Marianna High School

2023-24
Schoolwide Improvement Plan (SIP)

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Marianna High School

3546 CAVERNS RD, Marianna, FL 32446

http://mhs.jcsb.org

School Board Approval

This plan was approved by the Jackson County School Board on 10/17/2023.

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.

Motto: Unleashing Excellence: Bulldogs Leading the Way
Beliefs:
- Student learning is the chief priority for the school.
- Teachers, students, administrators, parents, and the community share the responsibility for advancing the school's mission.
- Teachers, parents, and students should be involved in student learning and behavior.
- A safe, secure, and clean environment will be provided to promote learning.
- Every student can learn.
- Technological literacy is vital for a student's future success.
- Teachers positively impact student's lives in the classroom and through extra-curricular activities.
- Students learn in a variety of ways and should be provided with a variety of instructional approaches to support their learning.
- Administration, teachers and staff will consistently demonstrate respect for themselves and others, thereby creating an atmosphere in which
students learn and practice respect for self and others.

Provide the school's vision statement.

Purpose Statement:
Marianna High School, in partnership with parents and community, will prepare its students to achieve learning, thinking, and life skills necessary to become successful, respectful and productive citizens in today's diverse society through challenging and equitable learning experiences.

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
Gilmore, Kerry	Principal	
Blanton, Travis	Assistant Principal	
Law, LuAnne	Assistant Principal	Threat Management Team Leader
Clemmons, LaDon	Teacher, K-12	TSA - Admin and Discipline
Butler, Charles	Teacher, K-12	SAC Chair
Wiggins, Charlene	School Counselor	
Godwin, Sherri	School Counselor	
Cumbie, Jennifer	School Counselor	
Andreu, Nicole	Teacher, K-12	RtI Specialist
Dryden, Debbie	Curriculum Resource Teacher	ESE CRT
Rackley, Ashley	Instructional Media	

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.

School Leadership Team - Reviewed data and used that data to suggest changes to the master schedule
Teachers - Analyzed their classroom data and devised strategies as a department and a faculty to improve students achievement
Parents/Students/families/business leaders - reviewed the SIP as a part of the School Advisory Council and offered suggestions as needed; completed a survey that was sent out that allowed input into the SIP

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

Administrators will conduct classroom walkthroughs. Teachers will receive feedback on instructional practice. Teachers will participate in PLCs that focus on the strategies outlined in the SIP.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	47%
2022-23 Economically Disadvantaged (FRL) Rate	66%
Charter School	No
RAISE School	No
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) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: A
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	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	60
One or more suspensions	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	66
Course failure in Math	0	0	0	0	0	0	0	0	0	42
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	148
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	152
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	148

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	0	0	0	0	0	0	77

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	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	39

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	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	

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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	50	49	50	52	48	51	51		
ELA Learning Gains				46			42		
ELA Lowest 25th Percentile				35			32		
Math Achievement*	47	42	38	38	25	38	40		
Math Learning Gains				50			36		
Math Lowest 25th Percentile				37			33		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		60	64	63	33	40	60		
Social Studies Achievement*	60	65	66	58	42	48	66		
Middle School Acceleration					45	44			
Graduation Rate	87	85	89	84	62	61	95		
College and Career Acceleration	78	72	65	75	57	67	68		
ELP Progress			45						

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	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	322
Total Components for the Federal Index	5
Percent Tested	97
Graduation Rate	87

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	538
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	84

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	45			
ELL				
AMI				
ASN				
BLK	48			
HSP	58			
MUL	43			
PAC				
WHT	74			
FRL	57			

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	49			
ELL				
AMI				
ASN				
BLK	39	Yes	2	
HSP	63			
MUL	47			
PAC				
WHT	63			
FRL	42			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	50			47				60		87	78	
SWD	28			45				37		30	5	
ELL												
AMI												
ASN												
BLK	30			21				46		59	5	
HSP	56			60							2	
MUL	48			38				43			3	
PAC												
WHT	61			63				72		86	5	
FRL	42			42				43		71	5	

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	52	46	35	38	50	37	63	58		84	75	
SWD	33	52	45	39	58		45	62		84	24	
ELL												
AMI												
ASN												
BLK	30	30	26	20	37	22	44	40		82	57	
HSP	67	61		45	64			80				
MUL	50	45		46								
PAC												
WHT	63	54	44	50	54	50	76	67		88	84	
FRL	41	41	34	29	49	43	51	46				

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	51	42	32	40	36	33	60	66		95	68	
SWD	32	38	43	33	50		50	20		93	8	
ELL												

| 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
AMI												
ASN												
BLK	34	36	25	23	27	26	37	42		98	43	
HSP	43	29		33	27							
MUL	47	41		54	31		90					
PAC												
WHT	63	48	45	50	43	43	69	77		94	83	
FRL	34	37	32	29	29	23	51	49		93	54	

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
10	2023 - Spring	55%	49%	6%	50%	5%
09	2023 - Spring	53%	50%	3%	48%	5%

| ALGEBRA | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	34%	48%	-14%	50%	-16%

| GEOMETRY | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	41%	19%	48%	12%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	47%	*	63%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	60%	-1%	63%	-4%

III. Planning for Improvement

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

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

The lowest data component for the 2022-2023 school year is in Algebra 1. This is traditionally our lowest component because many of the students who are are testing on the Algebra EOC exam have been level 1 or level 2 in math.

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

Acceleration dropped from 75% in 2022 to 66% in 2023. Fewer students earned industry certifications.

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 only data that is easily accessible to compare to the state average is the FAST Reading data. We were above the state average in both of these areas.
Proficiency Rates (3 and above)
10th Grade ELA
State: 39%
School: 55%

9th Grade ELA
State: 38%
School: 53%

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

A traditional comparison is not possible until the official state data is released. The state usually combines Algebra and Geometry into one math score. The state also combines 9th and 10th grade ELA scores for one ELA score.
According to our data analysis, our achievement levels are as follows:

Algebra I: 38% Proficient
Geometry: 58% Proficient
US History: 59% Proficient
10th Grade ELA: 55% Proficient
9th Grade ELA: 53% Proficient

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

Not Applicable

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

1. Establish Professional Learning Communities
2. Improve explicit instruction on Florida's Standards in all core content areas and CTE programs through the use of the Practice Profile
3. Implement school wide literacy strategies such as text marking and DOK questions
4. Use vocabulary.com across the content areas to improve vocabulary usage
5. Implement the District Literacy Leadership Teams word parts initiative to improve vocabulary acquisition skills

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 Math

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.

Math teachers will implement a school wide strategy for solving word problems. Traditionally, a majority of the students in our lowest performing subgroups, students with disabilities and African American students, have not demonstrated grade level performance in reading. This impacts their ability to solve word problems in math.

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

At least 62% of our students will demonstrate learning gains in math as measured by the Algebra 1 EOC exam and the Geometry EOC exam.

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

Teachers will use formative assessments in class to determine increased student achievement related to answering word problems. These assessments will align to standards assessed on the EOC exams in Algebra I and Geometry.

Person responsible for monitoring outcome:

Sheila Hall (sheila.hall@jcsb.org)

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

Math teachers will participate in Professional Learning Communities that include teachers from other content areas. The PLCs will focus on vocabulary acquisition, text marking as a comprehension strategy, and developing higher order thinking questions that relate to their content areas.

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

According to ISTE, Professional Learning Communities allow educators the opportunity to directly improve teaching and learning, build stronger bonds between educators across subject areas, help teachers keep up to date with the latest technology tools for the classroom, and help teachers reflect on their ideas.

https://www.iste.org/explore/professional-development/4-benefits-action-professional-learning-community

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Establish and facilitate professional learning communities.

Person Responsible: LuAnne Law (luanne.law@jcsb.org)

By When: August 2023

Use ALEKS to progress monitor students in Algebra I and Geometry.

Person Responsible: Sheila Hall (sheila.hall@jcsb.org)

By When: August 2023

Use IXL to progress monitor students in all math classes.

Person Responsible: Sheila Hall (sheila.hall@jcsb.org)

By When: October 2023 and February 2024.

Begin Afternoon Algebra tutoring.

Person Responsible: LuAnne Law (luanne.law@jcsb.org)

By When: September 2023

#2. Instructional Practice specifically relating to ELA

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

ELA teachers will emphasize vocabulary acquisition strategies in an effort to improve students' working vocabularies. Evidence demonstrates that a majority of our students know how to read, but they lack the academic and advanced vocabularies required to comprehend rigorous texts.

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

At least 62% of our students will demonstrate reading proficiency in ELA by scoring a 3 or higher on the FAST Reading PM 3.

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

Students will participate in FAST progress monitoring three times a year. Teachers will also use formative classroom assessments to determine growth.

Person responsible for monitoring outcome:

Jill Berquist (jill.berquist@jcsb.org)

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

ELA teachers will participate in professional learning communities that include teachers from other content areas. The PLCs will focus on vocabulary acquisition, text marking as a comprehension strategy, and developing higher ordering thinking questions that relate to their content areas.

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

According to ISTE, Professional Learning Communities allow educators the opportunity to directly improve teaching and learning, build stronger bonds between educators across subject areas, help teachers keep up to date with the latest technology tools for the classroom, and help teachers reflect on their ideas.

https://www.iste.org/explore/professional-development/4-benefits-action-professional-learning-community

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Establish and facilitate professional learning communities.

Person Responsible: LuAnne Law (luanne.law@jcsb.org)

By When: August 2023.

Implement vocabulary.com.

Person Responsible: Ashley Rackley (ashley.rackley@jcsb.org)

By When: September 2023.

Participate in district wide vocabulary word parts initiative facilitated by Reading Instructional Coach.

Person Responsible: Ashley Rackley (ashley.rackley@jcsb.org)

By When: August 2023-May 2024.

Participate in the District Literacy Leadership Team.

Person Responsible: Ashley Rackley (ashley.rackley@jcsb.org)

By When: September 2023.

Re-establish a school level Literacy Leadership Team.

Person Responsible: Ashley Rackley (ashley.rackley@jcsb.org)

By When: September 2023.

#3. 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.

Biology has traditionally been an area of strength for MHS. We did not teach biology during the 2022-2023 school year. This year, we will have two grade levels worth of students taking biology. We have three teachers who are not certified in biology teaching biology to meet this demand. Kolmetz, Chase, and Zayas will work closely with Kathy McCrary, the science department chair who is certified in biology and understands what is on the Biology EOC Exam, to implement the district curriculum map in biology and create lessons that promote student achievement in biology.

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

At least 62% of the students shall demonstrate proficiency in Biology as assessed by FLDOE's end of course exam in Biology.

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

Lesson plans will be monitored and classroom walkthroughs will occur on a weekly basis. All students will participate in the district biology progress monitoring exam twice a year.

Person responsible for monitoring outcome:

Kathy McCrary (kathy.mccrary@jcsb.org)

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

Science teachers will participate in Professional Learning Communities that include teachers from other content areas. The PLCs will focus on vocabulary acquisition, text marking as a comprehension strategy, and developing higher order thinking questions that relate to their content areas.

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

According to ISTE, Professional Learning Communities allow educators the opportunity to directly improve teaching and learning, build stronger bonds between educators across subject areas, help teachers keep up to date with the latest technology tools for the classroom, and help teachers reflect on their ideas.

https://www.iste.org/explore/professional-development/4-benefits-action-professional-learning-community

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Establish and facilitate professional learning communities

Person Responsible: LuAnne Law (luanne.law@jcsb.org)

By When: August 2023

Administer the district's progress monitoring exam

Person Responsible: Tammie Newsome (tammie.newsome@jcsb.org)

By When: October 2023

#4. Instructional Practice specifically relating to Social Studies

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 in US History will demonstrate proficiency on the US History EOC exam. Historically, our students have performed below the state average for proficiency in US History. For students to be proficient in US History, they must be able to read and comprehend grade level texts.

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

At least 62% of our students will demonstrate proficiency in US History on the US History EOC Exam in May of 2023.

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

Students will take a district progress monitoring exam in US History.

Person responsible for monitoring outcome:

Patte Hatcher (patte.hatcher@jcsb.org)

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

Social studies teachers will participate in Professional Learning Communities that include teachers from other content areas. The PLCs will focus on vocabulary acquisition, text marking as a comprehension strategy, and developing higher order thinking questions that relate to their content areas.

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

According to ISTE, Professional Learning Communities allow educators the opportunity to directly improve teaching and learning, build stronger bonds between educators across subject areas, help teachers keep up to date with the latest technology tools for the classroom, and help teachers reflect on their ideas.

https://www.iste.org/explore/professional-development/4-benefits-action-professional-learning-community

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Establish and facilitate professional learning communities

Person Responsible: LuAnne Law (luanne.law@jcsb.org)

By When: August 2023

Administer progress monitoring exam

Person Responsible: Patte Hatcher (patte.hatcher@jcsb.org)

By When: March 2023

#5. 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.

We will recognize growth and celebrate progress in an effort to promote a positive culture. As a part of the Cognia accreditation process, stakeholders are required to complete a survey that measures stakeholder satisfaction, climate and culture.

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

The second administration of the Cognia survey shall demonstrate a 10% increase in positive associations with Marianna High School's climate and culture.

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

The leadership team shall review and share results from the initial Cognia survey and work with faculty and staff to implement changes needed to improve the climate and culture.

Person responsible for monitoring outcome:

Kerry Gilmore (kerry.gilmore@jcsb.org)

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

Every teacher shall choose to focus on the Marzano element related to celebrating progress, growth, and success as a part of their growth plan and work to implements recommended strategies by Marzano.

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

According to Marzano, this is a high yield strategy to improve motivation. A pamphlet on this particular element can be found at this link:
http://soltreemrls3.s3-website-us-west-2.amazonaws.com/marzanoresearch.com/media/compendium-folios/CelebratingSuccess.pdf

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.

Administer Cognia Surveys

Person Responsible: LuAnne Law (luanne.law@jcsb.org)

By When: September 2023 and April 2024

Complete Marzano Growth Plans and implement specific school wide strategies to celebrate growth, progress, and success (ie: Pawsitive Notes)

Person Responsible: LuAnne Law (luanne.law@jcsb.org)

By When: August 2023

#6. ESSA Subgroup specifically relating to Black/African-American

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

The number of students in our Black/African American subgroup shall demonstrate increased proficiency in ELA.

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

At least 45% of our Black/African American students shall demonstrate proficiency by scoring a 3 or higher on the FAST Reading assessment.

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

Students will take the FAST Progress monitoring exam three times a year. Charles Butler will help ELA teachers and content area teachers understand how to use the data to drive explicit instruction on standards.

Person responsible for monitoring outcome:

Charles Butler (charles.butler@jcsb.org)

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

Teachers will use explicit instruction to help students master standards that are assessed on the FAST PM for reading across content areas. Teachers will study best practices for explicit instruction during professional learning communities. The Practice Profile, a part of a statewide initiative by the Florida Department of Education, shall guide the planning process.

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

Explicit instruction is a high yield strategy that improves student achievement. Explicit instruction on standards that students have not mastered will improve 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.

Establish and facilitate professional learning communities.

Person Responsible: LuAnne Law (luanne.law@jcsb.org)

By When: August 2023.

Provide professional development on the Practice Profile during PLCs.

Person Responsible: LuAnne Law (luanne.law@jcsb.org)

By When: September 2023.

#7. Graduation specifically relating to Graduation

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 who graduate from Marianna High shall earn an industry certification or college credit through Advanced Placement or dual enrollment prior to graduation. Only 66% (86/131) of the students who graduated in 2023 earned an acceleration point via industry certification or college credit.

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

100% of the students graduating in May of 2024 shall earn an industry certification or college credit.

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

A data room shall be established to track and monitor students who have earned this credit.

Person responsible for monitoring outcome:

Vicki Garrett (vicki.garrett@jcsb.org)

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

Students shall begin taking industry certifications in the 9th grade. Students will be encouraged to take honors classes in 9th grade to prepare them to be successful in Advanced Placement or dual enrollment courses beginning in the 10th, 11th, and 12th grades.

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

Students who are identified and encouraged to take honors classes demonstrate higher academic achievement.

https://files.eric.ed.gov/fulltext/EJ1132009.pdf

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.

Encourage students who may not be in honors classes to begin taking honors classes.

Person Responsible: Charles Butler (charles.butler@jcsb.org)

By When: Ongoing throughout the year.

Administer industry certification exams at least three time a year in each CTE course.

Person Responsible: Vicki Garrett (vicki.garrett@jcsb.org)

By When: May 2024.

Offer Advanced Placement courses on campus.

Person Responsible: Charlene Wiggins (charlene.wiggins@jcsb.org)

By When: August 2023.

Establish a partnership with Florida Ready to Work.

Person Responsible: LuAnne Law (luanne.law@jcsb.org)

By When: October 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 District conducts a needs assessment for each school site identifying needs for academics, social well-being, and overall campus needs/wish list. Those needs are categorized and funding is identified to address the needs through the grants department and finance department. Special area funding, like UniSIG are used to address unique needs identified in the RFA for the purposes of supplementing the already established resources identified in June/July. Charles Butler shall work closely with the school advisory council and Michael Kilts to identify funding and the best ways in which to support the initiatives based on the funding available.

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.

1. We will send the SIP to stakeholders via ParentSquare.
2. We upload the SIP to our website.
3. We will share the link to the SIP on our website on our FaceBook page.
1- The School Advisory Council discusses and supports the development of the Schoolwide Plan and School Improvement Plan (parallel documents). The plan is placed on the Board Document site at https://jackson.ic-board.com/ where the Board and Community are able to review and provide feedback in a public forum. After Board approval the plan is approved in the CIMS platform and a link posted to the District Webpage and linked to school page, https://www.jcsb.org/apps/pages/index.jsp?uREC_ID=1214135&type=d&pREC_ID=2495654. After Board approval Facebook and ParentSquare posts will be made with the links to access the plan.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parent Square will be used to disseminate information to parents. This program allows us to communicate directly with parents and students via text and email.

We will use Pawsitive Notes to build relationships with students and parents by recognizing excellence.

We will make positive phone calls. Each teacher and administrator will make one positive parent call each week.

Marianna High School's Parent and Family Engagement Plan 2023-2024 Link: https://4.files.edl.io/f6d9/09/02/23/233701-2045969d-945e-4d78-b33c-7e6d6366e78a.pdf

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))

Teachers will implement the Practice Profile to intentionally plan rigorous lessons based on the standards set by the Florida Department of Education.

Free tutoring shall be offered before school in all core content area classes from 7:30-8:00 AM.

Afterschool Algebra, a free tutoring program, shall be offered during the three weeks prior to each Algebra retake or Algebra EOC exam.

Advance Placement will be offered on campus.

We will partner with Chipola College to offer dual enrollment in academic and career and technical programs.

3- The District provides 1,950 minutes of additional instruction annually through regular scheduling. Summer school is offered for K-5 18-20 days for 240 minutes per day. Credit Recovery is offered for grades 6-12 for 40 days for 240 minutes per day. Supplements to the curriculum provide opportunities for enrichment, acceleration, and remediation. After-school tutoring is provided to class achievement gaps of struggling students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Marianna High School will partner with Florida Ready to Work to ensure that all 11th and 12th grade students earn a certificate in soft skills that will help them be successful in the workforce after graduation.

https://www.floridareadytowork.com/
4- The District coordinates with all ESSA programs to enhance and provide supplemental services to improve the overall educational and well-being of students, staff, and parents. Title I Part A and Part D support graduation rates. Title I Part A and Title II improve teacher effectiveness. Title I Part A and Title III provide services for ELL students. Title IV and Title V provide extended learning programs. Title I Part

A and IDEA support ESE services. Title I Part A, Mental Health and SRD support attendance and Homeless Students. Nutrition Programs support Head Start snacks and after-school tutoring snacks.

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))

1- Jackson County School District employs twelve district school mental health counselors and one mental health administrator. Upon a student self-reporting, parental report, or referral by Jackson County School District faculty or staff, individual screening services and mental health services will be provided by the district employed School Mental Health Counselors, once parental consent is obtained for services, within fifteen days of the referral being received by the Jackson County School Mental Health Administrator. Screening will then take place to assess the students' mental health status and present mental health needs of each referred student. If the assessment/screening reflects a need for services beyond the counseling services provided within the educational setting, a referral will be made to a local collaborating mental health agency /service provider/primary care provider chosen by the parent/ guardian in a collaborative effort to address the mental health needs of the student. The local collaborating mental health agency/service provider/primary care provider will be responsible for insurance billing for mental health services provided to assess, diagnose, and provide treatment/ recovery services. The local collaborating mental health agency/service provider will initiate services within thirty days of receipt of the referral. Jackson County School District presently has a total of fifteen Memorandum's of Understanding with local providers to assist our district in providing expeditious, individualized care to meet the needs of our students. The MOU's ensure our district's ability to collaborate the care of our students and outcomes for the individual. Jackson County School District collaborates with Life Management Center through a referral process for students to receive services from the Mobile Response Team or Community Action Team to assist the students and parents in dealing with emotional and behavioral needs that will include family and student mental health services, health care, psychiatric evaluation, medication management (if necessary), case management services, and any other additional services necessary, as determined by service providers. Additionally, Jackson County School District collaborates with Northwest Florida Health Network, formerly Big Bend Community Based Care, to provide the opportunity for telehealth services for students through the usage of the Let's Talk Interactive technology at local school sites. The telehealth services platform is HIPAA compliant and has the capability to expand mental health and medical services available within the schools. Additionally, trauma informed care counseling group sessions are offered and conducted by the school mental health counselors that are trained in Bounce Back and Cognitive Behavioral Intervention for Trauma in Schools (CBITS), with consent granted by parents/guardians, for students that have experienced various forms of trauma.

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))

Marianna High School shall make intentional efforts to inform students and parents through face to face workshops and digital communications on the following postsecondary opportunities:
College and Career Day
CTE workforce opportunities
College credit through Advanced Placement and dual enrollment
College credit through the Engineering Academy

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).

Nicole Andreu will coordinate the MTSS/RtI process with faculty and students. She will help teachers identify students in need and ensure that protocols are followed throughout the process so that students receive the proper interventions in a timely manner. 3- Schoolwide behavior systems are used in conjunction with the 3-tier model used for Problem-Solving/Multi-tiered Systems of Support – Response to Intervention (PS/MTSS-RtI) used for academic and behavioral needs. Tier 1 is schoolwide expectations and systems based on the theory of positive behavioral systems. Students needing extra support are moved to Tier 2 or 3 depending on the level of need. Need would be based on data including classroom infractions, bus referrals, other office referral documentation, and observations. The school-based PS/MTSS team reviews behavioral data and initiates interventions based on individual student need. Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) are completed to identify the problem-behavior and interventions/skill needed to initiate positive behavioral results. As needed, students with behavioral problems that are not responding to the BIP and recommended interventions, will be referred to Student Services for a more comprehensive evaluation for possible services under IDEA.

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))

All teachers will take part in professional learning through professional learning communities twice a month throughout the course of the school year. PLCs will focus on delivering explicit instruction of Florida's standards through the Practice Profile, implementing school wide literacy strategies, and emphasizing vocabulary acquisition in all content areas. 4- The District utilizes local and federal resources to support beginning teachers, provide mentors to struggling teachers, provide consultants to support classroom management and instructional best practices. The District supports school Professional Learning Communities that are focused on Marzano Learning Strategies or Standards-based Instruction. The District utilizes Title I Part A, Title II, and ESSER funds to support curriculum resource teachers, technology integration resources, and data analysis. To recruit and retain teachers, the District provides VAM bonuses for high-impact teachers, provide Teacher Leadership Program, and supplements for mentoring new teachers.

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))

Not applicable

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: Math	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
3	III.B.	Area of Focus: Instructional Practice: Science	$0.00

4	III.B.	Area of Focus: Instructional Practice: Social Studies	$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
6	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	$0.00
7	III.B.	Area of Focus: Graduation: Graduation	$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