Manatee County Public Schools

Marjorie G. Kinnan Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Marjorie G. Kinnan Elementary School

3415 TALLEVAST RD, Sarasota, FL 34243

https://www.manateeschools.net/manatee

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.

Our mission at Kinnan is to foster success for all children, their families and the community by encouraging high academic standards in a positive, safe environment through hard work, personal responsibility, respect for others, honesty and cooperation.

Provide the school's vision statement.

Our vision is to improve academic achievement while helping to develop and support the whole child so that students mature into responsible citizens and life-long learners.

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
Porco, Melissa	Principal	To ensure the safety and security of the campus while providing a highly effective instructional learning environment for students and staff. Duties include: * Develop a climate of trust and mutual respect across the school community. * Ensure the school community works together to continually improve teaching and learning. * Engage the school community in using data to develop teaching and learning goals that align with the mission and vision of the school and promote academic success for every student. * Collaborate with the school community to develop improvement plans that achieve teaching and learning goals and adapt plans as needed. * Plan professional development and provide other resources (e.g. coaching) to support school wide implementation of effective instructional practices. * Engage staff in conversations about student learning data and ways to use data to improve instructional practices and organizational structures that improve student learning. * In conjunction with the Instructional Leadership Team, create, revise, and implement policies and procedures to build staff capacity and to support the continuous improvement of teaching and learning. * In conjunction with the Instructional Leadership Team, implement and monitor data systems and use evidence and data to monitor teaching and learning goals. * Communicate consistently about growth, opportunities for growth, and celebrate successes related to teaching and learning.
Campbell, Beth	Assistant Principal	As the Assistant Principal, Ms. Campbell plays a key role in the leadership, coordination, supervision and management of the school program and operation. She assists in developing and maintaining an effective educational program consistent with State and Federal guidelines and the philosophy, policies, and goals of the School Board; meeting and conferring with students, parents, faculty and staff; maintaining records and files; preparing reports. Ms. Campbell assists with the overall administration of the school, interpreting and enforcing school and district policies and regulations. Ms. Campbell takes an active role in the collaborative development, implementation, and ongoing refinement of the school's plan for continuous improvement. She also assists in monitoring compliance with federal,

Name	Position Title	Job Duties and Responsibilities
		state, and local mandates and guidelines related to local and state testing programs and the local special education program. Ms. Campbell also works with the Instructional Leadership Team in planning and implementing a professional development/growth program for teachers and staff.
Horsting, Candance	School Counselor	Dr. Horsting is the School Counselors at Kinnan Elementary School (KES). As a school counselor, Dr. Horsting is an educator uniquely trained in child development, learning strategies, self-management, and social skills, who understands and promotes success for today's diverse students. Dr. Horsting provides education, prevention, and intervention activities, which are integrated into all aspects of children's lives. She plays an integral role in the total educational program at KES. Dr. Horsting provides a proactive program that engages students and includes leadership, advocacy and collaboration with school staff, administration and community/ family members in the delivery of programs and activities to help students achieve success. She also collaborates with teachers and parents on early identification and intervention of children's academic and social/ emotional needs, which is essential in removing barriers to learning and developing skills and behaviors critical for high academic achievement. Dr. Horsting is also the Intensive Support Team Chair and serves as a member of the Instructional Leadership Team. She plays an integral role in the development of improvement plans that achieve the school's teaching and learning goals.
Liming, Alane	Reading Coach	Mrs. Liming serves as the Reading Coach at Kinnan Elementary School (KES). In this position, Mrs. Liming works with students, teachers, and school administrators, fulfilling several roles. She works with educators to identify issues with students or curriculum, set goals, and solve problems. Mrs. Liming collaborates with educators and school administrators to develop curriculum and lesson plans. She leads and/or participates in study groups alongside staff. She supports teachers with conducting student assessments and analyzing student work. Mrs. Liming designs and leads professional development presentations across the school community. She models lessons to help educators learn. Mrs. Liming also works closely with Dr. Horsting and the MTSS team to identify and plan for students who need additional support, remediation, and intervention. Mrs. Liming

Name	Position Title	Job Duties and Responsibilities
		serves as a member of the Instructional Leadership Team and plays an integral role in the development of improvement plans that achieve the school's teaching and learning goals.
Velez, Arlene	Dean	Ms. Velez takes an active role in the development of guidelines for proper student conduct, disciplinary policies, and procedures that ensure a safe and orderly environment. She designs short-and long-range plans related to student discipline and school safety using current research, performance data, and feedback from staff, students, parents and community agencies. Ms. Velez collects, reviews, and analyzes discipline data. She implements strategies with parents, students, and teachers to facilitate student behavior change. She uses relevant student information (i.e., Individual Education Plans, Behavior Intervention Plans, etc.) as an integral part of recommendations for disciplinary action. Ms. Velez provides guidance to and instruction for teachers in the implementation of discipline policies, school safety, and provides training as needed. She also serves as the testing coordinator at Kinnan Elementary School, making sure all students are assessed based on district and state expectations and that they receive an appropriate test environment with needed accommodations. Ms. Velez is a member of the Instructional Leadership Team and serves an integral role in the development of improvement plans that achieve the school's teaching and learning goals.
	SAC Member	Mrs. Dillon acts as a School Advisory Council member according to established procedures by making suggestions and recommendations representative of the views of parents, citizens, and community organizations of the school community. She participates regularly in School Advisory Council meetings and is knowledgeable about personnel and material resources within the school and community and the school's education program. She assists in obtaining community resources to aid in the school's education program and serves as a communication link between the School Advisory Council, the community, and the school. Mrs. Dillon also participates in activities aimed at obtaining parent and community support and assistance for school related programs.

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.

With the ILT team and teachers, we read through and created the SIP Plan collaboratively and then worked with the SAC committee to ensure our goals aligned with the school needs. Much of the data used to create the SIP plan came from parent and SAC member surveys completed at the end of the 2022-2023 school year.

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

With ILT, SAC and grade level teams, we will regularly review the goals set and look at the track we are on to ensure we are working to meet or exceed the goals.

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	70%
2022-23 Economically Disadvantaged (FRL) Rate	78%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) 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: C

	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	11	25	18	15	17	23	0	0	0	109
One or more suspensions	1	3	5	1	2	7	0	0	0	19
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	0	0	0	9	22	27	0	0	0	58
Level 1 on statewide Math assessment	0	0	0	0	9	29	0	0	0	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	0	0	0	0	0	1

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	1	5	5	7	7	0	0	0	25

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	9	0	0	0	0	0	9
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	23	16	21	15	27	24	0	0	0	126
One or more suspensions	0	0	0	0	0	0	0	0	0	
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	25	40	0	0	0	0	65
Level 1 on statewide Math assessment	0	0	0	29	13	0	0	0	0	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	26	25	40	0	0	0	0	91

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	11	0	0	0	0	0	11
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	23	16	21	15	27	24	0	0	0	126
One or more suspensions	0	0	0	0	0	0	0	0	0	
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	25	40	0	0	0	0	65
Level 1 on statewide Math assessment	0	0	0	29	13	0	0	0	0	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	26	25	40	0	0	0	0	91

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

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

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Retained Students: Current Year	0	0	0	11	0	0	0	0	0	11
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*	48	51	53	55	55	56	51		
ELA Learning Gains				69			43		
ELA Lowest 25th Percentile				66			41		
Math Achievement*	54	62	59	58	50	50	62		
Math Learning Gains				66			60		
Math Lowest 25th Percentile				57			73		
Science Achievement*	40	51	54	53	65	59	41		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					52	50			
College and Career Acceleration						80			
ELP Progress	64	59	59	61			57		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	256
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	485
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	42			
AMI				
ASN	85			
BLK	48			
HSP	46			
MUL	50			
PAC				
WHT	50			

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%
FRL	48			

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	50			
ELL	53			
AMI				
ASN	93			
BLK	63			
HSP	56			
MUL				
PAC				
WHT	65			
FRL	59			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	48			54			40					64
SWD	48			27			27				5	45
ELL	30			44			39				5	64
AMI												
ASN	80			90							2	
BLK	52			43							2	
HSP	40			46			39				5	64
MUL	54			46							2	

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
PAC												
WHT	50			63			33				4	
FRL	43			51			34				5	65

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	55	69	66	58	66	57	53					61
SWD	35	60	63	38	56	60	33					55
ELL	39	61	54	45	64	67	29					61
AMI												
ASN	86			100								
BLK	55	67		70	60							
HSP	47	65	56	49	68	57	46					59
MUL												
PAC												
WHT	61	71	77	60	65	60	62					
FRL	49	69	70	50	66	64	47					59

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	51	43	41	62	60	73	41					57
SWD	23	25		43	47		12					52
ELL	39	41	50	49	55	75	24					57
AMI												
ASN	81			88			40					92
BLK	42			65								
HSP	47	43	42	53	54	77	31					51
MUL												
PAC												
WHT	57	46		72	73		67					
FRL	47	30	21	57	54	65	29					55

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	47%	53%	-6%	54%	-7%
04	2023 - Spring	59%	54%	5%	58%	1%
03	2023 - Spring	46%	47%	-1%	50%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	40%	62%	-22%	59%	-19%
04	2023 - Spring	54%	64%	-10%	61%	-7%
05	2023 - Spring	71%	61%	10%	55%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	49%	-14%	51%	-16%

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.

2022-2023 FAST data showed a decrease in both English Language Arts (ELA) and Math proficiency by 2% overall in both areas. In ELA 3rd and 4th grade both increased by 5% and 5th grade decreased by 20%. In Math, 3rd grade proficiency increased by 4%, 5th grade increased by 2% and 4th grade decreased by 16%. One point of celebration is that our ELL students increased their overall ELA proficiency by 2%.
This was a school year of much change for Kinnan Elementary, from leadership to curriculum, testing platforms, and standards. All of these may have been contributing factors to decreases experienced this school year in our proficiency.

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

2022-2023 data shows us that Science scores had the greatest decline, going down 13%. This was the first year of FAST testing and throughout the year, students were able to have all day to complete their assessment, but the Science assessment remained a timed test, which students were not used to working in the parameters of. Since our 5th grade ELA scores also decreased greatly, it seems the reading strategies and comprehension of our 5th graders need to be strengthened in order to be prepared for both of these assessments.

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.

In ELA our 5th grade was 7% below the state average. In Math, 3rd grade was 19% below the state average, and 5th grade was 16% above the state average.

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

Both 3rd & 4th grade ELA increased by 5% since the previous year. Some factors that may have supported this increase are collaborative planning with district instructional specialists and implementing repeated readings in 3rd grade to help with fluency and comprehension.

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

This year we are really going to focus on supporting our students who have attendance concerns and working to decrease their absences in order to make sure they are receiving consistent instruction. We will also be targeting the students who have more than one risk flag so we can provide them additional support and interventions to ensure they are making progress.

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

This year we will be focused on strengthening tier 1 instruction in order to increase proficiency in both reading and math. We will be working to implement a "walk to learn" model for our tier 2 and tier 3 instruction so our teachers and support staff can focus on students who need certain interventions and support. We will also be closely monitoring our attendance data so we can implement tier 2/3 interventions as needed.

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.

Students with disabilities were an under-performing subgroup on state assessments and progress monitoring assessments. School improvement efforts will focus on providing access and quality inclusive education at all levels for children with special needs in education. A high quality of inclusive education leads to enhanced learning and the participation of all students with special educational needs in all aspects and areas of society at large.

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

By June 2024, the Federal Index for Students with Disabilities will be 50% as measured by state assessments.

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

The following district and state assessments will be used to monitor the growth of our students with disabilities throughout the school year.
* K–Grade 2* FAST Star Assessments: Early Literacy, Reading & Mathematics
* Grades 3–10 FAST ELA Reading & Grades 3–8 FAST Mathematics
* Grade 5 Statewide Science Assessment
* District Writing Assessments

Person responsible for monitoring outcome:

Melissa Porco (porcom@manateeschools.net)

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

We will support and improve the quality of inclusive education by strengthening school policies, culture, and practices. Collaborative structures will be implemented to ensure that teachers and specialists have the time and space to work together to support students. Recurring general and special education teacher and service provider meetings will be scheduled. Students with disabilities will be educated in content-rich, general education settings to the greatest extent possible. We will ensure that all teachers and staff are trained and receive the necessary support to perform in inclusive learning environments, through collaboration, interaction, and problem solving. Currently, students with disabilities (SWD) are performing below the Federal Index at KES. In order to improve the achievement of students with disabilities, children with special educational needs will be included in the developmental/educational activities alongside their peers with mechanisms to improve access and equity.

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

Inclusive scheduling is a process that was used to develop a school-wide master schedule that includes support for students in inclusive classrooms and other general education settings. Inclusive scheduling involves the scheduling team's development of a master schedule driven by the following:
* Increased time in the least restrictive environment (LRE) for SWD,

* Level and intensity of support for students to be successful in the LRE,
* Consideration of instructional supports for students without disabilities,
* In-class exceptional student education (ESE) service delivery models,
* Expectations that all students will make adequate yearly progress, based on the
general education standards and curriculum, and
* Ongoing, collaborative planning time among education professionals.

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.

Step 1: Inclusive Scheduling
Step 1:
Administration, exceptional education staff, and instructional leadership
team members developed a master schedule that facilitates an inclusive delivery model so that students
with disabilities are not missing out on key instruction in their classrooms.

Person Responsible: Melissa Porco (porcom@manateeschools.net)

By When: On-going through the year.

Step 2:
Targeted After School Tutoring through the Bright Minds Program.
Identified ESE students in grades 3-5 will receive 90 minutes of additional support in both math and ELA
from mid-October through April.

Person Responsible: Melissa Porco (porcom@manateeschools.net)

By When: On-going through April.

Step 3: Collaborative Planning & Professional Development
Teams will be meeting regularly for tier 1 professional development based on grade-level needs and to be
able to collaboratively plan regularly, along with the ESE resource teachers. Decisions on how to best
support students with disabilities will be discussed, reviewed and evaluated regularly.

Person Responsible: Melissa Porco (porcom@manateeschools.net)

By When: On-going through the year.

Step 4: Monitoring
Administration will monitor and evaluate the inclusive education delivery model to ensure that students are
achieving at high levels and segregation is not happening either formally or informally.

Person Responsible: Melissa Porco (porcom@manateeschools.net)

By When: On-going through the year.

#2. Instructional Practice specifically relating to Collaborative Planning

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.

Establish collaborative teams and structures that will enable educators to work together productively, regularly. This will involve adopting an improvement process, building a strong system of teams that communicate
efficiently, and protecting time throughout the year for these teams to work. It also includes clarifying expectations for effective meetings, agreeing to norms for collaborative work, and acknowledging work style preferences. As a team, we also need to be able to carefully look at and analyze data to see what progress is being made, and what changes need to take place in order to continually make progress for our students.

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

By June 2024, 60% of the students will score on-grade level or higher in ELA as
measured by Florida Assessment of Student Thinking..
By June 2024, 60% of students will score on-grade level or higher in Math as measured
by Florida Assessment of Student Thinking.
By June 2024, 55% of students will score on grade level on the Grade 5 Statewide
Science Assessment.

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

Teachers will engage in a weekly collaboration time designed to strengthen professional practice and improve student learning. This model is built on the foundational belief that the core
mission of formal education is to ensure that students learn (not simply that they are
taught). Richard DuFour's research demonstrates how this shift from a focus on
teaching to a focus on learning has a profound implication on student learning.

Person responsible for monitoring outcome:
Melissa Porco (porcom@manateeschools.net)

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

Team members will regularly review student performance data (school wide, grade level, and subgroups), their own performance, areas of current problems, instructional strategies, and techniques needing improvement. Then, together, they will identify instructional improvement goals. Teams will then follow a common growth model: Investigate best practices to increase student achievement; study, learn, and train together (relying on one another's expertise, instructional coaches, trained consultants, and video examples); begin using new practices in the classroom; and come together frequently to discuss and dissect piloted practices.
Working together to improve student achievement through a PLC will be the routine work of everyone in the school. Each team will participate in an ongoing process of
identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress.

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

The PLC model requires school staff to focus on learning rather than teaching, work collaboratively on matters related to learning, and hold themselves accountable for closing the achievement gap. This process is grounded in a cycle of continual improvement. Professional learning is more effective when it is rooted in issues related to student learning that have been identified by participants and when application of new learning is supported onsite. Effective professional learning also increases teachers' influence and their power to make decisions on important issues related to school improvement and professional learning.

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.

Step 1: Organize for Collaborative Work.
Establish collaborative teams and structures that will enable educators to work together productively. This step involves adopting an improvement process, building a strong system of teams that communicate efficiently, and protecting time throughout the year for these teams to work. It also includes clarifying expectations for effective meetings, agreeing to norms for collaborative work, and acknowledging work style preferences. Finally, it entails creating a data inventory and an inventory of all the instructional initiatives already underway at a school.

Person Responsible: Melissa Porco (porcom@manateeschools.net)

By When: On-going throught the year.

Step 2: Build Assessment Literacy.
Increase staff members' understanding and comfort with the different types of data they will be using throughout the inquiry process.
We will regualrly look at what students are expected to know or do and what that looks like at different levels. We will develop ways to have hard conversations about the data we see and what needs to be adjusted to that students continue to grow and progress.

Person Responsible: Melissa Porco (porcom@manateeschools.net)

By When: This will be on-going through the school year.

Step 3: On-going Data and Analysis
As teams we will meet regularly to talk about data we have and what patterns and trends we see. We will analyze adjustments that need to be made and focused on to ensure progress continues to be made for all students at all levels.

Person Responsible: Melissa Porco (porcom@manateeschools.net)

By When: On-going through the school year.

Step 4: Action Plan
As data is analyzed and reviewed, we will discuss action that needs to be made and adjustments that are needed in tier 1,2 or 3 instruction to make sure students and teachers continue moving forward and making progress.

Person Responsible: Melissa Porco (porcom@manateeschools.net)

By When: On-going through the school year.

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

Through the year we will develop systems and routines that strengthen culture and collaboration among our staff to ensure retention of our staff and recruitment of new staff as needed. We will work to regularly collaborate, have honest conversations about data and progress, have programs and events for team building and culture strengthening.

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

Through staff and school surveys we will be able to gauge culture and needs of our staff and will work to retain 90% of our staff in the next school year, excluding retirement.

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

We will be able to monitor the progress of our culture through mood, collaboration, and willingness of our staff to participate in events outside of the school day.

Person responsible for monitoring outcome:

Melissa Porco (porcom@manateeschools.net)

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

We will focus on improving culture through collaborative practices with our grade-level teams, staff having a voice on things happening in our school, and working to continually improve student discipline though the district CHAMPS and SPARK program on our campus.

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

Empirical studies show that teachers in schools with a positive school culture maintained highly motivated to teach, and were more likely to take their responsibility for students' learning (Lee and Louis, 2019).

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.

Step 1: Cultre Committee
A Sunshine Committee will be formed to develop monthly activities and celebrations for the staff to partake in away from their classrooms and daily school expectations.

Person Responsible: Beth Campbell (campbelb@manateeschools.net)

By When: By the end of August the committee will be formed and have had their first meeting to plan events.

Step 2:
On-going Planning and Implementation of Events will take place to make sure staff has the opportunity to come together at least monthly to relax and socialize and help build culture and community.

Person Responsible: Beth Campbell (campbelb@manateeschools.net)

By When: On-going through the school year.

Step 3: Staff Check-Ins
2 times a year we will schedule "sit down" meetings with staff to discuss how their year is going, what hurdles they are facing, how we can best support them, and what they see for their future at Kinnan.

Person Responsible: Melissa Porco (porcom@manateeschools.net)

By When: Round 1 will be completed by December 22 & the second round by May 1.

Step 4: Staff Surveys
Through the Title 1 survesy and the end of the year admin survey, staff will have the opportunity to anonymously share thier thoughts and opinions on different parts of Kinnan and us as leaders.

Person Responsible: Melissa Porco (porcom@manateeschools.net)

By When: Both surveys will be completed by mid-May.

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).

With our Instructional leadership team and SAC committee, we consider the different funding available and what our overall needs are as a school in working toward the goals set. We also consider parent and staff feedback through surveys that are completed to make sure all stakeholders are involved in deciding how additional funds are used to best support our school.

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

To help support our K-2 readers, we will be focusing on foundational skills such as phonics and phonemic awareness. Strengthening these areas will in turn allow them to be stronger decoders and be able to comprehend what they are reading.

They will also be provided ample time to read and be read to so their knowledge, vocabulary, and love of reading builds. Students must develop a wide range of knowledge about the world. This knowledge is essential to their growth as readers and thinkers. Teachers will implement evidence-based knowledge-building practices that increase comprehension of the current text and build students' knowledge base to increase

comprehension in the future.

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

Students in grades 3-5 will receive direct and explicit instruction on the ELA B.E.S.T. Standards and be provided additional opportunities for targeted small group intervention and enrichment. Explicit vocabulary instruction, summarizing, and writing across content areas are high impact strategies teachers will implement in an effort to improve student literacy achievement and close achievement gaps. We will target those students who are identified with reading significantly below grade level and provide them direct, explicit instruction to support their progress and growth in reading comprehension and achievement.

To increase student's knowledge, vocabulary, and confidence in reading, students will be read to and provided ample time to read grade-level text. Knowledge is essential to student's growth as readers and thinkers so they must develop a wide range of knowledge. Thus, teachers will implement evidence based knowledge-building practices that increase comprehension of the current text while building students' knowledge base to increase their comprehension in the future.

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, 60% of the students in grades K - 2 will demonstrate on-grade level mastery of the B.E.S.T. Standards for ELA on the FAST ELA Reading Assessment.

Grades 3-5 Measurable Outcomes

By June 2024, 60% of the students in grades 3 - 5 will demonstrate on-grade level mastery of the B.E.S.T. Standards for ELA on the FAST ELA Reading Assessment.

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.

As teams we will be meeting regularly to assess progress and analyze data to see how students are doing and continually adjust remediation groups based on how students are progressing and what supports they need.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Porco, Melissa, porcom@manateeschools.net

Evidence-based Practices/Programs

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Staff members are intentionally organized into meaningful teams. Regular time for professional learning and
collaboration are embedded into the school's routine practices and supported through the Title I budget. The ILT and district instructional support will support teams in establishing common goals aligned with the district's strategic plan, our school improvement goals, and seek to improve student literacy achievement.
Collaborative planning time will focus on the effective implementation of the B.E.S.T. Standards as well as
the effective use of new instructional materials. In addition to an effective core instructional program, we must develop a system for successfully responding when students do not learn. Structures must remain in
place to ensure timely, targeted, systematic interventions are provided to all students who demonstrate the
need. Systematic interventions will be implemented as soon as a student demonstrates a need, so all students receive the additional time and support needed to learn at high levels.

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 purpose of monitoring and implementing responsive instruction is to ensure the progression of student
learning and increase grade-level literacy proficiency. By consistently monitoring student progress toward

grade level mastery, there is a more significant opportunity to improve student growth in reading and writing.

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
In coordination with the ILT, we will develop a professional learning plan that will build the capacity of our grade-level teams and schedule to meet with them on a regular basis.	Porco, Melissa, porcom@manateeschools.net
Professional Development based on the Science of Reading, best practices and in support of our district resources will be provided regularly to enhance and support our teacher knowledge and capacity.	Porco, Melissa, porcom@manateeschools.net
A progress monitoring plan will be developed to assess the benefit and implementation of our professional development provided and follow up with any needs.	Porco, Melissa, porcom@manateeschools.net
We will continually meet to discuss and review data and effective teaching practices to adjust and change the plan as necessary.	Porco, Melissa, porcom@manateeschools.net

Title I Requirements

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

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

Title 1 and SIP information will be shared with stakeholders in a variety of ways. We will hold parent nights to share information in regard to Title 1 and our SIP plan throughout the year. We will also hold monthly SAC meetings to share information and allow stakeholders a say in different things happening in

our school. All Title 1 information and SAC meeting notes will also be shared through our school web site so information can be accessed by families and community members at any time.

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))

Relationships are the basis for all that takes place at Kinnan Elementary; teaching, learning, and prosocial development. Establishing and maintaining a positive school culture and environment is the responsibility of everyone: students, parents, school leaders, teachers, custodians, cafeteria staff, support staff, district staff, and community leaders.
The sense of community at Kinnan Elementary School (KES) is a strength of the culture. Stakeholders understand that relationships matter and work diligently to establish and sustain positive relationships across the school community. Kinnan Elementary School's 2023 – 2024 Parent and Family Engagement initiatives will be focused on establishing a partnership orientation, in which student achievement and school improvement are seen as a shared responsibility between home and school, which lead to increased student achievement.
Family engagement activities will align with school improvement goals and connect families with the teaching and learning goals for students. Building respectful and trusting relationships between home and
school is a focus of the 2023 – 2024 Kinnan Elementary School Parent and Family Engagement Policy.

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))

As teams, we will work to align our instruction based on district curriculum maps, resources, and state expectations. We will have regular collaboration as grade level teams to ensure we understand the district direction and curriculum to be taught and are all moving together to ensure students are learning and making growth while also continually analyzing data to see how students are progressing and adjust as needed.

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))

We will work collaboratively with other agencies to best support our students and families in and out of school.

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))

Our guidance counselor works closely with our families when they feel a need and is always willing to provide outside resources to better support a student or family. We also work with Centerstone to provide counseling to students identified as having a need through their family or teachers.

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))

Part of the Xello program we use for our 3rd-5th grade students helps them explore different employment opportunities and explaining what the needs for those different careers are. We also have middle schools come and do informational sessions at the end of the year to share opportunities available at the middle school level.

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).

We have implemented the district CHAMPS and SPARK program to provide clear and consistent routines and expectations school-wide that focus on the positive while helping to shape and mold appropriate school behavior.

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))

We will be working closely with the instructional specialists in our district to provide on-going collaborative planning and professional development in both ELA and Math in order to work to stay current with best practices and quality instruction.

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))

Throughout the year, our pre-K students interact with grade-level students in common areas such as the playground and cafeteria. At the end of the year, we will have transition meetings with the families of the PK students and allow the students time to visit a kindergarten classroom. We also hold an annual Kindergarten Round-Up to have families come onto campus, register for kindergarten, and interact with our kindergarten teachers in a variety of grade-level activities.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
		Total:	$0.00

Budget Approval

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

Yes