

School District of Osceola County, FL

Mater Brighton Lakes School



2023-24

Schoolwide Improvement Plan (SIP)

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Mater Brighton Lakes

3200 PLEASANT HILL RD, Kissimmee, FL 34746

<https://www.materbrightonlakes.com>

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Mater Brighton Lakes Academy is as follows:

Lead to inspire

Establish Relationships

Aspire for Excellence

Discover your Voice

Provide the school's vision statement.

The vision of Mater Brighton Lakes Academy is create a community of leaders and life-long learners.

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
Rodriguez, Michelle	Assistant Principal	Oversees the operations of the school, provides instructional leadership to staff, and ensures the mission and vision of the school is accomplished. Assists teachers and instructional coaches with data disaggregation, conducts data chats, and assists in creating data-based plans of action. Member of the Attendance Review Committee and Critical Incident Response Team for grades 6-8. Parent behavior and academics liaison for 6-8. ESE/ESOL department support liaison. Schoolwide LEA. Member of the school's Lighthouse Team.
Cangemi, Carmen	Principal	Oversees the operations of the school, provides instructional leadership to staff, and ensures the mission and vision of the school is accomplished. Provides instructional leadership and support to all school departments. Develops, submits, and implements the school budget and funds, builds, and strengthens community relationships, provides regular updates and communication regarding school performance to all stakeholders, works collaboratively with the School Advisory Council, plans, and executes weekly administrative leadership meetings. Develops and monitors the School Improvement Plan. Member of the school's Lighthouse Team.
Armstrong, Heidi	Assistant Principal	Oversees the operations of the school, provides instructional leadership to staff, and ensures the mission and vision of the school is accomplished. Assists teachers and instructional coaches with data disaggregation, conducts data chats, and assists in creating data-based plans of action. Member of the Attendance Review Committee and Critical Incident Response Team for grades K-5. Parent behavior and academics liaison for K-5. Member of the school's Lighthouse Team.
Nuscis, Holly	Other	Oversees the operations of the school, provides instructional leadership to staff, and ensures the mission and vision of the school is accomplished. Academic Advisor for grades 6-8, oversees master schedule for grades 6-12, and assists with FTE K-12 and FTE surveys. Oversees teacher certification and professional development. Member of the Critical Incident Response Team and a Threat Assessment Committee Member. Member of the school's Lighthouse Team.

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.

Mater Brighton Lakes Academy involves all stakeholders in promoting a positive culture and environment. The leadership team meets on a weekly basis to discuss any areas in need of improvement in all curricular areas to meet the needs of all students and maximize student outcomes. Teachers meet and collaborate weekly to discuss what is working and what needs improvement at our school. Weekly staff meetings are held to give teachers a voice to hear their input to improve school

processes. Monthly meetings are held with parents to collaborate on how the school can improve. Additionally, training is provided to staff and parents on Leader in Me, which contributes to our positive culture and environment.

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 SIP will be regularly monitored for effective implementation through a variety of school activities. Data chats will be conducted with the school administration and instructional staff at least on a quarterly basis. During Curriculum Council meetings, data and school-wide goals will be reviewed as a permanent part of the agenda. Data will be tracked and displayed on data walls in and out of classrooms. Students will track their progress towards academic goals and personal development in their Student Leadership Notebooks.

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)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	91%
2022-23 Economically Disadvantaged (FRL) Rate	84%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* 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: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	

DJJ Accountability Rating History	
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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	64	57	40	70	33	45	67	75	70	521
One or more suspensions	1	3	0	8	3	11	47	58	52	183
Course failure in English Language Arts (ELA)	2	1	0	13	0	0	17	2	2	37
Course failure in Math	1	0	0	14	0	0	20	0	2	37
Level 1 on statewide ELA assessment	19	64	29	60	29	33	70	65	82	451
Level 1 on statewide Math assessment	31	27	27	53	41	56	62	40	34	371
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	30	46	29	57	32	52	79	68	73	466

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	4	0	0	0	0	0	4
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	41	30	45	31	35	40	30	32	285	
One or more suspensions	0	4	1	4	4	8	10	22	23	76	
Course failure in ELA	0	0	0	20	4	13	0	9	1	47	
Course failure in Math	0	0	0	6	1	6	0	3	15	31	
Level 1 on statewide ELA assessment	0	0	0	17	13	29	42	50	63	214	
Level 1 on statewide Math assessment	0	0	0	11	18	41	80	66	50	266	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	32	14	36	55	49	52	240

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	17	0	0	0	0	1	19
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	41	30	45	31	35	40	30	32	285	
One or more suspensions	0	4	1	4	4	8	10	22	23	76	
Course failure in ELA	0	0	0	20	4	13	0	9	1	47	
Course failure in Math	0	0	0	6	1	6	0	3	15	31	
Level 1 on statewide ELA assessment	0	0	0	17	13	29	42	50	63	214	
Level 1 on statewide Math assessment	0	0	0	11	18	41	80	66	50	266	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	32	14	36	55	49	52	240

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	17	0	0	0	0	1	19
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*	38			40	51	57	44		
ELA Learning Gains				44	53	55	41		
ELA Lowest 25th Percentile				36	45	46	42		
Math Achievement*	44			37	46	55	31		
Math Learning Gains				55	54	60	27		
Math Lowest 25th Percentile				52	51	56	29		
Science Achievement*	27			28	48	51	29		
Social Studies Achievement*	51			47	68	72	34		
Middle School Acceleration	50			52			78		
Graduation Rate									
College and Career Acceleration									
ELP Progress	44			49			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	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	295
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	10
Percent Tested	97
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	10	Yes	4	2
ELL	35	Yes	2	
AMI				
ASN	66			
BLK	47			
HSP	40	Yes	1	
MUL	48			
PAC				
WHT	40	Yes	1	

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	41			

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	31	Yes	3	1
ELL	40	Yes	1	
AMI				
ASN	54			
BLK	41			
HSP	43			
MUL	36	Yes	1	
PAC				
WHT	54			
FRL	43			

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	38			44			27	51	50			44
SWD	8			15			0	13			5	
ELL	33			43			14	54	29		7	44
AMI												
ASN	62			69							2	
BLK	40			41			35	53	69		6	
HSP	36			44			22	53	38		7	45
MUL	50			45							2	

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	41			44			28	44			5	
FRL	35			41			23	52	50		7	46

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	40	44	36	37	55	52	28	47	52			49
SWD	8	37	39	11	45	55	11	38				
ELL	34	40	32	38	50	51	22	44	38			49
AMI												
ASN	58			50								
BLK	37	39	25	28	57	52	23	70				
HSP	39	43	37	37	53	51	29	39	54			48
MUL	33			38								
PAC												
WHT	50	60		46	67	67	25	60				
FRL	37	44	35	35	55	54	25	42	50			52

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	44	41	42	31	27	29	29	34	78			54
SWD	6	11	18	9	15	29	0					
ELL	34	39	48	28	23	23	20	6				54
AMI												
ASN												
BLK	41	45	53	27	25	33	30	40	75			60
HSP	43	38	39	31	26	28	27	33	74			52
MUL												
PAC												
WHT	54	42		39	27		38					
FRL	41	39	42	30	26	27	27	33	73			52

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%	44%	4%	54%	-6%
07	2023 - Spring	35%	39%	-4%	47%	-12%
08	2023 - Spring	32%	40%	-8%	47%	-15%
04	2023 - Spring	48%	49%	-1%	58%	-10%
06	2023 - Spring	30%	39%	-9%	47%	-17%
03	2023 - Spring	39%	44%	-5%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	39%	40%	-1%	54%	-15%
07	2023 - Spring	37%	39%	-2%	48%	-11%
03	2023 - Spring	42%	49%	-7%	59%	-17%
04	2023 - Spring	41%	48%	-7%	61%	-20%
08	2023 - Spring	60%	48%	12%	55%	5%
05	2023 - Spring	41%	41%	0%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	7%	35%	-28%	44%	-37%
05	2023 - Spring	34%	40%	-6%	51%	-17%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	81%	40%	41%	50%	31%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	36%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	65%	-7%	63%	-5%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	51%	63%	-12%	66%	-15%

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.

Our lowest performing subjects as are 5th/8th grade science which we earned a 26% on the state science assessments and ELA as measured by the PM3 F.A.S.T. results at 38%. Some contributing factors include teacher turnover and a high number of new to field, not certified, and/or out of field teachers. Additionally, this year we adopted a new ELA curriculum and standards.

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

The data components that showed the greatest decline from the prior year were ELA and science, which both decreased by 2%. Some contributing factors include teacher turnover and a high number of new to field, not certified, and/or out of field teachers. Additionally, this year we adopted a new ELA curriculum and standards.

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.

Our ELA data had the greatest gap when compared to the state average with an average of being 12% lower below the state average. Some contributing factors include teacher turnover and a high number of new to field, not certified, and/or out of field teachers. Additionally, this year we adopted a new ELA curriculum and standards.

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

The data components that showed the greatest area of improvement from the prior year was our math data and acceleration points. Our math scores increased 9% and our acceleration points 20% in comparison to the previous school year. Some contributing factors include the use of mentor teachers, additional instruction coaches, and having more certified teachers and only one teacher turnover.

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

When reflecting on the EWS data, the major area of concern includes student attendance with 521 students exhibiting 10% or more days of absence. Additionally, the number of students performing at a level 1 on both the ELA and math assessments and number of suspensions is an area of concern.

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

1. Implementation of a new attendance policy.
2. Incorporation of enhanced P.B.I.S. system for behavior.
3. Data-driven and targeted instruction for level 1 students in ELA
4. Data-driven and targeted instruction for level 1 students in math.

Area of Focus

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

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

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

Student attendance is a high priority in our school. When students are absent, their academic performance is affected resulting in a higher number of students scoring below proficiency.

Measurable Outcome:

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

Attendance will be closely monitored by the attendance review committee and intervention strategies will be implemented to support students and families. The number of students with habitual attendance (10% or more days) will decrease by 20%.

Monitoring:

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

In grades K-5, teachers will take attendance daily, report any areas of concern, and assist in ensuring families have support needed. In grade 6-8, in addition to teachers taking attendance for each class period, a new program, SchoolPass, will be used to monitor student movement to ensure they have the maximum time in the classroom as possible. The data collected will be monitored by the attendance review committee to determine patterns and take intervention actions as needed.

Person responsible for monitoring outcome:

Michelle Rodriguez (mirodriguez@materbrightonlakes.com)

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's attendance policy will be clearly communicated with parents at the beginning of the school year, which will outline the school's expectations and action steps. Measures for collecting and utilizing data in addition it increased communication of absences with parents through a proactive attendance review committee.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

"The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success,¹ but chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance."

"Why Does Attendance Matter", National Center for Educational Statics (2009, February)

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 3 - Promising 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.

Attendance policy will be clearly stated and communicated with parents and staff at the beginning of the school year. Parents be required to sign acknowledging that they have reviewed and agree to adherence of the attendance policy.

Person Responsible: Michelle Rodriguez (mirodriguez@materbrightonlakes.com)

By When: Parents will be provided with the attendance policy and required to sign the acknowledgement form within five days after starting at Mater Brighton Lakes Academy.

Implementation of a hall-pass monitoring software, E-Hall Pass, in grades 6-8 in order to decrease amount of time students are outside of class.

Person Responsible: Michelle Rodriguez (mirodriguez@materbrightonlakes.com)

By When: Plan for system will be ready August 10th, 2023 and begin implementation no later than August 31st, 2023.

Attendance review committee will be established, review data, and provide intervention actions as needed.

Person Responsible: Michelle Rodriguez (mirodriguez@materbrightonlakes.com)

By When: Data will be reported on a weekly bases by the attendance review committee to administration and necessary actions will be taken according to the attendance policy. Action plans will be monitored by administration.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

An average of 38% of students in ELA and 49% of students in math tested below proficiency on PM3 F.A.S.T and STAR assessments.

Measurable Outcome:

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

Through the use of strategic planning and benchmark-aligned instruction the average of all student scores will increase by 10% in both math and ELA on F.A.S.T. and STAR PM3 assessments.

All students will increase at least one grade-level in math and reading as measured on performance on F.A.S.T., STAR, and I-Ready assessments.

Monitoring:

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

Instructional coaches will hold meetings with grade-level teachers to ensure that they are following the pacing plans provided and review lesson plans to ensure all instruction is aligned with state standards.

Additionally Intervention and classroom teachers will monitor student performance using STAR, F.A.S.T. and I-Ready benchmark data and provide differentiated instruction to students to bridge gaps in student understanding.

Person responsible for monitoring outcome:

Michelle Rodriguez (mirodriguez@materbrightonlakes.com)

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.)

Coaches will be provided with standards focused pacing guides that will be followed for tier-1 instruction. Teachers will be using data gathered in benchmark assessments to determine gaps in student understanding to determine the content to be taught during small group instruction for all tiers of students. To support Tier 3 students, intervention teachers will be used to provide data-driven instruction to students that supports content being done in the general education classroom.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

"Benchmark assessment operates best when it is seen as one component of a balanced assessment system explicitly designed to provide the ongoing data needed to serve district, school, and classroom improvement needs. The National Research Council (NRC) defines a quality assessment system as one that is (a) coherent, (b) comprehensive, and (c) continuous (NRC, 2001).

Components of a coherent system are aligned with the same significant, agreed-upon goals for student learning, (i.e. Important learning standards). A comprehensive system addresses the full range of knowledge and skills expected by standards while providing district, school and teachers with data to meet their decision-making needs. A system that is continuous provides ongoing data throughout the year.

Where do benchmark assessments fit in a balanced assessment system? While annual state assessments provide a general indicator of how students are doing relative to annual learning standards, and while formative assessment is embedded in ongoing classroom instruction to inform immediate teaching and learning goals, benchmark assessments occupy a middle position strategically located and administered outside daily classroom use but inside the school and/or district curriculum. Often uniform in timing and content across classrooms and schools, benchmark assessment results can be aggregated at the classroom, grade, school, and district levels to school and district decision-makers, as well as to teachers. This interim indication of how well students are learning can fuel action, where needed, and accelerate progress toward annual goals."

Benchmark Assessment for Improved Learning
Joan L. Herman, Ellen Osmundson, & Ronald Dietel
AACC: Assessment and Accountability Comprehensive Center. 2010

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 3 - Promising 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.

Tier 3 students will be identified based on PM3 data collected in spring of 2023 and schedules for intervention teachers will be created accordingly. Both intervention and classroom teachers will track student progress through MTSS practices.

Person Responsible: Michelle Rodriguez (mirodriguez@materbrightonlakes.com)

By When: August 2023

Benchmark data will be collected and teachers will be guided in the creation of small groups so that targeted instruction can be done with all student tiers.

Person Responsible: Heidi Armstrong (harmstrong@materbrightonlakes.com)

By When: Through-out the school year Data will be gathered on a weekly basis and discussed during quarterly data chat meetings with classroom teachers held by administration and instructional support staff.

Instructional coaches will create pacing guides to ensure all standards are being addressed and meet with teachers on a bi-weekly basis for planning meetings to ensure tier 1 instruction is both rigorous and standards-based.

Person Responsible: Heidi Armstrong (harmstrong@materbrightonlakes.com)

By When: Creation of guides by Aug 2023 and monitoring throughout the school year.

#3. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**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.

Due to the high number of students below proficiency, additional support is needed to monitor and support teachers with instructional practices through the use of observations and coaching cycles.

Measurable Outcome:

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

Through the implementation of a structured observation schedule and providing teachers with timely feedback, teachers will be able to improve student learning. Teachers will be observed a minimum of once per week and provided feedback to improve their instructional practices, to increase student learning. With implementation of a systematic observation measuring tool, there will be an improvement of F.A.S.T. and STAR PM3 scores by 10% in all grade levels and subject areas.

Monitoring:

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

Through the use of coaching cycles, administration and instructional coaches will monitor this area of focus to ensure teachers are observed and provided feedback to improve instructional processes.

Person responsible for monitoring outcome:

Heidi Armstrong (harmstrong@materbrightonlakes.com)

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.)

Administrators and instructional coaches will perform informative walk-throughs on a weekly basis using a standardized form focusing on key expectations and areas of growth. A coaching cycle will be done by instructional coaches as both a corrective and enrichment tool. Formal evaluations will be done by administration using the DLI Classroom Teacher Evaluation system.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Linda Shidler's research shows that well-defined coaching cycles, especially when aligned to school-wide goals, yield increased achievement on different measures of assessment compared to looser, more ambiguous instructional coaching activities. The "type and quality of the interactions," she explains, matter more than the amount of time one is engaged in coaching.

"The Impact of Time Spent Coaching for Teacher Efficacy on Student Achievement." Early Childhood Education Journal (2008, April)

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.

Leadership team will create an observation schedule to ensure teachers will be observed and monitored once per week.

Person Responsible: Carmen Cangemi (ccangemi@materbrightonlakes.com)

By When: A schedule will be established by administration within the first four weeks of school and adjusted as needed throughout the school year.

Leadership team will provide timely feedback to teachers to improve instructional practice to increase student learning.

Person Responsible: Heidi Armstrong (harmstrong@materbrightonlakes.com)

By When: Feedback will be provided to teachers no later than 48 hours following an observation.

Coaching cycles will be implemented by instructional coaches that will mentor teachers and provide modeling and observation opportunities to guide teachers to improve their instructional practices.

Person Responsible: Heidi Armstrong (harmstrong@materbrightonlakes.com)

By When: Coaching cycles will be completed throughout the school year.

Teachers will be provided tools to implement hands-on, cooperative learning, and other good practices through PLCs based on observation data collected.

Person Responsible: Heidi Armstrong (harmstrong@materbrightonlakes.com)

By When: Coaching cycles will be completed throughout the school year.

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

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

Students within the ESSA subgroups continue to be the lowest performing group of students, thus making this a critical need for Mater Brighton Lakes Academy.

Measurable Outcome:

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

By increasing the number of personnel that work with our subgroup populations of students to provide more support, direct instruction, and small group practices, students within ESSA subgroups will increase their F.A.S.T. and STAR scores as measured through the growth from PM1 to PM3, for all grade levels and subject areas by 10%.

Monitoring:

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

After each progress monitoring window, data will be evaluated by the leadership team and shared with teachers and support personnel to determine if the strategies in place are effective. Changes to implementation practices will be evaluated and determined if changes are necessary to improve student outcomes.

Person responsible for monitoring outcome:

Michelle Rodriguez (mirodriguez@materbrightonlakes.com)

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.)

In order to increase achievement, we will utilize Tier 1 Foundational Instructional Practices (Rigor, Expectations, and Engagement). Teachers will increase the rigor by implementing the depth of knowledge levels in their lessons. Lessons taught will be aligned to the standards, and teachers will increase student engagement through the use of cooperative learning and student engagement. Students will track their own data through the use of leadership notebooks and classroom/grade-level data will be tracked and displayed both in and outside the classroom.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By focusing on the instructional practices that classroom teachers utilize to teach students, implementing small group instruction, monitoring student data, and increasing the use of cooperative and hands-on learning, we will determine which grade levels and subject areas need revisions and to adjust practices and methods to improve student learning. Additionally, have data being tracked by both the students and teachers will increase reflection and goal setting.

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 be provided with professional development on the utilization of curriculum to address the needs of all learners.

Person Responsible: Holly Nuscis (hframe@materbrightonlakes.com)

By When: On going process throughout the school year.

Teachers will partake in quarterly data chats to indicate different tiers of student learning with their designated mentor and/or instructional coach.

Person Responsible: Heidi Armstrong (harmstrong@materbrightonlakes.com)

By When: This will be done at the conclusion of each quarter throughout the school year.

ESOL and ESE Coordinators will educate instructional staff on best practices for meeting the needs of all our learners.

Person Responsible: Michelle Rodriguez (mirodriguez@materbrightonlakes.com)

By When: Initial training will be done prior to the start of the school year. Additional trainings and supports will be provided to staff based on student and instructional needs.

Progress will be tracked by students in their leadership notebook and data will be displayed in classrooms and throughout the school year.

Person Responsible: Heidi Armstrong (harmstrong@materbrightonlakes.com)

By When: Classroom data tracking will be updated on a weekly basis. Student tracking will occur throughout the school year.

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

According to the PM3 STAR data collected in May 2023, 56% of students were identified as needing reading interventions. To address this, students will receive instruction focusing on foundational skills and provide explicit, systematic instruction to move students from foundational skills to reading fluency.

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

According to the PM3 FAST data collected in May 2023, 54% of students scored below level 3 in Reading. To address this, students will receive instruction that connects the art of teaching with the Science of Reading.

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

Through the use of strategic planning and benchmark-aligned instruction the average of all student scores will increase by 10% between STAR PM1 to STAR PM3 Reading assessments.

All students will increase at least one grade-level in reading as measured on performance on STAR, and I-Ready assessments.

Grades 3-5 Measurable Outcomes

Through the use of strategic planning and benchmark-aligned instruction the average of all student scores will increase by 10% between FAST PM1 to FAST PM3 Reading assessments.

All students will increase at least one grade-level in reading as measured on performance on FAST and I-Ready assessments.

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.

Teachers, instructional coaches, and administration will meet a minimum of two times a month to discuss student data and ensure rigorous instruction is being implemented.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Cangemi, Carmen, ccangemi@materbrightonlakes.com

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?

Teachers will utilize a supplemental program called Magnetic Foundations and Magnetic Reading. Both programs focus on the science of reading and provide explicit, systematic, and evidence-based literacy instruction fit for each grade-level. Magnetic Foundations earned perfect scores and an "all-green" rating from EdReports in all Gateways of the rigorous Foundational Skills category. The Magnetic reading focuses on training teachers on science based practices and provides grade-level scaffolding to meet students where they are and promote growth.

Additionally, instructional coaches and administration will attend Science of Reading Training that teaches how to follow the Orton-Gillingham approach to teaching literacy. During this training they will learn about how to teach targeted areas of reading skills that varies from phonological awareness to comprehension in a multi-sensory approach that they then can bring back to guide our teachers.

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?

In 2001, literacy researcher Hollis Scarborough created a metaphor for explaining the complex processes involved in reading. She described reading by comparing it to the “strands of a rope.” This complex graphic visually shows the different parts of the “rope” and how they work together when one is reading. These components, or “strands,” together form what Scarborough calls “skilled reading.” Skilled reading happens when students can read text fluently while simultaneously comprehending it. The different parts of the rope work together when a person accurately and automatically reads a text and understands it fully. There are two main strands, Language Comprehension and Word Recognition, which are woven together. Each main strand consists of smaller strands that represent reading skills such as word phonological awareness, decoding, sight-words, schema, vocabulary, language structures, and literacy knowledge.

In order to do this, teachers need to be well trained and be provided with explicit and systematic material that will address student needs. Both implementation programs described will provide the foundations needed to address this need.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Professional Learning: Instructional staff and administrative staff will participate in the Science of Reading and Orton-Gillingham teacher training program.	Armstrong, Heidi, harmstrong@materbrightonlakes.com
Literacy Coaching: Instructional coaches will meet with teachers a minimum of twice a month to train and reflect on the use of evidence-based practices.	Armstrong, Heidi, heidi.armstrong@osceolaschools.net
Professional Learning: Teachers and other instructional staff will utilize the Magnetic Foundations and Magnetic Reading as a supplemental student instructional resource and training tool for teachers.	Armstrong, Heidi, harmstrong@materbrightonlakes.com

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.

Required documentation will be posted on Mater Brighton Lakes Academy's website, www.materbrightonlakes.com for all stakeholders and shared during School Advisory Committee meetings which attendance is open to all staff, parents, and students.

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 foster positive relationships with all stakeholders, the school will provide workshops and events which stakeholders are invited to attend. Clear and frequent communication through a variety of methods will occur between the school and parents so they are aware of the progress, needs, and celebration of students as they progress to fulfill the school's mission and work towards the completion of set goals. The Family Engagement Plan will be posted on the school's webpage, www.materbrightonlakes.com.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

To strengthen the academic program, quality of learning, and an enriched/accelerated curriculum, the school will utilize standard-based curriculum and a focus on rigorous and data-driven instruction. Teachers will be trained and provided support on best practices to increase student growth and engagement.

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: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No