Provide professional development to teachers on the effective implementation of Standards Aligned Instruction and the use of DI OPM trackers to increase teachers expertise as a result, build capacity and confidence. As a result, teachers will be able to use data to drive DI instruction and make adjustments as needed.</p>	<p>Boynton, Terracish, tboynton@dadeschools.net</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

Jesse J. McCrary, Jr. Elementary School will disseminate School Improvement Plan to stakeholders through various channels such as school websites, emails, parent-teacher meetings, and physical copies sent home with students. The plan's objectives, strategies, and progress updates are communicated to parents, teachers, students, and the community to ensure transparency and collaboration in the school's improvement efforts. (<https://pr30216.wixsite.com/jessejelem>)

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))

Jesse J. McCrary, Jr. Elementary School will build positive relationships with all stakeholders by implementing strategies such as open communication, regular updates, involving all stakeholders in decision-making processes, addressing concerns promptly, and organizing collaborative events. These efforts will foster a sense of community and mutual trust. (<https://pr30216.wixsite.com/jessejelem>)

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)

Jesse J. McCrary, Jr. Elementary School will strengthen academic programs through various strategies, including curriculum enhancements, teacher training, incorporating new technologies, and collaborating with ETO and after school programs. These efforts aim to improve the quality of education, offer more diverse learning opportunities, and keep up with evolving educational trends.

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 development of a school improvement plan in coordination with other federal programs involves several steps. First, educators and administrators analyze data to identify areas needing improvement. Then, align the plan with federal program requirements and goals, ensuring integration. Collaboration between program coordinators, teachers, and stakeholders is essential to create a comprehensive and unified strategy. Regular communication and assessment help maintain coordination and alignment between the school improvement plan and federal initiatives.

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 places a strong emphasis on holistic student development by offering a range of essential support services. Certified counselors provide guidance and personalized assistance to students, addressing their emotional and social needs. Collaborating with mental health professionals, the school ensures on-site mental health services for those in need. Tailored support services, including specialized learning plans and accommodations, are provided to students with unique requirements. Mentoring programs and peer support initiatives cultivate positive relationships and personal growth. Through social-emotional learning programs, students develop vital life skills, while character education fosters ethical values. The school also engages students in wellness activities, promoting physical and mental well-being. By involving parents and the community, the school creates a comprehensive network of support. Through these diverse strategies, the school ensures students' development extends far beyond academic subjects.

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))

NA

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).

The school has embraced a comprehensive schoolwide tiered model to proactively manage and mitigate problem behavior. This system includes multiple tiers of support that cater to students' varying needs. By identifying and addressing issues at an early stage, the school ensures that intervention services are effectively implemented. These services are closely aligned with activities under the Individuals with Disabilities Education Act (IDEA), allowing for a seamless coordination of efforts. This collaborative approach fosters a supportive environment that benefits all students, whether they require general behavior guidance or specialized assistance.

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))

The school is committed to continuous improvement in education through targeted professional learning and other initiatives. Teachers, paraprofessionals, and school personnel engage in regular training sessions that enhance their instructional practices and data analysis skills. This empowers them to effectively utilize insights from academic assessments, adapting their teaching methods to meet students' evolving needs. Additionally, the school employs strategies to attract and retain highly effective teachers, particularly in high-need subjects. By offering mentorship programs, professional development opportunities, and competitive incentives, the school ensures a dedicated and skilled teaching workforce that positively impacts student achievement.

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 thoughtful strategies to facilitate a smooth transition for preschool children from early childhood education programs to local elementary school programs. A collaborative approach is

adopted, involving close communication between preschool educators and elementary school teachers. This includes sharing pertinent information about each child's learning style, needs, and development. The school organizes orientation sessions and open houses, allowing incoming students to familiarize themselves with the new environment and meet their teachers. Structured visits and joint activities between preschool and elementary classrooms help ease anxiety and build a sense of continuity. Additionally, the school provides resources to parents, offering guidance on how to support their child's transition and ensuring a successful start to their elementary education journey.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$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