

Broward County Public Schools

# Castle Hill Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Table of Contents

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<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>11</b>
<b>III. Planning for Improvement</b>	<b>16</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>23</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>23</b>
<b>VI. Title I Requirements</b>	<b>26</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>29</b>

# Castle Hill Elementary School

2640 NW 46TH AVE, Lauderhill, FL 33313

[ no web address on file ]

## School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

## 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.**

Castle Hill Elementary School's mission is "Mission Possible: Together We Make It Possible." Our beliefs are that no matter what the trials are for our students and staff, we will continue to persevere. We have students with one or more disabilities, homeless families, students who are adopted or in foster care, students who are abused, and the list goes on, but with our loving, caring, and safe environment, we work diligently together as a team to ensure our students receive the tools they need to be successful at school. To ensure our students get the best education possible, we provide our faculty and staff with professional development courses throughout the school year and professional learning communities (PLCs). New and veteran teachers are mentored so that they are able to provide the best learning experience for their students. We will continue to promote academic excellence by providing a safe, rewarding, and nurturing learning environment to students in grades pre-kindergarten ESE, Head Start, and kindergarten through fifth grade. The mission is to also optimum learning opportunities for our students resulting in their development of becoming responsible and productive citizens.

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

Castle Hill Elementary is dedicated to the mission of educating children to learn to the best of their ability in relationship to their individual needs, and to guide them to grow into productive, responsible citizens. We will challenge students to read more, to enhance their writing skills, to develop problem solving skills and to broaden their knowledge of scientific concepts. We aim to meet the needs of our students academically and socially. Our goal is to maintain parent and community involvement through consistent communication of school events and parent training activities. By educating our students and parents, our goal is to produce responsible and productive citizens.

### 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
Ingram-Phillips, Letitia	Principal	<p>To oversee the school and to make sure everyone is safe, comfortable, and able to function. Oversees and makes executive decisions for academic and operational functions. Complete class walkthroughs and observations and provide meaningful feedback to help teachers and assistants grow. Build relationships with students, staff, parents, and the community. Meet with assistant principal, leadership, and support team weekly and as needed to monitor progress and to provide school community with updates as needed. Collaborate with instructional coaches to ensure instruction is being delivered effectively and consistently. Acknowledge students and staff for hard work. Participate in school and district events to help build moral and positive relationships. Share important information with school and families.</p>
Brown, Nicholas	Assistant Principal	<p>To assist the principal in overseeing the school. Help create school schedule and schedules for paraprofessionals and teacher assistants. Oversee school emergency drills. Collaborate with principal and support team to help make decisions beneficial for student growth. Complete class walkthroughs and observations and provide meaningful feedback to help teachers and assistants grow. Build relationships with students, staff, parents, and the community. Provide assistance with behavioral needs as well as campus duties as needed. Collaborate with social worker to help improve student attendance.</p>
Fields, Melanie	Other	<p>To support our teachers and students in the area of disabilities. To provide curriculum, behavior, social and emotional, and independent functioning support for students in pre-kindergarten through fifth grade. To provide best practices and support to our teachers as well as collaborate with staff and families on how to best serve our students with disabilities. To set up meetings with parents, staff, and other supporters to ensure students with disabilities are getting the services they need in their least restrictive environment. Additional responsibilities include assisting with campus duties, serving as a member on the Support Team, Safe Team and Leadership Team, serving as the Response to Intervention Facilitator, assisting on the School Advisory Council, and helping our students, teachers, and staff.</p>
Trotter, Tennell	Math Coach	<p>To provide curriculum resources and support to teachers and students in the areas of Mathematics and Science. Also, complete coaching cycles for teachers to enhance their instructional practices, which will ultimately increase student achievement. Additional responsibilities include serving as a member on the Safe Team, Support, Team, and Leadership team and assisting with campus duties.</p>
Huggins-Anderson, Easter	Reading Coach	<p>To provide curriculum resources and support to teachers and students in the area English Language Arts. Also, complete coaching cycles for teachers to enhance their instructional practices, which will ultimately increase student achievement. Additional responsibilities include serving as a member on the Safe Team, Support, Team, and Leadership team and assisting with campus duties.</p>

Name	Position Title	Job Duties and Responsibilities
Wilkerson-Williams, Hope	School Counselor	To create and deliver school counseling programs that improve student outcomes so that all students receive equity in the areas of academics and social/emotional development. To provide support in the form of counseling and guidance to students, parents, and staff members. Collaborate with the school's social worker to assist students and families in need of resources and therapy. Identify students with 504 Plans and serves as the ESOL Facilitator. Additional duties include assisting with campus duties, serving as a member on the Support Team, Safe Team, and Leadership team.

**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 stakeholders are involved during the School Advisory Council (SAC) monthly meetings. During the SAC, school leadership, and faculty meetings, stakeholders are presented with the areas of focus along with the data from progress monitoring (FAST), and diagnostic assessments (i-Ready). Then, input is solicited from all stakeholders to provide feedback on the areas of focus and suggestions to help the school achieve the goals set. The feedback and suggestions from stakeholders throughout the year help with the development of 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))

First, all stakeholders will be made aware of the SIP Goals to provide a better understanding of the instructional and non-instructional (SEL, attendance, etc.) supports needed to attain them. Next, a monthly review/update will be provided to stakeholders to determine the progress being made, and to acquire feedback from stakeholders to assist with the attainment of our SIP Goals. Then, weekly school-based leadership meetings will occur to review SIP goals and to analyze assessment data for all scholars, especially scholars with the greatest achievement gap. In addition, instructional plans and pull-out/push-in groups will be monitored to determine the effectiveness of instruction. Based on qualitative (teacher observations) and quantitative data points (diagnostic, weekly, unit, and topic assessments) from teachers and all subgroups, the SIP will be revised as necessary, which will include curriculum adjustments or pacing, and refining instructional strategies to provide the best outcomes for our scholars.

**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>	99%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes
<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)* Economically Disadvantaged Students (FRL)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: D
<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	45	26	26	26	12	7	0	0	0	142
One or more suspensions	2	0	0	8	5	9	0	0	0	24
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	21	26	15	49	21	27	0	0	0	159
Level 1 on statewide Math assessment	0	21	17	48	30	24	0	0	0	140
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	3	36	11	3	0	0	0	55

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	6	20	16	51	26	22	0	0	0	141

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	4	5	4	25	5	1	0	0	0	44
Students retained two or more times	3	3	2	1	1	1	0	0	0	11

**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	46	18	31	30	30	14	0	0	0	169
One or more suspensions	1	0	0	7	7	11	0	0	0	26
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	43	42	35	0	0	0	120
Level 1 on statewide Math assessment	0	0	0	52	40	41	0	0	0	133
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	16	19	11	15	27	28	0	0	0	116

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	11	9	5	45	53	53	0	0	0	176

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	37	39	43	0	0	0	121
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

**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	46	18	31	30	30	14	0	0	0	169
One or more suspensions	1	0	0	7	7	11	0	0	0	26
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	43	42	35	0	0	0	120
Level 1 on statewide Math assessment	0	0	0	52	40	41	0	0	0	133
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	16	19	11	15	27	28	0	0	0	116

**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	11	9	5	45	53	53	0	0	0	176

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	37	39	43	0	0	0	121
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

**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*	32	56	53	26	58	56	23		
ELA Learning Gains				48			45		
ELA Lowest 25th Percentile				39			40		
Math Achievement*	39	62	59	32	54	50	23		
Math Learning Gains				64			33		
Math Lowest 25th Percentile				43			31		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	21	48	54	15	59	59	33		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	60	59	59	55			55		

\* 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)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	188
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	322
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

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

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	32	Yes	4	
ELL	38	Yes	2	
AMI				
ASN				
BLK	37	Yes	2	
HSP				
MUL				
PAC				
WHT				
FRL	37	Yes	2	

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	29	Yes	3	1
ELL	37	Yes	1	
AMI				
ASN				
BLK	40	Yes	1	
HSP	15	Yes	1	1
MUL				
PAC				
WHT				
FRL	40	Yes	1	

**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	32			39			21					60
SWD	24			32			8				5	70
ELL	32			40			36				5	60
AMI												
ASN												
BLK	31			38			21				5	59
HSP												
MUL												
PAC												
WHT												
FRL	31			36			21				5	63

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	26	48	39	32	64	43	15					55
SWD	21	21		32	35		23					40
ELL	27	56	50	24	51	31	5					55
AMI												
ASN												
BLK	26	49	39	33	64	42	16					53
HSP	20			10								
MUL												
PAC												
WHT												
FRL	27	47	43	33	63	43	14					53

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	23	45	40	23	33	31	33					55
SWD	17	50		22	30							
ELL	17	37		16	42		22					55

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												
BLK	24	46	40	23	33	33	33					55
HSP												
MUL												
PAC												
WHT												
FRL	25	44	42	23	32	30	33					54

**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	28%	56%	-28%	54%	-26%
04	2023 - Spring	41%	61%	-20%	58%	-17%
03	2023 - Spring	33%	53%	-20%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	39%	62%	-23%	59%	-20%
04	2023 - Spring	42%	65%	-23%	61%	-19%
05	2023 - Spring	36%	58%	-22%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	19%	46%	-27%	51%	-32%

### 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 component that showed the lowest performance was science proficiency. The 5th grade science state average is 51% and the school achieved 19%. This was an increase of 4% from the previous school year, but it is not near the state average. The contributing factors to the low performance are tiered instruction, fidelity of implementation of core curriculum programs, and reading proficiency. The instructional coach will implement coaching cycles to address effective instructional strategies. In addition, teachers will receive professional development in core curriculum programs as well as supplemental programs. Students that struggle to read grade level text will be targeted for interventions to support foundational skills, comprehension, and vocabulary, which will increase science proficiency. A trend that we noticed is that our science proficiency scores are correlated to our 5th grade reading proficiency scores.

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

All data components showed an increase from the previous year. However, our 5th grade math data only increased by 4% (32 to 36), which is the smallest increase. The contributing factor to this small increase is due to the implementation gaps of the newly adopted math core curriculum as well as the loss of instructional time with the departmentalization model (3-man rotation model). For the upcoming school year, the 5th grade team will have ongoing support with implementing the core math curriculum through professional development, coaching cycles, and collaborative planning. In addition, the 5th grade departmentalization will go from a 3-man to a 2-man team and one self-contained classroom. This method will increase instructional time that was lost due to transitions from the previous departmentalization model.

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

The component that showed the lowest performance was science proficiency. The 5th grade science state average is 51% and the school achieved 19%. This was an increase of 4% from the previous school year, but it is not near the state average. The contributing factors to the low performance are tiered instruction, fidelity of implementation of core curriculum programs, and reading proficiency. The instructional coach will implement coaching cycles to address effective instructional strategies. In addition, teachers will receive professional development in core curriculum programs as well as supplemental programs. Students that struggle to read grade level text will be targeted for interventions to support foundational skills, comprehension, and vocabulary, which will increase science proficiency. A trend that we noticed is that our science proficiency scores are correlated to our 5th grade reading proficiency scores.

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

The component that showed the most improvement is English Language Arts. According to our PM3 data our 3-5 Grade English Language Arts data increased 15% (18 to 33). The new actions we took to improve in this area are common planning with grade level teams, restructuring the instructional focus calendars to reteach standards that were underperformed, and implementing standard-aligned



supplemental resources to reteach standards that were not mastered. Also, during the common planning sessions, coaches and teachers ensured the student task and teacher instruction were aligned to the benchmark. Classroom walkthrough data demonstrated that over 75% of the teachers were meeting the goal of benchmark aligned instruction and tasks.

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

Student attendance remains a concern. 29% of students are missing 10% or more of the school year.

The number of students scoring a level 1 on state assessments remains a concern. 32% of students are scoring a level 1 on state assessments in English Language Arts.

As both areas of concern, it demonstrates a need to strengthen our MTSS system and problem solving as well as providing targeted interventions in a small group setting to our struggling readers .

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

Our highest priorities for school improvement in the upcoming school year are MTSS/Problem Solving, Coaching, and Planning.

The systems identified need ongoing monitoring to ensure there is evidence of implementation and impact.

**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 Benchmark-aligned Instruction****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.

Castle Hill Elementary's instructional staff will implement quality Tier One instruction. Based on the FAST PM 3, ELA proficiency was 33%, Math was 38% and Science was 19%.

**Measurable Outcome:**

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

By June 2024, 41% of students in third-fifth grade will score at an achievement level of 3 or higher in Reading, Math & Science.

**Monitoring:**

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

ELA: The F.A.S.T. Assessment will monitor ELA Data for 3 periods and Benchmark Advance Unit Assessments (Every 3 Weeks)

Math: The F.A.S.T. Assessment will monitor Math Data for 3 periods and Envision Topic Assessments(Biweekly)

Science: Mastery Connect Monthly Assessments State Science Assessment

**Person responsible for monitoring outcome:**

Letitia Ingram-Phillips (letitia.ingram@browardschools.com)

**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.)

Benchmark aligned planning and implementation of lessons, questioning to check for understanding, student discourse and collaboration.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

These strategies were selected to ensure teachers are providing high-quality reading instruction. High-quality instruction will include setting goals and differentiation. Students will demonstrate learning to their peers through academic discourse and accountable talk. Prescriptive lessons, whole and small group instruction, classroom accommodations/modifications will be used to support these strategies.

**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 2 - Moderate 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.

The following steps will be implemented to ensure improvements: Progress monitoring, Professional development, professional learning communities (PLCs), coaching cycles, planning support, mentorship and guidance, modeling, classroom walkthroughs with immediate feedback, and data chats; explicit use of teacher-led instruction that is data-driven to improve weak areas; evidence of continual practice and review in the form of whole group, centers, small groups, and spiraling of standards.

The walkthrough data/trends will be used to provide specific support to teachers based on the schoolwide lookfors as well as to monitor implementation of planning. The data is used by the coaches to drive discussions to improve instructional practices. The Coaches will continue to support teachers through weekly planning sessions to assist with aligning tasks and instruction to the benchmark.

**Person Responsible:** Nicholas Brown (nicholas.brown@browardschools.com)

**By When:** May 24

ELO Camp and Push in/Pull-out support for the targeted subgroups. Teachers will be provided with additional supplemental resources based on the needs of the students. The ESSER & Resource teachers will provide support and resources to students and teachers.

**Person Responsible:** Easter Huggins-Anderson (easter.huggins@browardschools.com)

**By When:** The timeline is January 2024 to May 2024.

The Leadership Team will attend the ASCD Annual Conference to collaborate and learn new instructional strategies and leadership best practices which will impact student achievement.

**Person Responsible:** Letitia Ingram-Phillips (letitia.ingram@browardschools.com)

**By When:** March 2024

**#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****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.

Three-year trend data indicates that Students with Disabilities(SWD) and English Language Learners(ELL) continue to perform significantly below the district and state average in ELA and Math as well as performing below the federal index of 41%. Proficiency for SWD is 24% in ELA and 32% Math. Proficiency for ELL is 8% in ELA and 12% Math.

**Measurable Outcome:**

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

By June 2024, 28% of Students with Disabilities will score proficiency on the ELA PM 3 and 36% on the Math PM 3. 41% English Language Learners will score proficiency on the ELA PM 3 and 41% on the Math PM 3.

**Monitoring:**

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

ELA: The F.A.S.T. Assessment will monitor ELA Data for 3 periods and Benchmark Advance Unit Assessments (Every 3 Weeks)

Math: The F.A.S.T. Assessment will monitor Math Data for 3 periods and Envision Topic Assessments(Biweekly)

**Person responsible for monitoring outcome:**

Melanie Fields (melanie.fields@browardschools.com)

**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.)

Provide intensive, systemic instruction through whole group and small group

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

These strategies were selected to ensure teachers are providing high-quality reading and math instruction. High-quality instruction will include setting goals and differentiation. Students will demonstrate learning to their peers through academic discourse and accountable talk.

**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.

Ongoing collaboration between general education teachers, ESE teacher and the students.  
Work on grade level standards (spiraling behind general education teachers) in the ESE classroom to ensure students are mastering skills.  
Small group instruction; push in and pull out services based on IEP

**Person Responsible:** Melanie Fields (melanie.fields@browardschools.com)

**By When:** June 2024

**#3. Positive Culture and Environment specifically relating to Other****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 the FAST PM 3, ELA proficiency was 33%, Math was 38% and Science was 19%. Castle Hill Elementary understands the direct correlation between a positive culture and student achievement. The staff is focused on building positive student and staff culture by encouraging students to become accountable for their academic growth and celebrating their success which will increase student achievement.

**Measurable Outcome:**

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

By June 2024, 41% of students in third-fifth grade will score at an achievement level of 3 or higher in Reading, Math & Science.

**Monitoring:**

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

ELA: The F.A.S.T. Assessment will monitor ELA Data for 3 periods and Benchmark Advance Unit Assessments (Every 3 Weeks)

Math: The F.A.S.T. Assessment will monitor Math Data for 3 periods and Envision Topic Assessments(Biweekly)

Science: Mastery Connect Monthly Assessments State Science Assessment

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

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

Benchmark aligned planning and implementation of lessons, questioning to check for understanding, student discourse and collaboration, Celebrating Success

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

These strategies were selected to ensure teachers are providing high-quality instruction. High-quality instruction will include differentiation, goal setting, and celebrating success. Students will demonstrate learning to their peers through academic discourse and accountable talk. Prescriptive lessons, whole and small group instruction, classroom accommodations/modifications will be used to support these strategies.

**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.

The following steps will be implemented to ensure improvements: Progress monitoring, Professional development, professional learning communities (PLCs), coaching cycles, planning support, mentorship and guidance, modeling, classroom walkthroughs with immediate feedback, and data chats; explicit use of teacher-led instruction that is data-driven to improve weak areas; evidence of continual practice and review in the form of whole group, centers, small groups, and spiraling of standards.

**Person Responsible:** Nicholas Brown (nicholas.brown@browardschools.com)

**By When:** May 24

Students will track and record their academic growth and participate in conferences to set goals.  
70s Club-Biweekly/monthly achievement recognizing students receiving 70% or higher on assessments  
Recognition for individual growth goals

**Person Responsible:** Nicholas Brown (nicholas.brown@browardschools.com)

**By When:** September 23-May 24

### 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).

School improvement funding allocations are reviewed by the school leadership team and during monthly SAC meetings for remaining stakeholders. During the school leadership and monthly SAC meetings, we analyze/ review student assessment data to determine the resources needed to meet the areas of focus. All stakeholders have the opportunity to make recommendations on resources, but the school-based leadership will make the final decision on the resources and how they will be implemented. Furthermore, we ensure intervention and enrichment resources are included to meet the needs of all learners. Overall, the funds will be allocated to instructional materials, professional development, student incentives, and technology resources.

### 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

According to Early Star Literacy (Kindergarten statewide assessment) 54% of our kindergarten scholars scored below the 40th percentile, which is not on track to score a level 3 on future statewide assessments. This is an indicator that our Tier One instruction for foundational skills (phonemic/phonological awareness and phonics) need strengthening. Kindergarten teachers will continue to use the core reading program (Benchmark Advance) as well as supplemental materials (Heggertys and SIPPS) to meet the needs of all learners by building fluent and proficient readers. Students in grades 1 (44%) and 2 (42%) had less than 50% of scholars that scored in the 40th percentile or higher. However, Tier One instruction in these grade levels will be monitored to provide scholars the necessary supports to strengthen reading achievement.

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

According to the FAST PM3, 65% of scholars in grade 3, 58% of scholars in grade 4, and 75% of scholars in grade 5 scored below level 3. This is an indicator that our Tier One instruction in the six components of reading need strengthening. Teachers in grades 3-5 will continue to utilize the core reading program (Benchmark Advance) as well as supplemental/intervention programs (SIPPS and Wordly Wise). Progress will be monitored using Benchmark Advance Unit Assessments, iReady Diagnostic/Growth Monitoring, and other formative assessments that align with the supplemental materials. The implementation of this plan will assist us with increasing our number of scholars achieving a level 3 or higher on FAST PM3.

### **Measurable Outcomes**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

### **Grades K-2 Measurable Outcomes**

By June 2024, at least 50% of the students in kindergarten will improve their foundational skills (phonemic/phonological awareness and phonics) to demonstrate they are on track to proficiency per the FAST.

### **Grades 3-5 Measurable Outcomes**

By June 2024, at least 50% of the students in grades 3-5 will improve their reading skills (phonics, comprehension, vocabulary and fluency) to score a level 3 or higher on the FAST.

### **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.

The area of focus will be monitored in grades K-2 through Benchmark Advance Unit Assessments, iReady Diagnostic/Grow Monitoring, STAR Early Literacy, and STAR Reading. In addition to the ongoing progress monitoring, teachers will participate in data chats with administration and instructional coaches



to provide next steps for instruction.

The area of focus will be monitored in grades 3-5 through Benchmark Advance Unit Assessments, iReady Diagnostic/Grow Monitoring, and the FAST. In addition to the ongoing progress monitoring, teachers will participate in data chats with administration and instructional coaches to provide next steps for instruction.

### **Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Brown, Nicholas, [nicholas.brown@browardschools.com](mailto:nicholas.brown@browardschools.com)

## **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 evidence-based programs that will be implemented to achieve the desired measurable outcomes are Benchmark Advance Interventions, SIPPS, and Wordly Wise. These evidence-based programs range from moderate to strong, and are aligned to the district’s K-12 reading plan. In addition, the programs are aligned to the ELA BEST standards. The evidence-based practices to achieve the measurable outcomes are benchmark aligned planning and implementation of lessons, questioning to check for understanding, student discourse and collaboration.

### **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 evidence-based programs have been selected to target the areas of focus which are foundational skills (phonemic/phonological awareness and phonics), comprehension, and vocabulary. The evidence-based practices/programs have a proven record of effectiveness for our targeted population of scholars.

### 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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Resource teachers as well as classroom teachers will administer the Core Phonics Survey in grades 2-5 to students lacking strong foundational skills to determine the areas of deficiency. The data will be analyzed by the literacy leadership team and teachers to determine the appropriate interventions. Administration, literacy coach and resource teacher will model lessons and observe teachers to provide immediate feedback. Ongoing progress monitoring will be administered every three weeks to determine if the desired outcomes are being met.

Huggins-Anderson, Easter,  
easter.huggins@browardschools.com

Teachers in grades K-5 will be provided professional learning in the Science of Reading and intervention-based programs to ensure fidelity of implementation. The Literacy Leadership Team (LLT) will implement a professional development to practice model, where teachers will be observed, provided feedback, and given support (if needed). The support will consist of coaching cycles to ensure fidelity of implementation is evident.

Brown, Nicholas,  
nicholas.brown@browardschools.com

Grade level teams will have common planning time during the day to work alongside the literacy coach, District instructional facilitators, and administration. These planning sessions will review BEST standards, Benchmark Advance mini-lessons, and analyze data from unit assessments. In addition, the planning sessions will focus on small group instruction and the intervention block to ensure the scholars' needs are being met. Teachers with higher achievement levels will share best practices to promote collaboration and collegiality amongst their teams.

Huggins-Anderson, Easter,  
easter.huggins@browardschools.com

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

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

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

The School Improvement Plan (SIP) will be disseminated through our school website, the front office, and during our monthly School Advisory Council (SAC) meetings to ensure all stakeholders are informed. The UniSig budget will be communicated to parents during our initial SAC Meeting. Our plan to share the progress of our SIP is through our monthly SAC meetings. During our monthly meetings, the information disseminated will be translated in our stakeholders home language to ensure the information is understood.

School's Webpage: <https://www.browardschools.com/castlehill>

**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))

Castle Hill Elementary will involve parents in an organized, ongoing, and timely manner, in the planning review, and improvement of Title I programs including involvement in the decisions regarding how funds or parental involvement will be used. School Advisory Council (SAC) and School Advisory Forum (SAF) meeting will be held monthly to review and revise the School Improvement Plan (SIP). Parents and guardians will be encouraged to give feedback during the meetings and on surveys. Meeting times will vary to accommodate parents and to increase parental involvement. Parents will be informed on their child's progress through teacher-parent conferences, quarterly interim reports and report cards, and progress monitoring reports (FAST and STAR).

School's Webpage: <https://www.browardschools.com/castlehill>

**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)**

Castle Hill Elementary plans to achieve at least 41% proficiency in grades 3-5 on the FAST (English Language Arts and Mathematics) and the Statewide Science Assessment. In addition, the ESE and ELL subgroups will increase at least 4% in proficiency on the FAST PM3. These goals will be met by strengthening our academic program through high-quality Tier I instruction, common planning amongst the grade level teams with an instructional coach present to lead the sessions, classroom walkthroughs to enhance teacher instructional practices, and coaching cycles based on classroom walkthrough data. Also, assessment data will be analyzed to inform instruction and target learners in need of remediation or enrichment. Scholars that scored at/above or levels 3-5 on progress monitoring (FAST/STAR) will be placed together in order to accelerate the curriculum.

**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))**

Castle Hill Elementary will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home through various parent nights. For example, four parent nights occur annually (Literacy, Math, Science and STEAM Nights) where parents are taught strategies to assist their child at home, which will strengthen the school to home connection.

**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))**

Castle Hill Elementary has a full-time school counselor as well as a social worker to provide support for students as well as parents. Students meet with the counselor frequently to discuss concerns that may be occurring at school or at home. Also, the school counselor conducts classroom lessons on bullying, appropriate vs. inappropriate words, and character education. Our social worker with the help of the classroom teacher, and school counselor identifies students in need of outside services such as counseling and mentorship. The social worker also provides support to families by assisting with housing, school uniforms, transportation, and items from the food bank. These combined services and support improve our students' skills in and outside the academic subject areas.

**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).**

Castle Hill Elementary will implement a Tier 1 school-wide positive behavior plan that will address behavioral concerns for all scholars. The plan will include school-wide rules and expectations for all students, followed by lesson plans that teachers will implement based on the rules and expectations. Tier 2 and 3 behavior concerns will be addressed during the MTSS meetings with individual students, and the social worker will continue to provide parents the option to seek support through outside agencies. In addition, individual student attendance concerns will be addressed by our social worker with the parents to avoid future BTIP issues.

**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))**

Teachers, and support staff participate regularly in Professional Learning Communities (PLCs) to analyze assessment data to inform instruction, planning lessons that are benchmark and task aligned, and sharing best practices. Also, teachers and paraprofessionals attend professional learnings in various subject areas through the district to improve their instructional practices, and implementation of newly learned strategies or concepts is monitored through classroom walkthroughs. We recruit and retain effective teachers by providing support and professional learnings in areas of need. The support for teachers is continued after the professional learning to ensure effective implementation of new learning, which will ultimately increase student achievement.

**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))**

The students in our Pre-K ESE and Head Start classes participate in a similar school day as our K-5 students, which helps with the transition to elementary. Also, our school hosts a Kindergarten Round-up, where local preschool parents are invited to learn vital information for starting Kindergarten and rules/procedures in an elementary school setting.

## 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: Benchmark-aligned Instruction				\$264,432.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	1461 - Castle Hill Elementary School	UniSIG		\$23,210.00
			<i>Notes: Curriculum Associates Purchase instructional materials and resources from Curriculum Associates to support reading, math and science Tier 1 instruction and interventions in grades K-5. - iReady Magnetic Foundational Student Book (Grades K-2) 300 x \$21.25 = \$6,375 - iReady Magnetic Reading Florida Student Books (Grades 3-5) 300 x \$12.75 = \$3,825 - Ready Florida BEST Math Instruction + PPS Student Books (Grades K-2) 300 x \$17.85 = \$5,355 - Ready Florida BEST Math Instruction + PPS Student Books (Grades 3-5) 300 x \$17.85 = \$5,355 - Ready Florida BEST Math Instruction Teacher Books (Grades K-2) 15 X \$25.50 = \$382.50 - Shipping @ \$1,916.34</i>			
	5100	369	1461 - Castle Hill Elementary School	UniSIG		\$6,936.00
			<i>Notes: Curriculum Associates iReady Teacher Toolbox Purchase i-Ready Teacher Toolbox (501-800 licenses) as well as the assessment suite to progress monitor ELA and Math instruction in grades K-5. The assessments will be given in the general education classroom, teachers along with the leadership team will analyze the results and provide next steps for reteach, remediation or enrichment. Purchase i-Ready ELA from Curriculum Associates to provide our K-5 scholars with additional support with ELA instruction through personalized lessons and online assessments aligned to B.E.S.T. Site License term date will not extend pass July 31, 2024. - i-Ready Teacher Toolbox \$6,936</i>			
	6400	130	1461 - Castle Hill Elementary School	UniSIG		\$6,000.00
			<i>Notes: Math Coach - Tiered Teacher Support Math proficiency is currently at a 14% decline compared to pre-covid performance. Castle Hill is requesting a stipend for 1 site-based math coach to engage in collaborative planning, data analysis and daily peer teaching with new and struggling math teachers. The site-based coach will work with a total of four teachers. One teacher is a brand-new teacher; three of these teachers are new to the district, coming in from other assigned contents last year. The goal is to use this content expert level of daily support and intervention to improve teacher pedagogical practices and increased small group intervention support to tier 1 and tier 2 learners in the general math classroom. This tiered teacher intervention will occur during the tiered teachers' and coach's planning periods and after school. The coach will receive \$6,000 for completion of the year of support. \$6,000/teacher is the District's standard rate for teachers who have a daily schedule working with students during their planning hour. - Request stipend for 1 site-based content expert teacher: 1 teacher x \$6,000 = \$6,000</i>			
	6400	130	1461 - Castle Hill Elementary School	UniSIG		\$6,000.00
			<i>Notes: Literacy Coach - Tiered Teacher Support ELA proficiency is currently at a 1% decline compared to pre-Covid performance and remains below the federal. Castle Hill is requesting a stipend for one site-based Literacy Coach to engage in collaborative planning, data analysis and daily peer teaching with new and struggling reading teachers. The site-based coach will work with a total of four teachers. Three teachers are brand-new and one teacher is new to the district, coming in from other assigned contents last year. The goal is to use this content expert level of daily support and intervention to improve</i>			

			<p><i>teacher pedagogical practices and increase small group intervention support to tier 1 and tier 2 learners in the general reading classroom. This tiered teacher intervention will occur during the tiered teachers' and coach's planning periods and after school. The coach will be paid \$6,000 for completion of the year of support. \$6,000/teacher is the District's standard rate for teachers who have a daily schedule working with students during their planning hour. - Request stipend for one site-based content expert teacher: 1 teacher x \$6,000 = \$6,000</i></p>		
5100	120	1461 - Castle Hill Elementary School	UniSIG		\$31,200.00
			<p><i>Notes: Extended Learning Opportunities Provide ELO stipends to 15 teachers to teach ELA/Math/Science/ Extended Learning Opportunity for our 3rd-5th grade students with specific targets on students in our ESSA subgroups for remediation and enrichment. Instruction and materials will be selected based on data. Stipends for 15 teachers to teach ELO camps from January 2024-April 2024 (16 weeks). Stipends will be paid at \$40/hour. There will be approximately 150 students for a 10:1 teacher ratio. - ELO Student Camp Time: 3 hours x 16 weeks = 48 hours - ELO Student Camp Stipends: 15 teachers x 48 hours x \$40 stipend = \$28,800 - ELO Planning Time: 1 hour/month x 4 months = 4 hours - ELO Planning Stipends: 15 teachers x 4 hours x \$40 stipend = \$2,400 - Total ELO Camp Request: \$28,800 + \$2,400 = \$31,200</i></p>		
6400	330	1461 - Castle Hill Elementary School	UniSIG		\$5,712.00
			<p><i>Notes: Educational Conference: Association for Supervision and Curriculum Development (ASCD) Registration and travel fees for two teachers to attend ASCD conference to further develop their skill set with best practices in curriculum development, data analysis, social emotional learning and leadership development. This national conference is not offered within the state of Florida. Upon completion, attendees will provide professional development to teachers in grades K-5 to strengthen their pedagogical skills in curriculum development. The leadership team will monitor the implementation of the content presented and provide next steps for implementation. Association for Supervision and Curriculum Development (ASCD) in Washington, DC March 22 - March 25, 2023: Two teachers. - Registration: \$800 x 2 people = \$1,600 - Hotel: \$350/night (incl. taxes and fees) x 4 nights x 2 rooms = \$2,800 - Transportation/Airfare: \$500 x 2 people = \$1,000 - Food: \$39.00/day x 4 days x 2 people = \$312</i></p>		
5100	643	1461 - Castle Hill Elementary School	UniSIG		\$8,805.00
			<p><i>Notes: Technology - CDW-Government Purchase three Promethean Activ Panels to provide teachers the ability to enhance instructional practices, online testing procedures and increase student engagement, which will ultimately increase student achievement. The boards will be distributed 1 board for 5th grade and 2 boards for 2nd grade. - 3 Promethean Activ Panel 9 75' LED-backlit LCD Display (Grades K-5) @ \$2,560 x 3 = \$7,680 - 3 Promethean Mobile Stand (Grades K-5) @ \$375 x 3 = \$1,125</i></p>		
5100	510	1461 - Castle Hill Elementary School	UniSIG		\$31,405.00
			<p><i>Notes: Educational Development Associates The Acaletics materials will be utilized for whole group during the math block with K-5 scholars or during extended learning opportunities camp for our K-5 scholars as a way to strengthen their math skills. - Pre/Post Assessment (Grades K-5) @ \$9.95 x 669 = \$6,656.65 - Quik Pik BK 1 (Grades K-5) @ \$8.95 x 669 = \$5,987.55 - Quik Pik BK 2 (Grades K-5) @ \$8.95 x 669 = \$5,987.55 - Quik Pik BK 3 (Grades 1-5) @ \$8.95 x 554 = \$4,958.30 - Quik Pik BK 4 (Grades 1-5) @ \$8.95 x 554 = \$4,958.30 - Shipping \$2,854.83</i></p>		
5100	510	1461 - Castle Hill Elementary School	UniSIG		\$13,162.00
			<p><i>Notes: Lakeshore Learning The Lakeshore Learning materials will be utilized with scholars in grades K-5 in a small group setting or during literacy centers to strengthen their foundational skills in the areas of phonics and phonemic awareness as well as to meet the academic needs of our ELL and ESE students. The following items will be purchased from Lakeshore Learning: - Number Bots - Alpha Bots - Story Sequencing Cards Set - Positional Words Resource Box - Early Language Activity Boxes - Lakeshore Storytelling Kit 1 - Fill A Bucket Storytelling Kit - Social-Emotional Match-Ups Complete Set - Fill A Bucket Hard Cover Book - Gel-Beads Emotion Friends - The Rainbow Fish Hard Cover Book - Classic Board Book Story Collection - Touch-Feel Discovery Books - Dot-Learn Alphabet Journal - Dot-Learn Counting Journal - Regular Dot Art painters - Letter Crayons Word Building Center - 3-Letter Word Building Puzzles - Touch &amp; Read Phonics Word</i></p>		

			<p><i>Match - Complete Set - Fishing for Sight Words Set - Tower of Sight Words Games Set - Building Fluency Card Bank - Circle Time Learning Center - Road to Reading Activity Center - Storyteller Writing Box - Squeeze Scoop Count Ice Cream Shop - Peg Number Boards - Numbers Counting Math Tin - Magnetic Math Activity Tins - Pattern Blocks Design Cards - Wooden Abacus - Linking Cubes - Lakeshore Measurement Centers - Telling Time Teaching Clock - Giant Sand Timers – Complete Set - Student Gear Clocks – Set of 6 - Comfy Corner Listening Center - My First Informational Text Read Alongs - Favorite Picture Book Read Alongs, Sets 1-3 - Informational Text Read Alongs - Multicultural Stories Paperback Library - Phonics Skill Building Books – Complete Set - English Alphabet Teaching Tubs - Count Up Count Down Digital Timer - Giant Classroom Timer - Magnetic Tub O Letters - Draw and Write Journal - Instant Learning Cart (Grades 3-5) - Student Compass - Light Table Manipulatives Center - Light Table Math Counting Tray - Trace Write Alphabet Center</i></p>		
	6400	120	1461 - Castle Hill Elementary School	UniSIG	\$12,800.00
			<p><i>Notes: Professional Development/Training Stipends Provide 20 teachers in grades K-5 with professional development in the areas of ELA, Math and Science to further develop their skill set and increase student achievement. The team that attends the ASCD conference will provide professional development to teachers in grades K-5 to strengthen their pedagogical skills in Leadership and other subject areas. Stipends will be paid at \$40/hour. - Training Stipends: 20 K-5th grade teachers for 4 days, 4 hours/day - Training Stipends: 20 teachers x 4 days x 4 hours x \$40/hour = \$12,800</i></p>		
	5100	510	1461 - Castle Hill Elementary School	UniSIG	\$11,320.00
			<p><i>Notes: Hand2Mind Purchase Hand2Mind materials for K-5 scholars to have hands-on learning during whole and small group lessons. - (4) Balance Math - (250) Base Ten Place Value Frame - (15) Place Value Chips, 8 Values 1.25 (Set/200) - (15) Wooden Geosolids Classroom Kit - (15) RLTLN Geosolids Basics Kit - (15) Place Value Cards, 1-1000 (S/40) - (10) Bear Counters Classroom Basic Kit - (10) Place Value Disks, Mag Foam, 2" (Set/200) - (10) Counters, Mini Dinos (Set/108) - (10) Money, Magnetic, 2-SD (Set/56) - (10) Magnetic, Giant Number Bonds - (5) Boards, Dry Erase, XY Grid 9x12 (PK/10) - (6) Anglegs Without Cards (Set/72) - (10) Numberline Clock Class Set</i></p>		
	5100	330	1461 - Castle Hill Elementary School	UniSIG	\$2,245.00
			<p><i>Notes: Student Fieldtrip to attend Educational Experiences - Frost Museum of Science The FROST Museum has activities that are aligned to the Florida Reading Standards as well as NGSS. The teachers are provided with pre-lessons as well as post-school activities for students to complete at school. Students will have the opportunity to jump into an astrophysicist's shoes as they study how light's properties and behavior are applied to astronomy and human space exploration. Students will experiment using tools like color filters, diffraction gratings and colorful spectrum gas tubes to note how gases (especially the ones we as humans need) emit light and have their own unique light pattern, or "fingerprint." Practicing the principles they've learned, they will then decide whether to pursue space exploration to different case planets by analyzing their light spectrums. Attending educational experiences will allow students to have the opportunity to make real life connections between several Science and Math concepts addressed in class. The experiences combine educational standards with with real-world critical thinking. - (150) 3rd-5th grades students for Frost Museum @ \$14.95 = \$2,242.50</i></p>		
	5100	510	1461 - Castle Hill Elementary School	UniSIG	\$3,044.50
			<p><i>Notes: Classroom/Office Supplies: These items will be used to enhance classroom instruction during whole and small group. Post It Self Stick – Primary Wall Pads @ \$44.99 - 8 x \$44.99 = \$359.92 Dry Erase White Board @6.99 100 x 6.99=699 Pencils @ \$15.99 21 x 15.99=335.79 Beginner Pencils @ 7.99 11 x 7.99=87.89 Composition Books @ 12x 54.49=653.88 Pocket Folders @ \$7.99 50 x 7.99=399.50 Dry Erase Markers (Fine) @36.99 9 x 36.99=332.91 Laminating Pouches 54.99 2 x 54.99=109.98 Gel G2 Roller Pens@9.19 5x 9.19=45.95</i></p>		
	5100	510	1461 - Castle Hill Elementary School	UniSIG	\$14,400.00
			<p><i>Notes: Rally Education Purchase instructional materials and resources from Rally Education to support reading, math and science Tier 1 instruction and interventions. - FL BEST ELA Rehearsal 100 pack (Grades 3-5) 3 x \$1,639 = \$4,917 - FL BEST ELA Rehearsal 25 pack (Grades 3) 1 x \$429 = \$429 - FL BEST Math Rehearsal 100 pack</i></p>		

			<i>(Grades 3-5) 3 x \$1,639 = \$4,917 - FL BEST Math Rehearsal 25 pack (Grades 3) 1 x \$429 = \$429 - Understanding Science Words Level B (Grade 2) 1 x \$799 = \$799 - Understanding Science Words Level D (Grade 4) 1 x \$799 = \$799 - Understanding Science Words Level E (Grade 5) 1 x \$799 = \$799 - Shipping \$1,308.90</i>		
6400	510		1461 - Castle Hill Elementary School	UniSIG	\$2,635.00
			<i>Notes: University of Florida Literacy Institute (UFLI) Foundations Purchase instructional materials and resources from UFLI Foundations to support reading, math and science Tier 1 instruction and interventions. The University of Florida Literacy Institute (UFLI – pronounced “you fly”) is an ongoing effort by UF faculty and students to improve literacy outcomes for struggling students by addressing two key areas: reader development and teacher development. - UFLI Foundations Teacher Manuals @ \$70 x 35 = \$2,450 - Shipping \$183.75</i>		
5100	510		1461 - Castle Hill Elementary School	UniSIG	\$13,760.00
			<i>Notes: Mastery Education Purchase instructional materials and resources from Mastery Education to support reading, math and science Tier 1 Instruction and interventions for students in grades 3-5. - Measuring Up BEST ELA (Grade 3) @ \$331.95 x 6 = \$1,991.70 - Measuring Up BEST ELA Grade 4) @ \$331.95 x 5 = \$1,659.75 - Measuring Up BEST ELA (Grade 5) @ \$331.95 x 5 = \$1,659.75 - Measuring Up BEST Math (Grade 3) @ \$331.95 x 6 = \$1,991.70 - Measuring Up BEST Math Grade 4) @ \$331.95 x 5 = \$1,659.75 - Measuring Up BEST Math (Grade 5) @ \$331.95 x 5 = \$1,659.75 - Measuring Up Science (Grade 5) @ \$331.95 x 5 = \$1,659.75 - Shipping \$1,473.86</i>		
6400	220		1461 - Castle Hill Elementary School	UniSIG	\$516.00
			<i>Notes: FICA (Social Security): Math Coach - Tiered Teacher Support</i>		
6400	220		1461 - Castle Hill Elementary School	UniSIG	\$516.00
			<i>Notes: FICA (Social Security): Literacy Coach - Tiered Teacher Support</i>		
6400	240		1461 - Castle Hill Elementary School	UniSIG	\$72.00
			<i>Notes: Workers Compensation: Math Coach - Tiered Teacher Support</i>		
6400	240		1461 - Castle Hill Elementary School	UniSIG	\$72.00
			<i>Notes: Workers Compensation: Literacy Coach - Tiered Teacher Support</i>		
6400	250		1461 - Castle Hill Elementary School	UniSIG	\$12.00
			<i>Notes: Unemployment: Math Coach - Tiered Teacher Support</i>		
6400	250		1461 - Castle Hill Elementary School	UniSIG	\$12.00
			<i>Notes: Unemployment: Literacy Coach - Tiered Teacher Support</i>		
5100	220		1461 - Castle Hill Elementary School	UniSIG	\$2,662.00
			<i>Notes: FICA (Social Security): Extended Learning Opportunities</i>		
5100	240		1461 - Castle Hill Elementary School	UniSIG	\$385.00
			<i>Notes: Workers Compensation: Extended Learning Opportunities</i>		
5100	250		1461 - Castle Hill Elementary School	UniSIG	\$73.00
			<i>Notes: Unemployment: Extended Learning Opportunities</i>		



	7730	330	1461 - Castle Hill Elementary School	UniSIG		\$5,712.00
			<p><i>Notes: Educational Conference: Association for Supervision and Curriculum Development (ASCD) Registration and travel fees for two leadership team members to attend ASCD conference to further develop their skill set with best practices in curriculum development, data analysis, social emotional learning and leadership development. This national conference is not offered within the state of Florida. Upon completion, attendees will provide professional development to teachers in grades K-5 to strengthen their pedagogical skills in curriculum development. The leadership team will monitor the implementation of the content presented and provide next steps for implementation. Association for Supervision and Curriculum Development (ASCD) in Washington, DC March 22 - March 25, 2023: Two Administrators. - Registration: \$800 x 2 people = \$1,600 - Hotel: \$350/night (incl. taxes and fees) x 4 nights x 2 rooms = \$2,800 - Transportation/Airfare: \$500 x 2 people = \$1,000 - Food: \$39.00/day x 4 days x 2 people = \$312</i></p>			
	6400	644	1461 - Castle Hill Elementary School	UniSIG		\$6,225.00
			<p><i>Notes: Technology-Lenovo Purchase Lenovo Laptops to provide teachers the ability to enhance instructional practices, online testing procedures and increase student engagement, which will ultimately increase student achievement. - ThinkPad L13 Clam G3, Intel Core i5-1235U (K-5 Teachers) @ \$614 x 10 = \$6,140 - Delivery and deployment @ \$8.50 x 10 = \$85.00</i></p>			
	5100	644	1461 - Castle Hill Elementary School	UniSIG		\$7,360.00
			<p><i>Notes: Technology- CCS Presentation Systems Purchase ten Epson Classroom Projectors and Epson Document Cameras to provide teachers the ability to enhance instructional practices, online testing procedures and increase student engagement, which will ultimately increase student achievement. - Epson V11HA03020 PowerLite 118 Projector, XGA 3800 Lumens (Grades K-5) @ \$465.52 10 = \$4,655.20 - Recordex Simplicity Cam SC13ZAF Document camera (Grades K-5) @ \$270.00 x 10 = \$2,700</i></p>			
	5100	519	1461 - Castle Hill Elementary School	UniSIG		\$3,110.00
			<p><i>Notes: Technology-Smileys Audio Visual Inc Purchase headphones to provide teachers the ability to enhance instructional practices, online testing procedures and increase student engagement, which will ultimately increase student achievement. - Hamilton Buhl ST1BK-50 -50 Pack of Smart-Trek Deluxe Stereo Headphones @ \$523.60 x 5 = \$2,618 - Cables to Go HDMI Cable with Ethernet @ \$12.22 x 40 = \$488.80</i></p>			
	6400	220	1461 - Castle Hill Elementary School	UniSIG		\$1,108.00
			<p><i>Notes: FICA (Social Security): Professional Development/Training Stipends</i></p>			
	6400	240	1461 - Castle Hill Elementary School	UniSIG		\$164.00
			<p><i>Notes: Workers Compensation: Professional Development/Training Stipends</i></p>			
	6400	250	1461 - Castle Hill Elementary School	UniSIG		\$28.00
			<p><i>Notes: Unemployment: Professional Development/Training Stipends</i></p>			
	5100	330	1461 - Castle Hill Elementary School	UniSIG		\$5,700.00
			<p><i>Notes: Student Fieldtrip to attend Educational Experiences - Xtreme Action Park By attending Xtreme Action Park students will have the opportunity to make real life connections between several concepts addressed in class. This experience will provide them with a full understanding that the speed at which they skate is based upon inertia. They will be able determine how each skater accelerates by leaning forward so they exert a strong force on the lower part of their bodies, which gives them more momentum. In comparison to decelerating or stopping, skaters must exert more pressure on to the rink while turning their foot slightly downwards to increase the friction against the ice. In addition, the students will gain knowledge on how infrared lights emit light as beams while participating in laser tag. They will learn that the light from the laser serves as a an</i></p>			

			<i>extremely thin and straight flashlight light while the vest absorbs the lights rays. - (150) 3rd-5th grade students for Xtreme Action Park @ \$38.00 = \$5,700</i>		
5100	510	1461 - Castle Hill Elementary School	UniSIG		\$1,155.00
			<i>Notes: J&amp;J Educational Boot Camp Purchase instructional materials and resources from J&amp;J Educational Boot Camp to support 4th grade science instruction. - Science Bootcamp Speed Bag (Grade 4) @ \$350/ea x 3 = \$1,050 - Shipping \$105</i>		
5100	510	1461 - Castle Hill Elementary School	UniSIG		\$4,915.00
			<i>Notes: AKJ Education Purchase instructional materials from AKJ Education to support reading, math and science Tier 1 Instruction and interventions in grades K-5. - FL BEST Complex Texts Kindergarten @ \$130.57 x 5 = \$652.85 - FL BEST Complex Texts First @ \$177.21 x 5 = \$886.05 - FL BEST Complex Texts Second @ \$129.84 x 5 = \$649.20 - FL BEST Complex Texts Third @ \$187.33 x 5 = \$936.65 - FL BEST Complex Texts Fourth @ \$170.64 x 4 = \$682.56 - FL BEST Complex Texts Fifth \$164.59 x 4 = \$658.36 - Shipping \$446.57</i>		
5100	330	1461 - Castle Hill Elementary School	UniSIG		\$18,530.00
			<i>Notes: Student Fieldtrip to attend Educational Experiences - Islands of Adventure The Island of Adventure Classroom in Motion program combines national and state education standards with real-world critical thinking to transform the attractions into creative learning environments, with extraordinary education opportunities in Science, Technology, Engineering, the Art and Mathematics (STEAM). While participating in these programs, students will connect what they are learning in their classrooms to careers in STEAM-related fields. Teachers will receive a toolkit prior to attending that includes lesson plans with learning goals and objectives, a slideshow presentation to introduce or review program concepts and pre-visit learning activities. Attending educational experiences will allow students to have the opportunity to make real life connections between several Science and Math concepts addressed in class. The experiences combine educational standards with with real-world critical thinking. - (85) 5th grade students to Islands of Adventure, Classroom in Motion @ \$218 = \$18,530</i>		
5100	510	1461 - Castle Hill Elementary School	UniSIG		\$4,971.00
			<i>Notes: Rally Education Purchase instructional materials and resources from Rally Education to support reading, math and science Tier 1 Instruction and interventions for students in 3rd-5th grade. - (3) Math Skills and Strategies Level 3 (Grade 3) @ \$499 = \$1,497 - (3) Math Skills and Strategies Level 4 (Grade 4) @ \$499 = \$1,497 - (3) Math Skills and Strategies Level 5 (Grade 5) @ \$499 = \$1,497 - Shipping \$479.04</i>		
7800	360	1461 - Castle Hill Elementary School	UniSIG		\$4,500.00
			<i>Notes: Student Fieldtrips to attend Educational Experiences - Transportation - (150) 3rd-5th grade students for Xtreme Action Park Transportation @ \$550/bus - (150) 3rd-5th grade students for Frost Museum Transportation @ \$550/bus</i>		
6300	160	1461 - Castle Hill Elementary School	UniSIG		\$1,100.00
			<i>Notes: School Support - Provide supplemental oversight and direct support to designated UniSIG school to ensure proper FLDOE, UniSIG and/or District policies and procedures are being adhered to and implemented.</i>		
5100	644	1461 - Castle Hill Elementary School	UniSIG		\$2,900.00
			<i>Notes: Classroom Printers Purchase printers to be used by classroom teachers to print out standards-based activities and students will use these printers to print out assignments and typed essays. The printers will be distributed to teachers as needed in grades K-5. - (5) Lexmark MS531dw Monochrome Laser Printer @ \$579.53</i>		
2	III.B.	<b>Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups</b>			<b>\$0.00</b>
3	III.B.	<b>Area of Focus: Positive Culture and Environment: Other</b>			<b>\$0.00</b>

	<b>Total:</b> <b>\$264,432.50</b>
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**Budget Approval**

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

No