

St. Lucie Public Schools

Creative Arts Academy Of St. Lucie School



2023-24

Schoolwide Improvement Plan (SIP)

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Creative Arts Academy Of St. Lucie

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<https://schools.stlucie.k12.fl.us/cast/>

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of the Creative Arts Academy of St. Lucie is promoting excellence in academics, arts and leadership.

Provide the school's vision statement.

Creative Arts Academy of St. Lucie nurtures student growth through the integration of fine arts, core academics, and life skills education to prepare students for engagement in their current and future community involvement. We empower our students to be proactive with their education while providing a safe and nurturing learning environment.

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
Whitaker, Jane	Principal	<p>Oversees daily operations to ensure the safety and academic success of all stakeholders, oversees school operating budget, Plans for continuous improvements related to school culture and developing strong community support. Serves as Chair of the Leadership Team, determines roles and responsibilities of all other members, creates the agenda, facilitates meetings and decision making, monitors to ensure members serve as instructional leaders in their respective roles, provides/conducts Professional learning opportunities, conducts classroom walk-throughs and observations and timely, purposeful feedback, participates and monitors team level collaborative planning and provides feedback to aide in improvements of instructional practice to directly impact and increase student achievement. solicits feedback from all stakeholders concerning matters related to the school and shares goals and data with all stakeholders to ensure common vision and common understanding. Monitors safety and security of all stakeholders.</p>
Gavoni, Vincia	Assistant Principal	<p>Monitors to ensure members serve as instructional leaders in their respective roles, creates and conducts Professional Learning sessions, conducts classroom walk-throughs and observations with feedback, solicits feedback from all stakeholders concerning matters related to the school, and shares goals and data with all stakeholders to ensure common vision and common understanding. Oversees the school's discipline and classroom management programs, processes and structures. Supports teachers in implementing best classroom management practices in the classroom. Oversees facility needs and monitors safety and security of all stakeholders.</p>
Clancey, Jenny	Administrative Support	<p>MSAP Grant Fine Arts Specialist. Assists with fine arts program operations as related to the MSAP grant. Works closely with school administration and district personnel to implement grant objectives with fidelity. Assists with student enrollment and recruitment plan for the magnet program. Serves as the parent and community liaison, working to improve parent and community communications. Conducts monthly school tours to aid in school promotion and enrollment. Oversees school-wide professional learning management system and assists teachers and staff on completing credits for certification.</p>
Brown, Tia	Dean	<p>Assists with school discipline needs across all grade levels. Works closely with school administration to improve overall discipline and implementation of PBIS, as well as improving parent communication.</p>
Dowell, Lloren	Instructional Coach	<p>Serves as instructional support for teachers K-8. Oversees school-wide Collaborative Learning and Planning throughout the school year. Serves as a teacher mentor, modeling good practices for teachers. Assists school</p>

Name	Position Title	Job Duties and Responsibilities
		leadership with classroom walk-throughs to provide purposeful feedback to teachers related to their instructional practices.
Barnard, Elizabeth	School Counselor	Assists with the student scheduling. Assists in the coordination of Problem Solving Team meetings, oversees PBIS models and processes are followed and oversees the provision of behavioral intervention services. Assists with monitoring the processes of MTSS at the school through analyzing progress monitoring data and group creation, provides intervention resources and guidance, ensures fidelity in MTSS instruction. Additionally, oversees compliance of our ESOL program. Facilitates student support groups to meet the social-emotional needs of all stakeholders.
Phillips-Hill, Melissa	Teacher, ESE	Serves as ESE Specialists. Facilitates IEP meetings, oversees ESE schedules, monitors student services programs and works closely with district-level team to ensure all student needs and accommodations are being met with fidelity as outlined in their Individualized Education Plan.
Athill, Lillian	Instructional Media	Ms. Athill support students and teachers with literacy and technology. Works closely with school administration to monitor new legislative requirements related to literacy and approved resources. Serves as school STEAM advocate creating student and family STEAM activities throughout the school year.

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.

School leadership, teachers and staff, as well as the School Advisory Council are actively involved in the process of creating the School Improvement Plan. School leaders, teachers and staff will provide feedback on the information being submitted through leadership meetings, and team leader meetings. The School Improvement Plan will be shared at the initial meeting for the 2023-2024 school year for parents, school staff, and community leaders to provide feedback and input in the process.

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 goals of the SIP will be continually monitored throughout the school year. School leadership, teachers and staff will meeting weekly and/or bimonthly to review student academic progress on school, district and state assessments. A school-wide data wall is created to monitor reading, math, science and civics data following each occurring assessment. Individual student data cards will be created to monitor

progress continuously. Students will also be working with school leadership and teachers to monitor their own data and set individual academic goals as well.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	78%
2022-23 Economically Disadvantaged (FRL) Rate	77%
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) 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: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	11	9	14	11	14	15	25	19	121
One or more suspensions	0	0	2	1	2	7	11	10	13	46
Course failure in English Language Arts (ELA)	0	3	5	8	0	1	0	8	1	26
Course failure in Math	0	2	4	6	0	1	0	7	2	22
Level 1 on statewide ELA assessment	0	7	5	0	11	11	20	19	13	86
Level 1 on statewide Math assessment	0	9	5	16	10	12	26	14	7	99
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	6	10	14	17	21	33	27	23	158

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	1	10	10	14	14	18	29	29	23	148

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	0	1	1	2
Students retained two or more times	0	0	0	0	0	0	0	1	1	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	6	11	8	8	7	9	20	20	24	113	
One or more suspensions	1	0	0	0	1	3	4	12	10	31	
Course failure in ELA	0	0	0	0	0	0	2	7	0	9	
Course failure in Math	0	0	0	0	4	0	0	19	0	23	
Level 1 on statewide ELA assessment	0	0	0	0	9	14	9	26	23	81	
Level 1 on statewide Math assessment	0	0	0	10	7	20	11	24	31	103	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	11	10	16	37	

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	4	8	15	13	33	29	102	

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	1	0	1	2

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	6	11	8	8	7	9	20	20	24	113	
One or more suspensions	1	0	0	0	1	3	4	12	10	31	
Course failure in ELA	0	0	0	0	0	0	2	7	0	9	
Course failure in Math	0	0	0	0	4	0	0	19	0	23	
Level 1 on statewide ELA assessment	0	0	0	0	9	14	9	26	23	81	
Level 1 on statewide Math assessment	0	0	0	10	7	20	11	24	31	103	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	11	10	16	37	

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	4	8	15	13	33	29	102

The number of students identified retained:

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

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*	54	50	53	45	53	55	45		
ELA Learning Gains				48			41		
ELA Lowest 25th Percentile				37			32		
Math Achievement*	56	51	55	44	41	42	43		
Math Learning Gains				55			41		
Math Lowest 25th Percentile				53			31		
Science Achievement*	46	52	52	40	50	54	47		
Social Studies Achievement*	69	71	68	60	55	59	60		
Middle School Acceleration	72	75	70	61	50	51	76		
Graduation Rate		90	74		50	50			
College and Career Acceleration		69	53		74	70			
ELP Progress	52	44	55	33	78	70	50		

* 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	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	400
Total Components for the Federal Index	7
Percent Tested	99
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	2
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	10
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	30	Yes	4	2
ELL	44			
AMI				
ASN				
BLK	45			
HSP	57			
MUL	58			
PAC				
WHT	75			
FRL	53			

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	28	Yes	3	1
ELL	38	Yes	3	
AMI				
ASN				
BLK	43			
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	58			
FRL	43			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	54			56			46	69	72			52
SWD	21			36			14				4	50
ELL	42			50			26	50			5	52
AMI												
ASN												
BLK	43			42			28	71			6	45
HSP	55			60			50	58	75		7	51
MUL	62			54							2	
PAC												
WHT	69			73			70	94			5	
FRL	50			51			39	65	68		7	51

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	45	48	37	44	55	53	40	60	61			33
SWD	14	28	20	24	47	36	26	30				
ELL	39	44	23	47	49	39	22	42				33
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	35	44	34	29	51	54	33	50	58			
HSP	51	49	35	51	52	44	40	70	64			36
MUL	45			50								
PAC												
WHT	53	54		61	67		48	67				
FRL	37	41	31	36	53	49	31	53	67			32

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	45	41	32	43	41	31	47	60	76			50
SWD	14	24	21	24	38	37	9	57				
ELL	33	32	13	36	36	36	38	38				50
AMI												
ASN												
BLK	33	36	36	29	36	30	25	49				27
HSP	51	38	18	46	42	40	45	64				51
MUL	63	46		53	42							
PAC												
WHT	53	52	36	61	47		76	75				
FRL	40	39	28	37	38	29	41	48	80			49

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	57%	46%	11%	54%	3%
07	2023 - Spring	50%	43%	7%	47%	3%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	48%	43%	5%	47%	1%
04	2023 - Spring	63%	52%	11%	58%	5%
06	2023 - Spring	52%	42%	10%	47%	5%
03	2023 - Spring	52%	42%	10%	50%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	52%	48%	4%	54%	-2%
07	2023 - Spring	67%	38%	29%	48%	19%
03	2023 - Spring	63%	52%	11%	59%	4%
04	2023 - Spring	63%	56%	7%	61%	2%
08	2023 - Spring	57%	43%	14%	55%	2%
05	2023 - Spring	57%	48%	9%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	39%	41%	-2%	44%	-5%
05	2023 - Spring	54%	47%	7%	51%	3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	34%	42%	50%	26%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	39%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	61%	9%	66%	4%

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 last year was 5th and 8th grade Science with an overall proficiency of 47%. Our reading proficiency increase by 9 points, which we expected to see a closer correlation with the Science scores. Contributing factors included multiple teacher changes, and limited hands-on project-based learning experiences to aid in comprehension of science content. CLP planning and improving instructional practices, monitoring individual student data and achievement we will see a significant improve across all grade levels in reading and math.

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

During the 2022-2023 school year, all academic cells showed an increase in overall proficiency. School-wide data reflected a 9-point increase in overall ELA proficiency, a 5-point increase in math, a 7-point increase in science. and 11-point increase in Civics and a 15-point increase in accelerated math. Science scores should see a closer correlation to the improvements made in reading.

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

Based on the 2022-23 CAST demonstrated gains in all categories with the lowest growth shown in 8th grade science. The greatest gap when compared to the state average was 8th grade science with the state average listed at 44% proficiency with CAST students at 39%. A difference of 5%. Contributing factors included that these students had a long-term sub for their 7th grade year, and additionally half of the 8th grade students started the 2022-23 school year with a substitute teacher again. (A 7/8 split was created for the school year to better serve the students' academic needs and to provide better collaboration between teachers across grades)

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

Significant gains were made across all grade levels in math and math acceleration. The overall math achievement for grades 3-8 increased by 15 pts as did students in Algebra 1. Accelerated math scores increased 15 points, going from 61% proficiency to 76% proficient. For scheduling purposes, CAST created a 7/8 team split to provide quality collaboration across grade levels. Improved processes for monitoring student data more effectively. Improved students' ability to monitor their own data and set personal academic goals. Improved the overall planning model for teacher to improve their instructional practices.

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

Two areas of concern are our reading proficiency of our students with disabilities as well as our ELL students.

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

Increase students with disabilities Reading proficiency 42%

Increase English Language Learner reading proficiency to 42%

Increase school-wide reading proficiency to 57% by the end of the 2023-2024 school year.

Increase school-wide math proficiency to 61% by the end of the 2023-2024 school year.

Increase school-wide science proficiency to 51% by the end of the 2023-2024 school year.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Attendance**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.

CAST has worked diligently to improve school culture and perceptions of the school. Student, parent and staff climate surveys have greatly improved from previous years, but administration is working to improve all aspects of the survey to increase the number of categories to 80% or higher, specifically as it relates to teachers/staff for the 2023-24 school year. We will also be monitoring teacher attendance monthly and provide various teacher incentives throughout the school year to continue positive trends related to teacher attendance.

Measurable Outcome:

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

CAST has worked diligently to improve school culture and perceptions of the school. Student, parent and staff climate surveys have greatly improved from previous years, but administration is working to improve all aspects of the survey to increase the number of categories to 80% or higher, specifically as it relates to teachers/staff for the 2023-24 school year. We will monitor teacher attendance monthly, utilizing PowerBi Data and share this data with teachers/staff during monthly meetings.

Monitoring:

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

Administration will be monitoring the overall atmosphere and climate of the school through student, parent and staff feedback throughout the school year. A fall and spring climate survey will be conducted to provide specific feedback related to this focus. We will also monitor teacher/staff attendance monthly through PowerBi data analysis.

Person responsible for monitoring outcome:

Jane Whitaker (jane.whitaker@stlucieschools.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.)

PBIS events and activities will provide evidence related to student interest and development. Team-building activities and teacher incentives will be utilized to improve teacher/staff climate. Parent/family events/activities will provide opportunities for feedback and improving engagement, as well as PTO and School Advisory Council input and participation throughout the school year. Climate surveys will include all stakeholders.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Climate surveys and continuous stakeholder feedback will help guide decision making to navigate a more positive climate of the school. PowerBi data analysis will also be utilized to provide data to assist with initiating various incentives to improve teacher attendance.

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.

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to English Language Learners

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.

One area of focus is our academic gains of our ELL students. We did see an increase in academic improvements for the 2022-23 school year, however this subgroup still needs significant support and interventions to improve their level of proficiency.

Measurable Outcome:

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

By the end of the 2023-24 school year, our goal is that 42% of ELL will improve at least one level or higher. During the 2022-23 school year, 33% of ELL students improved one level and 7% improved by 2 levels.

Monitoring:

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

We will be monitoring student achievement through multiple means, which include but are not limited to Through unit assessment data, PM 1-3, iReady diagnostic, data chats, formative and summative assessments.

Tiered interventions will be implemented with fidelity in all grades K-8. For ELL students, this will include Imagine Learning that will provide data for student language progress. State progress monitoring will provide data for academic progress three times per year. IReady will be utilized to monitor students in grades K-5 and Success Maker reading platform for students in grades 6-8. These resources will provide data to continually monitor student progress and help us to make quality instructional and intervention decisions to meet each student's needs. Teachers will monitor every students data through weekly data chats. Additionally, students will be monitoring their own academic progress and set academic goals as well.

Person responsible for monitoring outcome:

Lloren Dowell (lloren.dowell@stlucieschools.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.)

We will be monitoring student achievement through multiple means. Imagine Learning will provide data for student language progress. State progress monitoring will provide data for academic progress three times per year. IReady will be utilized to monitor students in grades K-5 and Success Maker reading platform for students in grades 6-8. These resources will provide data to continually monitor student progress and help us to make quality instructional and intervention decisions to meet each student's needs and help us reach our goal of 42% proficiency for our ELL subgroup. ELL students also receive instructional support within the classrooms with an ESOL para as well.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The BEST standards in reading are being implemented along with Benchmark reading curriculum to improve reading instruction. iReady will provide additional support in gauging student progress. Tiered interventions

will be monitored to meet individual student needs. These resources have proven to be successful in providing quality data throughout the school year for all students. We believe these resources have made a significant impact on our overall academic performance.

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.

No action steps were entered for this area of focus

#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.

By the end of the 2023-24 school year, our goal is that 42% of SWD will improve at least one level or higher. During the 2022-23 school year, 45% of SWD improved one level and 5% improved by 2 levels.

Measurable Outcome:

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

By the end of the 2023-24 school year, our goal is that 42% of SWD will improve at least one level or higher. During the 2022-23 school year, 45% of SWD improved one level and 5% improved by 2 levels.

Monitoring:

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

We will be monitoring student achievement through multiple means, this will include but are not limited to unit assessment data, PM 1-3, iReady diagnostic, data chats, formative and summative assessments.

State progress monitoring will provide data for academic progress three times per year. IReady will be utilized to monitor students in grades K-5 and Success Maker reading platform for students in grades 6-8. These resources will provide data to continually monitor student progress and help us to make quality instructional and intervention decisions to meet each student's needs. Teachers will monitor every students data through weekly data chats. Additionally, students will be monitoring their own academic progress and set academic goals as well.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

We will be monitoring student achievement through multiple means. State progress monitoring will provide data for academic progress three times per year. IReady will be utilized to monitor students in grades K-5 and Success Maker reading platform for students in grades 6-8. These resources will provide data to continually monitor student progress and help us to make quality instructional and intervention decisions to meet each student's needs and help us reach our goal of 42% proficiency for our ELL subgroup. SWD also receive instructional support within the classrooms with ESE support facilitators and an ESE para as well.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These resources have proven to be successful in providing quality data throughout the school year for all students. We believe these resources have made a significant impact on our overall academic performance.

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.

No action steps were entered for this area of focus

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).

Continuous progress monitoring of student performance/achievement is part of the process of reviewing the overall school improvement funding allocations. With the quality data our selected resources have provided, the various resources/online platforms allow us to effectively monitor every student's academic performance/growth. Based on the successful student outcomes, we believe these resources exceed our needs and the funding allocations allow us to continue our work in improving all students' 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

Teachers will work collaboratively to ensure high-quality lessons are created to improve instructional practices and meet the academic needs of all students. Instructional resources include, but are not limited to Benchmark Advanced, Haggerty Phonics, Reading Horizons. We will continue to provide the necessary professional learning opportunities to teachers, to ensure high-quality instruction is being provided to all stakeholders. Student progress and data will be monitored through iReady progress and diagnostic assessments, and Progress monitoring 1-3. Based on 22-23 data, current 1st graders made significant gains from 51% to 63% proficient. However, current 2nd grade student maintained 48% proficiency from PM1 to PM3. All student data will be closely monitored with an extra focus on our current second students. Additionally, our ESOL and SWD will be monitored to ensure all accommodations are met and interventions are designed based on individual student needs. Multi-tiered

support (MTSS) will be continually monitored through student data to make purposeful data-driven decisions to improve student achievement.

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

Of the 44 3rd grade students tested in 22-23, 53% of those students scored Level 3. or higher. Of the 40 4th grade students who tested 63% of those students scored a Level 3 or higher in reading, and of the 54

5th graders who tested 57% scored a Level 3 or higher in Reading. We will continue to focus on effective collaborative planning for teachers to ensure high-quality lessons are created to improve instructional practices and meet the academic needs of all students. We will also ensure that teachers are receiving the necessary professional training needed to continue high-quality instruction across all grade levels. Student progress and data will be monitored through formative & summative assessments in addition to iReady diagnostic and progress monitoring. Based on 22-23 school-wide data approximately 19% of our SWD did not make gains, with 31% making academic improvements but remaining at a level 1. Additionally, approximately 24% of our ELL students did not make gains, with 36% of ELL students making academic improvements but remained at a level 1.in reading. ESOL and SWD students will be closely monitored to ensure all accommodations are met and interventions are designed based on individual student needs.

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

By the end of 2024, 52% students in grades K-2 will show proficiency in ELA, This will be monitored through student achievement data including Progress Monitoring 1-3, iReady Diagnostic, and unit assessments. Student achievement data will be reviewed during weekly data chats and data walls will be created to monitor specific student needs. There will be focus on ESOL and SWD students to ensure learning gains are met or exceeded.

Grades 3-5 Measurable Outcomes

By the end of 2024, 52% of students in grades 3-5 will show proficiency in ELA This will be monitored through student achievement data including Progress Monitoring 1-3, iReady Diagnostic, and unit assessments. Student achievement data will be reviewed during weekly data chats and data walls will be created to monitor specific student needs. There will be focus on ESOL and SWD students to ensure learning gains are met or exceeded.

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.

This area of focus will be monitored using formative and summative assessments, iReady diagnostic and Growth Monitoring, K-5 Monitoring Assessments and tiered intervention progress monitoring. Weekly data chats will be utilized to ensure all students are being closely monitored and achievement is tracked. Data walls will be designed to ensure student growth is achieved. Reading interventionist classroom support, as well as K-3 tutors provided additional support as well. ESE support facilitators as well as ESOL support is provided to support continued academic outcomes and continued monitoring.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Whitaker, Jane, jane.whitaker@stlucieschools.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?

Tier 2 interventions with fidelity in all grades (K -5) with special attention paid to our 4th and 5th grade classes (refer to Reading Matrix found in the approved SLPS Reading Plan)
 - Use Benchmark Advanced System for whole group, differentiated small group instruction and tiered intervention. We utilize school-based coaching support in collaborative planning and classroom implementation of curriculum. - Focus on strong CLPs creating standards-based lessons
 These materials and resources are aligned to the BEST ELA Standards, as well as the district designed scope and sequence.

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?

Benchmark Advanced is our peer-reviewed adopted text materials for elementary ELA instruction and differentiated small group instruction. Coaching support for collaborative planning and classroom feedback is part of our district literacy plan. Multiple literacy resources support interventions/differentiation (Haggerty and Reading Horizons) have proven record of effectiveness for the targeted population of students to promote reading proficiency across grade levels.

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
Provide professional learning throughout the 2023-24 school year that supports and improves instructional practice of all teachers. This will aide in improving reading proficiency across grade levels.	Whitaker, Jane, jane.whitaker@stlucieschools.org
Complete classroom walk-throughs throughout the 2023-24 school year and provide timely and purposeful feedback to improve instructional practices. This will aide in improving instructional practices that directly impact student achievement.	Whitaker, Jane, jane.whitaker@stlucieschools.org
Monitor student assessment data throughout the 2023-24 school year. This will include PM1-PM3, district unit assessments, formative and summative classroom assessments, iReady diagnostic and weekly performance data. (K-5)	Gavoni, Vincia, vincia.gavoni@stlucieschools.org

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 School Improvement Plan is shared with all stakeholders throughout the school year. The SIP plan is shared with the School Advisory Committee (SAC) and our Parent Teacher Organization (PTO) each year and any revisions or updates are shared during monthly meetings. These meetings include parents, community partners and organizations. The SIP is shared with teachers and staff at monthly staff meetings. It is also disseminated to the Faculty Council (school-based leadership) to monitor goals established within the plan.

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))

Our school parent and family liaison will be assisting with the development of various family and community activities and events to connect them with our school's mission and goals. Continuous communications throughout the school year will connect students, families and the community. Student led conferences will connect parents/families to keep them well informed of student progress and performance. As a fine arts school, performances throughout the school year help connect our school, families and community sponsors to support school positive growth and impact.

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)

We strengthen the academic programs at our school by providing quality standards-based instruction, improving teacher professional learning opportunities, improving the quality of collaborative learning and planning for all teachers, providing additional opportunities to teachers effectively plan and collaborate with their teams or like subjects, improve instructional practices of all teachers through timely and purposeful feedback, monitor instructional time through classroom walk-throughs and student achievement data.

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))

All plans for improvement rely on quality coordination and integration of federal, state and district support and services. ESSA funds have made it possible for districts to provide additional resources and personnel to meet and/or exceed the academic and personal growth goals for all stakeholders. State funds have made it possible for our school to implement quality personal/character development programs to include Leader in Me;

Behavior/classroom management programs such as PBIS and CHAMPS; as well as family and community engagement activities such as STEAM Night, Literacy Nights, Math Nights. ESSA funding has extended the quality of academic resources to promote and improve our overall literacy and math performance outcomes, in addition to expanding summer school resources and offerings to students in need of additional academic support. State funds have also been utilized to improve our resources to be more grade level appropriate related to online progress monitoring tools, making it possible to purchase iReady for K-5 only, and expanding to utilize SuccessMaker and MyPath to improve literacy and math skills in grade 6-8. All of these resources/programs expand our efforts in improving our overall achievement goals set forth for the academic year and continue our upward trends in academic performance of all stakeholders.

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))

As a Leader in Me School, CAST seeks to effectively implement the 7-habits for highly effective teens to aid in character and leadership development. The school ensures the social-emotional needs of all students are being met by providing counseling, mentoring and other district and community support services. We believe that when schools and families work together, children have a far better chance of being successful both in school and in life. A strong home to school connection sets the stage for a child who will

grow up with a love for learning. Through our iSucceed program, our school identifies students with 2 or more early-warning signs and partners them with a mentor to provide emotional and academic support throughout the school year. We continually communicate school-based mental health needs and services to all stakeholders throughout the year and ensure that our teachers and staff are receiving the training to support such needs.

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))

For the 2023-24 CAST has extended advanced level courses in middle school to included, 6th grade Advanced Math and Reading, 7th grade Advanced Math and Algebra 1, 7th grade Advanced ELA, as well as Advanced 8th grade math and Algebra 1. We will extend math offerings to include Geometry for the 2024-25 school year. This supports our goal of promoting academic excellence and high school preparatory opportunities for students. We are also expanding Career and technical education programs in TV production/Media Arts and Graphic Design to include industry certifications in the various digital platforms utilized within these programs to prepare students for high school and/or postsecondary education or to directly enter the workforce.

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).

MTSS is the tiered-intervention support utilized in grades K-5, with intensive support provided to students in grade 6-8 during their identified class period each day. Math and reading interventionists provide Tier 2 and Tier 3 support during the identified MTSS time each day. Reading and Math Interventionists, support students in grades 3-8 in both math and reading, based on assessment data and student outcomes. ESE support facilitators and an ESE paraprofessional provide instructional support to SWD students to provide specific support based on student needs set forth by their IEP's and student assessment data. K-3 tutors also provide reading support to identified student to support specific deficiencies in reading skills 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))

Professional learning opportunities for teachers, paraprofessionals and other school personnel is provided throughout the school year. Professional learning opportunities are selected based on instructional practices, student academic needs, and assessment data. These opportunities build teacher confidence and promotes recruitment and retention of effective teachers and teacher practice. Their success promotes and positive working experience and environment which directly impacts the interest in continuing in the education field.

Positive experiences impact positive outcomes!

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))

CAST implemented our summer Kindergarten Kick-off prior to the 2022-23 school year. Students and families also participated in a Kick-off in July of this year. This provides an opportunity for students to participate in a transition day to experience "the day and life of Kindergarten." Teachers were also able to conduct student screenings to observe student skills and academic needs. Morning activities, transitions, etc. It also provides parents/guardians the opportunity to meet the teachers in a smaller setting to receive information specific to their child's upcoming kindergarten experience and expectations. State/federal funding also made it possible to purchase home learning kits during the summer for incoming kindergarten students to promote home learning and engagement to help in skill development prior to the start of school and continue practice during the school year.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$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