

The School District of Palm Beach County

Freedom Shores Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Freedom Shores Elementary School

3400 HYPOLUXO RD, Boynton Beach, FL 33436

<https://fses.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

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.

It is our mission at Freedom Shores to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment. We believe all children can learn and excel with developmentally appropriate materials, practices, and strategies. We believe all children deserve a quality education that not only meets, but exceeds standards.

Provide the school's vision statement.

Freedom Shores Elementary envisions a collaborative environment where school personnel, parents, and community members work jointly to transform students into becoming lifelong learners. We believe all learners can reach their highest potential and succeed in the global economy.

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
Sabatino, Michael	Principal	<p>The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction</p> <p>Essential Functions:</p>
		<p>Vision of Academic Success for All</p> <ol style="list-style-type: none"> 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. <p>Climate</p> <ol style="list-style-type: none"> 10. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. 11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. 12. Creates school-wide and team norms and expectations for collective responsibility for student success. 13. Develops staff's capacity to collaborate effectively about standards and effective instruction. 14. Celebrates success as well as opportunities for growth. 15. Eliminates barriers and distractions that interfere with effective teaching and learning. 16. Provides a clean, safe and nurturing school environment. 17. Builds a culture of pride, trust, and respect. 18. Implements and monitors an effective approach to bullying prevention. 19. Aligns new and existing community and parent partnerships.

Name	Position Title	Job Duties and Responsibilities
		<p>Cultivating Leadership</p> <p>20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction.</p> <p>21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <p>22. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Implements a comprehensive performance management system.</p> <p>27. Implements rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Hires and retains highly qualified and effective employees.</p> <p>37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>39. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>41. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership.</p> <p>42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>43. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities.</p> <p>44. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.</p> <p>45. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.</p> <p>46. Supervises the school's food, transportation, maintenance, facility and support services.</p> <p>47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>48. Coordinates community activities relevant to the school within the school area.</p> <p>49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p> <p>50. Implements and monitors career and leadership advancement pathways.</p> <p>51. Monitors systemic customer service.</p> <p>52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.</p>
Rogers, Kim	Assistant Principal	<p>The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students.</p> <p>Vision of Academic Success for All</p> <p>1. Deepens understanding of standards and engages faculty, students, parents, and community members to</p>

Name	Position Title	Job Duties and Responsibilities
		<p>understand the standards and the vision of academic success aligned to college- and career-readiness.</p> <p>2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it.</p> <p>3. Communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning.</p> <p>4. Challenges beliefs and practices that interfere with achieving the vision.</p> <p>5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student.</p> <p>6. Serves as the cheerleader, coach, and standard bearer for the vision.</p> <p>7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.</p> <p>8. Monitors the implementation of effective instruction to meet the needs of all students.</p> <p>9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.</p> <p>Climate</p> <p>10. Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</p> <p>11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</p> <p>12. Supports school-wide and team norms and expectations for collective responsibility for student success.</p> <p>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</p> <p>14. Celebrates success as well as opportunities for growth.</p> <p>15. Assists with eliminating barriers and distractions that interfere with effective teaching and learning.</p> <p>16. Ensures the provision of a clean, safe and nurturing school environment.</p> <p>17. Supports the principal in building a culture of pride, trust, and respect.</p> <p>18. Supports the principal in implementing and monitoring an effective approach to bullying prevention.</p> <p>19. Assists the principal in aligning new and existing community and parent partnerships.</p> <p>Cultivating Leadership</p> <p>20. Focuses school leadership teams' work on implementation of standards</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and reformed instruction.</p> <p>21. Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <p>22. Supports professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>23. Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Assists the principal in implementing a comprehensive performance management system.</p> <p>27. Assists the principal in implementing rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Supports intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>37. Taps the expertise of teachers who have solved persistent instructional</p>

Name	Position Title	Job Duties and Responsibilities
		<p>problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>38. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>39. Analyzes the scope of change required within the school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>40. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>41. Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities.</p> <p>42. Supports the effective, efficient and accurate maintenance of appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories.</p> <p>43. Assists the principal in supervising the school's food, transportation, maintenance, facility and support services.</p> <p>44. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>45. Coordinates community activities relevant to the school within the school area.</p> <p>46. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p> <p>47. Assist the principal in implementing and monitoring career and leadership advancement pathways.</p> <p>48. Monitors systemic customer service.</p>
Klisiak, Jennifer	Instructional Coach	<p>1. Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards.</p> <p>2. Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction.</p> <p>3. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators.</p> <p>4. Provides modeling and coaching support for small group instruction.</p> <p>5. Provides curricular support for Summer bridge/Summer slide programs.</p> <p>6. Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process.</p> <p>7. Assists the District in ensuring cultural/social competence and responsiveness within the instructional</p>

Name	Position Title	Job Duties and Responsibilities
		<p>practices and in the implementation of the school-wide culture.8. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students.</p> <p>9. Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs.</p> <p>10. Provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC).</p> <p>11. Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student.</p> <p>12. Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p> <p>13. Meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan.</p> <p>14. Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas.</p>
Vereen-Thomas, Sharrie	Administrative Support	<p>The Exceptional Student Education (ESE) Coordinator assists in the coordination, organization and supervision of ESE processes to ensure proper implementation of the Individuals with Disabilities Education Act (IDEA) requirements. The ESE Coordinator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities. The ESE Coordinator works with the ESE Instructors to assist in providing information to students, parents and General Education Instructors on how to appropriately implement a student's IEP in the virtual educational environment. The ESE Coordinator assists in acting as a liaison between the ESE Department and students and their families.</p> <p>ESSENTIAL POSITION FUNCTIONS:</p> <ul style="list-style-type: none"> * Manage a caseload of ESE students and assist ESE Manager in coordinating ESE Services and Related Services for students with disabilities, including students with speech-language impairments * Coordinate, organize and facilitate IEP meetings ensuring necessary participants are in attendance * Gather necessary input from students, parents, teachers, counselors, therapists, and other stakeholders to prepare for IEP meetings and develop a draft IEP * Collaborate with teachers to provide suggested strategies and accommodations to best meet individual

Name	Position Title	Job Duties and Responsibilities
		<p>needs and assist students in meeting goals as defined in the IEP, including students with speech-language impairments</p> <ul style="list-style-type: none"> * Monitor student progress, develop and disseminate IEP progress reports each semester for all students on assigned caseload * Establish and maintain cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, therapists, related services providers, agencies, etc., with particular attention to students with speech-language impairments * Provide families with required information regarding the IDEA Procedural Safeguards * Establish and maintain an efficient and accurate record keeping system of current and cumulative student records * Document all forms of contact and uploads documents to secure ESE folders in a timely manner * Protect the privacy of student records per The Family Educational Rights and Privacy Act (FERPA) * Maintain accurate and up-to-date records and reports in the school's EMS for compliance monitoring to meet all district and state ESE timelines * Assist students, parents, and instructional staff in interpreting IEP accommodations and understanding provision and implementation of specially designed instruction and related services in the virtual environment, including students with speech-language impairments * Assist in coordinating with teachers and other school stakeholders to ensure that the school is successful and operating in compliance with state and federal regulations* Collaborate regularly with school stakeholders to obtain and maintain knowledge of curriculum offerings and supplemental interventions to assist in educational planning and supports for students with disabilities, including students with speech-language impairments * Assist the school in ensuring students with disabilities are provided necessary accommodations for state assessments per student IEPs, including students with speech-language impairments * Stay abreast of all updates in ESE state legislation and federal law to ensure student success and district compliance * Continue professional growth through participation in trainings and other staff development activities * Provide the highest level of customer service to students, families, and instructional staff * Model professional and ethical standards when working with students, parents, peers, and community

Name	Position Title	Job Duties and Responsibilities
		<p>members</p> <p>* Meet professional obligations through efficient work habits such as: meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrating respect for others.</p>
Leicht, Linda	Math Coach	<p>The Math Coach assists with professional learning activities, teaches the AMP students in 3rd, 4th and 5th grade and works in small group with 4th grade students based on data to remediate deficiencies.</p> <p>Plans and delivers professional learning activities for elementary staff members.</p> <ul style="list-style-type: none"> • Assists with the development of instructional strategies that promote achievement for all students. • Assists teachers with analysis of student achievement data and helps them make instructional decisions based on student performance and student needs. • Supports continuous improvement in teaching and learning by assisting school staff in meeting the needs of diverse learners. • Assists teams with long-range planning. • Provides services and resources to support the implementation of school improvement plans
Coffman, Nelida	ELL Compliance Specialist	<p>ESOL Coordinator is responsible for ensuring the school's programs and curricula are implemented to English Language Learners in order to maximize student learning experiences and increase the achievement of LEP students. Assists school administrators for the purpose of supporting them in meeting the needs of English Language Learners. She also conducts meetings with staff for the purpose of coordinating activities including disseminating and receiving information, planning and implementing activities/events, addressing operational issues, etc. Confers with staff as may be appropriate regarding instructional techniques, organization of practices, etc. for the purpose of providing guidance and mentoring. Coordinates language proficiency testing for the purpose of identifying students that qualify for English Language Development programs.</p> <p>To build the capacity of the school and its staff to meet the learning needs of dual language students through the collaborative exploration of technology, data, and differentiation in all subject areas and the learning environment. The DL Coach will serve as part of the school's leadership team providing "just in time", job embedded and ongoing professional development for teachers, staff and administration.</p> <p>RESPONSIBILITIES:</p> <ol style="list-style-type: none"> 1. Provide on-site embedded professional development and support to teachers in the use of proven instructional methods. 2. Collaborates regularly with staff for instructional planning, co-teaching,

Name	Position Title	Job Duties and Responsibilities
		<p>and modeling of effective technology integration strategies.</p> <ol style="list-style-type: none"> 3. Collaborates with instructional supervisors on curriculum development and technology integration. 4. Collaborates with district-level staff developers to plan and implement technology integration learning opportunities for staff. 5. Participates in the school improvement process through goal setting and implementation as well as data analysis for instructional improvement. 6. Purposefully and frequently communicate with teachers through conversations, e-mails, memos, newsletters, web sites, study groups and other appropriate methods.
Briceno, Vanessa	School Counselor	<p>The certified school counselor provides leadership in the school through the implementation of a comprehensive, data-driven school counseling program aligned with the district and school's mission to promote academic, social/emotional, and college/career development, while ensuring equity and access for all students.</p>
Angelo, Angela	Reading Coach	<ol style="list-style-type: none"> 1. Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. 2. Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction. 3. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. 4. Provides modeling and coaching support for small group instruction. 5. Provides curricular support for Summer bridge/Summer slide programs. 6. Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. 7. Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture. 8. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. 9. Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs. 10. Provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC). 11. Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student. 12. Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the

Name	Position Title	Job Duties and Responsibilities
		<p>school-wide culture.</p> <p>13. Meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan.</p> <p>14. Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas.</p>

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 School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

? Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

? Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

? A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

? A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this; in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus, and most recently

? Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. To ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as

the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few) Section IV 1003.42 Mandatory Curriculum.

SIP Monitoring

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

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics, FSQ's USA's, NGSQ's, iReady, Imagine Learning, Khan Academy, FAST Progress Monitoring, and Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM 1, 2, & 3 in English Language Arts & Math). The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data. The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

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	84%
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) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: 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	22	27	27	28	22	0	0	0	126	
One or more suspensions	0	6	4	11	5	6	0	0	0	32	
Course failure in English Language Arts (ELA)	0	17	44	88	50	36	0	0	0	235	
Course failure in Math	0	14	31	50	50	37	0	0	0	182	
Level 1 on statewide ELA assessment	0	0	0	14	36	28	0	0	0	78	
Level 1 on statewide Math assessment	0	0	0	13	36	33	0	0	0	82	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	88	57	63	0	0	0	208	

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	15	34	61	57	43	0	0	0	0	210

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	2	19	12	8	0	0	0	41
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	30	28	33	18	22	0	0	0	131	
One or more suspensions	0	4	4	6	9	13	0	0	0	36	
Course failure in ELA	0	32	34	62	23	43	0	0	0	194	
Course failure in Math	0	19	29	38	13	31	0	0	0	130	
Level 1 on statewide ELA assessment	0	0	0	15	15	33	0	0	0	63	
Level 1 on statewide Math assessment	0	0	0	0	2	50	0	0	0	52	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	32	34	62	23	43	0	0	0	194	

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	24	30	43	23	55	0	0	0	175

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	16	0	1	0	0	0	17
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	0	30	28	33	18	22	0	0	0	131	
One or more suspensions	0	4	4	6	9	13	0	0	0	36	
Course failure in ELA	0	32	34	62	23	43	0	0	0	194	
Course failure in Math	0	19	29	38	13	31	0	0	0	130	
Level 1 on statewide ELA assessment	0	0	0	15	15	33	0	0	0	63	
Level 1 on statewide Math assessment	0	0	0	0	2	50	0	0	0	52	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	32	34	62	23	43	0	0	0	194	

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	24	30	43	23	55	0	0	0	175

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	16	0	1	0	0	0	17
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*	39	53	53	44	59	56	41		
ELA Learning Gains				62			49		
ELA Lowest 25th Percentile				52			44		
Math Achievement*	42	57	59	41	53	50	40		
Math Learning Gains				45			44		
Math Lowest 25th Percentile				44			38		
Science Achievement*	44	54	54	33	59	59	31		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	59	56	59	61			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	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	218
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	382
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	4	2
ELL	38	Yes	1	
AMI				
ASN				
BLK	39	Yes	1	
HSP	42			
MUL				
PAC				

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%
WHT	54			
FRL	36	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	1
ELL	45			
AMI				
ASN				
BLK	41			
HSP	49			
MUL				
PAC				
WHT	62			
FRL	46			

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	39			42			44					59
SWD	13			19			33				5	55
ELL	31			41			38				5	59
AMI												
ASN												
BLK	38			28			37				5	61
HSP	37			44			40				5	58

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
MUL												
PAC												
WHT	45			62			65				4	
FRL	30			34			35				5	56

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	44	62	52	41	45	44	33					61
SWD	16	38	38	14	33	36	16					51
ELL	40	66	48	36	41	44	24					61
AMI												
ASN												
BLK	36	62	56	28	37	38	17					53
HSP	46	60	50	43	48	52	30					64
MUL												
PAC												
WHT	49	67		60	61		72					60
FRL	40	61	53	37	45	45	27					61

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	41	49	44	40	44	38	31					46
SWD	12	27	39	20	39	39	8					41
ELL	29	42	40	40	53	50	15					46
AMI												
ASN	64			45								
BLK	26	38	42	26	31	27	15					36
HSP	45	53	50	46	60		34					50
MUL	63			38								
PAC												
WHT	58	61		55	33		56					55

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
FRL	36	44	44	36	43	36	27					46

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	45%	56%	-11%	54%	-9%
04	2023 - Spring	47%	58%	-11%	58%	-11%
03	2023 - Spring	30%	48%	-18%	50%	-20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	39%	57%	-18%	59%	-20%
04	2023 - Spring	42%	52%	-10%	61%	-19%
05	2023 - Spring	45%	56%	-11%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	51%	-10%	51%	-10%

III. Planning for Improvement**Data Analysis/Reflection**

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

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

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:

FY19 FY22 Learning Gains FY23 PM3

ELA

3 42.1% 44.1% 50% 30%

4 49.6% 50% 62% 47%

5 66% 37.8% 61% 45%

SWDs 24.7% 14.9% 14%

Blacks 34.5% 36.1% 37%

Math

3 54.4% 46.1% 100% 39%

4 47.7% 41.8% 56% 42%

5 53.5% 29.3% 33% 45%

SWDs 22.4% 15.5% 18%

Blacks 33.5% 27.5% 41%

Science

5 53.1% 30.8% 41%

SWDs 20% 14.3% 20%

Blacks 37.5% 16% 37%

Our lowest performance was third grade, dropping 14 percentage points from FY22 to FY23. The contributing factors to this decrease was due to five of our six teachers were new to third grade and one of those was a long term substitute. This caused the teachers to not be as familiar to the standards as necessary and this assessment was new to all of the teachers.

The trends we see from the above data shows us that our SWDs have shown a significant decline in ELA.

We also noticed that the third grade math declined which leads us to believe that our K-2 needs to put more focus on the mathematical skills.

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

FY19 FY22 Learning Gains FY23 PM3

ELA

3 42.1% 44.1% 50% 30%

SWDs 24.7% 14.9% 14%

Our lowest performance was third grade, dropping 14 percentage points from FY22 to FY23. The contributing factors to this decrease was due to five of our six teachers were new to third grade and one of those was a long term substitute. This caused the teachers to not be as familiar to the standards as necessary and this assessment was new to all of the teachers.

Our SWD students struggled with the computer based assessments and the difference in the formats. The strategies taught to them were not able to be used on the computer (circling, underlining, etc.) Many students coming into third grade are lacking foundational skills. Time management is an issue since it is not used effectively by our students.

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.

GRADE STATE FSE

3rd - ELA 50 30

4th - ELA 58 47

5th - ELA 54 45

3rd - Math 59 39

4th - Math 61 42

5th - Math 55 45

5th - Sci 51 41

Not knowing the demographics of the State, a comparison is difficult to explain. Explanation of factors and trends are noted in question two.

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

FY19 FY22 Learning Gains FY23 PM3

ELA

5 66% 37.8% 61% 45%

Math

5 53.5% 29.3% 33% 45%

SWDs 22.4% 15.5% 18%

Blacks 33.5% 27.5% 41%

Science

5 53.1% 30.8% 41%

SWDs 20% 14.3% 20%

Blacks 37.5% 16% 37%

In Science we employed a former STEM teacher who instructed our fifth grade students twice a week for three months leading up to the testing. The focus of this instruction was on the "Fair Game" and annually assessed benchmarks. The increase in math would be due to an earlier implementation of the ability grouping of the students. Our SWDs were receiving "double down" services from the classroom teacher as well as the ESE teachers during these small groups. For Fifth Grade ELA the content was more engaging for the students (magazines from Benchmark) and they were also able to have text in their hands rather than passages and questions. There was also more group work, thus sharing of ideas between students.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are

ensuring our students receive the support needed for growth and achievement. When looking at our Early

Warning System indicators our two potential areas of concern are:

? 10% or more Absence

? Reading Deficiency

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

1. A push toward more small group instruction based on data analysis. In the small groups the teachers will be targeting the areas of concern with each student in order to increase their understanding.
2. Teachers will ask higher order questions and have students elaborate on their response using as

much detail

as possible to explain their thoughts. Our teachers will also be attending the District provided ELA and Math

monthly cadre meetings to bring the information back to their respective grade levels.

3. Students will participate in center activities which will allow for more specific instruction targeting on the

necessary areas. More connections will be made from the teacher to the students and the students to the

students through our implementation of our House System (Ron Clark Academy) and Leader in Me programs.

4. We will also continue to implement our traditional Professional Learning Communities which will allow more

collaborative planning to occur between teachers. Through our Professional Learning Community meetings

our PLC Resource Teacher will provide professional development on small group instruction as well as questioning techniques to all of our teachers. This will also be reviewed as grade levels in their meetings.

The

pulling of District assessment reports will be demonstrated to empower the teachers to analyze their own data

to drive their instruction. District support will assist during the Professional Learning Community meetings to

provide professional development on the new Literacy program, Benchmark Advanced for our 3-5 teachers as

well as our teachers new to K-2.

5. Our STEM teacher will continue to conduct hands-on experiments with the students to allow the students a

chance to gain deeper understanding of the concepts. The hands-on experiments will also be conducted in the

classrooms to improve the students' understanding of the concepts. Tutorial groups will be conducted for a

longer period of time and will be focused on specific needs of the children. The STEM teacher will be attending

professional development provided through the Science department to ensure she is instructing the standards

to the fullest extent.

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 Small Group Instruction**Area of Focus Description and Rationale:**

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

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

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:

FY19 FY22 Learning Gains FY23 PM3

ELA

3 42.1% 44.1% 50% 30%

4 49.6% 50% 62% 47%

5 66% 37.8% 61% 45%

SWDs 24.7% 14.9% 14%

Blacks 34.5% 36.1% 37%

Math

3 54.4% 46.1% 100% 39%

4 47.7% 41.8% 56% 42%

5 53.5% 29.3% 33% 45%

SWDs 22.4% 15.5% 18%

Blacks 33.5% 27.5% 41%

Science

5 53.1% 30.8% 41%

SWDs 20% 14.3% 20%

Blacks 37.5% 16% 37%

In alignment to the District's strategic plan our school ensures all students engage in teaching and learning that results in academic excellence and growth by delivering content, concept or skill that is aligned to the benchmark and intended learning.

Our instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices

requiring students to do the cognitive lift. Our goal is to be strategic and focus on standard-based instruction to

ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to

reach their potential and increase student achievement. We want to establish a culture of high expectations and

continuous improvement by exposing our students to the rigor of the standard especially for our SWDs.

Measurable Outcome:

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

February 2024 May 2024

Student Learning Outcomes in Proficiency

ELA

3 30% 37% 44%

4 47% 50% 53%

5 45% 56% 66%

SWD 14% 20% 25%

Math

3 39% 47% 54%

4 42% 45% 48%
 5 45% 50% 54%
 SWD 18% 22% 25%

Science

5 41% 47% 53%
 SWD 20% 23% 26%

Teacher practice outcomes

By December 2023, 60% of our teachers will use intentional small group instruction effectively.

By February 2024, 85% of our teachers will use intentional small group instruction effectively.

By May 2024, 98% of our teachers will use intentional small group instruction effectively.

Monitoring:

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

This Area of Focus will be monitored through walkthroughs, data chats, PLC and grade level meetings along with assessment results from the FSQs/USAs and Benchmark Unit Assessments as well as the State Assessment (FAST) and Science diagnostic tests. During PLCs, teachers will be responsible to create different instructional plans for their small groups and these will be in a Drive for administration to see for monitoring purposes. The Resource teachers will be accountable for the same planning.

Person responsible for monitoring outcome:

Michael Sabatino (michael.sabatino@palmbeachschools.org)

Evidence-based Intervention:

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

1. Data Chats
2. Small Group Differentiated Instruction
3. Adaptive Technology (Math)
4. STEM
5. Tutorials

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Data Chats-During PLC teachers will be given training on how to pull data, analyze data and desegregate data to make best decisions to improve student achievement and progress. Data chats will be Admin-Teacher, Teacher-Student and Teacher-Parent.
2. Small Group Differentiated Instruction-Incorporate small group instruction utilizing USA and FSQ data to meet the students need for standards based practice and to identify areas of weakness for targeted remediation. Both USA & and FSQs have proven successful in preparing students for the State Assessment.
3. Adaptive Technology (Math)-iReady has aided in significantly increasing student achievement when the program is used with fidelity. Teachers are provided effective tools that enable differentiation.
4. STEM-grow knowledge in fair game standards as well as current year's Big Ideas.
5. Tutorials-Students who participate in the tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Data Chats:

- a. Teachers utilizing a variety of assessments to ensure students' learning progress.
- b. Teachers are pulling reports and inputting information in grade level data sheets, which will be broken down by standard for reteaching and remediation purposes.
- c. Teachers are analyzing data to determine strengths and weaknesses to plan for remediation, enrichment and reteaching.
- d. Data chats and goal making will be observed in all classrooms to be shared with all students and parents.
- e. Monitoring will occur through classroom walks, evidence shared during PLCs and student growth success.
- f. Each student will have their own Data binder so they become responsible for tracking their educational growth.

Person Responsible: Kim Rogers (kimberly.rogers@palmbeachschools.org)

By When: Data Chats will begin after the first month of school. This will continue throughout the year.

2. Small Group Differentiated Instruction

- a. Teachers analyze data to create specific teaching groups
- b. Teachers teach small groups to specific instructional focuses
- c. Secondary benchmarks are created based on data analysis
- d. Reteaching is targeted to previously taught standards based on analyzed data
- e. Support teacher (ESE and ESOL) are to push in to support students' needs at their appropriate levels and guide them to grade level.

Person Responsible: Kim Rogers (kimberly.rogers@palmbeachschools.org)

By When: Small group instruction will begin within the first two weeks of school. The small group participation is fluid and flexible. This will continue throughout the year.

3. Adaptive Technology (ELA/Math)

- a. iReady diagnostics are taken to place students on a track
- b. Students work on iReady for at least 45 minutes per subject per week
- c. Assignments are given to students by the teacher to focus on specific deficiencies
- d. SAVVAS Realize is used for teacher to assign work based on students' individual needs
- e. IXL is used by AMP fifth graders to address their specific deficiencies
- f. Reflex Math will be utilized to support mathematical fluency.

Person Responsible: Michael Sabatino (michael.sabatino@palmbeachschools.org)

By When: Adaptive technology will begin within the first two weeks of school. This will continue throughout the year.

4. STEM

- a. Hands-on experiments are used in classrooms to demonstrate specific standards or concepts
- b. STEM lab is used to support classroom instruction and perform various experiments
- c. STEM teacher is utilized to reteach fifth grade science concepts that were previously not mastered
- d. STEM is on the wheel so all students are exposed to the hands-on experiments and the scientific method
- e. An academic tutor will be utilized to instruct our fifth grade students, focusing on the "Fair Game" and annually assessed benchmarks.

Person Responsible: Kim Rogers (kimberly.rogers@palmbeachschools.org)

By When: STEM instruction will begin within the first two weeks of school. The academic tutor will begin in October and will continue throughout the year.

5. Tutorials

- a. Based on data analysis various tutorial groups are formed and targeted at specific students
- b. Tutorials in Mathematics, ELA and Science are held weekly starting in October
- c. Boot camps are started in February to continue to target areas of concern
- d. Roots and Wings sponsors another tutorial program targeting our K-3 students
- e. The Literacy Initiative Reading Tutoring K-3 will be utilized to assist more students

Person Responsible: Jennifer Klisiak (jennifer.klisiak@palmbeachschools.org)

By When: Tutorials will begin in October. This will continue throughout the year.

#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.

FY22 FY23

Number of Incidences 121 75

Number of 1 or more Suspensions 59 49

Number of 2 or more referrals 36 27

Total Number of OSS 59 34

In alignment with the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Measurable Outcome:

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

Reducing the amount of discipline referrals by 10% by December 2023 and by another 10% by the end of the year.

Teacher practice outcomes

By December 2023, 80% of our teachers will positively reinforce student behaviors.

By February 2024, 100% of our teachers will positively reinforce student behaviors.

Monitoring:

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

Monitoring will be done through the Ron Clark Academy (RCA) app for tracking points. We will review and monitor student discipline data at our monthly faculty meetings.

Person responsible for monitoring outcome:

Kim Rogers (kimberly.rogers@palmbeachschools.org)

Evidence-based Intervention:

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

1. Required Instruction Florida State Statute 1003.42 and Policy 2.09
2. School-Wide Positive Behavior
3. School-Wide Discipline plan

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.
2. SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.
3. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral

outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.

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.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
1003.42

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

Person Responsible: Michael Sabatino (michael.sabatino@palmbeachschools.org)

By When: Will begin at the start of the school year.

SwPBS

- a. Cafeteria assemblies are conducted to review expectations
- b. Teachers reinforce expected behaviors in and out of the class through positive rewards
- c. Trimester celebrations are held
- d. Weekly House meetings are conducted to motivate and team building
- e. Ongoing student recognition through the use of the RCA app.

Person Responsible: Kim Rogers (kimberly.rogers@palmbeachschools.org)

By When: This will begin within the first week of school.

School-Wide Discipline Plan

- a. Social Contract is developed
- b. Morning Meetings will occur daily
- c. House Meetings will occur weekly
- d. Classroom based interventions for minor offenses (found on behavior matrix)
- e. Monitored through School Wide Positive Behavior meetings and the faculty meetings.

Person Responsible: Sharrie Vereen-Thomas (sharrie.vereen-thomas@palmbeachschools.org)

By When: Will begin during preschool.

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)).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement, Targeted Support & Improvement and Additional Targeted Support and Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement.

These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. ESE Coordinator works closely with the ESE Resource teachers and Classroom teachers to ensure understanding of students' IEPs and proper use of best practices to support student learning.
4. Instructional Coach will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotional growth through the resources found in the Skills for Learning Life (SLL) Resource Center to promote character education.
10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

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

By focusing on Standards-based instruction and increasing overall K-2 proficiency school-wide in ELA, we will be able to increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning. According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 23 data 29% of our incoming third grade students are reading at or above grade level. iReady data also shows that our overall first grade proficiency is low as well.

First Grade- 25% Proficient

Second Grade- 32% Proficient

It also gives us data to support a lack of proficiency in foundational skills of our incoming third graders:

Phonological awareness - 69% Proficiency

Phonics- 35% - Proficiency

High-Frequency Words - 60% Proficiency

Vocabulary- 29% Proficiency

Due to a lack of foundational skills, students overall reading comprehension proficiency is 23% For literature text and 26% for Nonfiction text.

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

Our FY22 data shows our third-grade students were only 44.1% proficient on the FSA. The iReady winter diagnostic also stated that 23% of our third grade students were predicted to be proficient by the FY 23 FSA. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. By focusing on K-2 ELA, we can support foundational skills that will better prepare them for third grade and beyond. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement.

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:

FY19 FY22 Learning Gains FY23 PM3

ELA

3 42.1% 44.1% 50% 30%
 4 49.6% 50% 62% 47%
 5 66% 37.8% 61% 45%
 SWDs 24.7% 14.9% 14%
 Blacks 34.5% 36.1% 37%

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

Grades K-2 Winter 23 Spring 23
 K 53% Proficient 46% Proficient
 1st 43% Proficient 42% Proficient
 2nd 40% Proficient 40% Proficient

Grades 3-5 Measurable Outcomes

Grades 3-5
 3rd 42% Proficient 30% Proficient
 4th 49% Proficient 47% Proficient
 5th 44% Proficient 45% Proficient

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.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. This allows for specific instruction to be given to individual students in small groups.

Monitoring will occur throughout our PLC data chats for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series.

We will also use grade level FSQ and USA to track growth within standards.

We will also review Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/ binder

reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology and progress towards classroom WIG.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Klisiak, Jennifer, jennifer.klisiak@palmbeachschools.org

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?

1. Small group instruction: Teachers as well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings. Instruction in small groups will be driven from data received from various assessments such as the USA and the FAST.

2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies as well as plan whole group and small group instruction. PD will support the development of teacher expertise and instructional strategy success and focus.

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?

1. We will incorporate small group instruction utilizing iReady subgroup needs assessment data, to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards. Small groups make it easy for teachers to give students the one-on-one attention they need, to observe their learning in action, and to provide constructive feedback. Students take personalized feedback and use it during whole class instruction and when doing homework, so the result is improved student outcomes.

2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD. It also fosters a positive and inclusive learning culture, where students feel valued, respected, and motivated. By differentiating instruction and assessment, teachers can enhance the quality and effectiveness of your teaching and learning.

3. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make

decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies. The process will allow teachers to match instructional resources to each student's education need(s). PLCs allow educators opportunities to directly improve teaching and learning. PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement.

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
<p>1. Develop Literacy Leadership</p> <p>Angie Angelo (Reading Coach), Gregoria Rodriguez-Tejada (Media Specialist), Jennifer Klisiak (Lead Teacher) along with administration will develop a plan to monitor the implementation & ensure compliance with the reading plan. We will conduct walkthroughs weekly to monitor and support reading instruction & intervention (Look Fors, CAO updates)</p> <p>School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data) which will be monitored through PLC meetings.</p> <p>We will also conduct Learning Walks to have good teaching modeled.</p>	<p>Klisiak, Jennifer, jennifer.klisiak@palmbeachschools.org</p>
<p>2. Literacy Coaching/Professional Development</p> <p>a. Our Coach and PLC Resource Teacher will create an ongoing PD session that consist of mandatory and voluntary sessions that teachers will attend to improve targeted areas.</p> <p>b. Our Coach and PLC Resource Teacher will provide ongoing modeling, pre and post conferences, and in classroom support. Also, a schedule for Learning Walks will be developed and implemented.</p> <p>c. Ongoing observations from principal and assistant principal with feedback will be provided to teachers.</p>	<p>Klisiak, Jennifer, jennifer.klisiak@palmbeachschools.org</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

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

N/A

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

N/A

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: Small Group Instruction	\$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.

Yes