

Orange County Public Schools

Castle Creek Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Castle Creek Elementary

1245 N AVALON PARK BLVD, Orlando, FL 32828

<https://castlecreekes.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 |
|-----------------------|-----------------------------|---|
| Muse, Alyson | Principal | <p>As an instructional leader, the principal communicates the vision for academic success for students based on high standards and rigorous instruction. The principal carefully reviews school data and creates a school vision for continuous improvement. The principal gains buy-in for the plan from all stakeholders and ensures that all the appropriate personnel including teachers and support staff are in place to accomplish the desired outcomes. The principal monitors classroom instruction and provides feedback to teachers accordingly. The principal facilitates and participates in regularly scheduled PLCs, professional learning, and data meetings. The principal regularly reviews new data and oversees the school-wide implementation of the intervention process and acquisition of needed resources monitors completion of team duties, and oversees all operations of the school.</p> |
| Slaughter, Evangeline | Assistant Principal | <p>The assistant principal (AP) supports the principal in the overall administrative operations of the school. The AP assists the principal in providing instructional leadership to staff, including curriculum planning, review, implementation, and professional development. The role also includes helping to ensure the overall safety and well-being of students, staff, and school visitors; supporting school discipline, and enforcing school, district, and state policies.</p> |
| Vaughn, Michelle | Instructional Coach | <p>The instructional coach facilitates professional learning to assist teachers with effective instructional practices based on student data. The instructional coach facilitates weekly common planning sessions with grade-level teams. In these sessions, the instructional coach helps teachers understand the district-created Curriculum Resource Materials (CRMs) that enable them to teach students to the full rigor of the standards. Guidance is provided for teachers in the selection and use of instructional materials and practices for initial instruction, both whole group and small group instruction, and interventions. The instructional coach will review current data points make recommendations for instructional changes and analyze the effectiveness of curriculum resources. The instructional coach may also support teachers with data collection and analysis as a member of the MTSS team. Furthermore, the instructional coach provides job-embedded professional learning through the modeling of lessons and best practices and providing coaching feedback to teachers to improve their craft.</p> |
| Sullivan, Michelle | Curriculum Resource Teacher | <p>The MTSS coach/interventionist coaches teachers on collecting and analyzing data in order to best support students during all tiers of instruction: Tier 1, Tier 2, and Tier 3. The MTSS Coach schedules and facilitates monthly MTSS meetings with teachers and content specialists on campus so that the team can closely track student progress and identify new support systems for students when the data suggests that a change may be necessary. As an interventionist, she is knowledgeable about different</p> |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|---------------------------|---|
| | | diagnostic tools and the various intervention materials and strategies that are available to use with children. The interventionist will teach her own small group intervention lessons in both Reading and Mathematics to students who have been identified as needing an additional layer of support. |
| Craig, Laura | Staffing Specialist | The staffing specialist is responsible for maintaining all compliance and district-required documentation for ESE. The staffing specialist coordinates with teachers to ensure all exceptional education students are meeting their IEP goals. The staffing specialist also ensures that students with 504s are receiving their accommodations. The staffing specialist plans, facilitates, and coordinates referrals and testing schedules for the School Psychologist. Additionally, she assists the testing coordinator with standardized testing to ensure proper modifications and accommodations are provided for students with disabilities. Additionally, the Staffing Specialist assists general education teachers in developing behavior strategies/plans to work with potential exceptional education students, or students with general behavior problems using the Multi-Tiered Systems of Support (MTSS) process. She assists the registrar with Full Time Equivalency (FTE) when the survey windows are opened. |
| Rosado, Alicia | ELL Compliance Specialist | The ELL Compliance Specialist is responsible for progress monitoring all ELL data sets while identifying overall trends. The ELL Compliance Specialist also ensures that ELL students are receiving accommodations mandated by the Meta Consent Decree. The ELL Compliance Specialist provides ongoing professional development, coaching support, and resources to teachers regarding ELL strategies and scaffolds. |
| Mitchell, Diana | Dean | The Dean supports student supervision and school-wide discipline. The Dean maintains appropriate records related to discipline referrals and supports the implementation of CHAMPS, which is the school-wide behavior initiative. The Dean also assists the general education teachers in developing positive behavior plans by implementing strategies that conform to CHAMPS expectations. To build positive relationships within the school and community, and is an active participant in the Threat Assessment meetings. |

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 SIP data is shared with all stakeholders and goals are developed collaboratively. All stakeholders provide feedback through surveys.

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))

SIP is monitored throughout the school year through data chats, SAC reviews, and mid-year reflection.

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 | 82% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 100% |
| Charter School | No |
| RAISE School | Yes |
| ESSA Identification *updated as of 3/11/2024 | ATSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: B 2019-20: C 2018-19: C 2017-18: C |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

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

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 0 | 33 | 22 | 21 | 19 | 16 | 0 | 0 | 0 | 111 | |
| One or more suspensions | 0 | 3 | 1 | 3 | 0 | 8 | 0 | 0 | 0 | 15 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 1 | 11 | 0 | 0 | 0 | 12 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 6 | 20 | 23 | 0 | 0 | 0 | 49 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 4 | 13 | 18 | 0 | 0 | 0 | 35 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 8 | 13 | 20 | 20 | 0 | 0 | 0 | 0 | 61 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

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

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 6 | 4 | 13 | 21 | 14 | 0 | 0 | 0 | 58 |

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 | 6 | 0 | 0 | 0 | 0 | 0 | 6 |
| 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 | 1 | 0 | 1 | 12 | 10 | 28 | 0 | 0 | 0 | 52 | |
| One or more suspensions | 0 | 1 | 4 | 7 | 0 | 5 | 0 | 0 | 0 | 17 | |
| Course failure in ELA | 1 | 0 | 1 | 3 | 0 | 7 | 0 | 0 | 0 | 12 | |
| Course failure in Math | 0 | 0 | 1 | 2 | 0 | 4 | 0 | 0 | 0 | 7 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 29 | 23 | 38 | 0 | 0 | 0 | 90 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 18 | 17 | 48 | 0 | 0 | 0 | 83 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 1 | 1 | 1 | 15 | 10 | 26 | 0 | 0 | 0 | 54 | |

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 | 1 | 0 | 1 | 12 | 10 | 28 | 0 | 0 | 0 | 52 |

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 | 5 | 0 | 0 | 0 | 0 | 0 | 5 |
| 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 | 1 | 0 | 1 | 12 | 10 | 28 | 0 | 0 | 0 | 52 | |
| One or more suspensions | 0 | 1 | 4 | 7 | 0 | 5 | 0 | 0 | 0 | 17 | |
| Course failure in ELA | 1 | 0 | 1 | 3 | 0 | 7 | 0 | 0 | 0 | 12 | |
| Course failure in Math | 0 | 0 | 1 | 2 | 0 | 4 | 0 | 0 | 0 | 7 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 29 | 23 | 38 | 0 | 0 | 0 | 90 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 18 | 17 | 48 | 0 | 0 | 0 | 83 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 1 | 1 | 1 | 15 | 10 | 26 | 0 | 0 | 0 | 54 | |

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 | 1 | 0 | 1 | 12 | 10 | 28 | 0 | 0 | 0 | 52 |

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 | 5 | 0 | 0 | 0 | 0 | 0 | 5 |
| 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* | 51 | 57 | 53 | 53 | 56 | 56 | 47 | | |
| ELA Learning Gains | | | | 56 | | | 44 | | |
| ELA Lowest 25th Percentile | | | | 39 | | | 35 | | |
| Math Achievement* | 60 | 60 | 59 | 59 | 46 | 50 | 46 | | |
| Math Learning Gains | | | | 61 | | | 34 | | |
| Math Lowest 25th Percentile | | | | 59 | | | 21 | | |
| Science Achievement* | 54 | 63 | 54 | 51 | 61 | 59 | 48 | | |
| Social Studies Achievement* | | | | | 66 | 64 | | | |
| Middle School Acceleration | | | | | 51 | 52 | | | |
| Graduation Rate | | | | | 55 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 56 | 59 | 59 | 43 | | | 46 | | |

** 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 | 55 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 273 |
| Total Components for the Federal Index | 5 |

| 2021-22 ESSA Federal Index | |
|----------------------------|-----|
| Percent Tested | 100 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 53 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 421 |
| 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 | 16 | Yes | 4 | 1 |
| ELL | 45 | | | |
| AMI | | | | |
| ASN | 80 | | | |
| BLK | 47 | | | |
| HSP | 50 | | | |
| MUL | 73 | | | |
| PAC | | | | |
| WHT | 70 | | | |
| FRL | 50 | | | |

| 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 | 32 | Yes | 3 | |
| ELL | 43 | | | |
| AMI | | | | |
| ASN | 83 | | | |
| BLK | 49 | | | |
| HSP | 51 | | | |
| MUL | 55 | | | |
| PAC | | | | |
| WHT | 63 | | | |
| 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 | 51 | | | 60 | | | 54 | | | | | 56 |
| SWD | 9 | | | 26 | | | 17 | | | | 4 | |
| ELL | 38 | | | 54 | | | 31 | | | | 5 | 56 |
| AMI | | | | | | | | | | | | |
| ASN | 70 | | | 90 | | | | | | | 2 | |
| BLK | 46 | | | 46 | | | 15 | | | | 4 | |
| HSP | 46 | | | 58 | | | 50 | | | | 5 | 54 |
| MUL | 73 | | | 73 | | | | | | | 2 | |
| PAC | | | | | | | | | | | | |
| WHT | 65 | | | 72 | | | 83 | | | | 4 | |
| FRL | 45 | | | 54 | | | 45 | | | | 5 | 57 |

| 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 | 53 | 56 | 39 | 59 | 61 | 59 | 51 | | | | | 43 |
| SWD | 19 | 26 | 33 | 22 | 45 | 58 | 7 | | | | | 42 |
| ELL | 29 | 39 | 46 | 48 | 59 | 55 | 22 | | | | | 43 |
| AMI | | | | | | | | | | | | |
| ASN | 73 | | | 93 | | | | | | | | |
| BLK | 48 | 44 | 25 | 50 | 63 | 70 | 42 | | | | | |
| HSP | 48 | 56 | 44 | 57 | 57 | 56 | 45 | | | | | 45 |
| MUL | 50 | | | 60 | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 64 | 57 | | 64 | 66 | | 63 | | | | | |
| FRL | 43 | 49 | 39 | 48 | 58 | 58 | 38 | | | | | 40 |

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| All Students | 47 | 44 | 35 | 46 | 34 | 21 | 48 | | | | | 46 |
| SWD | 3 | 20 | | 13 | 21 | | 8 | | | | | 33 |
| ELL | 37 | 62 | 50 | 40 | 38 | | 48 | | | | | 46 |
| AMI | | | | | | | | | | | | |
| ASN | 100 | | | 82 | | | | | | | | |
| BLK | 48 | 50 | | 40 | 50 | | 38 | | | | | |
| HSP | 40 | 39 | 38 | 38 | 25 | 12 | 38 | | | | | 44 |
| MUL | 62 | | | 62 | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 54 | 41 | | 62 | 47 | | 65 | | | | | |
| FRL | 37 | 38 | 27 | 33 | 18 | 13 | 34 | | | | | 47 |

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 | 48% | 54% | -6% | 54% | -6% |
| 04 | 2023 - Spring | 49% | 60% | -11% | 58% | -9% |
| 03 | 2023 - Spring | 49% | 52% | -3% | 50% | -1% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 74% | 59% | 15% | 59% | 15% |
| 04 | 2023 - Spring | 56% | 62% | -6% | 61% | -5% |
| 05 | 2023 - Spring | 50% | 55% | -5% | 55% | -5% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 50% | 59% | -9% | 51% | -1% |

III. Planning for Improvement

Data Analysis/Reflection

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

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

The 2023 FAST data identified ELA achievement as our overall lowest content area. Our school performed at 52% proficiency for 2023, 53% proficiency for 2022, 47% proficiency for 2021, and 55% for 2019. Our core instruction consistently works for approximately 49% of students, most often leaving subgroups behind in larger numbers than white students. Core instruction is important when it comes to concept mastery. We plan to continue to provide a multi-tiered system of support for our students to decrease the achievement gap.

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

The data with the greatest decline was in ELA, which decreased from 53% to 52% which shows a decrease of 1%. Possible factors that contributed to the decline in scores were a lack of rigorous standards-based instruction and opportunities to engage in inquiry-based activities. The absence of small group structures in classrooms, aimed at addressing students' literacy needs, played a role in the decline of ELA proficiency. There was also a lack of analyzing data from common assessments to drive instruction and reteaching. We also identified that our SWD subgroup has fallen under the 41% federal index consecutively for the past three years. One contributing factor is that our SWD students lack a

solid foundation in applying foundational skills such as phonics and word analysis when reading texts. Deficiencies in these areas do not allow students to adequately read grade-level text with accuracy and automaticity to process it and understand its meaning.

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 data component with the greatest gap when compared to the state average is ELA at 52% and the state is 56%, which is a difference of 4%. Possible factors that contributed to the decline in scores were a lack of rigorous standards-based instruction and opportunities to engage in inquiry-based activities. There was also a lack of data from common assessments to drive instruction and remediation.

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

The data component, based on progress monitoring and 2023 state assessments, showed the most improvement was in science, with science proficiency increasing by 4%. Based on our ongoing Big Idea and PMAs, our students consistently performed in the high 40s. The growth in science was a direct result of increased classroom support. The additional supports introduced were: side-by-side coaching support, small group instruction, and increased hands-on activities.

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

The two areas of concern from the EWS data are attendance below 90% and students scoring level 1 in ELA and/or Math.

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

1. Increase ELA proficiency
2. Increase Science proficiency
3. Increase Math proficiency
4. Increase student engagement

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 ELA**Area of Focus Description and Rationale:**

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

The FAST PM 3 data displayed that our proficiency for reading is at 52% overall and 19% for 3rd grade students who will be a stand-alone grade on the 2023-2024 FAST. 4th grade students scored at 24% proficiency while 5th grade students scored higher at 35%. Students with disabilities is our focus subgroup as their Federal Percent of Points index was at 32%. However, this subgroup has increased by 16% from the previous year.

Measurable Outcome:

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

The 2024 FAST PM data for 3rd - 5th grade will show an increase of 8 percentage points from 52% to 60% in reading. The Federal Percent of Points Index for the SWD ESSA group will show an increase of 10% from 32% to 42%.

Monitoring:

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

Teachers will implement rigorous standards-based instruction incorporating the use of inquiry-based instructional strategies, as well as a strategic focus on foundational skills. This will be monitored through the District's K-12 Reading framework, Florida's B.E.S.T. ELA Standards, the District's progress monitoring assessments (PMA), and classroom observations.

Person responsible for monitoring outcome:

Alyson Muse (alyson.muse@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.)

SIPPS and Being a Reader will be used to assist in small group during Tier 2 instruction to assist with foundation skills. Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1 - strong) Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2 - Moderate)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This selected instructional practice has a strong level of evidence, as noted in this link for the IES Guide for Foundational Skills to Support Reading for Understanding. The following strategy was selected because the evidence based practices address the identified need and proven record of effectiveness for the targeted population.

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.

Strengthen the common planning process for ELA.

- Use the district-created K-2 and 3-5 Common Planning Resources to guide the agenda and discussions during once a week PLCs for K-3 and two times a week for 4th and 5th
- Include foundational planning in K-2

Person Responsible: Karen Serrano (karen.serrano@ocps.net)

By When: Ongoing

Ensure the 90-minute reading block contains statutory requirements.

- 6 components of reading (as noted in Florida's Formula for success)
- Daily inclusion of on-level whole-group instruction, and differentiated small-group instruction

Person Responsible: Alyson Muse (alyson.muse@ocps.net)

By When: Ongoing

MTSS Problem Solving Teams meet monthly to ensure:

- Students are appropriately identified.
- Students are matched to appropriate interventions and intensity.
- Data analysis is routinely part of the process, and adjustments are made to interventions based on the MTSS Action Plan

Person Responsible: Michelle Sullivan (michelle.sullivan@ocps.net)

By When: Ongoing

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

Build and establish a culture for resiliency at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject area materials. By ensuring that our school has a culture of resiliency, we will address the following school needs; increase ELA and Math proficiency, increase positive interactions, improve school attendance, and reduce misconduct and risk-taking behaviors.

Measurable Outcome:

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

The number of discipline incidents that result in a referral will decrease by 30% through discipline referral data, from 208 total offenses to 146 total offenses. Additionally, we should see an increase in students' perceptions of physical and psychological safety at school by 10% as displayed on the panorama SEL student survey, from 52% to 62%. Additionally, we should see a 30% decrease of students absent 10% or more days through the Early Warning Systems indicator data, from 111 total students to 77 total students.

Monitoring:

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

Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs. In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change.

Person responsible for monitoring outcome:

Alyson Muse (alyson.muse@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.)

Referral and code call data will be monitored to measure the effectiveness of PBIS and CHAMPS strategies implementation. There will be documented MTSS Meetings involving behavior. Teachers will use the Buddy-Up peer system to create opportunities for students to communicate and cooperate with each other. The Behavior Specialist and Guidance Counselor will hold social skill groups during health blocks.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model, our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

The grade-level teams will attend professional development throughout the school year provided by the Leadership Team and Educational Consultants. This team will include the Principal, Assistant Principal, Dean, Guidance Counselor, and Instructional Coach. This team will work with broader school teams

implementing professional learning among school stakeholders, based on school and community needs. During School Advisory Council meetings, the leadership team will collaborate with stakeholders to reflect on implementation and determine next steps. Opportunities for building a positive and supportive relationship that impacts school climate further will be enhanced through Parent Engagement Liaison to bridge the community and school culture.

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.

Monitor, Measure, and Modify

1. Review discipline data with staff and provide an overview of the Code of Conduct.
2. Provide training on the Buddy-Up and Meet -Up systems
3. Ensure every teacher has implemented a Safe Space in their classroom and implemented Zone of Regulation strategies

Person Responsible: Evangeline Slaughter (evangeline.slaughter@ocps.net)

By When: Ongoing

1. Identify strategies to support family engagement based on Panorama Family Members Survey - Barriers to Engagement that relates to strengthening communication, building community, and creating connections such as:
 - a. Strengthening Communication
 - b. Create and facilitate opportunities to welcome families and introduce key staff (Meet the Admin, Meet the Teacher, Open House, principal breakfast)
 - c. Weekly school-wide digital communication to inform students and families of how they can connect to the school events and resources

Person Responsible: Alyson Muse (alyson.muse@ocps.net)

By When: Ongoing

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).

School improvement funding allocations will be based on student needs and will be decided upon through the School Advisory Committee which is made up of all stakeholders.

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

Develop awareness of the segments of sounds in speech and how they link to letters.

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

Teach students to decode words, analyze word parts, and write and recognize words.

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

Using the new coordinated screening and progress monitoring system, 50% of K-2 grade students scoring Level 3 or above in the 2023 statewide.

Grades 3-5 Measurable Outcomes

- Increase the percentage of third-grade students scoring Level 3 on the 2023 statewide, standardized English Language Arts assessment by 3-4 percentage points.
- Increase the percentage of fourth-grade students scoring Level 3 on the 2023 statewide, standardized English Language Arts assessment by 3-4 percentage points.
- Increase the percentage of fifth-grade students scoring Level 3 on the 2023 statewide, standardized English Language Arts assessment by 3-4 percentage points.

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.

Weekly reading walkthroughs by administrators.

Monthly data meetings by area including the MTSS Problem-Solving Teams and learning community leadership to review FAST progress monitoring assessments and district-created standard-based unit assessments to monitor response to intervention.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Muse, Alyson, alyson.muse@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?

-Heggerty

-SIPPS

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?

-Heggerty (Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters)

-SIPPS (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. And Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.)

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 |
|---|---|
| Monthly Literacy leadership team meetings, where data are analyzed and action steps implemented and monitored. | Muse, Alyson, alyson.muse@ocps.net |
| 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, etc.... to fit area(s) of need. The literacy coach is an active member of the MTSS problem-solving team. | Serrano, Karen, karen.serrano@ocps.net |
| Use and analysis of: -FAST -ExactPath Diagnostic -Dibels screener -Heggerty Assessments -District-created Standards Based Unit Assessments (SBUAs) -District-created Foundational Unit Assessments (Grades K-2) Use of data to determine interventions and support needs of students | Sullivan, Michelle, michelle.sullivan@ocps.net |
| Schools develop their professional learning plans based on the needs of their schools. These plans include specific support for teachers based on progress monitoring data. District PD options available include literacy coach meetings, Coach B.E.S.T. Book study, and K-5 ELA Impact Series. | Muse, Alyson, alyson.muse@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 SIP will be published on our school website, <https://castlecreekes.ocps.net/>, as well as shared with all stakeholders during SAC meetings.

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))

To establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Our school leadership teams will collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine the next steps. The development of a positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff. Our SAC meetings will take place three times this school year; beginning, middle and end of the year.

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))

The master schedule was created to ensure that the instructional ELA and the intervention block were maximized to provide for intentional and consistent ELA instruction.

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

The plan was based on student and community needs and was developed based on a stakeholder survey.

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))

Through professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The

core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine the next steps. The development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture of authentic family engagement among school staff.

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))

Castle Creek provides students the opportunity to explore career and technical education programs through Teach-In events, STEM challenges, Kiwanis club, Patrols, and extracurricular activities.

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).

Students will be taught to put school-wide CHAMPS and Zones of Regulation guidelines into action. We will keep parents informed of student responsibility via Talking Points, newsletters, and phone/all calls. The importance of teaching and re-teaching the expectations will remain ongoing throughout the school year, with character education, Safety Matters Lessons, classroom and campus individualized lessons, small group social skills training, a quarterly review of the Code of Student Conduct, and social-emotional reminders and tips on morning announcements.

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

The professional learning plan is based on the science of reading. All staff will receive professional development on the Florida Practice Profiles to assist with increasing ELA proficiency.

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))

Castle Creek provides consistent routines and procedures to help preschool students increase their independence. Additionally, students receive literacy, math, social studies, writing, and science instruction throughout the school year to help prepare them for transitioning to elementary programs.

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: ELA | \$0.00 |
| 2 | III.B. | Area of Focus: Positive Culture and Environment: Early Warning System | \$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