

Sarasota County Schools

Sarasota Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Sarasota Middle School

4826 ASHTON RD, Sarasota, FL 34233

www.sarasotacountyschools.net/sarasotamiddle

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.

Sarasota Middle School students will become critical thinkers who are responsible, productive, and resilient.

Provide the school's vision statement.

The Sarasota Middle School community collaborates to inspire and empower students by establishing high expectations for all.

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
Nzeza, Jennifer	Principal	<p>Develop, implement, assess the academic program leading to student success; implement an annual SIP; Interview and select qualified employees for employment; monitor/conduct personnel evaluations; assess in-service needs annually; develop a positive teaching/learning environment leading to teacher/student success; develop and implement a safe and orderly school plan and discipline plan; promote a positive school image through appropriate communication and community involvement; develop high expectations for teachers and students and promote this vision to the community; develop and maintain the school budget; establish and model hard work, caring, and consistency for the entire staff; utilize managerial skills to design and organize activities to achieve goals; oversee the development of extracurricular activities; facilitate resolution of problems and tasks through problem solving; use critical thinking skills in analyzing data; anticipate problems and react to them prior to conclusion; direct the development of the master schedule; manage and assign the administration of the school testing program; establish job assignments for administrators, teachers, and support staff; coordinate safety and facility inspections and transportation services; establish procedures for student accounting and attendance, property inventory, and daily school closure/opening; supervise the preparation of accurate and timely reports and records; assume responsibility for official correspondence and news releases; manage textbooks, materials, and equipment ordering; maintain visibility; assume responsibility for student suspensions/expulsions; participate in district management/professional development meetings; work with district staff; monitor articulation program.</p>
Lyon, Lisa	Assistant Principal	<p>Assist in development, implementation, and evaluation of the instructional program; supervise curricular/extracurricular activities as assigned; provide recommendations to the Principal regarding curriculum improvement; supervise textbook and equipment selection, acquisition, and inventory; assist the Principal in: administering summer school programs; coordinating field trips; developing the master schedule and assignments of students and staff, administration of testing; gathering, analyzing, and interpreting data related to student performance; coordinating the SIP; supervising personnel, including orientation of new employees as assigned; developing personnel assignments and duty rosters; implementing and administering employee contracts; coordinating the school's inservice program; developing professional development plans and activities; monitoring and assisting substitute teachers; daily operation of the school; supervising and monitoring accurate and timely completion of data collection and reporting; supervision of the maintenance and care of the physical plant; developing and monitoring the school budget; maintaining property inventories; supervising school transportation; identifying maintenance or facility needs; monitoring student attendance; ensuring the school's discipline policy is consistently and fairly administered; student supervision and discipline; interpreting and implementing the Pupil Progression Plan; developing, implementing, and evaluating the school's guidance program; confer with students,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>parents, and teachers to resolve problems and facilitate learning; coordinate schedules for extracurricular activities; improve skills and knowledge through participation in inservice or PD activities; model and maintain high standards of professional conduct; demonstrate initiative in identifying needs or potential for improvement and take appropriate action; promote and support the professional development for self and others; maintain visibility and accessibility; keep the Principal informed about potential problems, unusual events or possible opportunities for school improvement; support goals and priorities of the district and school; assume duties and responsibilities of the Principal in her absence; assist in planning and implementing the school's public relations program.</p>
Carpenter, Isaiah	Assistant Principal	<p>Assist in development, implementation, and evaluation of the instructional program; supervise curricular/extracurricular activities as assigned; provide recommendations to the Principal regarding curriculum improvement; supervise textbook and equipment selection, acquisition, and inventory; assist the Principal in: administering summer school programs; coordinating field trips; developing the master schedule and assignments of students and staff, administration of testing; gathering, analyzing, and interpreting data related to student performance; coordinating the SIP; supervising personnel, including orientation of new employees as assigned; developing personnel assignments and duty rosters; implementing and administering employee contracts; coordinating the school's inservice program; developing professional development plans and activities; monitoring and assisting substitute teachers; daily operation of the school; supervising and monitoring accurate and timely completion of data collection and reporting; supervision of the maintenance and care of the physical plant; developing and monitoring the school budget; maintaining property inventories; supervising school transportation; identifying maintenance or facility needs; monitoring student attendance; ensuring the school's discipline policy is consistently and fairly administered; student supervision and discipline; interpreting and implementing the Pupil Progression Plan; developing, implementing, and evaluating the school's guidance program; confer with students, parents, and teachers to resolve problems and facilitate learning; coordinate schedules for extracurricular activities; improve skills and knowledge through participation in inservice or PD activities; model and maintain high standards of professional conduct; demonstrate initiative in identifying needs or potential for improvement and take appropriate action; promote and support the professional development for self and others; maintain visibility and accessibility; keep the Principal informed about potential problems, unusual events or possible opportunities for school improvement; support goals and priorities of the district and school; assume duties and responsibilities of the Principal in her absence; assist in planning and implementing the school's public relations program.</p>
Tracey, Brooks	Administrative Support	<p>Establish short and long-range goals for our School Advisory Committee (SAC) based on student needs, school needs, and District/state curriculum requirements; plan and prepare lessons and strategies which</p>

Name	Position Title	Job Duties and Responsibilities
		<p>support the School Improvement Plan and District mission; assist in assessing changing curricular needs and plans for improvement; manage time and materials effectively; establish and maintain effective and efficient record keeping procedures; assist in enforcement of school rules, administrative regulations and School Board policies.</p>
West, michelle	Other	<p>Establish short- and long-range goals based on student, department, and school needs; Support the School Improvement Plan; Support the school vision and mission; Help identify and select instructional materials; Maintain a positive, organized meeting environment: Collaborate with peers to enhance instruction through the PLC; Attend district department meetings; Collect emergency plans for department; Facilitate vertical alignment conversations; provide long-term substitute support; Schedule and hold quarterly department meetings; Establish and maintain department meeting norms; Send department members agenda prior to department meetings; Share department meeting minutes with administration; Serve as liaison for your department, communicating department needs to administration; Facilitate the implementation of district curriculum and approved materials; Model best practices; Facilitate data discussions with your department – FAST, Benchmark; Discuss department needs and concerns with District Curriculum Specialists.</p>
Slegeski, Jennifer	Administrative Support	<p>Use Excel for creating/updating worksheets used for student records; coordinate and facilitate training of volunteers to work one-on-one with students. Assist students with: planning/action timelines, career exploration/assessments, test preparation, local College & Career Programs, upcoming career talks; Demonstrate initiative in the performance of assigned responsibilities; communicate effectively with staff, students and parents; keep supervisor informed of potential problems or unusual events; Respond to inquiries and concerns in a timely manner; prepare all required reports and maintain all appropriate records; follow all School Board policies, rules and regulations; exhibit interpersonal skills to work as an effective team member; demonstrate support for the School District and its goals and priorities</p>
Quick, Michael	Other	<p>Establish short- and long-range goals based on student, department, and school needs; Support the School Improvement Plan; Support the school vision and mission; Help identify and select instructional materials; Maintain a positive, organized meeting environment: Collaborate with peers to enhance instruction through the PLC; Attend district department meetings; Collect emergency plans for department; Facilitate vertical alignment conversations; provide long-term substitute support; Schedule and hold quarterly department meetings; Establish and maintain department meeting norms; Send department members agenda prior to department meetings; Share department meeting minutes with administration; Serve as liaison for your department, communicating department needs to administration; Facilitate the implementation of district curriculum and approved materials; Model best practices; Facilitate</p>

Name	Position Title	Job Duties and Responsibilities
		<p>data discussions with your department – FAST, Benchmark; Discuss department needs and concerns with District Curriculum Specialists</p>
Sams, Karla	Other	<p>Establish short- and long-range goals based on student, department, and school needs; Support the School Improvement Plan; Support the school vision and mission; Help identify and select instructional materials; Maintain a positive, organized meeting environment: Collaborate with peers to enhance instruction through the PLC; Attend district department meetings; Collect emergency plans for department; Facilitate vertical alignment conversations; provide long-term substitute support; Schedule and hold quarterly department meetings; Establish and maintain department meeting norms; Send department members agenda prior to department meetings; Share department meeting minutes with administration; Serve as liaison for your department, communicating department needs to administration; Facilitate the implementation of district curriculum and approved materials; Model best practices; Facilitate data discussions with your department – FAST, Benchmark; Discuss department needs and concerns with District Curriculum Specialists</p>
Kiner, Justin	Other	<p>Establish short- and long-range goals based on student, department, and school needs; Support the School Improvement Plan; Support the school vision and mission; Help identify and select instructional materials; Maintain a positive, organized meeting environment: Collaborate with peers to enhance instruction through the PLC; Attend district department meetings; Collect emergency plans for department; Facilitate vertical alignment conversations; provide long-term substitute support; Schedule and hold quarterly department meetings; Establish and maintain department meeting norms; Send department members agenda prior to department meetings; Share department meeting minutes with administration; Serve as liaison for your department, communicating department needs to administration; Facilitate the implementation of district curriculum and approved materials; Model best practices; Facilitate data discussions with your department – FAST, Benchmark; Discuss department needs and concerns with District Curriculum Specialists</p>
Hilston, Charles	Other	<p>Serve as Local Education Agency (LEA) representative at ESE staffings; Provide services, coaching and technical assistance to regular staff members who work with mainstreamed ESE students; Provide assistance and information to parents of ESE students; Provide Crisis Intervention Services to all ESE staff and students as needed; Serve as a resource to the guidance department when needed; Provide classroom observation for students being considered for ESE placement; Conduct the staffing process and ensure that required procedures related to evaluation, eligibility, and service delivery for students with disabilities are fulfilled; Provide training for ESE teachers on the computerized IEP system and IEP development including measurable goals; Provide training for ESE teachers on the process of using assessment to guide the direct instruction of ESE students; Provide</p>

Name	Position Title	Job Duties and Responsibilities
		<p>training for ESE teachers on the use of district selected research based materials; Coordinate articulation between departments, schools and/or agencies for ESE students; Coordinate ESE transportation for the school site; Maintain accurate ESE records for auditing purposes; Schedule and conduct student eligibility staffings; Schedule and conduct initial IEP/ placement meeting; Assist with FTE process and data collection; Assist with scheduling of ESE students; Transition incoming ESE transfer students; Serve as a Children at Risk in Education (CARE) team member for the school site; Assist with parent-teacher conferences as requested: Facilitate the referral of students for medical or psychiatric evaluation: Orient new ESE teachers to ESE curriculum, classroom management and IEP development: Be willing to serve as a SCIP mentor to new ESE teachers; Demonstrate initiative in the performance of assigned responsibilities; Provide for a safe and secure workplace; Model and maintain high ethical standards; Follow attendance, punctuality and proper dress rules; Maintain confidentiality regarding school matters; Maintain positive relationships with staff, students and parents; Participate in workshops and training sessions as required; Communicate effectively with staff, students and parents; Keep supervisor informed of potential problems or unusual events; Respond to inquiries and concerns in a timely manner; Prepare all required reports and maintain all appropriate record; Follow all School Board policies, rules and regulations; Exhibit interpersonal skills to work as an effective team member; Demonstrate support for the School District and its goals and priorities; Sustained focus and attention to detail for extended periods of time.</p>
<p>Zoppo, Jacqueline</p>	<p>Behavior Specialist</p>	<p>Serve as a member of the SWST Team for staffings, assessment planning and placement of students with special needs; Assist in development/implementation of Individual Education Plans for identified students; Serve as a member of the school-based crisis intervention team; Work with administration to develop and maintain discipline and handle discipline referrals; Meet with parents and guardians to implement specially designed Behavior Intervention Plans; Serve as leader of Behavior Assessment / Intervention Team to conduct functional behavior assessments as required by law; Communicate regularly with school administration regarding the needs of students, staff and parents; Serve as a resource for ESE and regular teachers; Serve as a member of the School Manifestation Team; Use appropriate technology; Assist in: the development/application of behavior management techniques and strategies; implementation/maintenance of District-wide behavior programs; campus security; identification of students experiencing difficulty academically or behaviorally; developing positive interventions to address specific problem areas; Implement a system of program accountability; Recognize indicators of student distress or abuse/take appropriate intervention, referral or reporting actions; Meet with instructional/support staff as needed to facilitate delivery of behavioral services for students with disabilities; Participate in inservice and training; Provide consultation and training to instructional staff; Stay abreast of Department of Education rules and regulations; Submit accurate reports</p>

Name	Position Title	Job Duties and Responsibilities
		<p>in a timely manner and maintain all appropriate records; Maintain confidentiality of student records and information; Maintain effective interpersonal relationships with students, parents, school personnel and the community; Ensure that student achievement is continuous and appropriate for programs and age group; Ensure that ESE students are placed in the least restrictive environment.</p>
Palmigiano, Joanna	Other	<p>Establish short and long-range goals based on student needs and District and state curriculum requirements for our ESOL students; Plan and prepare lessons and strategies which support the School Improvement Plan and school and District mission; Plan and prepare lessons which are meaningful and engaging; Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences; Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs; Assist in assessing changing curricular needs and plans for improvement; Instruct and supervise the work of volunteers and aides when assigned; Establish and maintain effective and efficient record keeping procedures; Use effective student behavior management techniques; Assist in enforcement of school rules; Develop effective assessment strategies to assist the continuous development of ESOL students; Interpret data for diagnosis, instructional planning and program evaluation; Apply principles of learning and effective teaching in instructional delivery for ESOL students; Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students; Apply appropriate instructional modification for ESOL students; Provide quality work for students that is challenging and relevant to the goals and objectives of the class; Use appropriate materials, technology and resources to help meet learning needs of all students; Provide a positive environment in which students are encouraged to be actively engaged in the learning process; Communicate effectively, both orally and in writing, with other professionals, students, parents and the community; Collaborate with peers to enhance the instructional environment for ESOL students; Assist others in acquiring skills and knowledge in specific areas of responsibility; Engage in a continuing quest for personal growth through inservice, classes and study.</p>
Robson, Judi	Other	<p>Assess and evaluate new students for placement eligibility for ESOL services; Initiate and maintain all ESOL files; Assist with scheduling of English Language Learner students; Monitor and assist in the in-school staffings of all ELL students; Assist schools in the collection of FTE and other required data; Provide training and assistance to ESOL teachers and bilingual paraprofessionals; Serve as the chairperson for the school-based ELL Committee; Coordinate parent leadership council meetings; Provide training and assistance to ESOL teachers and bilingual paraprofessionals; Survey and assess students for the purpose of reclassification and post-reclassification procedure; Complete appropriate monitoring reports for students exiting the ESOL program for two years; Monitor the students' cumulative records in preparation for audit</p>

Name	Position Title	Job Duties and Responsibilities
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documentation; Coordinate articulation between departments, schools and/or agencies for ELL students; Be willing to serve as a SCIP mentor to new ESOL teachers; Demonstrate initiative in the performance of assigned responsibilities; Provide for a safe and secure workplace; Model and maintain high ethical standards; Follow attendance, punctuality and proper dress rules; Maintain confidentiality regarding school matters; Maintain positive relationships with staff, students and parents; Participate in workshops and training sessions as required; Communicate effectively with staff, students and parents; Keep supervisor informed of potential problems or unusual events; Respond to inquiries and concerns in a timely manner; Prepare all required reports and maintain all appropriate records; Demonstrate support for the School District and its goals and priorities.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Leadership team will have an opportunity to review data and submit input as to the SIP at the second SLT meeting of the school year in September. This 26 member group consists of administrators, instructional staff, the counseling team, and support staff. Additionally, our School Advisory Council (SAC) will review and approve at the first meeting of the school year.

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))

Our monitoring process will be through our SLT and our SAC groups. Information is also always shared with our Parent Teacher Student Organization (PTSO) and at faculty meetings. We will be reviewing PM 1 and 2 as well as iReady Diagnostic and Benchmark data. We have had a training to help teachers review their student data using the District Data Dashboards, but we need to provide more training on this throughout the year as the progress monitoring data comes in.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	28%

2022-23 Economically Disadvantaged (FRL) Rate	29%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	42	76	83	201
One or more suspensions	0	0	0	0	0	0	10	22	27	59
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	22	27	51
Course failure in Math	0	0	0	0	0	0	34	29	7	70
Level 1 on statewide ELA assessment	0	0	0	0	0	0	20	58	63	141
Level 1 on statewide Math assessment	0	0	0	0	0	0	20	40	40	100
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	50	160	184	394

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	73	60	100	233
One or more suspensions	0	0	0	0	0	0	6	24	34	64
Course failure in ELA	0	0	0	0	0	0	8	21	23	52
Course failure in Math	0	0	0	0	0	0	10	15	31	56
Level 1 on statewide ELA assessment	0	0	0	0	0	0	23	38	45	106
Level 1 on statewide Math assessment	0	0	0	0	0	0	34	39	31	104
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	74	100	99	273

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	60	96	89	245

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	3	3	6
Students retained two or more times	0	0	0	0	0	0	4	2	0	6

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	73	60	100	233
One or more suspensions	0	0	0	0	0	0	6	24	34	64
Course failure in ELA	0	0	0	0	0	0	8	21	23	52
Course failure in Math	0	0	0	0	0	0	10	15	31	56
Level 1 on statewide ELA assessment	0	0	0	0	0	0	23	38	45	106
Level 1 on statewide Math assessment	0	0	0	0	0	0	34	39	31	104
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	74	100	99	273

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	60	96	89	245

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	3	3	6
Students retained two or more times	0	0	0	0	0	0	4	2	0	6

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	74	57	49	77	57	50	78		
ELA Learning Gains				61			70		
ELA Lowest 25th Percentile				45			53		
Math Achievement*	81	64	56	81	38	36	83		
Math Learning Gains				69			64		
Math Lowest 25th Percentile				50			53		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	76	56	49	72	64	53	73		
Social Studies Achievement*	92	81	68	91	60	58	90		
Middle School Acceleration	85	73	73	83	51	49	84		
Graduation Rate					55	49			
College and Career Acceleration					83	70			
ELP Progress	66	57	40	88	76	76	78		

* 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)	N/A
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	717
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	47			
ELL	67			
AMI				
ASN	86			
BLK	61			
HSP	73			
MUL	89			
PAC				
WHT	83			
FRL	69			

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	43			
ELL	58			
AMI				
ASN	93			
BLK	60			
HSP	66			
MUL	77			
PAC				
WHT	71			
FRL	61			

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	74			81			76	92	85			66
SWD	33			38			39	68	56		5	
ELL	53			67			43	77	93		6	66
AMI												
ASN	82			92			91	91	75		5	
BLK	61			61							2	
HSP	65			71			67	87	80		6	65
MUL	82			85			89	100	91		5	
PAC												
WHT	76			83			77	92	85		5	
FRL	60			67			57	81	76		6	75

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	77	61	45	81	69	50	72	91	83			88
SWD	32	40	36	46	46	33	32	68	50			
ELL	49	47	43	61	63	57	39	72	59			88
AMI												
ASN	87	82		95	86		100	100	100			
BLK	65	40	50	72	50		50	90				
HSP	69	58	38	69	64	49	60	83	79			88
MUL	78	67		81	69		61	89	92			
PAC												
WHT	78	61	47	83	70	50	76	94	83			
FRL	64	53	48	65	62	45	59	81	71			

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	78	70	53	83	64	53	73	90	84			78
SWD	32	44	36	43	32	32	29	59	36			
ELL	55	73	68	64	54	50	47	68	67			78

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
AMI												
ASN	85	71		89	76		60	80	85			
BLK	53	73	80	58	53							
HSP	71	68	54	72	61	44	70	84	79			79
MUL	94	85		94	71	70	93	100	100			
PAC												
WHT	79	69	50	85	64	55	74	92	84			
FRL	64	61	52	71	53	49	58	83	66			90

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	67%	55%	12%	47%	20%
08	2023 - Spring	74%	55%	19%	47%	27%
06	2023 - Spring	68%	54%	14%	47%	21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	74%	61%	13%	54%	20%
07	2023 - Spring	82%	67%	15%	48%	34%
08	2023 - Spring	57%	54%	3%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	74%	55%	19%	44%	30%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	65%	28%	50%	43%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	59%	41%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	79%	11%	66%	24%

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.

ELA scores were lower than last year. In grade 6, the percentage of students in achievement level 3 and above was 68% (PM3, 2023) compared to 71% (2022). In grade 7, the percentage in achievement level 3 and above was 67% (PM3, 2023), compared to 82% (2022). Digging deeper, 31% of our Students with Disabilities (SWD) achieved Levels 3 and above (PM3, 2023) compared to 32% in 2022. While it appears data for this subgroup is stagnant, SMS SWD students outperformed our district average at each grade level in ELA. With data from our district dashboards we see that of our 79 ESOL students who took PM3 in 2023, only 21 met proficiency. Contributing factors to last year's low performance in ELA include this being the first year with new standards, a new assessment, and a new assessment platform. Additionally, we had teachers at each grade level who were new to the position - one of which had never taught previously and one who took at leave of absence in March with no full-time replacement. Additionally, we lost our ESOL teacher in December and could not find a replacement until April. We had a large influx of ESOL students enroll throughout the year, many of whom had no English skills and were coming from traumatic experiences.

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

The single data component that showed the greatest gap is that of our ESOL students. We hoped to see an increase in learning gains for our ELL students, from 47% to 52%. We understand the data isn't truly comparable as it compares FSA to FAST, however we can say that in 2023, only 10% of our ESOL students were proficient in PM1 and increased only to 27% proficient by PM3. This 17% increase in proficiency is too low. The factors that contributed to this decline include the fact that we enrolled more

students - in PM1 we tested 64 ESOL students and by PM3 we tested 79. In addition, as mentioned, we lost our ESOL teacher in December and were not able to fill the position until April.

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

Our students performed above the state average in all assessments.

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

Our 8th grade math students showed the most improvement. Last year's FSA showed 49% met grade level standards. In 2023, 57% of our 8th graders scored a level 3 or higher. We created a lower quartile class for pre-algebra taught by an ESE case manager. This class was comprised of a diverse group of students - not exclusively ESE. In addition to teaching this class, the teacher pushed into all the other pre-algebra classes for support. The group of teachers in pre-algebra formed their own PLC, identified essential standards, and implemented common assessments.

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

We are concerned that of our current 8th grade students 27 students failed ELA and 63 scored a level 1 on the ELA assessment.

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

1. Increase the percentage of our ESOL students who make gains from PM1 to PM3 in ELA.
2. Increase the percentage of our SWD students who make gains from PM1 to PM3 in ELA.
3. Increase student achievement in ELA for students in all grade levels.

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**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.

We dropped in ELA across the board in every category. In addition, students in our Intensive Reading and ESOL classes showed limited growth from PM1 to PM3.

Measurable Outcome:

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

For our SWD students, we want to see a growth of 5% in the number of proficient students from 31% to 36%. For our ESOL students, we want to see a 5% growth in the number of proficient students from 27% to 32%.

For our IR students, we want to see a 5% increase in the number of proficient students from 26% to 31%.

Monitoring:

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

We will review FAST PM1, PM2 data, iReady Diagnostic data, iReady standards mastery data, and WIDA and other ESOL assessment data.

Person responsible for monitoring outcome:

Lisa Lyon (lisa.lyon@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.)

ELA teachers will use the standards mastery/StudySync assessments to determine areas of focus from and reteach using tools from the iReady toolbox and the StudySync scaffolding resources. ESOL teachers will use Lexia English Language Development texts to address language acquisition needs of LY students as well as the iReady toolbox in response to Standards Mastery assessments. Mrs. Robson, our ESOL Liaison will provide quarterly progress monitoring reports of ESOL students' grades, attendance, and behavior. We will insist on the use of Heritage Language Dictionaries in core content classes. IR Teachers will use iReady workbooks and CL360 Unit assessments through Schoology to identify areas for growth.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These are our district resources which align to BEST standards and the FAST assessment as well as our SIP goals.

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.

ELA teachers will use the standards mastery/StudySync assessments to determine areas of focus from and reteach using tools from the iReady toolbox and the StudySync scaffolding resources.

Person Responsible: Jennifer Nzeza (jennifer.nzeza@sarasotacountyschools.net)

By When: Quarterly

ESOL teachers will use Lexia English Language Development texts to address language acquisition needs of LY students as well as the iReady toolbox in response to Standards Mastery assessments.

Person Responsible: Joanna Palmigiano (joanna.palmigiano@sarasotacountyschools.net)

By When: Quarterly

Mrs. Robson, our ESOL Liaison will provide quarterly progress monitoring reports of ESOL students' grades, attendance, and behavior. We will insist on the use of Heritage Language Dictionaries in core content classes.

Person Responsible: Judi Robson (judi.robson@sarasotacountyschools.net)

By When: Quarterly

IR Teachers will use iReady workbooks and CL360 Unit assessments through Schoology to identify areas for growth.

Person Responsible: Jennifer Nzeza (jennifer.nzeza@sarasotacountyschools.net)

By When: Quarterly

#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.

We have, and continue to experience, an overwhelming number of bully, harassment, and threat allegations. In 2023, we had 34 threats, 38 bullying allegations, of which 19 were substantiated, and 53 harassment cases, 15 of which were sexual in nature.

Measurable Outcome:

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

In the 2023-2024 SY, we want to reduce the overall incidents of bully, harassment, and threats by 5% from 125 to 118.

Monitoring:

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

Assistant Principals will work closely with our behavior specialist, behavior technician, and school counselors to monitor our numbers quarterly. We will also review the district dashboard monthly with our behavior team and PBIS team.

Person responsible for monitoring outcome:

Isaiah Carpenter (isaiah.carpenter@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.)

Evidence-based interventions include the Resiliency Standards implementation through our school counselors, small group sessions with our school social worker, and social skills groups with our behavior specialist. We will also use the Bully Intervention checklist to deter multiple incidents from the same student.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies are not only required, but are also proven to be effective in reducing incidences of bullying, harassment, and threats.

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.

Counselors will work in their PLC to plan and implement the resiliency standards lessons.

Person Responsible: Isaiah Carpenter (isaiah.carpenter@sarasotacountyschools.net)

By When: Quarterly

Support Staff (CAPS) will identify students who would benefit from group sessions with the school social worker.

Person Responsible: Isaiah Carpenter (isaiah.carpenter@sarasotacountyschools.net)

By When: Bi-weekly.

Students with social skills on their IEPs or BIPS will meet with the Behavior Specialist weekly.

Person Responsible: Jacqueline Zoppo (jacqueline.zoppo@sarasotacountyschools.net)

By When: Weekly

CSI, TSI and ATSI Resource Review

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

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

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

n/a

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

n/a

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.

n/a

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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?

n/a

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?

n/a

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
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n/a

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.

n/a

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

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

n/a

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

n/a

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

n/a

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

n/a

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

n/a

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

n/a

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

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

Yes