Citrus Grove Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Citrus Grove Elementary

2527 SW CITRUS BLVD, Palm City, FL 34990

martinschools.org/o/cges

School Board Approval

This plan was approved by the Martin County School Board on 9/19/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Citrus Grove Elementary is to educate all students for SUCCESS!

Provide the school's vision statement.

Cultivating Generations of Excellence

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
Rynca, Rose	Principal	Assists the principal to provide effective leadership and guidance in the operations of the school.
Windsor, Sharon	Instructional Media	To ensure that students and staff ae effective users of ideas and informatiom by providing instruction to foster competence and by working with other educators to design learning strategies to meet the needs of individual students. Mrs. Windsor also creates all of the social media output for the school.
Gomez, Jennifer	Teacher, K-12	Provide educational experience to assist students moving toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and muturation.
Jacobsen, Donna	Teacher, K-12	Provide educational experience to assist students moving toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and muturation.
Wingate, Larana	Teacher, K-12	Meets bi-weekly with the Positive Behavior intervention Support Team, works to ensure that PBIS throughout the school is supporting our students behavior, academic, social, emotional and mental health needs. Ms. Wingate will also be responsible for assisting with decision making based on data, creating measurable, data supported behavioral outcomes and implementing practices, that are agreed upon by teachers and administration, to assist our students with behavior goals.
Tuma, Jessica	Teacher, K-12	
Wendisch, Kim	Teacher, K-12	
Blavatt, Randi	Teacher, K-12	
Martin, Trish	Teacher, K-12	

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

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

School Improvement Plan is shared at all School Advisory meetings. Areas of Focus are shared with the advisory council, they provide input and approve the SIP.

SIP Monitoring

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

The plan will be reviewed and edited at mid year, although data concerning student achievement is monitored frequently. Weekly CLT meetings are taking place with the teachers leading as a group to disucss grade level testing and weekly assignments. Weekly Data Reviews/MTSS meetings are taking place, with our Prevention Intervention Program Specialist/MTSS Specialist, to review math data and student progress on grade level interventions.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	25%
2022-23 Economically Disadvantaged (FRL) Rate	25%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 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	17	14	12	9	10	10	0	0	0	72
One or more suspensions		1	2	0	1	1	1	0	0	0	6
Course failure in English Language Arts (ELA)		1	0	1	2	0	0	0	0	0	4
Course failure in Math		1	0	1	2	0	0	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	2	5	10	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	0	7	13	0	0	0	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	1	5	2	0	0	0	0	9

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	0	0	0	

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	20	15	8	10	9	0	0	0	62
One or more suspensions	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	2	5	9	0	0	0	16
Level 1 on statewide Math assessment	0	0	0	0	7	11	0	0	0	18
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	

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	4	5	0	0	0	9

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	20	15	8	10	9	0	0	0	62
One or more suspensions	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	2	5	9	0	0	0	16
Level 1 on statewide Math assessment	0	0	0	0	7	11	0	0	0	18
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	

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	4	5	0	0	0	9

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	79	55	53	68	53	56	68		
ELA Learning Gains				65			69		
ELA Lowest 25th Percentile				49			67		
Math Achievement*	78	62	59	67	43	50	69		
Math Learning Gains				67			62		
Math Lowest 25th Percentile				48			54		
Science Achievement*	70	55	54	54	54	59	63		
Social Studies Achievement*					58	64			
Middle School Acceleration					38	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress		53	59				64		

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	78
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	312
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	418
Total Components for the Federal Index	7
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	62			
ELL				
AMI				
ASN				
BLK				
HSP	81			
MUL				
PAC				
WHT	77			
FRL	65			

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	39	Yes	1	
ELL	41			
AMI				
ASN				
BLK				
HSP	56			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	62			
FRL	50			

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	79			78			70					
SWD	61			52			62				4	
ELL												
AMI												
ASN												
BLK												
HSP	77			79			67				4	
MUL												
PAC												
WHT	78			77			71				4	
FRL	70			61			50				4	

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	68	65	49	67	67	48	54					
SWD	29	64	62	19	52	47	0					
ELL	25	30		50	60							
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP	62	50		64	79		27					
MUL												
PAC												
WHT	70	68	59	68	65	49	58					
FRL	51	59	53	52	56	44	38					

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	68	69	67	69	62	54	63					64
SWD	28			24								
ELL	53			53								64
AMI												
ASN												
BLK												
HSP	61	62		58	62		54					
MUL												
PAC												
WHT	70	70	65	72	62	52	64					
FRL	53	71		51	59		64					

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	74%	53%	21%	54%	20%
04	2023 - Spring	79%	66%	13%	58%	21%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	82%	51%	31%	50%	32%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	89%	62%	27%	59%	30%
04	2023 - Spring	80%	71%	9%	61%	19%
05	2023 - Spring	72%	56%	16%	55%	17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	70%	50%	20%	51%	19%

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.

Students with disabilities were performing below 41st percentile on the federal index.

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

Based on the 22-23 overall federal index, students with disabilities scored 39%.

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.

As of today this data component has not been released for the current school year.

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 was 3rd grade math. In 21-22 they scored 71 proficient and in 22-23 they increased to 89%.
The 3rd grade teachers analyzed data and intentionally planned for small group intervention and remediation.

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

Attendance - 72 students absences at or above 10%

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

Increase proficiency of students with disabilities.
Decrease the number of students with 10% or more absences.

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.

The SY 22-23 PMT 3 Math assessment, 35 % of the students with disabilities scored a level 1, compared to 23% of non SWD.

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

Reduce the number of students with disabilities scoring a level 1 (math) to 30 % or less on the PMT3 SY 23-24.

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

The students will be monitored during classroom observations, monthly MTSS meetings, reviewing Savas unit testing and FAST progress monitoring.

Person responsible for monitoring outcome:

Rose Rynca (ryncar@martin.k12.fl.us)

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 intervention will be intentional planning to address differentiation and scaffolding during math instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Differentiation and scaffolding will allow SWDs to access the grade level standards.

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.

Professional development will be provided to teachers to intentionally plan for differentiation and scaffolding.

Person Responsible: Rose Rynca (ryncar@martin.k12.fl.us)

By When: Ongoing

Increase the use of manipulatives during instruction.

Person Responsible: Rose Rynca (ryncar@martin.k12.fl.us)

By When: Ongoing

Teachers will target math fluency (math facts) to assist students to reach grade level schools.

Person Responsible: Rose Rynca (ryncar@martin.k12.fl.us)

By When: Ongoing

A family math night will be hosted.

Person Responsible: Rose Rynca (ryncar@martin.k12.fl.us)

By When: Spring 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.

In school year 22-23 72 students attended school less than 90% of the time. This was indicated by the Early Warning System.

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

By the end of 23-24 school year, the number of students attending school less that 90% of the time will be reduced to no more than 60 students.

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

This area of focus will be monitored during our monthly attendance meetings, monthly grade level data chat meetings, and weekly MTSS meetings. Our school based attendance committee will work with the social worker to monitor student attendance

Person responsible for monitoring outcome:
Rose Rynca (ryncar@martin.k12.fl.us)

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.)

According to Attendance Works- Advancing Student Success by Reducing Chronic Absence, "School attendance is a simple, easily understood measure of student performance. One strategy for improving attendance is engaging students, parents, educators, and community members in a campaign that offers positive recognition for getting to school on-time." With this information, we plan on proving monthly and quarterly attendance incentives for students. Our attendance committee will also regularly communicate the importance of attendance, specifically why it matters for reading. The attendance committee will also engage stakeholders in an activity "Illustrating the Gap in 3rd Grade Reading Exercise" which will provide parents with and easy to understand rationale on the importance of attendance.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These specific strategies were selected upon review of the evidence-based strategies on the Attendance Works- Advancing Student Success by Reducing Chronic Absence. Increasing parent awareness on the detriments of chronic absenteeism and providing student incentives for regularly attending school have both been shown to positively impact schools' attendance rates.

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.

During our Curriculum Parent Meeting, will engage parents and guardians in an "Illustrating the Gap in 3rd Grade Reading Exercise" that was shared from Attendance Works.

Person Responsible: Rose Rynca (ryncar@martin.k12.fl.us)

By When: By the end of September 2023.

Monthly attendance meetings to monitor attendance and send home truancy notices to parents. In addition, parents will be contact to see if the school can assist in removing barriers that prevent regular attendance.

Person Responsible: Rose Rynca (ryncar@martin.k12.fl.us)

By When: Ongoing - each month.

Monthly and quarterly attendance incentives will be provided to students that attend regularly or who have made improvement with their attendance.

Person Responsible: Larana Wingate (wingatl@martinschools.org)

By When: Monthly

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).

Based upon the data from the 2022-23 school year, resources will be used to support lower performing subgroups. Close monitoring of our ESSA subgroups will be included in these data chats.
The ESE Support Facilitators will attend weekly grade level MATH CLT meetings.