Lancaster Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Lancaster Elementary

6700 SHERYL ANN DR, Orlando, FL 32809

https://lancasteres.ocps.net/

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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future

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
Pender, Natasha	Principal	-Supports the vision and mission of Orange County Public Schools (OCPS) -Provides a strategic vision for the school through the use of data-based decision-making -Ensures school resources are maximized to achieve school improvement goals -Monitors student achievement trends, goals, and targets - Conducts classroom walkthroughs and observations to monitor instructional trends and practices and provides feedback to staff - Collaborates with instructional coaches and grade-level teams during PLCs to ensure best practices are used effectively to improve student outcomes -Coaches and develops teachers and teacher leaders -Serves as instructional leader, overseeing the development and implementation of curriculum and instruction -Administers the school budget and manages fiscal resources -Manage human and material resources to achieve district priorities and support student learning -Oversees school-wide safety management and daily school operations
Bullen, Nicole	Assistant Principal	-Supports the vision and mission of OCPS -Supports the school's common vision for the use of data based decision-making -Supports and implements practices to address the goals and targets within the School Improvement Plan -Conducts classroom walkthroughs and observations to monitor instructional trends and practices and provides feedback to teachers -Collaborates with instructional coaches and grade level teams to ensure instruction is aligned to the standards -Collaborates with instructional coaches and grade level teams to ensure best practices are used -Supports daily school operations
Bell, Saidah	Reading Coach	-Collaborates with staff to ensure lessons are created and aligned to grade-level standards -Collaborates with staff to ensure school improvement goals are being addressed -Provides professional development to teachers and staff -Supports and build capacity in teachers through the coaching cycle -Facilitates and supports data collection and data analysis -Provides remediation and enrichment activities -Supports students through intervention groups
Forrest, Cornelia	Math Coach	-Collaborates with staff to ensure lessons are created and aligned to grade-level standards

Name	Position Title	Job Duties and Responsibilities
		-Collaborates with staff to ensure school improvement goals are being addressed -Provides professional development to teachers and staff -Supports and build capacity in teachers through the coaching cycle -Facilitates and supports data collection and data analysis -Provides remediation and enrichment activities -Supports students through intervention groups
Rivera Melendez, Jorge	ELL Compliance Specialist	-Provides support and monitors the progress of ELL students -Provides support to teachers and staff in implementation of best practices for ELL students - Monitors ESOL compliance -Collaborates with staff to ensure students' needs are being met and school improvement goals are addressed -Facilitates meetings with parents and supports parents in understanding the unique needs of ELL students -Collaborates with staff to ensure school improvement goals are being addressed -Provides professional development to teachers and staff -Facilitates and supports data collection and data analysis -Supports students through intervention groups
Rodriguez, Anabel	School Counselor	-Provides students and staff support in social-emotional learning -Serves as the school mental health contact -Conducts individual and small group counseling -Provides referrals to outside agencies as needed -Collaborates with staff, the Alpha Counselor, and the Social Worker to ensure students' needs are being met -Collaborates with staff to ensure school improvement goals are being addressed -Provides professional development to teachers and staff -Facilitates and supports data collection and data analysis -Supports students through intervention groups
Tondreau-Demosthenes, Natasha	Staffing Specialist	-Support staff in ensuring ESE students receive services based on their IEP and or 504 -Facilitate ESE meetings with teachers and families - Monitor plans and collaborate with staff during PLCs to plan instruction that aligns with student services and student needs -Support MTSS implementation and monitoring -Collaborate with staff to ensure school improvement goals are being addressed -Provides professional development to staff
Ellison, Gwen	Dean	-Collaborates with staff to ensure lessons are created and aligned to grade-level standards -Collaborates with staff to ensure school improvement goals are being

Name	Position Title	Job Duties and Responsibilities
		addressed -Provides professional development to teachers and staff -Supports and build capacity in teachers through the coaching cycle -Facilitates and supports data collection and data analysis -Provides remediation and enrichment activities -Supports students through intervention groups

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving stakeholder input in the creation of Lancaster Elementary's 23-24 school improvement plan was through SAC, PLCs with staff, and both Panorama and Title I survey data. A needs assessment was conducted to gather data about the school's current strengths, weaknesses, and areas for improvement. The feedback received was analyzed with a focus on recurring themes, common concerns, and priorities for improvement. Based on the data analysis and stakeholder input, the school improvement plan focus areas are based on feedback priority areas that need the most attention and have the greatest potential for impact on student achievement and school climate. By involving stakeholders in the creation of the school improvement plan it will foster a sense of ownership and collective responsibility for the success of all in our school. It also helped to ensure that diverse perspectives are considered, leading to a more comprehensive and effective 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))

The school improvement plan will be monitored regularly for the progress of plan implementation and evaluation of its effectiveness. Monitoring will be done through daily classroom walkthroughs, ongoing student progress monitoring, weekly PLC meetings that include data analysis, SAC meetings, and quarterly survey feedback. Data will be shared and discussed with the leadership team weekly or sooner if data calls for immediate attention. The team will regularly review data, consult stakeholders, and make adjustments as needed to ensure continuous improvement. Transparent communication will be provided to all stakeholders with an interest in seeking ongoing input and participation.

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	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* 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: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	5	31	25	22	33	29	0	0	0	145
One or more suspensions	0	2	0	1	1	5	0	0	0	9
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	40	38	0	0	0	78
Level 1 on statewide Math assessment	0	0	0	0	34	34	0	0	0	68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	29	28	40	0	0	0	0	109

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	5	13	9	42	35	0	0	0	104

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	10	34	21	30	30	34	0	0	0	159
One or more suspensions	0	1	2	0	1	6	0	0	0	10
Course failure in ELA	0	0	0	7	0	0	0	0	0	7
Course failure in Math	0	0	0	1	3	2	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	4	38	40	0	0	0	82
Level 1 on statewide Math assessment	0	0	0	2	25	44	0	0	0	71
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	1	2	3	29	36	0	0	0	71

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	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	34	21	30	30	34	0	0	0	159
One or more suspensions	0	1	2	0	1	6	0	0	0	10
Course failure in ELA	0	0	0	7	0	0	0	0	0	7
Course failure in Math	0	0	0	1	3	2	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	4	38	40	0	0	0	82
Level 1 on statewide Math assessment	0	0	0	2	25	44	0	0	0	71
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	1	2	3	29	36	0	0	0	71

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	0	0	0	0	0	2
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*	41	57	53	32	56	56	31		
ELA Learning Gains				49			36		
ELA Lowest 25th Percentile				39			48		
Math Achievement*	45	60	59	40	46	50	33		
Math Learning Gains				63			38		
Math Lowest 25th Percentile				55			50		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	35	63	54	34	61	59	39		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	62	59	59	63			29		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	226
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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	375
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	4	3
ELL	39	Yes	1	
AMI				
ASN				
BLK	47			
HSP	45			
MUL				
PAC				
WHT	18	Yes	2	1
FRL	46			

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	30	Yes	3	2
ELL	41			
AMI				
ASN				
BLK	49			
HSP	46			
MUL				
PAC				
WHT	36	Yes	1	
FRL	47			

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

| 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	41			45			35					62
SWD	0			7							3	60
ELL	31			46			27				5	62
AMI												
ASN												
BLK	40			38			38				5	73
HSP	42			47			30				5	60
MUL												
PAC												
WHT	9			27							2	
FRL	41			44			38				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	32	49	39	40	63	55	34					63
SWD	7	30	31	14	58		13					55
ELL	23	44	36	35	57	49	21					63
AMI												
ASN												
BLK	37	46		38	63	62	19					75
HSP	31	49	37	40	62	50	36					62
MUL												
PAC												
WHT	29			43								
FRL	34	48	43	41	62	55	32					61

| 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	31	36	48	33	38	50	39					29
SWD	8	20		9	18							4
ELL	26	36	44	30	35	50	30					29

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	30	35		34	35		47					26
HSP	30	35	42	32	38	48	36					30
MUL												
PAC												
WHT	31			40								
FRL	31	30	45	32	30	45	31					31

Table title: 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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	32%	54%	-22%	54%	-22%
04	2023 - Spring	48%	60%	-12%	58%	-10%
03	2023 - Spring	36%	52%	-16%	50%	-14%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	43%	59%	-16%	59%	-16%
04	2023 - Spring	51%	62%	-11%	61%	-10%
05	2023 - Spring	28%	55%	-27%	55%	-27%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	30%	59%	-29%	51%	-21%

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 data component that showed the lowest performance was science (35%). The contributing factor to last year's low performance was teacher experience in implementing effective practices that yield student outcomes. Also, providing adequate time within the fifth-grade schedule for science reteach and/or small group instruction on Big Ideas 1 & 2.

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

There were no areas that showed a decline from prior year assessment data.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state average is in the area of 5th grade ELA. Although our fifth graders made continuous progress in academic growth (learning gains), many of the students entered the academic year at one or more grade levels below their grade level.

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

The data component that showed the most improvement was ELA proficiency (44%). There was an 11% increase from the 2022 FSA (33%) to the 2023 FAST (44%). New actions that the school took in this area were to ensure that PLCs deliberately focused on the notes portion of the CRM slides to model and discuss teacher actions, student actions, and expected outcomes. There was ongoing coaching and monitoring provided throughout the academic year, as well as, immediate actionable feedback provided with the next steps for consideration.

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

Based on the EWS data, the two areas of concern are:
* 4th grade attendance- 33 students absent 10% or more days
* 4th grade ELA- 40 students with a level 1 in ELA

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

1. Academic achievement
2. School climate
3. Instructional practices
4. Student support services

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 Early Warning System

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

This area of focus was identified as a crucial need because more than seventy-five students in grades 3-5 have two or more indicators. That breaks down to the following:
3rd grade- 9 students
4th grade- 42 students
5th grade- 35 students

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

There will be a double-digit increase in the Panorama survey in the areas of positive culture and environment. The EWS two or more indicators category will decrease at least by half.
3rd grade- 9 students (goal: 4 students)
4th grade- 42 students (goal: 35 students)
5th grade- 35 students (goal: 30 students)
This will then have a direct impact on students' outcomes of increased proficiency.
2024 Goal (ELA- 64%; Math-65%; Science- 60%)

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

Lancaster Elementary plans to monitor this area of focus to ensure that the desired outcomes are being achieved.
* Conduct regular surveys and collect feedback from stakeholders to gauge their perceptions of the school
* Principal's Panel small focus group with various stakeholders that allows the school to gather more in-depth information about experiences and perceptions through open-ended discussions, which can yield valuable insights and provide opportunities for clarifications or suggestions.
* Regularly observe and document interactions, behavior, and environment within the school
* Analyze discipline data to identify any patterns or trends that indicate areas of concern that can impact the school's culture.

Regularly monitoring data and feedback collected helps to identify areas of strength and areas of attention. It enables the school to make data-driven decisions and take appropriate actions to maintain and enhance a positive culture and environment that supports the well-being and success of all.

Person responsible for monitoring outcome:
Natasha Pender (natasha.pender@ocps.net)

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

The evidence-based interventions being implemented for creating a positive culture and environment at school are:
* L.E.A.D.S- a framework that promotes positive behavior through a multi-tiered system of supports. It involves teaching and reinforcing positive behaviors, establishing clear expectations, providing consistent consequences, and creating a positive school climate.
* Second Step- SEL program that focuses on developing students' social and emotional skills
* Restorative Practices- emphasize community building, conflict resolution, and repairing harm
* Parent and Community Engagement

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

The rationale for selecting these specific strategies are:
* These evidence-based interventions have been proven to be effective in improving school culture and creating positive environments
* The strategies align with the established school goals that are likely
* Selected strategies align with the goals and objectives of the school and district

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

The Second Step program will be used once a week for a minimum of 30 minutes with all grade levels.

Person Responsible: Anabel Rodriguez (anabel.rodriguez@ocps.net)

By When: Sept. 2023

In order to promote positive behavior the school-wide L.E.A.D.S expectations will be explicitly taught and various activities will be planned throughout the school year to support the L.E.A.D.S acronym. Planned activities will focus on teaching and reinforcing positive behaviors, establishing clear expectations, and providing a positive school climate.

Person Responsible: Gwen Ellison (gwendolyn.ellison@ocps.net)

By When: Aug. 2023

The Parent Engagement Liaison (PEL) will support in planning curriculum nights and family nights as a bridge between home and
school in order to get the information needed to families as they support their child's academic and social success.

Person Responsible: Nicole Bullen (nicole.bullen@ocps.net)

By When: Sept. 2023

Create the Principal's Panel which is a small focus group with various stakeholders that allows the school to gather more in-depth information about experiences and perceptions through open-ended discussions.

Person Responsible: Natasha Pender (natasha.pender@ocps.net)

By When: the end of the first quarter

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

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

Based on ESSA subgroup data, there are two subgroups (white and SWD) performing below the 41% threshold. The current percentages for subgroup performance are:

White- 36%
SWD- 30%

In order to prepare students for a promising and successful future, we must deliver high-quality, benchmark- aligned instruction. We will focus on best practices that promote student discourse, collaboration, and effective use of literacy strategies. Ongoing professional development, coaching support, and monitoring is required to build staff capacity in consistently delivering benchmark aligned instruction.

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

The 23-24 ELA F.A.S.T PM3 assessment will show an increase in proficiency for the following subgroups:

-White- an increase of fourteen percentage points from 36% to 50%
-SWD- an increase of twenty percentage points from 30% to 50%

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

Progress toward achieving data outcomes will be monitored through end-of-unit assessments, district SBUAs, and F.A.S.T (PM1, PM2, & PM3). Data from assessments will be used to assist teachers in planning immediate adjustments to lesson delivery and the next steps for small-group instruction. Specific resources have been identified for use during small group instruction, intervention groups, and acceleration to meet the
varying needs of students and close gaps in learning. Informal and formal classroom walkthrough data will be monitored through iObservation and district classroom walkthrough tools to determine school-wide trends.

Person responsible for monitoring outcome:

Natasha Pender (natasha.pender@ocps.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.)

Teachers will use Being a Reader and SIPPS to collaborate with admin. and the instructional coach during PLCs. During the small group planning process of FBS and MTSS, lessons will promote student engagement as well as standards-based foundations, reading, communication, and vocabulary lessons that reinforces reading comprehension. Teachers will engage in ongoing professional development and receive coaching support across all content areas. Small group instruction will be provided daily for additional scaffolding.

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

This specific strategy was selected because literacy spans across all subject areas. Staff will receive proper training and coaching so that the delivery of benchmark-aligned instruction is presented at the level of the standard.

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.

Utilize the district created curriculum resource materials and formative assessments with fidelity and as intended

Person Responsible: Saidah Bell (saidah.bell@ocps.net)

By When: Sept. 2023

Instructional coach, resource teachers, and admin. will facilitate the growth and development of teachers by engaging staff in bi-weekly job-embedded professional development based on differentiated areas of need as identified by school-wide trends and observation feedback.

Person Responsible: Natasha Pender (natasha.pender@ocps.net)

By When: Sept. 2023

Instructional coach, resource teachers, admin. and grade-level teams will facilitate PLCs. Administrators will participate in PLCs to support the planning of benchmark-aligned instruction and analysis of data to differentiate targeted student needs during small group instruction.

Person Responsible: Natasha Pender (natasha.pender@ocps.net)

By When: Aug. 2023

Informal and formal classroom walk-throughs with feedback will be conducted regularly. Look-fors will be identified based on trends CWT trends. Adjustments will be made during PLCs based on CWT data.

Person Responsible: Natasha Pender (natasha.pender@ocps.net)

By When: Aug. 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).

Priority for school improvement funding allocations will be given to goals/areas that directly correlate to student achievement, closing achievement gaps, and enhancing school climate and culture. Stakeholders will assess the existing resources in place to determine their effectiveness and alignment with the identified needs. We will then compare the identified needs with the available resources to determine any gaps or mismatches and identify areas where additional resources are needed. Additional resources for purchase will be vetted for research-based and evidence of maximizing impact on student improvement with students of diverse needs. Once resources have been allocated, stakeholders will monitor and evaluate the effectiveness of resources. Based on the monitoring and evaluation findings, adjustments will be made as needed. School improvement

funding will be allocated in a strategic and evidence-based manner, ensuring that resources are directed towards the areas of greatest need and have the best chance of making a positive impact on student outcomes.

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 end of year STAR and Early Literacy screening, Kindergarten, 1st grade, and 2nd grade have been identified as grade levels that have over 50% of students who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
-51% of Kindergarten students scored below the 40th Percentile
-61% of 1st grade students scored below the 40th Percentile
-55% of 2nd grade students scored below the 40th Percentile
Student performance on the Standards-based Unit Assessments have also been considered as an additional progress monitoring tool.

The Areas of Focus specifically relating to Reading/ ELA Instructional Practice for grade levels with more than 50% scoring below Level 3 are (1)Develop awareness of the segments of sounds in speech and how they link to letters; and (2) Teach students to decode words, analyze word parts, and write and recognize words. Areas of Focus (1) and (2) represent foundational literacy skills that have a significant impact on fluency and comprehension. The final area of focus is (3)Reach mastery of grade-level dolch/ frye words.

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

Based on statewide, standardized ELA assessment data more than 50 percent of students in 3rd and 5th grade scored below Level 3.
-59% of 3rd grade students scored below Level 3
-48% of 4th grade students scored below Level 3
-66% of 5th grade students scored below Level 3
Student performance on District-wide Standards-based Unit Assessments has also been considered as an additional progress monitoring tool.

The Areas of Focus specifically relating to Reading/ ELA Instructional Practice for grade levels with more

than 50% scoring below Level 3 are (1) Developing awareness of the segments of sounds in speech and how they link to letters; and (2) Teaching students to decode words, analyze word parts, and write and recognize words. The Areas of Focus represent foundational literacy skills that have a significant impact on fluency and comprehension.

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

Lancaster Elementary has a goal of increasing ELA/Reading achievement data by more than double digits in each grade level.
Previous School Year Results:
-49% of Kindergarten students scored above the 40th Percentile
-39% of 1st grade students scored above the 40th Percentile
-45% of 2nd grade students scored above the 40th Percentile

23-24 School Year Goals
-59% of Kindergarten students will score above the 40th Percentile
-55% of 1st grade students will score above the 40th Percentile
-55% of 2nd grade students will score above the 40th Percentile

Grades 3-5 Measurable Outcomes

Lancaster Elementary has a goal of increasing ELA/Reading achievement data by more than double digits in each grade level.
Previous School Year Results:
-41% of 3rd grade students scored a Level 3 or above
-52% of 4th grade students scored a Level 3 or above
-34% of 5th grade students scored a Level 3 or above

23-24 School Year Goals
-55% of 3rd grade students will score a Level 3 or above
-62% of 4th grade students will score a Level 3 or above
-55% of 5th grade students will score a Level 3 or above

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.

The Areas of Focus will be monitored with various progress monitoring assessments such as the FAST, district-created standards based unit assessments, K-1 DIBELS progress monitoring data, and SIPPS

progress monitoring data. Ongoing monitoring of student performance will involve collaborative discussions within grade level / subject area Professional Learning Communities, the School-based Leadership Team, and Cadre Leadership to develop an appropriate response to data and implement adjustments to school-wide instructional practice.

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

Pender, Natasha, natasha.pender@ocps.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?

Utilization of the evidence-based practices/programs, Heggerty, SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words), Being a Reader Small Group Curriculum, OCPS Multisensory Kits, District Curriculum Resource Materials and Exact Path will have a strong correlation with academic achievement. These instructional practices/ programs align with the district's K-12 Comprehensive Evidence-based Reading Plan and are aligned to B.E.S.T ELA Standards.

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?

Use of the foundational pieces of the optional OCPS Curriculum Resource Materials daily slides teach students to decode words, analyze word parts, and recognize words. These slides contain comprehension components that help build comprehension practices so students can make sense of the text.

Heggerty develops awareness of segments of sounds in speech and how they link to letters.
SIPPS is used to teach students to decode words, analyze word parts, and write and recognize words.

Being a Reader Small Group Curriculum Build students' decoding skills so they can read complex multisyllabic
words; provide purposeful fluency-building activities to help students read effortlessly, and routinely use a set of comprehension-building practices to help students make sense of the text.

OCPS Multisensory Kits develop an awareness of the segments of sounds in speech and how they link to letters, teach students to decode words, analyze word parts, and write and recognize words.

-Exact Path provides purposeful fluency-building activities to help students read effortlessly.

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
Professional Learning ELA/ Reading assessment data and Classroom Walkthrough Trends will be analyzed and discussed to regularly determine and modify the professional learning needs of Lancaster Elementary School instructional staff. Leadership Team Members and instructional staff will participate in district PD options such as the Instructional Literacy Institute, Literacy Coach Meetings, Being a Reader PD, SIPPS PD, and Making Sense of Multisensory Instruction PD.	Bullen, Nicole, nicole.bullen@ocps.net
Analysis of ELA/ Reading Progress Monitoring Data Progress Monitoring data will be analyzed and discussed to determine interventions and implementation of support needed for students. The following assessment data will be utilized: FAST, Heggerty Assessments, District created Standards Based Unit Assessments (SBUAs), District created Foundational Unit Assessments, DIBELS (K-1), Being a Reader Formative Data (K-3), SIPPS Formative Data (k-2)	Pender, Natasha, natasha.pender@ocps.net
Literacy Coaching The Literacy Coach attends district coach meetings. The coach uses data to identify personnel and areas of need. Implementation of coaching cycles, modeling, PLC planning support to fit areas of need. The Literacy Coach is an active member of the MTSS problem-solving team.	Bell, Saidah, saidah.bell@ocps.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.

The School Improvement Plan is located in the front office, and school website (https://lancasteres.ocps.net), and is a public record on the Department of Education website. School improvement goals and progress towards goals are regularly shared with stakeholders during the School Advisory Council (SAC) meetings, Parent Teacher Association (PTA) meetings, Multilingual Parent Leadership Council (MPLC), and family engagement events. Translated versions of the school improvement plan are available in Spanish and Creole. Other languages are available upon request.

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))

Lancaster Elementary School builds positive relationships to fulfill the school's mission by encouraging family and
community involvement in several ways. Our Parent Engagement Liaison (PEL) works to bridge the gap between home and school by helping parents understand the academic and social supports (school-based and outside agencies) that are provided to ensure their child's academic and social success. Stakeholders have opportunities to participate in activities such as the School Advisory Council (SAC), Parent Teacher Association (PTA), Multilingual Parent Leadership Council (MPLC), Annual Title 1 meeting, mentoring, ADDitions volunteer, curriculum-based nights, parent workshops, and social events. School Advisory Council (SAC) and Parent Teacher Association (PTA) meetings are held monthly and input that promotes the success of Lancaster Elementary is encouraged. Home-to-school communication is provided in English, Spanish, and Haitian Creole (other languages available upon request) through school newsletters, Connect Orange, and Talking Points. Translators are available and meetings can be interpreted by the Language Line (e.g. report card conference night, parent-teacher meeting, IEP/504 meetings, attendance meeting, etc.). Lancaster will continue to encourage families to participate in quarterly Parent Academies and provide transportation to one of the academy events. We understand that it is important to foster its relationships with the community and local businesses through Partners in Education (PIE). Our Partners in Education (PIE) Program is used to establish and maintain relationships with local businesses and community members. Through mutual partnerships, the school is able to expand its resources to better serve the students, staff, and community. Once partnerships are established, our partners are invited to school events and are able to volunteer and/or donate resources towards initiatives that support students and staff. Each year we contact our partners to renew our partnerships and determine activities that are mutually beneficial for both organizations. We also work to establish new partnerships with local businesses and organizations within the community. Our collaboration with the Neighborhood Center for Families (NCF) is ongoing which includes a full-time Alpha counselor and partial funding for an exceptional education
teacher.

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))

To strengthen academic programs and increase the amount of quality learning while also providing enrichment opportunities, Lancaster Elementary will create opportunities for students to engage in enrichment activities that extend and deepen their learning beyond the basic curriculum. This will include

after-school clubs, acceleration tutoring, competitions, guest speakers, field trips, partnerships with community organizations, and virtual learning experiences. These opportunities will foster creativity, critical thinking, problem-solving skills, and a love of learning.

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))

Lancaster Elementary has one class of full-day VPK students that has a certified teacher and para-professional who works daily to prepare our four-year-olds for kindergarten and build a strong literacy foundation for their continued educational success. Every student participates in the USDA Fresh Fruit and Vegetable Program (FFVP) in which students have access weekly to a variety of produce that they otherwise might not have the opportunity to sample. The Fresh Fruit and Vegetable Program (FFVP) is an important tool in our efforts to combat childhood obesity. In conjunction with Orange Technical College, Lancaster Elementary is a host site for adult ESOL classes. The ESOL Compliance Specialist targets the families of ELL students to register and take advantage of the evening ESOL classes while their child attends tutoring as well.

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))

Lancaster Elementary has a dedicated school counselor and behavior specialist that supports student services. Through our partnership with the Neighborhood Center for Families (NCF) a part-time Alpha, the counselor is provided to conduct small group counseling and mental health services to students and families. Lancaster Elementary has mentoring programs (My Brother's Keeper & My Sister's Keeper) for students in grades 3-5. Staff and community mentors are assigned to meet with students at least biweekly on academics, goal-setting, post-secondary options, etc.

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))

Lancaster Elementary hosts Walker Middle School and Oak Ridge High School's Elevate Orlando program twice a week. This partnership affords each classroom 1-2 student tutors/mentors throughout the academic year. Additionally, Lancaster Elementary hosts the annual Teach-In & Literacy Week events in which community members are invited to speak, read, and interact with students about careers and habits required to be successful in future endeavors. There is a college wall that showcases 31 post-secondary institutions that have the same tiger mascot as Lancaster Elementary.

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).

Lancaster Elementary follows the OCPS student code of conduct. There is a multi-tiered school-wide behavior system in place that aims to establish a social culture in which students expect and support appropriate behavior from one another. The Dean of Students facilitates quarterly school assemblies and

coaches /supports staff in positive behavior interventions. There are several incentives in place for students and staff that work to promote a positive school culture and climate (e.g. brag tags, school store, paw bucks, "tiger-rific" shout-outs, spotlight of the month, etc.).

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning is differentiated based on the immediate needs of the teacher as well as any school-wide trends that need to be addressed. Topics that have been planned thus far for professional development as it relates to the current areas of focus are:
* MTSS- Interventions for Student Success
* ELL Champions Series
* We have the data.....now what?!
* Vertical and horizontal alignment of benchmark standards
* Effectively planning for small group
PLCs are facilitated by academic coaches and administrators to help deepen the understanding of best practices for literacy and mathematics instruction. Job-embedded professional development is integrated into PLCs as well so staff can make immediate connections to the content for effective implementation and delivery to students. Additional support is provided to beginning and new teachers through the new teacher
mentoring program.

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))

Lancaster Elementary has one class of full-day VPK students that has a certified teacher and para-professional who works daily to prepare our four-year-olds for kindergarten and build a strong literacy foundation for their continued educational success.

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: Early Warning System	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$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