

Sarasota County Schools

# Glenallen Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Glenallen Elementary School

7050 GLENALLEN BLVD, North Port, FL 34287

[www.sarasotacountyschools.net/glenallen](http://www.sarasotacountyschools.net/glenallen)

### 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 quality staff, involved parents and caring community of Glenallen Elementary School will work together to ensure successful learning experiences for all students by providing an academically challenging environment which is both caring and supportive. Parent and family engagement is a shared responsibility that encourages high quality instruction for all learners.

#### **Provide the school's vision statement.**

All students will develop intellectually, emotionally, and physically to their highest potential in a safe environment that is stimulating, caring, and supportive. All students, at the end of their elementary education, will have developed the necessary skills to function effectively in the community and meet the challenge of continuing their education into middle school.

### 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
Drum, Rebecca	Principal	As principal, Mrs. Drum oversees the Glenallen Leadership Team which meets twice monthly (or as needed) to ensure alignment of school resources with each grade level. She leads discussions on school-wide trends and concerns are problem solved as a team. Mrs. Drum meets monthly with team leaders to facilitate grade level collaborative planning activities to gather and disseminate informational strategies to accomplish goals and help every child succeed. She also facilitates collaborative analysis of student performance data to determine students in need of intervention and/or extension.
McWilliams, KellyAnn	Assistant Principal	Assists principal to facilitate the Glenallen Leadership Team to ensure alignment of school resources with each grade level. Leads discussions on school-wide trends and concerns are problem solved as a team. Works collaboratively with Team Leaders to gather and disseminate information regarding student achievement and planning instructional strategies to accomplish goals and help every child succeed. Collaboratively analyze student performance data to determine students in need of intervention and/or extension. Works with ESE liaisons to ensure exceptional students get accommodations and services required for their success. Takes a leadership role in PBIS and student behavior.
Cheeseman, Sean	Administrative Support	Mr. Cheeseman is a "Teacher on Special Assignment," or TOSA for the 2023-2024 school year. He will focus on strategically supporting math and science proficiency, parent and family engagement and community outreach. He will be attending grade level PLCs, collaborative Panther Planning and Guiding Coalition to support academic rigor and success for all students.
Levy, Hadas		Ms. Levy serves at Glenallen's Testing Coordinator and Data Coach. She works with grade level teams to provide feedback on individual and grade level data, as well as facilitates grade level collaborative planning activities that reinforce effective instructional strategies aligned with school goals and student proficiency levels.
Dagan, Davida		Ms. Dagan serves as a consistent resource for our students, families and school community. She works proactively to establish supports to address attendance and helps assure that students are ready to learn on a daily basis. In addition, she provided resources for families to assure that basic needs are available within the community.
Tingley, Jessica	Teacher, K-12	Kindergarten Team Leader: Facilitates grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals to help every child achieve.

Name	Position Title	Job Duties and Responsibilities
Rush, Jamie	Teacher, K-12	First Grade Team Leader: Facilitates grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals to help every child achieve.
Melton, Pamela	Teacher, K-12	Second Grade Team Leader: Facilitates grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals to help every child achieve.
Wolfinger, Jessiica	Teacher, K-12	Third Grade Team Leader: Facilitates grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals to help every child achieve.
FISHER, LESLIE	Teacher, K-12	Fourth Grade Team Leader: Facilitates grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals to help every child achieve.
Heyer, Nicole	Teacher, K-12	Fifth Grade Team Leader: Facilitates grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals to help every child achieve.
Brantly, Jocelyn	Behavior Specialist	Collaborates with teachers on positive behavior interventions and supports, student behavior and engagement to help students achieve socially, emotionally and academically.
McGinnity, Sue	Behavior Specialist	Collaborates with teachers on positive behavior interventions and supports, student behavior and engagement to help students achieve socially, emotionally and academically.
Cook, Pamela	Other	
Smith, Isabelle	Other	

### 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 Leadership Team at Glenallen surveys all stakeholders throughout the year to ensure that varying input is considered when developing the School Improvement Plan (SIP). In addition, the working SIP draft, including current school data, is presented to the members of Team Leader, Guiding Coalition, and the School Advisory Council at the start of the school year. The members of these committees share the draft with their respective teams and stakeholders and provide feedback as needed.

**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))

Glenallen's School Improvement Plan will be monitored quarterly with the school leadership team to ensure continual growth and improvement for all learners.

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	36%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	83%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	6	32	21	29	22	15	0	0	0	125
One or more suspensions	1	1	2	5	0	2	0	0	0	11
Course failure in English Language Arts (ELA)	0	0	0	0	2	0	0	0	0	2
Course failure in Math	0	0	0	1	7	9	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	2	34	31	0	0	0	67
Level 1 on statewide Math assessment	0	0	0	1	25	35	0	0	0	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	22	24	11	19	0	0	0	0	0	76

**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	2	61	10	44	0	0	0	117

**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	6	11	1	2	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	4	2	0	0	0	6

**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	10	23	25	28	21	30	0	0	0	137
One or more suspensions	0	3	3	3	3	3	0	0	0	15
Course failure in ELA	0	0	2	6	10	1	0	0	0	19
Course failure in Math	0	0	2	6	10	2	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	14	19	14	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	12	26	21	0	0	0	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	7	28	17	21	0	0	0	76

**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	8	3	8	19	44	40	0	0	0	122

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	14	8	5	12	0	1	0	0	0	40
Students retained two or more times	0	0	0	2	1	0	0	0	0	3

**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	10	23	25	28	21	30	0	0	0	137
One or more suspensions	0	3	3	3	3	3	0	0	0	15
Course failure in ELA	0	0	2	6	10	1	0	0	0	19
Course failure in Math	0	0	2	6	10	2	0	0	0	20
Level 1 on statewide ELA assessment	0	0	0	14	19	14	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	12	26	21	0	0	0	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	7	28	17	21	0	0	0	76

**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	8	3	8	19	44	40	0	0	0	122

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	14	8	5	12	0	1	0	0	0	40
Students retained two or more times	0	0	0	2	1	0	0	0	0	3

**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*	48	65	53	52	66	56	54		
ELA Learning Gains				58			45		
ELA Lowest 25th Percentile				53			25		
Math Achievement*	54	68	59	53	52	50	55		
Math Learning Gains				64			42		
Math Lowest 25th Percentile				50			29		
Science Achievement*	45	69	54	50	67	59	42		
Social Studies Achievement*					65	64			
Middle School Acceleration					51	52			
Graduation Rate					60	50			
College and Career Acceleration						80			
ELP Progress	62	68	59	71			68		

\* 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	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	264
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	2	1
ELL	36	Yes	1	
AMI				
ASN				
BLK	44			
HSP	49			
MUL	52			
PAC				
WHT	53			
FRL	50			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	48			
AMI				
ASN				
BLK	45			
HSP	53			
MUL	64			
PAC				
WHT	56			
FRL	56			

**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	48			54			45					62
SWD	18			31			16				4	
ELL	30			40			26				5	62
AMI												
ASN												
BLK	43			44							2	
HSP	46			54			30				5	64
MUL	52			52							2	
PAC												
WHT	49			56			53				5	50
FRL	44			51			43				5	62

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	52	58	53	53	64	50	50					71
SWD	29	39	36	30	46	50	26					
ELL	31	54	50	40	58	47	35					71
AMI												
ASN												
BLK	37	43		37	64							
HSP	51	58	47	45	56	42	39					84
MUL	62	63		56	75							
PAC												
WHT	53	58	52	57	65	50	57					53
FRL	51	56	45	49	63	50	48					83

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	54	45	25	55	42	29	42					68
SWD	29	23	17	33	32	25	20					
ELL	43	50		40	40		20					68
AMI												
ASN												
BLK	30			30								
HSP	45	42		38	29		26					
MUL	50	36		54	64		40					
PAC												
WHT	61	51		64	46		52					91
FRL	52	48	32	50	39	26	46					63

### 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	44%	67%	-23%	54%	-10%
04	2023 - Spring	55%	67%	-12%	58%	-3%
03	2023 - Spring	46%	61%	-15%	50%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	60%	70%	-10%	59%	1%
04	2023 - Spring	64%	70%	-6%	61%	3%
05	2023 - Spring	39%	66%	-27%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	67%	-24%	51%	-8%

### 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 level is grade five math with 39% of the students' demonstrating proficiency as measured by the Florida Assessment of Student Thinking (FAST). Contributing factors that may have impacted student performance include, adjustment to a new assessment tool and progress monitoring process, chronic attendance concerns impacted by Hurricane Ian, instructional adjustment for new staff (3 of 5 teachers were new to the grade level) to familiarize themselves with Florida BEST Standards and the curriculum adopted by Sarasota County, and the residual effects of Hurricane Ian on Glenallen's students and school community including both staff and substitute shortages.

**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 from the prior school year is grade five math, decreasing 17 percentage points from a 56% proficiency to 39% proficiency. Contributing factors that may have impacted the decline in performance from the prior year include the adjustment to a new assessment tool and progress monitoring process, attendance concerns (30% of the grade is considered to have moderate to severely chronic attendance), instructional adjustment for new staff to familiarize



themselves with Florida BEST Standards and the curriculum adopted by Sarasota County, and the residual effects of Hurricane Ian on Glenallen's students and school community including both staff and substitute shortages.

**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.**

Glenallen's data component with the greatest gap, when compared to the stage average is grade 5 math. The state percent proficient for grade 5 students in math was 55, while only 39% of grade 5 students at Glenallen met proficiency as measured by the Math Florida Assessment of Student Thinking (FAST). This is a 16-percentage point difference. Contributing factors that may have affected the proficiency gap between state and Glenallen students include the adjustment to a new assessment tool and progress monitoring process, attendance concerns (30% of the grade is considered to have moderate to severely chronic attendance), instructional adjustment for new staff to familiarize themselves with Florida BEST Standards and the curriculum adopted by Sarasota County, and the residual effects of Hurricane Ian on Glenallen's students and school community including both staff and substitute shortages.

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

The data component that showed the most improvement from the previous school year is grade 3 math, with an increase of 16 percentage points. Students in grade 3 increased proficiency from 46% for the 2021-2022 school year to 60% during the 2022-2023 school year. It is important to note that they surpassed the state average (59%) by 1 percentage point as well. Strategic actions steps that may have contributed to this increase in proficiency include consistency to the intervention block and fidelity of interventions within the team, majority of team members completed the Numeracy Project (GLOSS) professional development and implemented immediate action steps to meet the needs of learners, consistent delivery of effective instructional strategies and fidelity to the math block.

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

Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.

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

The following areas (data points) are Glenallen's highest priorities for school improvement for the 2023-2024 school year:

Priority #1-Glenallen's overall reading proficiency as measured by the 2022-2023 ELA Florida Assessment of Student Thinking. Glenallen's overall (grades 3-5) reading proficiency level was 48%, which is 6 percentage points lower than the state average (54%) and 17 percentage points lower than the district average of (65%).

Priority #2-Glenallen's grade 5 math scores (39% Proficiency) fall below both the state and district percent proficiency by 16 percentage points and 27 percentage points respectively.

Priority #3-Glenallen's subgroup, Students with Disabilities, fell below the 41% Federal Index as measured by student assessments completed in 2021-2022 at 37%.

Priority #4-Glenallen's Science proficiency percentage dropped 4 percentage points from the previous year with a 43% proficiency. This is 8 percentage points lower than the state average and 24 percentage points below the district average of 67%.

**Area of Focus**

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

## #1. 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.

Based on Glenallen's ESSA Data, the subgroup Students with Disabilities has been identified as an Additional Targeted Support and Improvement (ATSI) area falling below the federal index (41%) with a 37% based on the 2021-2022 Florida Standards Assessment.

### Measurable Outcome:

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

Based on the 2021-2022 data, by the year 2024, there will be a minimum of 8% percentage points increase to the Federal Percent of Points Index for the subgroup Students with Disabilities, as measured by the seven school grade components based on PM3 Florida Assessment of Student Thinking (F.A.S.T.).

### Monitoring:

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

On-going progress monitoring of students with IEPs by classroom teachers, support team members and ESE Liaisons will be discussed at CPT/PLCs and reviewed by administration. Strategic schedules and groupings of students to address student IEP goals, current deficit areas based on formative and summative assessments will be flexible to meet the needs of individual learning. Team and individual data chats will be held with administration to discuss student learning and growth. Classroom walk-throughs will occur regularly, and teachers will be given ongoing feedback and support by administration based on observations.

### Person responsible for monitoring outcome:

KellyAnn McWilliams (kellyann.mcwilliams@sarasotacountysschools.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.)

Priority focus will be placed on coaching and feedback for instructional and support staff who directly work with our Exceptional Student Population. Ongoing progress monitoring will be shared with the Leadership Team to facilitate data chats and discussions. Professional Development opportunities will be provided instructional strategies, differentiation in both Language Arts and Math, ongoing formative assessment to drive instruction. Both school and district academic support staff will be used to model, coach and plan with teachers. On-going collaboration between ESE teachers and general education teachers during PLCs and planning days will use the 4 driving questions (Based on Learning by Doing and intentional work of PLCs) to plan and monitor student learning. The ESE Team will facilitate and updated BPIE, Best Practices for Inclusive Education, to assure that the instructional model is adhered to with fidelity and collectively between ESE and general education teachers and staff.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Providing our teachers with opportunities to collaborative and participate in quality professional development will help them refine their practice and Tier One instruction. Quality ongoing discussions using data with administration and the Leadership Team will provide collaborative opportunities to discuss student needs and plan instruction.

### 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.

Evaluate current ESE model and the effectiveness of inclusion practices through completion of Best Practices for Inclusive Education (BPIE).

**Person Responsible:** Isabelle Smith (isabelle.smith@sarasotacountyschools.net)

**By When:** June 1, 2024

Continuous progress monitoring during monthly ESE team meetings to facilitate discussions on ESE student achievement/progress and strategic planning/next steps for Students with Disabilities.

**Person Responsible:** Pamela Cook (pamela.cook@sarasotacountyschools.net)

**By When:** June 1, 2024

Consistent collaboration between ESE Teacher and General Education Teacher within the inclusion model during weekly PLC meetings. Collaboration to focus on current student data and action steps to be noted on team PLC notes.

**Person Responsible:** KellyAnn McWilliams (kellyann.mcwilliams@sarasotacountyschools.net)

**By When:** June 1, 2024

Coaching and modeling provided by school and district staff as needed throughout the year based on student need, observations and continued professional growth.

**Person Responsible:** KellyAnn McWilliams (kellyann.mcwilliams@sarasotacountyschools.net)

**By When:** June 1, 2024

## #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.

Students must have regular attendance in school to learn to their highest potential. Since the onset of COVID in 2020 and the health precautions and procedures established during the 2021-2022 school year to ensure safety, the number of students with attendance below 90% increased from 89 students in 2021 to 137 students in 2022. This trend has continued in 2022-23 school year with 125 students missing 10%, or more, of their school days. Of the total percentage of students missing 10%, or more, days of school, 15% are identified as students with disabilities.

### Measurable Outcome:

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

By the year 2024, there will be a 10% reduction in the number of students with chronic absences from 125 to 112. In addition, there will be a 15% reduction of the number of chronically absent students with disabilities (SWD) from 19 to 16.

### Monitoring:

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

Home-School Liaison will review student attendance weekly. She will meet with administration monthly to review attendance, attendance incentives, interventions and any student/family needs that are effecting attendance.

### Person responsible for monitoring outcome:

KellyAnn McWilliams (kellyann.mcwilliams@sarasotacountyschools.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.)

Parent contacts held regularly with families in need of attendance supports. The School Wide Support Team (SWST) will meet regularly to review students with attendance or truancy concerns. The school will use district supports such as Social Workers and Truancy Officers to help support improved student attendance. Attendance letters will be mailed home to families to remind them of the importance of regular attendance along with their child's cumulative attendance for the school year. MTSS process will be used to help increase student attendance. The school will participate in Attendance Counts and other incentives throughout the year. The school will use social media to reinforce reminders on the importance of attendance.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Good attendance is imperative to student success. This is achieved through reaching out to parents/guardians as well as students in a variety of ways. Keeping accurate data and sharing concerns with parents helps to provide support as needed.

### 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.

Weekly review of attendance reports and interventions to address immediate needs and identify supports for students and families.

**Person Responsible:** Davida Dagan (davida.dagan@sarasotacountyschools.net)

**By When:** June 1, 2024

Collaboration with the SWST team and district level truancy worker as needed throughout the year to address needs of specific students and interventions.

**Person Responsible:** Davida Dagan (davida.dagan@sarasotacountyschools.net)

**By When:** June 1, 2024

On-going family communication to address attendance concerns, interventions and incentives through phone calls, district letters, and conferences.

**Person Responsible:** Davida Dagan (davida.dagan@sarasotacountyschools.net)

**By When:** June 1, 2024

**#3. Instructional Practice specifically relating to Professional Learning Communities****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.

Research has shown that Professional Learning Communities increase teacher efficacy, which translates into increased student performance. In an effort to increase performance in all areas for all subgroups, we need to build capacity from within to address the needs of all students.

**Measurable Outcome:**

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

Increase overall achievement and learning gain in reading, math, and science as measured by Star Reading and Math, FAST ELA and Math and the Florida Statewide Science Assessment.

ELA Achievement (Goal 50%) +4 pts

ELA Learning Gains based on 2022 data (Goal 62) +4 pts

ELA Learning Gains of Lowest Quartile based on 2022 data (Goal 57%) +4 pts

Math Achievement (Goal 58%) +4 pts

Math Learning Gains based on 2022 data (Goal 72%) +4 pts

Math Learning Gains of Lowest Quartile based on 2022 data (Goal 54%) +4 pts

Science Achievement (Goal 47%) +4 pts

**Monitoring:**

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

Monthly review of data and action plans with the SIP Action Team. Weekly review of Progress Monitoring data with PLC teams. SWST team will review data of students of concern on a regular basis. Following all data reviews, student action plans will be realigned as needed. Professional Development will be offered based on student data trends.

**Person responsible for monitoring outcome:**

Rebecca Drum (rebecca.drum@sarasotacountyschools.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.)

The implementation of the PLC protocols described in the book Learning by Doing by Rick DuFour, such as data and curriculum conversations help weekly, the implementation of common formative assessments to drive instructional decision making, whole school data reviews and reflection.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

In an effort to increase performance in all areas for all subgroups, we need to build capacity from within to address the needs of students.

**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.

Glenallen's Guiding Coalition will meet monthly to build a shared knowledge about best practice, analyze, discuss and reflect upon student learning; and review standard-based lessons during weekly PLC meetings.

**Person Responsible:** KellyAnn McWilliams (kellyann.mcwilliams@sarasotacountyschools.net)

**By When:** May 2024

On-going data chats with instructional staff will occur 2 times per year, after PM1 and PM2, to establish individual action steps based on updated student data to ensure that ALL students are getting what they need to be successful.

**Person Responsible:** Hadas Levy (hadas.levy@sarasotacountyschools.net)

**By When:** June 1, 2024

On-going professional development in Guiding Reading will be provided to staff during collaborative planning days and professional workdays to ensure the continuous growth of instructional best practice and skills.

**Person Responsible:** Andrea LeFever (andrea.lefever@sarasotacountyschools.net)

**By When:** June 1, 2024

Weekly review of Dreambox usage (K-2) and PENDA Science (3-5) will provide on-going feedback to teachers. Based on usage and data resources will be provided to individual teacher and/or grade levels to support consistency and state standards.

**Person Responsible:** Sean Cheeseman (sean.cheeseman@sarasotacountyschools.net)

**By When:** June 1, 2024

### 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).

District senior leadership reviews district funding allocations and distributes monies to school schools based on varying criteria and factors.

### 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**

N/A

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

Glenallen had 104 "full year" students as measured FTE Surveys 2 and 3. Of the 104 students 55% did not meet proficiency (Level 3) as measured by the Florida Assessment of Student Thinking (FAST ELA). Contributing factors that may have impacted student performance include, adjustment to a new assessment tool and progress monitoring process, chronic attendance concerns impacted by Hurricane Ian, instructional adjustment for new staff (3 of 5 teachers were new to the grade level) to familiarize themselves with Florida BEST Standards, the curriculum adopted by Sarasota County, and the residual effects of Hurricane Ian on Glenallen's students and school community including both staff and substitute shortages.

**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**

N/A

**Grades 3-5 Measurable Outcomes**

Increase overall proficiency in reading for grade 5 students from a 45% to 51%, as measured by the Florida Assessment of Student Thinking (FAST ELA).

**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.

Monthly review of data and action plans with the SIP Action Team. Weekly review of Progress Monitoring data with PLC teams. SWST team will review data of students of concern on a regular basis. Following all data reviews, student action plans will be realigned as needed. Professional Development will be offered based on student data trends.

On-going data chats with instructional staff will occur 2 times per year, after PM1 and PM2, to establish individual action steps based on updated student data to ensure that ALL students are getting what they need to be successful.

On-going professional development in Guiding Reading will be provided to staff during collaborative planning days and professional workdays to ensure the continuous growth of instructional best practice and skills.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Drum, Rebecca, rebecca.drum@sarasotacountyschools.net

## Evidence-based Practices/Programs

**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The implementation of the PLC protocols described in the book Learning by Doing by Rick DuFour, such as data and curriculum conversations help weekly, the implementation of common formative assessments to drive instructional decision making, whole school data reviews and reflection.

Instructional planning will include a standards-based curriculum, small group differentiated instruction for all students, as well as, additional support for students performing below grade level through strategic interventions.

**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?

The practices documented above will provide on-going, differentiated support to enhance the learning of all students and provide additional interventions to those performing below grade level through more intensive instruction. All students will be progress monitored in an effort to continually meet their individual needs and support grade level standards mastery.

**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
Ongoing professional development will be provided to staff members during pre-service, professional development days, during Professional Learning Communities, and Collaborative Planning Days in the area of guided reading instruction, grade level standards, writing and phonics.	Drum, Rebecca, rebecca.drum@sarasotacountyschools.net
Staff will use data-driven decision making to plan guided reading instruction to provide strategic interventions, extension and additional practice to support student mastery of grade level standards.	Drum, Rebecca, rebecca.drum@sarasotacountyschools.net

**Title I Requirements**

**Schoolwide Program Plan (SWP) Requirements**

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

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

Glenallen provides on-going communication regarding the School Improvement Plan and current student progress data throughout the school year. The school has a parent resource room that provides physical copies of all documentation as well as a laptop for digital access. In addition, a SIP short form is created and available within the main office, our website and within the digital parent newsletter that is sent out by administration.

**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))

Glenallen continues to work in partnership with parents, families, and other community partners to ensure the success of students. Stakeholders are encouraged to become active participants in our school community through participation in our school-wide events and learning opportunities offered throughout the school year. In addition, a Volunteer Program will be developed during the 2023-2024 school year to support continuous growth and learning. Glenallen's website provides updated information and current parent and family engagement opportunities (<https://www.sarasotacountyschools.net/glenallen>).

**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)**

Glenallen's administration has created weekly coaching days that support more time in both instructional and noninstructional environments throughout the day. This presence will allow both the principal and assistant principal to provide on-going, immediate feedback, in addition to help create a great insight into what is happening across the campus. In addition, Glenallen will be piloting a "Panther Planning" cycle which will allow grade level teams to have an extended period of planning time, in addition to weekly PLCs, once every three weeks. During this collaborative time, support staff will be working with students on school-wide/grade wide deficit areas, prerequisite skills, math strategies, resiliency lessons, and project-based learning.

**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))**

Glenallen's School Improvement Plan will be updated based on on-going student data collection. All programming and initiatives will be added throughout the year as they are implemented. Our school-wide support team will contribute to any updates added and share with all school stakeholders as adjustments are made.

**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))**

Glenallen's School Wide Support Team (SWST) meets weekly to address the on-going needs of students. This team includes school counselors, home-school liaison, school social worker, and a mental health counselor. Team decisions, including interventions are made to assure the continued support of students requiring counseling, mental health services, specialized support and mentoring. In addition, administration can ultimately decide, based on need and/or a specific event, if a student should be offered mental health counseling as well. However, parents and guardians are provided information, including rationale and pertinent data, and ultimately decide whether counseling, small group participation, and/or mentoring may occur.

**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))**

The students at Glenallen are provided opportunities to work on 21st Century skills through computer-based research, keyboarding, and peer collaboration.

**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).**

Glenallen utilized a school wide Positive Behavior Intervention and Support (PBIS) approach. All teachers and staff are provided yearly training on specific programming, supports, incentives and reinforcements available school-wide. In addition resources are disseminated at the start of the year and as needed to assure that every student and staff member has the materials to be successful. If a student's behavior is interrupting their learning and the learning of others early intervention is put in place based on observations and student data. Glenallen has two behavior specialists on staff who assist struggling students and assure they are supported appropriately within the least restrictive environment. If behavior persists, additional data is collected and a more intensive intervention is put in place. Supports will continue until the student is able to successfully access their appropriate curriculum.

**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))**

Glenallen's administration has created weekly coaching days that support more time in both instructional and noninstructional environments throughout the day. This presence will allow both the principal and assistant principal to provide on-going, immediate feedback, in addition to help create a great insight into what is happening across the campus. In addition, Glenallen will be piloting a "Panther Planning" cycle which will allow grade level teams to have an extended period of planning time, in addition to weekly PLCs, once every three weeks. During this collaborative time, support staff will be working with students on school-wide/grade wide deficit areas, prerequisite skills, math strategies, resiliency lessons, and project-based learning. In addition, administration will bring in district resources to address areas in need of improvement for all levels of staff to assure that every student has what they need every day.

**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))**

Glenallen communicates information about our Kindergarten Orientation held each spring with all local childcare, and preschool centers. In addition, we offer a six week summer program to incoming kindergarteners to assist them in transitioning into our school. This program introduces future panthers to our campus, school-wide procedures, and expectations.

## 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: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	\$0.00
<b>Total:</b>			<b>\$0.00</b>

### Budget Approval

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

Yes