

Polk County Public Schools

Denison Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Denison Middle School

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schools.polk-fl.net/denisonmiddle

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.

Denison Middle School will provide a diverse 21st century learning experience.

Provide the school's vision statement.

At Denison Middle School we will:

- Provide a challenging, standards based educational program, preparing students for success in high school and beyond
- Create an environment of educational excellence by using a variety of instructional strategies and activities to address the varied learning strengths of our students
- Provide a caring, nurturing environment in which all students can feel supported and safe emotionally, intellectually, and physically
- Build positive personal characteristics such as tolerance, integrity, cooperation and honesty, and encourage respect for the individual differences that make each of us unique
- Prepare our students for college and/or careers

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
Christian, Terri	Principal	Common Planning Math Instructional Materials Finance (Budget and Internal Accounts) Supplies and Equipment Faculty Committees Student Activities/Awards Campus Supervision Fund Raisers Technology Staffing and Personnel Instructional Observations & Assessments School Advisory Council/School Improvement Plan Staff Development School Plant Management Plan and coordinate school-wide Professional Development Coordinate Training in Learning Communities Plan and coordinate regular Student/Teacher recognition SBLT
Howard, Niculina	Assistant Principal	Common Planning Science Instructional Materials Finance (Budget and Internal Accounts) Supplies and Equipment Faculty Committees Student Activities/Awards Campus Supervision Fund Raisers Technology Staffing and Personnel Instructional Observations & Assessments School Advisory Council/School Improvement Plan Staff Development School Plant Management Plan and coordinate school-wide Professional Development Coordinate Training in Learning Communities Plan and coordinate regular Student/Teacher recognition SBLT
Mills-Coleman, Mona	Reading Coach	Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. Assist content area teachers in planning instruction and assessments based on

Name	Position Title	Job Duties and Responsibilities
		<p>the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.</p> <p>Support teachers in planning instruction to meet the needs of all students through differentiated instruction.</p> <p>Provide classroom support by observing, modeling, co-teaching and providing specific feedback.</p> <p>Help teachers understand state and district mandates and how these mandates support student achievement.</p> <p>Provide support for school-based professional development to build the school's training capacity.</p> <p>Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.</p>
Wilson, Charlene	Math Coach	<p>Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.</p> <p>Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</p> <p>Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.</p> <p>Support teachers in planning instruction to meet the needs of all students through differentiated instruction.</p> <p>Provide classroom support by observing, modeling, co-teaching and providing specific feedback.</p> <p>Help teachers understand state and district mandates and how these mandates support student achievement.</p> <p>Provide support for school-based professional development to build the school's training capacity.</p> <p>Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher need</p>
Rojas, Jose	Other	<p>Encourage new teachers to engage in support programs such as New Teacher Seminars, Affinity Groups, and other Teacher Engagement programs.</p> <p>Creatively find ways to boost school culture and morale as a positive, solutions?focused staff member.</p> <p>Monitor teacher retention data for their school sites as a way of accounting for the role's effectiveness on campus.</p> <p>Attend monthly meetings.</p>

Name	Position Title	Job Duties and Responsibilities
Cheatom, Lisa	Behavior Specialist	<p>The Behavior Interventionist is responsible for teacher-to-teacher classroom support, modeling, mentoring, and collaborating to promote better behavior management strategies for teachers and students. This position will also be responsible for supporting teachers in data collection, analysis, interpretation and usage; research-based behavior strategies and programs; and school improvement.</p> <p>The Behavior Interventionist will assist with developing and implementing behavior supports at all levels, including:</p> <ul style="list-style-type: none"> * Assisting the leadership team to review schoolwide data and plan, implement, and monitor strategies to teach schoolwide rules and expectations, * Assisting in the development of schoolwide discipline plan, * Helping teachers identify obstacles to effective classroom management; providing and monitoring the effectiveness of alternative management strategies, * Developing, implementing, and monitoring behavior plans based on Functional Behavioral Analysis for individual students, * Participating in professional development opportunities to deepen content knowledge and best practices in the appropriate content area, and * Communicating with parents, peers, and administration.

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 Improvement Plan is a living document. It is developed based on school data which highlights areas of strength and needs for the school. It is modified throughout the year as the data demands. A draft plan is created based on the data. The plan is presented to staff for review and input. Staff input is sought at the beginning of the year and data driven adjustments are made. The plan is also presented to the School Advisory Committee which is comprised of school staff, parents, community members, and scholars. Input is gathered from this group and included in the plan.

SIP Monitoring

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

The School Improvement Plan drives the schools “way of work”. The principal has developed monthly meetings to monitor its implementation and effectiveness. The monthly meetings are with responsible parties to address the identified focus areas and the schools progress in meeting the identified goal. Where necessary, the plan will be adjusted in response to the 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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	81%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
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) 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: D 2018-19: D 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	0	0	0	0	0	86	87	98	271
One or more suspensions	0	0	0	0	0	0	95	110	87	292
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	106	129	152	387
Level 1 on statewide Math assessment	0	0	0	0	0	0	117	111	138	366
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	110	115	112	337

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	151	167	146	464

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	14	0	6	20
Students retained two or more times	0	0	0	0	0	0	1	1	0	2

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	0	0	0	0	0	100	88	84	272
One or more suspensions	0	0	0	0	0	0	103	66	56	225
Course failure in ELA	0	0	0	0	0	0	35	14	14	63
Course failure in Math	0	0	0	0	0	0	14	11	9	34
Level 1 on statewide ELA assessment	0	0	0	0	0	0	127	85	84	296
Level 1 on statewide Math assessment	0	0	0	0	0	0	114	105	114	333
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	40	27	20	87

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	131	150	143	424

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	0	3	4
Students retained two or more times	0	0	0	0	0	0	3	1	2	6

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	0	0	0	0	0	100	88	84	272
One or more suspensions	0	0	0	0	0	0	103	66	56	225
Course failure in ELA	0	0	0	0	0	0	35	14	14	63
Course failure in Math	0	0	0	0	0	0	14	11	9	34
Level 1 on statewide ELA assessment	0	0	0	0	0	0	127	85	84	296
Level 1 on statewide Math assessment	0	0	0	0	0	0	114	105	114	333
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	40	27	20	87

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	131	150	143	424

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	0	3	4
Students retained two or more times	0	0	0	0	0	0	3	1	2	6

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*	23	36	49	27	40	50	25		
ELA Learning Gains				44			31		
ELA Lowest 25th Percentile				44			29		
Math Achievement*	33	40	56	31	34	36	23		
Math Learning Gains				54			29		
Math Lowest 25th Percentile				56			35		
Science Achievement*	21	34	49	28	40	53	20		
Social Studies Achievement*	55	66	68	61	49	58	48		
Middle School Acceleration	90	70	73	88	46	49	75		
Graduation Rate					36	49			
College and Career Acceleration					66	70			
ELP Progress	25	31	40	42	68	76	38		

* 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	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	247
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	10
Percent Tested	98
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	17	Yes	4	1
ELL	25	Yes	1	1
AMI				
ASN				
BLK	40	Yes	1	
HSP	39	Yes	1	
MUL	33	Yes	1	
PAC				
WHT	50			
FRL	38	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	32	Yes	3	
ELL	46			
AMI				
ASN				
BLK	45			
HSP	49			

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%
MUL	48			
PAC				
WHT	48			
FRL	47			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	23			33			21	55	90			25
SWD	14			23			17	23			5	10
ELL	11			26			10	55			5	25
AMI												
ASN												
BLK	21			28			17	51	95		6	30
HSP	20			33			24	52	85		6	22
MUL	31			35							2	
PAC												
WHT	29			39			27	66	90		5	
FRL	20			31			18	51	85		6	22

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	27	44	44	31	54	56	28	61	88			42
SWD	13	42	40	15	41	40	20	42				
ELL	16	47	48	23	51	53	19	59	100			42
AMI												
ASN												

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
BLK	21	34	36	24	49	54	25	58	100			
HSP	29	51	50	33	59	52	26	63	90			38
MUL	41	60		47	43							
PAC												
WHT	31	43	41	37	52	64	35	61	69			
FRL	23	43	47	28	51	54	25	66	89			47

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	25	31	29	23	29	35	20	48	75			38
SWD	16	31	31	18	19	21	14	35				
ELL	23	35	30	19	29	42	14	45				38
AMI												
ASN												
BLK	18	28	30	14	24	31	14	44	69			
HSP	29	33	27	27	30	38	24	51	74			30
MUL	23	18		43	42							
PAC												
WHT	30	30	27	30	32	38	24	52	83			
FRL	21	27	29	21	27	38	16	46	79			35

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
07	2023 - Spring	19%	36%	-17%	47%	-28%
08	2023 - Spring	26%	39%	-13%	47%	-21%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	17%	35%	-18%	47%	-30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	16%	38%	-22%	54%	-38%
07	2023 - Spring	21%	35%	-14%	48%	-27%
08	2023 - Spring	41%	42%	-1%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	19%	33%	-14%	44%	-25%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	97%	37%	60%	50%	47%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	37%	63%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	65%	-15%	66%	-16%

III. Planning for Improvement

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

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

The data component that showed the lowest performance was Science. Science proficiency was 19% compared to 28% the prior year. The entire Science department was new to our school and the majority of Science teachers were new to our country as they were hired internationally. These teachers encountered tremendous learning curves regarding culture. While highly competent in their content area, these teachers embraced a new country, new educational system, and scholars with different cultural upbringings and beliefs. Additionally, the Science Coach position has been vacant for over two years. Coaching support for this department was provided by the district office and assistant principal of curriculum. The Science component has been a lower performing component historically.

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

The data component that showed the greatest decline was Civics. Civics proficiency decreased from 61% in 2022 to 50% for 2023. This year was the first year teaching Civics for staff in this department.

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

The greatest gap occurred in Science. Science proficiency data was 19% compared to the state average of Science proficiency data has trailed proficiency data for other components historically. This has been due to several factors which include vacancies and school-based Science support. This year all Science positions were filled with the exception of one teaching and instructional coach positions. In prior years, several vacancies existed within this department for years.

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

The greatest improvement was made in the acceleration component. This was a high performing component last year at 88%. The scholars in these courses were screened based on district criteria. The courses are rigorous and demanding. Scholars in these courses were progress monitored throughout the school year within each unit of study. When scholars did not master concepts remediation was provided. Parents involvement was solicited. Academic support was provided for all scholars before and after school.

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

Attendance less than 90% = 241 students
 Prior retentions = 44 scholars and 2 with 2 retentions
 Discipline Referrals greater than 10 = 140

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

Priority Rankings

1. Science Proficiency
2. Reading Proficiency
3. Attendance
4. Discipline/Culture
5. Increase ESE subgroup performance above the federal threshold of 41%

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 Science**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.

"School students are naturally curious, which makes science an ideal subject for them to learn. Science allows students to explore their world and discover new things. It is also an active subject, containing activities such as hands-on labs and experiments. This makes science well-suited to active younger children. Science is an important part of the foundation for education for all children." Namrata Das, Amrita, & Anand Singh from their work "Importance of Science in School Curriculum.

Historically, the Science component at Denison has been the component with the lowest percentage of proficiency. Over the past 5 years, Science proficiency has ranged from a high of 31% to a low of 19%. This year scholar performance in the reporting categories remained low. In Nature of Science, scholars earned five out of eleven points. Scholars earned seven out of fifteen points in the areas of Earth & Space Science, Physical Science and Life Science. This is a clear indication that instruction must be aligned and rigorous. Scholars must also be able to read and comprehend the instructional text materials.

Measurable Outcome:

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

Denison Middle School will increase scholar proficiency to 45% for Science during the 23-24 school year through standards aligned instruction that is constructed through the collaborative planning process. Standards aligned instruction will be developed through collaborative lesson planning utilizing the learning arc and delivered through varied instructional strategies to decrease the disparity for all subgroups (African Americans, Students with Disabilities, Economically Disadvantaged, English Language Learners, and Hispanic), close the achievement gap and improve equity.

Monitoring:

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

Administrative team members are assigned to a content area and will attend planning sessions. Sign in sheets will be provided for each session and attendance monitored. Lesson plans will be monitored weekly for standards-alignment and rigorous activities. Leadership will meet daily to discuss school status on meeting goals and conduct rigor walks with feedback. Instructional coaches will support teachers with coaching cycles, side by side coaching, modeling, and daily classroom visitations to include feedback. Module assessments will monitor for scholar mastery in addition to scholar work. Assessment data will be used to conduct ongoing data chats with scholars and teachers.

Person responsible for monitoring outcome:

Niculina Howard (niculina.muscalu@polk-fl.net)

Evidence-based Intervention:

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

Schoolwide use of Smart 7 Strategy - Reading strategy to improve comprehension
 Schoolwide use of RACES strategy for writing short or extended responses to specific content inquiry –
 Support scholars understanding of question asked and supports complete answers to questions.
 Cornell Notes – An effective approach to taking, organizing, and summarizing notes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies are grounded in research conducted throughout the United States. These strategies will increase rigor for all within the classroom, leading to increased performance for subgroups and a more equitable learning environment.

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.

Strategy 1 – Standards aligned Collaborative Planning

Action Step 1 - Train staff on the learning arc planning framework and implement its use during collaborative planning.

Person Responsible: Mona Mills-Coleman (mona.millscoleman@polk-fl.net)

By When: September 1, 2023

Strategy 1 - Standards aligned Collaborative Planning

Action Step 2 - Design lessons that are aligned to the standards and monitor for target task alignment and culminating tasks that are aligned to the depth and rigor of the standard. Plans must include the use formative assessments to check for understanding and mastery, differentiation of instruction and acceleration. Monitoring of this step will occur through the analysis of student work samples and data.

Person Responsible: Niculina Howard (niculina.muscalu@polk-fl.net)

By When: September 29, 2023

Strategy 1 - Standards aligned Collaborative Planning

Action Step 3 - Utilize data from assessments to create small group learning of students with similar needs.

Person Responsible: Charlene Wilson (charlene.wilson@polk-fl.net)

By When: September 29, 2023

Strategy 1 - Standards aligned Collaborative Planning

Action Step 4 - Administrators will review and check lesson plans weekly for their assigned content areas and provide feedback to teachers.

Person Responsible: Niculina Howard (niculina.muscalu@polk-fl.net)

By When: August 18, 2023

Strategy 1 - Standards aligned Collaborative Planning.

Action Step 5 – Instructional coaches will provide coaching support weekly through classroom visits, modeling, coaching cycles, side by side coaching, to include actionable feedback.

Person Responsible: Charlene Wilson (charlene.wilson@polk-fl.net)

By When: September 1, 2023

Strategy 1 - Standards aligned Collaborative Planning

Action Step 6 – Administrators will provide actionable feedback for all content area teachers through lesson planning, walkthroughs, and peer rigor walks.

Person Responsible: Niculina Howard (niculina.muscalu@polk-fl.net)

By When: September 1, 2023

Strategy 2 – Implementation of Instructional Strategies
Action Step 1 – Train scholars and staff on Cornell Notes

Person Responsible: Niculina Howard (niculina.muscalu@polk-fl.net)

By When: September 1, 2023

Strategy 2 – Implementation of Instructional Strategies
Action Step 1 – Monitor for Implementation of Cornell Notes with feedback

Person Responsible: Terri Christian (terri.christian@polk-fl.net)

By When: September 29, 2023

Strategy 2 – Implementation of Instructional Strategies
Action Step 1 – Train scholars and staff on SMART 7 Strategy

Person Responsible: Mona Mills-Coleman (mona.millscoleman@polk-fl.net)

By When: September 29, 2023

Strategy 2 – Implementation of Instructional Strategies
Action Step 1 – Monitor for Implementation of SMART 7 Strategy with feedback

Person Responsible: Terri Christian (terri.christian@polk-fl.net)

By When: September 29, 2023

Strategy 2 – Implementation of Instructional Strategies
Action Step 1 – Train scholars and staff on RACE strategy

Person Responsible: Mona Mills-Coleman (mona.millscoleman@polk-fl.net)

By When: September 29, 2023

Strategy 2 – Implementation of Instructional Strategies
Action Step 1 – Monitor for implementation of RACE strategy

Person Responsible: Terri Christian (terri.christian@polk-fl.net)

By When: September 29, 2023

#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.

Early Warning System (EWS) basic premise is that the earlier and more accurately we are able to predict potential risks, the more likely we are able to manage and mitigate the impact. By identifying students early, educators can target interventions and supports to help students to achieve readiness and success. Research shows that schools who use this data effectively can improve attendance, increase course completion and promote on-time graduation for students. Early Warning System data indicates a high number of scholars with attendance less than 90%. 2022 - 2023 data indicates that 271 scholars were in attendance less than 90% of the school year. For the 23-24 school year, 223 scholars have been identified as having attendance concerns. This represents 35% of the school population. Additionally, 292 scholars were suspended one or more times during the school year. Currently, 120 scholars have been identified with 10 or more referrals; 6th grade = 12, 7th grade = 39 and 8th grade = 69. There is one 8th grade scholar with 2 prior retentions.

At Denison we want to create the conditions for effective teaching and learning to occur. A positive environment will lead to increased student and teacher attendance. This will be accomplished through the implementation of the PBIS framework and the integration of effective strategies and programs that create a Multi-Tiered System of Support (MTSS) for behavior. School data will drive schoolwide evidence-based practices to build a MTSS that is practical, durable, and available to all. Through PBIS we will teach students and staff how to achieve expected outcomes; prevent problem behaviors from taking place; provide relevant incentives for students to demonstrate desired behaviors; and use consequences for unwanted behavior.

Measurable Outcome:

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

Denison Middle School will decrease by 50% the early warning indicators of scholars absent 10% or more days and scholars with one or more suspensions during the 23-24 school year utilizing CHAMPS a classroom behavior management system and PBIS schoolwide.

Monitoring:

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

The administrative team will conduct classroom walks daily looking for schoolwide implementation of school rules and protocol. Feedback will be provided for staff not in compliance. Disciplinary referrals entered in the FOCUS system will be monitored for adherence to the schoolwide discipline plan. Weekly meetings will be held with our truancy liaison and attendance secretary. Discipline data will be analyzed monthly and communicated with scholars and staff. Data chats will be conducted with scholars and staff with excessive data.

Person responsible for monitoring outcome:

Terri Christian (terri.christian@polk-fl.net)

Evidence-based Intervention:

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

C.H.A.M.P.S. – Classroom behavior management framework
Positive Behavioral Interventions and Supports –
MTSS – Multi-Tiered System and Supports -

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

CHAMPS is an evidence-based approach to classroom behavior management. It is not a curriculum or program but a collection of recommendations that are based on more than 50 years of research in the fields of education and psychology. P.B.I.S. or Positive Behavioral Interventions and Supports is a proactive approach to improve school safety and promote positive behavior by clearly defined behavioral expectations. PBIS is a multi-tiered system of supports and works seamlessly with CHAMPS and MTSS.

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.

Strategy 1 - Implementation of Intervention

Action Step 1 - Train teachers on C.H.A.M.P.S.

Person Responsible: Lisa Cheatom (lisa.cheatom@polk-fl.net)

By When: September 1, 2023

Strategy 1 - Implementation of Intervention

Action Step 2 - Monitor for implementation of C.H.A.M.P.S with feedback.

Person Responsible: Terri Christian (terri.christian@polk-fl.net)

By When: October 20, 2023

Strategy 1 - Implementation of Intervention

Action Step 3 - Train staff on PBIS initiative.

Person Responsible: Terri Christian (terri.christian@polk-fl.net)

By When: September 1, 2023

Strategy 1 - Implementation of Intervention

Action Step 3 - Establish PBIS Committee and hold bi-monthly meetings to review schoolwide data.

Person Responsible: Terri Christian (terri.christian@polk-fl.net)

By When: September 1, 2023

Strategy 1 - Implementation of Intervention

Action Step 4 - Establish MTSS Committee and hold regular meetings.

Person Responsible: Lisa Cheatom (lisa.cheatom@polk-fl.net)

By When: September 1, 2023

Strategy 1 - Implementation of Intervention

Action Step 5 - Monitor MTSS support provided.

Person Responsible: Terri Christian (terri.christian@polk-fl.net)

By When: September 30, 2023

Strategy 1 - Implementation of Intervention

Action Step 6 - Identify scholars with attendance less than 90%.

Person Responsible: Terri Christian (terri.christian@polk-fl.net)

By When: September 1, 2023

Strategy 1 - Implementation of Intervention

Action Step 7 - Monitor identified scholar's attendance weekly with Attendance Manager, and district truancy support. Provide needed supports to these scholars.

Person Responsible: [no one identified]

By When: September 1, 2023

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

Exceptional Student Education is specially designed instruction and related services that are provided to students with disabilities. The federal Individuals with Disabilities Education Act (IDEA) requires school districts to make a free appropriate public education (FAPE) available to such students ages three through 21. All students attending public schools, including students with disabilities, are required to take statewide assessments. A student with a disability participates in the statewide assessment program by taking the statewide assessment with accommodations or without accommodations or by taking an alternate assessment.

Students with Disabilities is the ESSA subgroup identified as falling below the federal threshold at Denison at 32%. Data from Edudata shows SWD performance as 64% Level 1 in ELA, 63% Level 1 in Math, and 73% Level 1 in Science and 29% Level 1 in Social Studies. This data highlights there is much progress to be made with this subgroup.

Measurable Outcome:

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

Denison Middle School will increase the Federal Index for the subgroup students with disabilities from 32% to 45% during the 23-24 school year by providing data based academic and behavioral supports.

Monitoring:

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

The administrative team will conduct focused classroom walks daily on instructional alignment and behavioral expectations. ESE Teachers will monitor their caseloads on a weekly basis. Teachers will review SWD scholar's IEP's and complete logs documenting accommodations provided. Weekly meetings will be held with district ESE support staff and school-based ESE teachers. SWD identified in need of additional supports will be discussed and a plan of support for the scholar developed and monitored.

Person responsible for monitoring outcome:

Terri Christian (terri.christian@polk-fl.net)

Evidence-based Intervention:

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

Schoolwide use of Smart 7 Strategy - Reading strategy to improve comprehension
 Schoolwide use of RACES strategy for writing short or extended responses to specific content inquiry – Support scholars understanding of question asked and supports complete answers to questions.
 C.H.A.M.P.S. – Classroom behavior management framework
 Positive Behavioral Interventions and Supports
 MTSS – Multi-Tiered System and Supports
 Tutoring – Provide before or after school support

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies are grounded in research conducted throughout the United States. These strategies will increase rigor for all within the classroom, leading to increased performance for subgroups and a more equitable learning environment.

CHAMPS is an evidence-based approach to classroom behavior management. It is not a curriculum or program but a collection of recommendations that are based on more than 50 years of research in the fields of education and psychology. P.B.I.S. or Positive Behavioral Interventions and Supports is a

proactive approach to improve school safety and promote positive behavior by clearly defined behavioral expectations. PBIS is a multi-tiered system of supports and works seamlessly with CHAMPS and MTSS.

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.

Strategy 1 – ESE Scholar Monitoring

Action Step 1 – Train staff on where to find SWD IEP’s and Accommodations and on how to accurately complete the documentation logs.

Person Responsible: Niculina Howard (niculina.muscalu@polk-fl.net)

By When: September 1, 2023

Strategy 1 – ESE Scholar Monitoring

Action Step 2 – ESE Inclusion teachers will monitor services provided and scholar progress. When an inadequate performance level is identified the inclusion teacher will establish goals and objectives centered around the scholar’s area of weakness to improve performance. Weekly IID logs will be completed by the inclusion teacher and monitored for scholar progress.

Person Responsible: Niculina Howard (niculina.muscalu@polk-fl.net)

By When: September 1, 2023

Strategy 1 – ESE Scholar Monitoring

Action Step 3 – Learning Support Regional Support Teams will be utilized to collaboratively create a support plan to address the scholar’s area of weakness.

Person Responsible: Terri Christian (terri.christian@polk-fl.net)

By When: September 1, 2023

CSI, TSI and ATSI Resource Review

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

A comprehensive needs assessment was completed to identify the most immediate needs and prioritize the use of Title 1 funds. The process consisted of 6 steps: planning, data collection, data analysis and stakeholders’ meeting, planning for implementation, monitoring and evaluation, and realignment. Data Com is held to review each school’s needs and allocations provided based on identified needs. Summer Leadership Academies are held to inform schools of upcoming priorities so appropriate allocations and resources are available. School Improvement Plan trainings are held to inform schools of data and funding requirements. The PURE Process is utilized to make sure funds are spent on programs that meet district and state requirements. Lastly, plans are reviewed by the Regional and Office of School Transformation Office.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

The SIP is disseminated to stakeholders through various means. It is shared with staff at the beginning of the school year and is referenced and reviewed throughout the school year to monitor the school's progress in meeting its goal. A copy of the SIP is placed in Schoology the learning management system.

The SIP is reviewed at School Advisory Committee meetings. It is also located on the school website at denisonmiddle.polkschoolsfl.com. There is a PEN notebook available in the main office for parents to review the SIP. It is also discussed at the Annual Title 1 Meeting.

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))

The school will build positive relationships with all stakeholders by utilizing the schools webpage denisonmiddle.polkschoolsfl.com, to keep parents aware of their scholar's progress. Other methods of communication utilized include Facebook, School Messenger, and Schoology. Interim Reports and Report Cards are released to parents via Focus. The school will host activities to build capacity for staff and parents. The school also holds parent conferences to keep all parties aware of scholar progress. Data Chats are also held so teachers, scholars and parents are aware of scholar progress.

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 supplemental staff will be utilized to enrich instruction via supports for teachers and scholars. Academic coaches will provide coaching, modeling and mentoring for teachers. Interventionist will provide direct support to scholars to increase content mastery. Extended Learning is provided to provide additional academic support that extends beyond the regular school day.

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

The school is a CEP school and all scholars are provided free breakfast and lunch. This supports learning as scholars are able to focus on learning instead of food insecurities. Scholars are also provided access to career academies in the areas of medical skills, culinary arts, aerospace, and business technology. These programs introduce scholars to possible career avenues and encourage exploration

into various career options. Scholars are also exposed to accelerated curriculum via the Cambridge Program at Denison.

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))

Polk County Public Schools has established collaborations with community providers like Peace River Center and the Sweet Cener of Winter Haven Hospital. The organizations also provide grief support and other support groups. In house individual counseling and group counseling is available to scholars. School counselors work with scholars and their families to provide need supports. Information on these supports can be found at <https://polkschoolsfl.com/mentalhealth/>.

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))

Scholars complete a career survey and are made aware of post-secondary opportunities yearly through a college and career fair held at school. Other opportunities afforded through our district include Dual Enrollment, IB/Cambridge, Career Academies, and Vocational Schools.

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).

Denison Middle School is a PBIS school. PBIS is a multi-tiered support system. The PBIS Committee examines school data to identify strengths and areas of focus. Identified focus areas are analyzed and a plan of action is created to address the problem behavior. Celebrations are also held to reinforce the desired behavior. When the desired behavior is not achieved by some scholars tiered supports are provided to these scholars. Supporting these scholars are the behavior interventionist, deans and school counselors. When necessary, there is also the support of a mental health counselor and social worker. MTSS is an intervention that will be utilized with problem behavior presents as well.

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))

To improve instruction collaborative planning and professional learning communities are utilized. Scholar data from academic assessments to include progress monitoring is analyzed during these times to identify strengths as well as areas for improvement.

Collective bargaining stipends provide financial assistance to recruit teachers to support the instructional program. Recruitment and Educator Quality Department - PCPS Culture Ambassador Program provides peer support for new teachers at the school. This program creates a positive culture and learning environments as new teachers are able to receive peer support on campus in a timely manner.

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))

Not Applicable

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: Science	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

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

Yes