
Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	26
VI. Title I Requirements	29
VII. Budget to Support Areas of Focus	30

Millennia Elementary

5301 CYPRESS CREEK DR, Orlando, FL 32811

<https://millenniaes.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
Pena, Dyanira	Principal	The principal's role is to provide strategic direction in the school system to ensure the mission and vision of OCPS are enacted daily. The principal serves as the instructional leader and is the primary source of Professional Development. The principal also monitors the distribution of leadership roles and addresses the needs of the students, parents, and local stakeholders.
Gomes, Christopher	Assistant Principal	The Assistant Principal serves as an instructional leader, oversees facility management, and maintains behavioral expectations.
Perez, Esther	Instructional Coach	The role of the coach is to build teacher capacity and their understanding of instructional practices. The instructional coach facilitates Professional Learning Community (PLC) meetings and assists teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students. They also informally observe (non-evaluatively) lessons and provide feedback for a teacher's professional growth and students' success, in addition to modeling lessons. The instructional coach also serves as the assessment coordinator.
Lyon, Christine	Instructional Coach	The role of the coach is to build teacher capacity and their understanding of instructional practices. The instructional coach facilitates Professional Learning Community (PLC) meetings and assists teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students. They also informally observe (non-evaluatively) lessons and provide feedback for a teacher's professional growth and students' success, in addition to modeling lessons. The instructional coach also serves as the assessment coordinator.
Ullrich, Monica	ELL Compliance Specialist	The Curriculum Compliance Teacher (CCT) facilitates and monitors services for English Language Learners (ELLs) and organizes the Multicultural Parent Leadership Council (MPLC) meetings. The CCT also assists teachers in implementing instructional strategies and monitors the effectiveness of those strategies.
Wax, Dana	Behavior Specialist	The Behavior Specialist determines the functional behavior capabilities of students in the classroom and at home to design behavioral interventions. The Behavior Specialist coordinates with teachers, parents, and students to develop behavior interventions and resolve issues. The Behavior Specialist also assists students to determine inappropriate behavior and develop appropriate actions for good interpersonal skills, in addition to overseeing the PBS system.

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.

Our stakeholders are members of our School Advisory Council. Parents and community members are solicited to join our SAC committee and attend our monthly meetings. Our families complete an interest survey and we send home ballots for our school community to vote for the committee members.

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 implementation and success of the SIP plan will be monitored during our SAC meetings. The team will meet to discuss data and instructional practices to ensure that we comply with our goals/plan. The SAC committee will also meet to complete the mid-year reflection. We also monitor and discuss the effectiveness of our instructional practices at our Leadership meeting.

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	No
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	98%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) 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: C

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

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	38	41	34	21	37	0	0	0	178
One or more suspensions	0	2	2	1	2	0	0	0	0	7
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	11	45	37	0	0	0	93
Level 1 on statewide Math assessment	0	0	0	29	45	9	0	0	0	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	98	45	0	0	0	0	143

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	11	14	24	46	29	0	0	0	124

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	10	0	0	0	0	0	10
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	13	28	36	52	18	44	0	0	0	191
One or more suspensions	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	2	0	0	0	0	2
Course failure in Math	0	0	0	1	0	2	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	23	30	57	0	0	0	110
Level 1 on statewide Math assessment	0	0	0	18	34	62	0	0	0	114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	24	41	48	59	0	0	0	182

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	19	27	54	0	0	0	100

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	20	1	0	0	0	0	23
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	13	28	36	52	18	44	0	0	0	191
One or more suspensions	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	2	0	0	0	0	2
Course failure in Math	0	0	0	1	0	2	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	23	30	57	0	0	0	110
Level 1 on statewide Math assessment	0	0	0	18	34	62	0	0	0	114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	24	41	48	59	0	0	0	182

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	19	27	54	0	0	0	100

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	20	1	0	0	0	0	23
Students retained two or more times	0	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*	52	57	53	43	56	56	40		
ELA Learning Gains				59			46		
ELA Lowest 25th Percentile				42			63		
Math Achievement*	41	60	59	37	46	50	34		
Math Learning Gains				50			24		
Math Lowest 25th Percentile				56			29		
Science Achievement*	36	63	54	31	61	59	21		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	73	59	59	71			54		

* 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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	252
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	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	15	Yes	2	2
ELL	52			
AMI				
ASN	71			
BLK	43			
HSP	53			
MUL				
PAC				
WHT	56			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	45			

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	26	Yes	1	1
ELL	49			
AMI				
ASN	87			
BLK	36	Yes	1	
HSP	49			
MUL				
PAC				
WHT	58			
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	52			41			36					73
SWD	6			9			0				5	53
ELL	50			47			45				5	73
AMI												
ASN	75			67							2	
BLK	40			26			18				5	82
HSP	55			44			42				5	69
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	53			53			58				5	80
FRL	46			36			31				5	69

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	43	59	42	37	50	56	31					71
SWD	9	27	36	6	39	43	23					
ELL	40	57	39	39	55	61	30					71
AMI												
ASN	93			80								
BLK	34	53		27	38	44	22					
HSP	41	59	42	37	52	59	28					70
MUL												
PAC												
WHT	66	63		44	65		50					
FRL	41	59	26	30	43	43	34					63

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	40	46	63	34	24	29	21					54
SWD	9	35		12	15	15	7					23
ELL	39	53	68	36	29	30	16					54
AMI												
ASN	50			29								
BLK	36	39		20	18		14					50
HSP	40	54	64	37	26	30	20					55
MUL												
PAC												
WHT	53	25		55	33		31					46
FRL	34	41		25	22	29	19					38

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	35%	54%	-19%	54%	-19%
04	2023 - Spring	59%	60%	-1%	58%	1%
03	2023 - Spring	41%	52%	-11%	50%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	36%	59%	-23%	59%	-23%
04	2023 - Spring	53%	62%	-9%	61%	-8%
05	2023 - Spring	25%	55%	-30%	55%	-30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	59%	-30%	51%	-22%

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.

In the 2022-23 school year, Millennia Elementary showed the lowest performance in our math achievement. However, we had an increase of 6 percent in comparison to the 2021-2022 school year. Fifth-grade students demonstrated the highest deficiencies in reading and math. In addition, our SWD and Black ESSA subgroups were below the 41% average.

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

As a school, there was no regression in any content area when compared to last school year. However, our FAST data demonstrated the greatest need for improvement is in math. Based on math FAST data, we obtained a 43% in proficiency, while last school year we obtained a 37%.

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.

Based on the FAST data, we made gains in both ELA and Math. However, when compared to the state our greatest deficiencies were in math. This is a result of our students' lacking the foundational skills in number sense, algebraic reasoning, and measurement. In addition, our SWD and Black ESSA subgroups were below the 41% average.

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

Based on the FAST data, we made the most improvement in ELA. In ELA we obtained a 55% proficiency in comparison to the 43% obtained during the 2021-2022 school year. We had an intense focus on guided groups and center activities. We also ensured that centers and assignments were differentiated for the students and that students were provided with opportunities to process the content.

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

Based on the EWS data, the areas of concern are students with two or more indicators. We had 124 students in this area compared to the 100 last year. Another area of concern is the students with a substantial reading deficiency element. Although we decreased from 182 to 143 students, the fourth-grade students in this area increased from 41 to 98.

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

1. Ensuring that teachers are providing students with equitable instruction with an intense focus on our target ESSA subgroups.
2. Monitoring and providing teachers with feedback to ensure that they are consistently meeting with their guided groups and implementing best practices with fidelity.
3. Monitoring teachers to ensure that ELL, ESE, and the lowest quartile students are provided with the necessary support needed for them to process the content.
4. Ensuring that our PLCs are student-centered and maintain a focus on learning, results, and collaborative culture.
5. Providing our teachers and students with a positive climate that is conducive to learning and motivates our students to learn.

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.

Research and current school data indicate that as teachers acquire knowledge and understanding of differentiation and provide students with targeted individualized instruction, students will obtain a better understanding of standards-based math concepts. Students will gain a deeper understanding of math foundational skills to demonstrate proficiency in all strands of Mathematics. During the 2022-2023, 43% of our students were proficient in Math. In 3rd grade 40% were proficient, in 4th grade 63% were proficient and in 5th grade 29% were proficient.

Measurable Outcome:

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

By June 2024, 50% of students at Millennia Elementary will demonstrate proficiency in the area of Math.

Monitoring:

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

The area of focus will be monitoring with daily walkthroughs, a student data analysis after each common assessment, and PLCs.

Person responsible for monitoring outcome:

Christine Lyon (christine.lyon@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.)

Cycle of Professional Learning related to academic discourse and a focus on conceptual understanding with opportunities to develop fluency with problem solving and computation will help students excel in mathematics. Teachers will create and implement differentiated instruction geared toward meeting the needs of their students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In the 2022-2023 school year, math achievement at Millennia Elementary School increased. Based on FAST data, 43% of our students were proficient in Math. As a school, we will continue to work on incorporating the use of manipulatives in daily lessons, provide students with equitable instruction while building foundational skills and provide targeted differentiated instruction in guided groups.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will participate in ROTATE: Reflect Observe Talk Action Teach Evaluate.

2. Teachers will meet every quarter for data meetings and monitor standards mastery with the use of data charts.

3. During PLC meetings, teacher learning teams, including special education instructors, will analyze data gathered during our daily walkthroughs to create tools and activities that support math instruction in Kindergarten through Fifth Grade.
4. Teachers will work in PLC teams to continue the implementation of math curriculum.
5. Teachers will use pacing calendars with assessment timelines to align lesson planning and assessment schedules.
6. Teachers will differentiate instruction for these students into small groups and the whole group.
7. Math Bootcamp for our students during Specials.
8. Parent Informational Sessions (Supporting parents with student support)
9. Math Triathlon
10. MAO Acceleration Tutoring
11. Walk to Intervention Model in Grades 3-5.

Person Responsible: Christine Lyon (christine.lyon@ocps.net)

By When: 8/2/23

#2. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Research and current school data indicate that when teachers provide students with engaging standards-based guided group lessons and support them to gain an understanding of literacy strategies and social and emotional learning strategies, students benefit by obtaining a deeper understanding of complex texts. In order to decrease the achievement gaps in ELA, teachers will plan using standards-based lessons, utilize equitable classroom practices, differentiated instruction, and consistent student monitoring to adjust instruction to meet the needs of all students in guided groups. Based on FAST data, 55% of our students are proficient in ELA. In 3rd grade 50% of the students were proficient, in 4th grade 75% were proficient and in 5th grade 44% were proficient.

Measurable Outcome:

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

The 2023-2024 ELA FAST Assessment will show an increase of at least 15% percentage points from 55% to 70%.

Monitoring:

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

The area of focus will be monitored daily through the following:

Walkthroughs

Exact Path Lessons

SIPPS Mastery Assessments

Dibiels

Classroom Walkthroughs

District Standards-Based Unit Assessments

District Foundational Unit Assessments

Person responsible for monitoring outcome:

[no one identified]

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 will develop awareness of the segments of sounds in speech and how they link to the letters. This instructional practice has a strong level of evidence. Teach students to decode words, analyze word parts, and write and recognize words. This instructional practice has a strong level of evidence. Ensure that each student reads standards/benchmark texts every day to support reading accuracy, fluency, and comprehension. This instructional practice has a moderate level of evidence.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Last school year, we had an intense focus on guided group lessons and center activities. We created guided group lesson plans to target the needs of our students and focus on building foundational skills. Our data demonstrates that implementation of these practices was effective.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Teachers will meet every semester for data meetings and monitor standard mastery with the use of data charts.
2. Teachers will implement literacy and social and emotional learning strategies and have students write with evidence in response to complex text across all content areas.
3. Teachers will implement strategies to increase academic discourse within the classroom.
4. MTSS Problem Solving Teams meet regularly to ensure students are appropriately identified and matched to appropriate interventions and intensity.
5. We will focus on specific High Yield Strategies (Questions, cues, and advance organizers/ Cooperative Learning/ Homework and practice.
6. Effective implementation of ESE accommodations and ESOL strategies to maximize learning for our students. (Review WIDA scores/WIDA Indicator
7. Teaching foundational skills and the current standards/benchmarks in guided groups in all grade levels
8. Differentiated Structured Centers
9. Tutoring on Tuesday and Thursday
10. Targeted Tier 1 and Tier 2 Interventions.
11. MAO Acceleration Tutoring

Person Responsible: Esther Perez (esther.perez@ocps.net)

By When: 8/2/23

#3. 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.

Research and current school data indicate that as teachers acquire knowledge and understanding of implementing social and emotional learning strategies, students will benefit by enhancing their capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges.

Measurable Outcome:

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

The Area of Focus will be monitored through monthly surveys to the families and staff to obtain feedback on school practices. We will also obtain feedback from our stakeholders at SAC meetings and during PTO meetings.

Monitoring:

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

The school will continue to implement and revise the current Positive Behavior Supports (PBS) plan as necessary. Teachers will share instructional strategies for building (SEL) skills in the classroom (e.g., self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). They will also deliver explicit lessons that teach social and emotional skills, in addition to finding opportunities for students to reinforce their use throughout the day. Teachers will be provided with Professional Development to guide them on how to utilize these strategies in the classroom while incorporating the Second Steps curriculum. The Guidance Counselor will also teach mini-lessons and provide opportunities for students to practice and hone those skills, as well as apply them in various situations. We will also send monthly surveys to the families and staff to obtain feedback on school practices.

Person responsible for monitoring outcome:

[no one identified]

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 school will continue to implement and revise the current Positive Behavior Supports (PBS) plan as necessary. Teachers will share instructional strategies for building (SEL) skills in the classroom (e.g., self-awareness, self-management, social awareness, relationship skills, and responsible decision making). They will also deliver explicit lessons that teach social and emotional skills, in addition to finding opportunities for students to reinforce their use throughout the day. Teachers will be provided with Professional Development to guide them on how to utilize these strategies in the classroom while incorporating the Second Steps curriculum. The Guidance Counselor will also teach mini-lessons and provide opportunities for students to practice and hone those skills, as well as apply them in various situations. We will also send monthly surveys to the families and staff to obtain feedback on school practices.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Millennia Elementary School consists of a multicultural population with students from diverse social and economic backgrounds. Focusing on promoting social and emotional development for our students will allow them to gain more positive attitudes toward oneself and others, as well as learn skills including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose. It will also reduce conduct problems, and risk-taking behavior and decrease emotional

distress. Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011).

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Continue to implement our school-wide PBS system.
2. Provide teachers with Professional Development on incorporating the Second Steps curriculum into their lessons.
3. Schedule parent workshops to educate and involve them in the teaching and learning process.
4. Provide families with resources to support their children at home in their native language.
5. Implement mentoring program for students needing additional support and guidance.
6. Involve local stakeholders to support classroom and school efforts by providing students with additional opportunities to refine and apply various SEL skills.
7. Offering after-school activities that provide opportunities for students to connect with supportive adults and peers.
8. Host assemblies to review CASEL Competencies.
9. Hosting Nightly Events to involve our families.

Person Responsible: Dyanira Pena (dyanira.pena@ocps.net)

By When: 8/2/23

#4. 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.

In order to decrease the achievement gaps in ELA, teachers will plan using standards-based lessons, utilize equitable classroom practices, differentiated instruction, and consistent student monitoring to adjust instruction to meet the needs of their students. In 2021-2022, 36% of our Black subgroup was below the 41% proficiency expectations in ELA.

Measurable Outcome:

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

By May 2024, proficiency among Black students will increase from 36% to 42% in ELA.

Monitoring:

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

The area of focus will be monitored with daily walkthroughs, a student data analysis after each common assessment, and PLCs.

Person responsible for monitoring outcome:

[no one identified]

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.)

Instructional Coaches and Administration will effectively lead teachers to collaborate (e.g., sharing ideas, active listening, questioning, planning, problem-solving,) to develop and adjust instructional plans based on student data. Teachers will discuss best practices, share resources that maximize student learning, and focus on intentionally engaging students in experiences.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The strategies were selected based on teacher observations, home surveys, and student data. We reviewed teacher evaluations and the trends in our weekly trend walk to determine the teachers' needs. Professional Development is also being offered based on the deficiencies being observed in the classroom.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. During PLCs, coaches will assist with deconstructing standards, locating resources, differentiating activities, and creating assessments.
2. Teachers will obtain feedback during walkthroughs.
3. Leadership team will meet quarterly with teachers to analyze individual student data and discuss the successes and deficiencies of our Black population.

4. Students will participate in ongoing progress monitoring to demonstrate mastery of standards/skills.
5. Instructional Coaches will provide teachers with examples of differentiated activities.
6. Parents will participate in Literacy Night where they will be provided with resources to support their children at home.
7. Acceleration will be provided at tutoring sessions.
8. Interventionists and Paraprofessionals will support students in the classroom.
9. Teachers will monitor standards mastery with the use of student data chart

Person Responsible: Christopher Gomes (christopher.gomes@ocps.net)

By When: Throughout the school year.

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

In order to decrease the achievement gaps in ELA, teachers will plan using standards-based lessons, utilize equitable classroom practices, differentiated instruction, and consistent student monitoring to adjust instruction to meet the needs of all students. In 2021-2022, 26% of our Students with Special Needs subgroup was below the 41% proficiency expectations in ELA.

Measurable Outcome:

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

By May 2024, proficiency among Students with Disabilities will increase from 26% to 41% in ELA.

Monitoring:

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

The area of focus will be monitored with daily walkthroughs, a student data analysis after each common assessment, and PLCs.

Person responsible for monitoring outcome:

Dyanira Pena (dyanira.pena@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.)

Our Staffing Specialist will effectively lead teachers to collaborate (e.g., sharing ideas, active listening, questioning, planning, problem-solving) to develop and adjust instructional plans based on student data and needs. Our Staffing Specialist will also model and monitor the effective implementation of ESE accommodations Teachers will discuss best practices, share resources that maximize student learning, and focus on intentionally ensuring that students are mastering grade level content and receptive to their accommodations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The strategies were selected based on teacher observations, home surveys, and student data. We reviewed teacher evaluations and the trends in our weekly trend walk to determine the teachers' needs. Professional Development is being offered based on the deficiencies being observed in the classroom. Parents have also voiced their need for additional support and resources on how to assist their children at home.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. During PLCs, our Staffing Specialist will assist with locating resources and differentiating daily activities.
2. Teachers will obtain feedback during walkthroughs.

3. Teachers will monitor standards mastery with the use of student data charts.
4. Leadership team will meet quarterly with teachers to analyze individual student data and discuss the successes and deficiencies of our ESE population.
5. Students will participate in ongoing progress monitoring to demonstrate mastery of standards/skills.
6. Our Staffing Specialist will model how to effectively implement student accommodations.
7. Our Staffing Specialist will work closely with our MTSS Coach to ensure students are receiving appropriate Tier 3 Interventions.
8. Acceleration will be provided at tutoring sessions.
9. Interventionists and Paraprofessionals will support students in the classroom.
10. Staffing Specialists will provide PD on best practices for our Students with Special Needs.

Person Responsible: Dyanira Pena (dyanira.pena@ocps.net)

By When:

CSI, TSI and ATSI Resource Review

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

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Research and current school data indicate that when teachers provide students with engaging standards-based lessons and support them to gain an understanding of literacy strategies and social and emotional learning strategies, students benefit by obtaining a deeper understanding of complex texts. Students in Kindergarten through second grade also need to master foundational skills to be successful in the intermediate grades. In order to decrease the achievement gaps in ELA, teachers will plan using standards-based lessons, utilize equitable classroom practices, differentiated instruction, and consistent student monitoring to adjust instruction to meet the needs of all students.

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

Research and current school data indicate that when teachers provide students with engaging standards-based lessons and support them to gain an understanding of literacy strategies and social and emotional learning strategies, students benefit by obtaining a deeper understanding of complex texts. In order to decrease the achievement gaps in ELA, teachers will plan using standards-based lessons, utilize equitable classroom practices, differentiated instruction, and consistent student monitoring to adjust instruction to meet the needs of all students.

On the most recent Florida Standards Assessment (FSA), data indicated that 45% of students scored below a level 3 in English Language Arts (ELA).

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

We will monitor student progress through the use of the STAR Assessment, Dibels and Common Assessments. Our goal is to have 50% of our Kindergarten through second grade students in Tier 1 based on the Dibels Assessment and within the proficiency range on the Star Assessment.

Grades 3-5 Measurable Outcomes

We will monitor student progress through the use of the FAST Assessment, Exact Path, and Common Assessments. Our goal is to have 50% of our third through fifth grade students in Tier 1 based on the Exact Path Assessment and Level 3 on the FAST Assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Principal and the leadership team will monitor student progress as follows:

- Data Analysis after each Cumulative Task
- Tracking Cumulative Task data on the SBUA Data Charts
- Monitoring FAST and Exact Path Data after each testing administration
- Data chats every semester
- Teachers will track individual student data on their class data charts

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Pena, Dyanira, dyanira.pena@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?

The evidence-based practices/programs being implemented to achieve measurable outcomes in each grade are the following:

- CRMS
- Wonders Curriculum
- Successmaker
- Intense focus on standard/benchmark aligned center activities and guided groups
- Exact Path
- FAST Assessment

The implementation of these practices will be monitored through classroom walkthroughs, data analysis for cumulative tasks, individual student data chats, and after each assessment administration.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The resources being utilized are district-approved resources that align and support the B.E.S.T Standards/Benchmarks,

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
<ol style="list-style-type: none"> 1. Teachers will meet every semester for data meetings and monitor standard mastery with the use of data charts. 2. Teachers will implement literacy and social and emotional learning strategies and have students write with evidence in response to complex text across all content areas. 3. Teachers will implement strategies to increase academic discourse within the classroom. 4. MTSS Problem Solving Teams meet regularly to ensure students are appropriately identified and matched to appropriate interventions and intensity. 5. We will focus on specific High Yield Strategies (Questions, cues, and advance organizers/ Cooperative Learning/ Homework and practice. 6. Effective implementation of ESE accommodations and ESOL strategies to maximize learning for our students. (Review WIDA scores and WIDA Indicator) 7. Teaching foundational skills and the current standards/benchmarks in guided groups in all grade levels 8. Differentiated Structured Centers 9. Tutoring Tuesdays and Thursdays 10. Targeted Tier 1 and Tier 2 Interventions. 	<p>Gomes, Christopher, christopher.gomes@ocps.net</p>

Title I Requirements

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

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

N/A

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))

N/A

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)

N/A

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))

N/A

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))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

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))

N/A

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))

N/A

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: Small Group Instruction	\$0.00

3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
5	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$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