Crestwood Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Crestwood Elementary School

7824 N MANHATTAN AVE, Tampa, FL 33614

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

We will empower all students to become creative thinkers and respectful, responsible citizens.

Provide the school's vision statement.

Strive for P.R.I.D.E.

P - Positive
R - Respectful
I - Individuals (that are)
D - Driven
E - Engaged

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
Sanchez, Diane	Principal	The principal's job duties and responsibilities consists of the following, but are not limited to what is listed below as the position is always evolving and they evaluate each incident and do what is in the best interest of the student body. Conducting leadership team meetings, which can include the following members: Principal Assistant Principal ELP Coordinator Guidance Counselor SAC Chair School Psychologist Social Worker / Attendance representative Behavior team representative Academic coaches ESE teachers PLC Liaisons for each grade level District support personnel The leadership team meets regularly (i.e. bi-weekly/monthly). The purpose of the Leadership team is as follows: 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process. 2. Support the implementation of high quality instruction and enrichment for the core student body performing on level (Tier 1) 3. Supports rigorous instruction to include intervention/ enrichment for struggling learners (Tier 2/3). 4. Supports instructional staff in their efforts to move from a total focus of remediation to one of acceleration, to help close achievement gaps that exist throughout the district. 5. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 6. Communicate school-wide data to school staff through acceptable modes of communication practices 7. Coordinate PLC meeting in which the facilitation of problem solving within the content/grade level teams as well as lateral teams can occur. Responsible for the growth of a collaborative culture in which a shared responsibility for student needs and successes are to flourish. Responsible for the hiring and retention of highly qualified instructional and support personnel. Has successful completed the Hillsborough Principal Pipeline program. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. Supports HCPS vision in hiring practices for instructional improvement which believes in placing highly effective teachers in every classroom and a highly effective principal in every school.
Rodriguez Lockwood, Bibiana	Assistant Principal	The assistant principal's job duties and responsibilities consists of the following, but are not limited to what is listed below as the position is always evolving and

Name	Position Title	Job Duties and Responsibilities
		they evaluate each incident and do what is in the best interest of the student body. Supports the principal in all aspects of leadership of the school. Manages standards based and state mandatory testing processes. Facilitates faculty meetings. Supports staff members in their instructional practices. Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. Establishes systematic processes to receive and provide feedback about the progress of work being done. Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan. Assists with oversight of and responsibility for the: - school's instructional program and its results - safety and discipline of school's students - school's human resources selections, management, and development
Arce-Cuevas, Rosario	Teacher, K-12	The teacher leader is in the classroom 50% of the time and supporting teachers for improved instruction the other 50% of the time. Will provide instructional coaching to all teachers and develop and conduct staff development for classroom teachers. Provides instructional coaching to all teachers. Develops and conducts staff development for classroom teachers. Analyzes student data and recommends interventions to both administrators and teachers. Analyzes observational data and conferences with teachers accordingly, both individually and in groups. Collaborates with core content coaches and contacts to ensure timely dissemination of curricular and instructional information from the district and other sources.

Name	Position Title	Job Duties and Responsibilities
		Collaborates with on-site staff on the use of available school technology and resources to increase student achievement. Develops and supports demonstration classrooms in core content classes. Develops a monitoring plan and interventions for attendance. Engages in continuous improvement by attending professional development in all content areas and attends monthly professional learning communities (PLCs) to stay current with best practices and standards. Interprets data related to student performance and identifies appropriate intervention strategies. Models effective techniques in the classroom. Participates as an active member of leadership teams and professional learning communities. Provides follow-up and implementation support for professional development activities. Establishes and maintains positive, collaborative relationships with administrators and personnel. Designs and implements appropriate instruction of content area(s)/course(s) assigned in accordance with state standards, district curriculum, and students' needs. Creates a positive educational climate for students to learn in an atmosphere of respect and rapport. Creates and delivers relevant and rigorous lessons that maximize student engagement and achievement. Utilizes a variety of teaching practices and methodologies that reflect diverse educational, cultural, and linguistic backgrounds in order to meet the individual needs of students. Observes and evaluates student performance and mastery of standards, monitors student assessment data, and maintains student grades and attendance. Manages student behavior in the classroom by utilizing effective classroom management strategies and invoking appropriate disciplinary procedures. Communicates with parents and school/district personnel regarding student progress and encourages parental involvement. Appropriately maintains and secures confidential records, inquiries, and data. Maintains appropriate certifications and professional development hours as required. Performs any other duties as assigned. Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.

Name	Position Title	Job Duties and Responsibilities
Haynes, Dana	Teacher, K-12	The teacher leader is in the classroom 50% of the time and supporting teachers for improved instruction the other 50% of the time. Will provide instructional coaching to all teachers and develop and conduct staff development for classroom teachers. Provides instructional coaching to all teachers. Develops and conducts staff development for classroom teachers. Analyzes student data and recommends interventions to both administrators and teachers. Analyzes observational data and conferences with teachers accordingly, both individually and in groups. Collaborates with core content coaches and contacts to ensure timely dissemination of curricular and instructional information from the district and other sources. Collaborates with on-site staff on the use of available school technology and resources to increase student achievement. Develops and supports demonstration classrooms in core content classes. Develops a monitoring plan and interventions for attendance. Engages in continuous improvement by attending professional development in all content areas and attends monthly professional learning communities (PLCs) to stay current with best practices and standards. Interprets data related to student performance and identifies appropriate intervention strategies. Models effective techniques in the classroom. Participates as an active member of leadership teams and professional learning communities. Provides follow-up and implementation support for professional development activities. Establishes and maintains positive, collaborative relationships with administrators and personnel. Designs and implements appropriate instruction of content area(s)/course(s) assigned in accordance with state standards, district curriculum, and students' needs. Creates a positive educational climate for students to learn in an atmosphere of respect and rapport. Creates and delivers relevant and rigorous lessons that maximize student engagement and achievement. Utilizes a variety of teaching practices and methodologies that reflect diverse educational, cultural, and linguistic backgrounds in order to meet the individual needs of students. Observes and evaluates student performance and mastery of standards, monitors student

Name	Position Title	Job Duties and Responsibilities
		assessment data, and maintains student grades and attendance. Manages student behavior in the classroom by utilizing effective classroom management strategies and invoking appropriate disciplinary procedures. Communicates with parents and school/district personnel regarding student progress and encourages parental involvement. Appropriately maintains and secures confidential records, inquiries, and data. Maintains appropriate certifications and professional development hours as required. Performs any other duties as assigned. Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.
Shane , Jessica	Reading Coach	The Reading Coach assists in planning and conducting in-service training for K-5 elementary teachers, and provides coaching to targeted audience to improve instruction, classroom organization, classroom management, and effective implementation of district-provided resources. Assists in the oversight and daily operation of elementary K-5 Reading Coaches at elementary schools and works with area directors, principals, assistant principals, and teachers. Demonstrates a strong working knowledge of best practices in specified content area. Develops and conducts professional development for targeted audience in specific content areas regarding instructional strategies, best practices, and specific instructional topics. Conducts data conferences with classroom teachers to interpret data and plan instruction. Models effective teaching techniques when presenting to groups and other professionals. Assists specified content supervisors in developing model lesson plans and curriculum. development. Meets regularly with building administrators regarding classroom practices and provides ongoing feedback with specified content supervisor. Continues to develop professional expertise through professional readings, training, and conferences. Performs any other duties as assigned.

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.

In order to involve stakeholders, we requested teacher, school staff, and school leadership involvement. Those that responded were included in the development of the SIP plan. Parent ideas were taken into account when planning the SIP plan.

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))

A quarterly review of student data will be implemented to monitor student achievement in order to meet the State's academic standards. This is especially important for our high English Language Learner population. We will use the DIBELS progress monitoring tool for monitoring of phonics instruction in K-5 classrooms. If a plan revision is necessary, the school will use the leadership team to model in classrooms and also seek support of district resource teachers 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 PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B

	2018-19: B
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	52	35	40	30	40	0	0	0	199
One or more suspensions	0	5	3	6	5	7	0	0	0	26
Course failure in English Language Arts (ELA)	0	0	0	65	51	0	0	0	0	116
Course failure in Math	0	0	0	39	43	0	0	0	0	82
Level 1 on statewide ELA assessment	0	0	0	70	58	38	0	0	0	166
Level 1 on statewide Math assessment	0	0	0	46	48	30	0	0	0	124
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	65	51	0	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	1	1	3	23	26	0	0	0	0	54

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	5	0	6	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) 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	68	75	65	67	57	66	0	0	0	398
One or more suspensions	0	0	0	3	6	3	0	0	0	12
Course failure in ELA	0	0	0	39	0	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	46	29	31	0	0	0	106
Level 1 on statewide Math assessment	0	0	0	37	39	38	0	0	0	114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	23	71	51	43	82	0	0	0	270

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	0	0	22	21	16	0	0	0	59

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	68	75	65	67	57	66	0	0	0	398
One or more suspensions	0	0	0	3	6	3	0	0	0	12
Course failure in ELA	0	0	0	39	0	0	0	0	0	39
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	46	29	31	0	0	0	106
Level 1 on statewide Math assessment	0	0	0	37	39	38	0	0	0	114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	23	71	51	43	82	0	0	0	270

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	0	0	22	21	16	0	0	0	59

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	46	50	53	48	53	56	47		
ELA Learning Gains				70			68		
ELA Lowest 25th Percentile				60			72		
Math Achievement*	53	56	59	55	50	50	45		
Math Learning Gains				77			57		
Math Lowest 25th Percentile				66			52		
Science Achievement*	58	50	54	43	59	59	47		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	62	59	59	54			66		

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	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	257
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	1	1
ELL	48			
AMI				
ASN				
BLK	43			
HSP	49			
MUL				
PAC				
WHT	74			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	49			

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	46			
ELL	58			
AMI				
ASN				
BLK	38	Yes	1	
HSP	58			
MUL				
PAC				
WHT	74			
FRL	58			

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	46			53			58					62
SWD	13			25			26				5	58
ELL	43			49			55				5	62
AMI												
ASN												
BLK	38			48							2	
HSP	43			50			58				5	62
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	71			76							2	
FRL	43			49			56				5	62

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	48	70	60	55	77	66	43					54
SWD	16	57	52	37	73	79	15					40
ELL	47	73	64	54	76	58	39					54
AMI												
ASN												
BLK	19	63		30	68		10					
HSP	48	69	57	55	76	63	44					53
MUL												
PAC												
WHT	65	77		60	92							
FRL	47	69	60	53	76	64	40					52

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	47	68	72	45	57	52	47					66
SWD	24	64	77	29	56	57	28					50
ELL	41	64	71	43	56	46	37					66
AMI												
ASN												
BLK	26			16								
HSP	45	69	74	44	58	56	45					66
MUL	80			60								
PAC												
WHT	73			59								
FRL	46	68	71	44	56	54	42					66

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	51%	53%	-2%	54%	-3%
04	2023 - Spring	37%	54%	-17%	58%	-21%
03	2023 - Spring	29%	46%	-17%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	39%	55%	-16%	59%	-20%
04	2023 - Spring	45%	59%	-14%	61%	-16%
05	2023 - Spring	63%	53%	10%	55%	8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	47%	3%	51%	-1%

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.

ELA showed the lowest performance at 40%. Some contributing factors could be lack of consistent instruction in foundational skills. Lack of vocabulary due to high English Language Learner population may be a contributing factor as well.

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

In 2022, in FSA ELA 48% of students in grades 3-5 scored 3 and above. In 2023, PM3 students scored 40% proficiency. This could be due to a change in standards and a change in the way the students were

assessed. In response to this decline, Crestwood has implemented teacher leaders to support primary grades and dual language. The school has also assigned math leads to support grade level planning.

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.

When comparing Crestwood achievement to the state in ELA for grades 3 and above, the state average was 48% in reading, while Crestwood was at 40%. The decline could be attributed to new standards, the implementation of B.E.S.T standards. Additionally, the teachers were learning new curriculum. The lack of consistent foundational skills instruction may have also been a contributing factor. Crestwood's high English Language Learner population lacks vocabulary and may also be a factor in the decline.

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

Science showed the most improvement from 43% to 50%. This year our school had consistent science instruction in all grade levels, remediation for students, the implementation of small groups, and the teachers reviewed standards from prior year in order to provide focused instruction.

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

Reflecting on the data it was determined that at least 50% of our students need to be proficient in reading and foundational skills.

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

Instructional Priority 1: Culture of Learning: High expectations for all students. Small group instruction is based on data and differentiated for all students. Small groups are task purposeful, based on the needs of the students.

Instructional Priority 2: Rigorous Content: Strong instruction with grade appropriate assignments. During whole group instruction, students are engaged and working on intentionally planned learning activities that are aligned with grade level BEST standards.

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

#1. Positive Culture and Environment specifically relating to Other

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 2023 data, students will increase their daily attendance from % to 85%. The administration, student support and instructional staff will encourage school attendance using daily, weekly, monthly, 9 week and yearly incentives. Grade levels will compete to promote attendance with incentives to be budgeted through Title One funding.

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

The school attendance rate will increase 5% each quarter when compared to the previous school's year's correlating grading quarter.

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

Instructional staff will follow up with families after three absences and work with student support team after a child as accrued 8 to 10 absences. The clerical staff will field phone calls from families and the school will mail letters to report 10 unexcused absences. The student support staff will work with the staff to educate and collaborate on how to help the families improve their student attendance rate. The administration and student support staff will oversee the process to assure accuracy and accountability.

Person responsible for monitoring outcome:

Diane Sanchez (diane.sanchez1@hcps.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.)

Research based strategies will be used to improve the quality student attendance. Such as attendance incentives, goal setting, family engagement.

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

Family engagement in the school promotes a positive culture, which improves attendance rates. Absenteeism reality is a problem as early as kindergarten and preschool. In addition, missing just two days a month can cause a student to fall behind academically.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Instructional staff will follow up with families after three absences
2. Instructional staff will work with student support team after a child as accrued 8 to 10 absences.
3. The clerical staff will field phone calls from families and the school will mail letters to report 10 unexcused absences.

4. The student support personnel will work with the staff to educate and collaborate on how to help our families improve their student attendance rate.

5. The student support staff will work with at risk families on strategies to improve absenteeism.

Person Responsible: Diane Sanchez (diane.sanchez1@hcps.net)

By When: By December 2023

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students are working on intentional appropriately rigorous grade level content and learning activities with monitoring techniques that are completely aligned to the B.E.S.T. benchmarks. Second through fifth grade teachers need to focus on acceleration instead of remediation.

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

Overall grades 3, 4, and 5 had 40% of the student body earning achievement level for ELA on state testing in 2023. This will increase by 5% to 45% using the growth measurement from PM1 given in August / September 2023 to PM3 given in April / May of 2024.

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

Through data chats and ongoing monitoring through beginning, middle and end of the year state assessments, i-Ready data analysis, district created progress monitoring assessments (PMA) in all applicable subject areas, and in addition teachers and coaches will monitor student progress.

Person responsible for monitoring outcome:

Diane Sanchez (diane.sanchez1@hcps.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.)

Evidence based strategies will be used to improve the quality of teaching and learning. Such as B.E.S.T. standards-based planning, data-driven differentiated professional development, goal setting, genuine discussions that reveal student understanding of learning outcomes.

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

When teachers have clear high quality instruction and rigorous understanding of the standards, this will ensure increased student achievement.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Implement B.E.S.T. standards instruction, incorporating foundational skills and assessment of learning target.
2. Utilize data to develop rigorous differentiated opportunities for students to engage in rigorous instruction.

Guidelines:

a) teachers to know the standard of focus, bring materials and resources to share
b) emphasis on content area vocabulary instruction through visuals/interaction/experience
c) teaching of foundational skills
d) utilize data points to guide weekly planning/instruction
e) gather formal or/and informal assessment data throughout lessons
f) establish routines and structures for H.O.T. questions
g) students demonstrate understanding of learning through discussion/production
h) differentiated instruction incorporating learning modalities and fluid data based grouping
i) include culturally responsive curricula to address minority needs
j) differentiated professional development based on needs
k) focused instruction on mental health to improve student self esteem
l) focused male mentor group sessions
Resources:
DOK chart
STEMScopes online resources
Mathematical Thinking and Resource Standards
B.E.S.T. standards

Person Responsible: Diane Sanchez (diane.sanchez1@hcps.net)

By When: December 2023

#3. Instructional Practice specifically relating to Small Group Instruction

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.

All teachers are planning in weekly planning sessions and PLCs focusing on intentional small group instruction. Students are actively engaged in intentional and DEEP differentiated small groups on a regular basis. Teachers were planning for content area on a weekly basis yet had difficulty planning for small groups consistently due to lack of time and support.

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

8% of students will decrease from tier 3 (two or more grade levels below) to tier 2 (one grade level below) as measured with the growth from PM1 given in August / September 2023 to PM3 given in April / May of 2024.

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

Administration, Coaches and Team leads will monitor teacher weekly planning sessions. Administration, Coaches and Team leads will monitor small group planning with acceleration weekly. Goal setting is happening with every student in math and reading classes, this is monitored by teachers using a self-selected data tracker.

Person responsible for monitoring outcome:

Diane Sanchez (diane.sanchez1@hcps.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.)

Research based strategies will be used to improve the quality of teaching and learning. Such as standards based planning, data-driven differentiated professional development, goal setting, genuine discussions that reveal student understanding of learning outcomes. To support foundational skills, UFLI will be implemented consistently and with fidelity.

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

When teachers have clear high quality instruction and rigorous understanding of the standards, this will ensure increased student achievement.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Implement standards based instruction incorporating foundational skills and assessment of learning target.
2. Utilize data to develop rigorous differentiated opportunities for students to engage in high level of

learning.

Guidelines used include but are not limited to the following:
a) teachers will know which standard to focus on, bring materials, bring resources to share,
b) emphasis on content area vocabulary instruction through visuals, interactive, or concrete experiences
c) explicit teaching of foundational skills through skill based mini lessons daily/weekly
d) utilize a variety of formal and informal data points for weekly planning and instruction
e) gather formal or/and informal assessment data throughout lessons
f) establish routines and structures for higher order questioning to monitor student understanding
g) students demonstrate understanding of learning outcomes through discussion and products
h) differentiated instruction incorporating learning modalities and fluid data based grouping
i) differentiated professional development according to school and grade level needs

Person Responsible: Diane Sanchez (diane.sanchez1@hcps.net)

By When: December 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).

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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 2023 progress monitoring data and additional risk factor data, there are 10 children that are indicated to be at risk for non-achievement performance on ELA state mandated testing once they are in grade 3. This equates to 1% of our student population.

Other forms of data that will be considered will be PMA assessments in core content areas, district form

data, and small group data analysis.

In grade levels K through 2nd, instructional practices specifically related to ELA will include the following:
1. small group reading instruction
2. whole group foundational skill instruction using UFLI
3. focus upon fluency strategies to enhance reading practices
4. grade level planning with instructional coaches focusing on data driven decision making for planning/ instruction and engagement

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

Based on the 2023 stated mandated testing results 71% of students in grade 3 scored a level 2 or lower on the ELA portion of FSA.

Other forms of data that will be considered will be PMA assessments in core content areas, district form data, and small group data analysis.

In grade levels 3rd through 5th, instructional practices specifically related ELA will include the following:
1. small group reading instruction
2. whole group foundational skills instruction using support curricula
3. focus upon fluency strategies to enhance reading practices
4. grade level planning with instructional coaches focusing on data driven decision making for planning/ instruction and engagement

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

8% of students will decrease from below level performance to achievement level performance measured with the growth from PM1 given in August / September 2023 to PM3 given in April / May of 2024.

Grades 3-5 Measurable Outcomes

8% of students will decrease from below level performance to achievement level performance measured with the growth from PM1 given in August / September 2023 to PM3 given in April / May of 2024.

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.

-Administration, Coaches and Team leads will monitor teacher weekly planning sessions. Administration, Coaches and Team leads will monitor small group planning with acceleration weekly. Goal setting is happening with every student in math and reading classes, this is monitored by teachers using a self-selected data tracker.

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

Sanchez, Diane, diane.sanchez1@hcps.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?

Evidenced based practices to improve literacy performance will include the following:
1. small group instruction
2. engagement practice
Small-group learning is a method that can supplement varied formats of instruction. Students work together in groups of typically 3-6 members, helping each other think critically, master course concepts, and apply them to real-world situations.
With small groups students develop deeper understanding of the material being presented. Students tend to retain more information and for longer periods time when it is delivered in a small-group learning atmosphere verses other forms of instructional practices. In addition there is a correlations to improvement in attendance, efficiency, and persistence with the use of small group practices.
Engagement practices attract students to their work, help in persistence of task, despite obstacles, and provides a sense of accomplishment for a job well done.

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 rationale for engagement and small group practices:
1. Academic:
a) Students are better at solving problems and develop a deeper understanding of the material when working in groups.
b) Students learn more and retain material longer.
c) Attendance, efficiency, and persistence improves.

2. Social:
a) Students develop social and leadership skills.
b) Students who process information and work together on a problem in groups are also more committed to staying in school and are more likely to integrate across different ethnic, cultural, language, class, ability, and gender groups.
3. Psychological:
a) Small-group learning helps draw people out who normally would not participate in front of the whole class.
b) It also promotes self-esteem as compared to competitive or individualistic learning.
4. Persistence:
a) Attract students to their work.
b) Helps in persistence of work, despite obstacles
c) Provides a sense of accomplishment

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
-Step one of the action plan for implementation of ELA instruction involves our school's literacy leaders. Literacy leaders will attend Hillsborough County provided and/or approved trainings, which supports RAISE initiatives in instruction for struggling readers. Additionally, coaches will attend monthly meetings which support data analysis, curricula, and implementation of B.E.S.T. standards in the ELA classrooms. Teacher leaders will support classroom teachers with planning sessions and mentoring. HCPS RAISE Tutoring has partnered with Crestwood in order to train and provide tutoring services to students that require additional support.	Sanchez, Diane, diane.sanchez1@hcps.net
Literacy leaders will bring training information, data, and coaching strategies back to the school and share with grade levels during team planning sessions.	Sanchez, Diane, diane.sanchez1@hcps.net
Differentiated small group instruction will be planned for during collaboration sessions with coaches and implemented with fidelity during instructional time set aside for small groups.	Sanchez, Diane, diane.sanchez1@hcps.net
Progress monitoring will occur using DIBELS and FAST form assessments. Analysis of this data will be used to inform future planning sessions and instruction.	Sanchez, Diane, diane.sanchez1@hcps.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.

This SIP plan will be shared with stakeholders through monthly meetings where data will be discussed and input from all stakeholders will be taken into account.

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's focus on positive culture and climate is centered around parental involvement. Parent engagement in a child's school has long been heralded as an important and positive variable on a child's academic and socioemotional development.

To support parent engagement, the school host the following events:

1. grade levels will hold face to face meetings for expectations and conferences
2. Heritage Family Night
3. Parental invitation to award ceremonies
4. PTA sponsored Carnival
5. STEM family night

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))

1. Implement B.E.S.T. standards instruction, incorporating foundational skills and assessment of learning target.
2. Utilize data to develop rigorous differentiated opportunities for students to engage in rigorous instruction.

Guidelines:
a) teachers to know the standard of focus, bring materials and resources to share
b) emphasis on content area vocabulary instruction through visuals/interaction/experience
c) teaching of foundational skills
d) utilize data points to guide weekly planning/instruction
e) gather formal or/and informal assessment data throughout lessons
f) establish routines and structures for H.O.T. questions
g) students demonstrate understanding of learning through discussion/production
h) differentiated instruction incorporating learning modalities and fluid data based grouping
i) include culturally responsive curricula to address minority needs
j) differentiated professional development based on needs

k) focused instruction on mental health to improve student self esteem
l) focused male mentor group sessions
Resources:
DOK chart
STEMScopes online resources
Mathematical Thinking and Resource Standards
B.E.S.T. standards

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))

Our Title 1 engagement plan, SIP, and our school priorities all align with each other.

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))

All students with an IEP receive counseling with the school social worker. The school also has a mental health clinician that supports students with counseling and behavior. The school provides 1:1 counseling for tier 3 behaviors. The school has a Big Brother, Big Sister program. Officer Pagan mentor's students in need of additional supports.

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).

Crestwood has a schoolwide tiered model to prevent and address schoolwide behavior. Some of the components of this model are the Positive Behavior Interventions and Support program. Behavior tracker is used to monitor schoolwide behaviors. The school also provides incentives as a reward for student success (such as the Lion's Den).

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))

Monthly professional learning communities are held to discuss and monitor student data. Assessments are discussed in order to make necessary adjustments to instruction. Formal and informal observations that provide feedback and teacher incentives..

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))

Our school provides Voluntary Prekindergarten for students in our community that assists in the transition to 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: Positive Culture and Environment: Other	$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
3	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	$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