

Manatee County Public Schools

Blackburn Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	26
VI. Title I Requirements	29
VII. Budget to Support Areas of Focus	31

Blackburn Elementary School

3904 17TH ST E, Palmetto, FL 34221

<https://www.manateeschools.net/blackburn>

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Blackburn Elementary is to provide an inclusive highly-engaged environment aimed to build our learners towards success: academically, emotionally, and socially.

Provide the school's vision statement.

The vision of Blackburn Elementary is to ensure all students become resourceful, independent thinkers who set goals, challenge themselves to be problem solvers, and become positive and productive citizens. This commitment will ensure both social and academic confidence, promote risk-taking, encourage initiative, and meet the unique needs of all students.

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
Vos, Adrienne	Principal	<ol style="list-style-type: none"> 1. Manage and administer the instructional program so as to ensure all students the opportunity to learn. 2. Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities. 3. Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. 4. Oversee the administration of the testing program for the school. 5. Provide for the articulation of the school's instructional program among school personnel. 6. Oversee the selection and acquisition of instructional materials and equipment. 7. Facilitate, , coordinate, and monitor the implementation of Exceptional Student Education programs and services.
Baker, Bryan	Assistant Principal	<ol style="list-style-type: none"> 1. Assist in developing, implementing, and evaluating instructional programs and activities at the assigned school. 2. Assist the Principal in providing atmosphere conducive to learning and teaching. 3. Assist in coordinating the selection and acquisition of instructional materials and equipment. 4. Assist in coordinating all testing programs at the school. 5. Assist the Principal in supervising and evaluating school-based personnel. 6. Assist in the over site and management of the school site. 7. Assist in implementing negotiated employee contracts. 8. Assist in the coordination and supervision of before and / or after school programs or activities. 9. Assist in selection and employment of school personnel. 10. Assist with the development and implementation of an effective staff development program. 11. Assist the Principal in implementing the induction program for beginning teachers. 12. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. 13. Assist in overseeing programs for student with identified special needs, e.g., ESE, ESOL, and 504. 14. Assist with development and implementation of the School Improvement Plan.

Stakeholder Involvement and SIP Development

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

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

The School Improvement Plan was developed collaboratively with members of the school instructional leadership team, including, the ESOL teacher, Reading Coach, Student Support Specialist, School Coordinator, Assistant Principal, and Principal. Each person contributed ideas and suggestions for the plan, and components were determined as a consensus of the team. The School Advisory Council, composed of parents, community members, and other stakeholders, also reviewed and approved the SIP.

SIP Monitoring

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

The School Improvement Plan will be monitored for effective implementation and educational impact monthly at Instructional Leadership Team meetings. Each ILT member will report on progress towards SIP goals and we will determine instructional adjustments together.

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	Yes
2022-23 Minority Rate	75%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) 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: C

	2019-20: B 2018-19: B 2017-18: D
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	15	25	16	29	19	12	0	0	0	116	
One or more suspensions	1	1	0	2	5	5	0	0	0	14	
Course failure in English Language Arts (ELA)	0	4	8	49	38	21	0	0	0	120	
Course failure in Math	0	4	10	48	27	20	0	0	0	109	
Level 1 on statewide ELA assessment	0	0	0	15	19	21	0	0	0	55	
Level 1 on statewide Math assessment	0	0	0	12	14	11	0	0	0	37	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	26	18	22	0	0	0	66	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	27	15	8	0	0	0	52

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	13	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	48	30	36	33	23	0	0	0	170	
One or more suspensions	0	4	2	2	4	6	0	0	0	18	
Course failure in ELA	0	0	0	13	0	0	0	0	0	13	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	13	18	35	0	0	0	66	
Level 1 on statewide Math assessment	0	0	0	4	16	11	0	0	0	31	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	26	26	30	16	11	0	0	0	109	

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	13	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	48	30	36	33	23	0	0	0	170	
One or more suspensions	0	4	2	2	4	6	0	0	0	18	
Course failure in ELA	0	0	0	13	0	0	0	0	0	13	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	13	18	35	0	0	0	66	
Level 1 on statewide Math assessment	0	0	0	4	16	11	0	0	0	31	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	26	26	30	16	11	0	0	0	109	

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	13	0	0	0	0	0	13
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*	39	51	53	40	55	56	41		
ELA Learning Gains				51			42		
ELA Lowest 25th Percentile				44			29		
Math Achievement*	57	62	59	64	50	50	64		
Math Learning Gains				67			71		
Math Lowest 25th Percentile				56			78		
Science Achievement*	38	51	54	39	65	59	46		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					52	50			
College and Career Acceleration						80			
ELP Progress	58	59	59	58			53		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	236
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	8
Percent Tested	98
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	37	Yes	2	
ELL	39	Yes	1	
AMI				
ASN				
BLK	32	Yes	1	
HSP	44			
MUL	50			
PAC				
WHT	58			

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	46			

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	40	Yes	1	
ELL	47			
AMI				
ASN				
BLK	53			
HSP	51			
MUL				
PAC				
WHT	55			
FRL	50			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	39			57			38					58
SWD	22			33			36				5	69
ELL	27			50			31				5	58
AMI												
ASN												
BLK	30			46			23				4	
HSP	37			55			25				5	56
MUL	30			70							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	52			65			60				4	
FRL	37			54			34				5	59

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	40	51	44	64	67	56	39					58
SWD	31	34	18	45	68	50	41					33
ELL	36	49	25	56	69	55	27					58
AMI												
ASN												
BLK	31	50		57	83		42					
HSP	43	53	35	63	63	53	36					60
MUL												
PAC												
WHT	44	52		70	66		43					
FRL	38	50	43	63	64	44	38					60

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	41	42	29	64	71	78	46					53
SWD	30	30		44	77	82	35					28
ELL	38	47		47	56		41					53
AMI												
ASN												
BLK	28			50								
HSP	39	55		60	67		46					52
MUL												
PAC												
WHT	48	36		73	79		65					
FRL	34	36	31	58	67	75	39					59

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	35%	53%	-18%	54%	-19%
04	2023 - Spring	38%	54%	-16%	58%	-20%
03	2023 - Spring	39%	47%	-8%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	59%	62%	-3%	59%	0%
04	2023 - Spring	58%	64%	-6%	61%	-3%
05	2023 - Spring	55%	61%	-6%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	31%	49%	-18%	51%	-20%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was ELA at 41% overall proficiency. While only 38% of our students were proficient on SCI, that percentage represents only the fifth graders on campus whereas the 41% proficient in ELA indicates a larger number of students with a deficiency. Additionally, two subgroups of students showed low performance, students enrolled in the ESOL program and African American students. These scores are lower than they have been in the last three years. One contributing factor to students' low performance are intermittent access to high quality instruction due to multiple staff changes during the school year. Students also had limited access to "just right" books because the school media center was not available due to the beginning of building construction.

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

The data component that showed the greatest decline from the prior year is students' math proficiency which fell from 64% to 58%. One possible explanation for the decline in math proficiency could be the lack of consistent quality education related to faculty changes and building construction.

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 data components with the greatest gaps when compared to the state average are 5th grade ELA and Science. Both components for Blackburn Elementary differed from the state average by 20% points. The lack of reading proficiency is resulting in a lack of science proficiency as students are unable to read the science assessment to demonstrate their mastery of science standards.

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

The data component that showed the most improvement was SWD overall proficiency. To make this improvement, the school implemented the inclusion model and provided additional professional development opportunities to faculty on strategies to use with students with disabilities.

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

Some areas of concern are reading and office discipline referrals for aggression. The reading scores of students overall was 41%, but it was even lower for students in the ESOL program and for African American students. Increasing reading proficiency is a schoolwide goal for all students. The greatest amount of referrals were written for forms of aggression which led to suspensions and loss of instructional minutes.

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

Our greatest priority is increasing reading proficiency for all students. The next priority is to increase reading gains for all students. The next priority is to increase science proficiency for all students.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This goal is a crucial need as our data shows that due to the high number of referrals coded as aggression, many students were suspended from school and loss a great amount of instructional time. If we improve in this area of the EWS, we will improve our positive school culture.

Measurable Outcome:

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

By the end of the 2023-2024 school year, there will be a reduction in office discipline referrals related to aggression by 20%, as measured by Focus discipline data.

Monitoring:

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

This Area of Focus will be monitored for progress monthly during ILT meeting by reviewing discipline data from Focus.

Person responsible for monitoring outcome:

Bryan Baker (bakerb@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.)

Florida's Multitiered System of Support

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

An effective MTSS framework has the following components: (1) Strong, high-quality classroom instruction for all students in the area of resiliency; (2) Use of assessment data to measure and monitor behavior progress; (3) Identification of at-risk students; (4) Targeted, evidenced-based interventions; and (5) Routine collaboration of school teams to determine when and where coaching and training are needed for improved learning outcomes.

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.

Faculty will provide strong Tier 1 instruction on behavior expectations, coping and cool-down strategies. Support personnel will support with supplemental resiliency curriculum to all students. All faculty and staff will reinforce positive behaviors through the use of Class Dojo and reward opportunities.

Person Responsible: Bryan Baker (bakerb@manateeschools.net)

By When: September 30th, 2023

Student Support Specialists and School Counselor will provide evidence-based Tier 2 behavior interventions and monitor progress biweekly.

Person Responsible: Bryan Baker (bakerb@manateeschools.net)

By When: October 31, 2023

The Intensive Support Team will provide evidence-based Tier 3 behavior interventions and monitor progress weekly.

Person Responsible: Bryan Baker (bakerb@manateeschools.net)

By When: November 30, 2023

#2. ESSA Subgroup specifically relating to English Language Learners**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.

This Area of Focus is a crucial need because our English Language Learners had an overall proficiency score of 22% which is below the 41% Federal Index Score.

Measurable Outcome:

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

By the end of the 2023-2024 school year, 63% of all students enrolled in the ESOL program will make adequate learning gains, as defined by the state, in the areas of reading and mathematics, as measured by the 2024 FAST PM 3.

Monitoring:

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

Progress for this Area of Focus will be monitored weekly through PLCs and monthly through ILT.

Person responsible for monitoring outcome:

Adrienne Vos (vosa@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.)

Florida's Multi-Tiered System of Support

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

An effective MTSS framework has the following components: (1) Strong, high-quality classroom instruction for all students in the area of resiliency; (2) Use of assessment data to measure and monitor behavior progress; (3) Identification of at-risk students; (4) Targeted, evidenced-based interventions; and (5) Routine collaboration of school teams to determine when and where coaching and training are needed for improved learning outcomes.

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.

Faculty will provide strong Tier 1 instruction in reading that includes standards-based lesson plans and assessments and differentiated instruction. Support personnel, including ESOL teacher and paraprofessional, will provide push-in support during core reading times daily.

Person Responsible: Adrienne Vos (vosa@manateeschools.net)

By When: May 2024

Faculty and instructional support staff will provide targeted tier 2 interventions using Literacy Footprints, Imagine Learning, Benchmark Advance Intervention, and SRA.

Person Responsible: Adrienne Vos (vosa@manateeschools.net)

By When: May 2024

Faculty and instructional support staff with reading certification will provide targeted tier 3 interventions using Lexia Core 5 daily.

Person Responsible: Adrienne Vos (vosa@manateeschools.net)

By When: May 2024

ESOL teacher will provide after school tutoring in reading to students enrolled in the ESOL program using SIPPS once a week.

Person Responsible: Elizabeth Vasquez (vasqueze@manateeschools.net)

By When: May 2024

#3. ESSA Subgroup specifically relating to Black/African-American**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.

This Area of Focus is a crucial need because our African American students had an overall proficiency score of 22% which is below the 41% Federal Index Score.

Measurable Outcome:

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

By the end of the 2023-2024 school year, 63% of all students identified as African American/Black on their enrollment demographics will make adequate learning gains, as defined by the state, in the areas of reading and mathematics, as measured by the 2024 FAST PM 3.

Monitoring:

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

Progress for this Area of Focus will be monitored weekly through PLCs and monthly through ILT.

Person responsible for monitoring outcome:

Adrienne Vos (vosa@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.)

Florida's Multi-Tiered System of Support

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

An effective MTSS framework has the following components: (1) Strong, high-quality classroom instruction for all students in the area of resiliency; (2) Use of assessment data to measure and monitor behavior progress; (3) Identification of at-risk students; (4) Targeted, evidenced-based interventions; and (5) Routine collaboration of school teams to determine when and where coaching and training are needed for improved learning outcomes.

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.

Faculty will provide strong Tier 1 instruction in reading that includes standards-based lesson plans and assessments and differentiated instruction. Support personnel will provide push-in support during core reading times daily.

Person Responsible: Adrienne Vos (vosa@manateeschools.net)

By When: May 2024

Faculty and instructional support staff will provide targeted tier 2 interventions using Literacy Footprints, Imagine Learning, Benchmark Advance Intervention, and SRA.

Person Responsible: Adrienne Vos (vosa@manateeschools.net)

By When: May 2024

Faculty and instructional support staff with reading certification will provide targeted tier 3 interventions using Lexia Core 5 daily.

Person Responsible: Adrienne Vos (vosa@manateeschools.net)

By When: May 2024

#4. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This Area of Focus is a crucial need because our students scored an overall proficiency score of 41% which indicates that most of our students are not proficient readers.

Measurable Outcome:

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

By the end of the 2023-2024 school year, 45% of all students will be proficient in reading, as measured by the 2024 FAST PM 3.

Monitoring:

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

Progress for this Area of Focus will be monitored weekly through PLCs and monthly through ILT.

Person responsible for monitoring outcome:

Adrienne Vos (vosa@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.)

Florida's Multi-Tiered System of Support

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

An effective MTSS framework has the following components: (1) Strong, high-quality classroom instruction for all students in the area of resiliency; (2) Use of assessment data to measure and monitor behavior progress; (3) Identification of at-risk students; (4) Targeted, evidenced-based interventions; and (5) Routine collaboration of school teams to determine when and where coaching and training are needed for improved learning outcomes.

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.

Faculty will provide strong Tier 1 instruction in reading that includes standards-based lesson plans and assessments and differentiated instruction. Support personnel will provide push-in support during core reading times daily.

Person Responsible: Adrienne Vos (vosa@manateeschools.net)

By When: May 2024

Faculty and instructional support staff will provide targeted tier 2 interventions using Literacy Footprints, Imagine Learning, Benchmark Advance Intervention, and SRA.

Person Responsible: Adrienne Vos (vosa@manateeschools.net)

By When: May 2024

Faculty and instructional support staff with reading certification will provide targeted tier 3 interventions using Lexia Core 5 daily.

Person Responsible: Adrienne Vos (vosa@manateeschools.net)

By When: May 2024

#5. 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.

This Area of Focus is a crucial need because our students with disabilities had an overall proficiency score of 40% which is below the 41% Federal Index Score.

Measurable Outcome:

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

By the end of the 2023-2024 school year, 63% of all students identified as Students with Disabilities on their enrollment demographics will make adequate learning gains, as defined by the state, in the areas of reading and mathematics, as measured by the 2024 FAST PM 3.

Monitoring:

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

Progress for this Area of Focus will be monitored weekly through PLCs and monthly through ILT.

Person responsible for monitoring outcome:

Adrienne Vos (vosa@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.)

Florida's Multi-Tiered System of Support

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

An effective MTSS framework has the following components: (1) Strong, high-quality classroom instruction for all students in the area of resiliency; (2) Use of assessment data to measure and monitor behavior progress; (3) Identification of at-risk students; (4) Targeted, evidenced-based interventions; and (5) Routine collaboration of school teams to determine when and where coaching and training are needed for improved learning outcomes.

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.

Faculty will provide strong Tier 1 instruction in reading that includes standards-based lesson plans and assessments and differentiated instruction. Support personnel will provide push-in support during core reading times daily.

Person Responsible: Adrienne Vos (vosa@manateeschools.net)

By When: May 2024

Faculty and instructional support staff will provide targeted tier 2 interventions using Literacy Footprints, Imagine Learning, Benchmark Advance Intervention, and SRA.

Person Responsible: Adrienne Vos (vosa@manateeschools.net)

By When: May 2024

Faculty and instructional support staff with reading certification will provide targeted tier 3 interventions using Lexia Core 5 daily.

Person Responsible: Adrienne Vos (vosa@manateeschools.net)

By When: May 2024

CSI, TSI and ATSI Resource Review

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

The process to review school improvement funding allocations is to meet with all necessary stakeholders to identify areas of concern. Needs can be determined by using previous year's test scores and teacher input. All funds will be allocated in order of highest need / priority first. Using last year's data which indicates Blackburn has a 41% proficiency rating in ELA, it has been determined that a focus will be to allocate funds towards tutoring after school and use funds from Mission Critical to pay staff. Following suit will be the addition of Science tutoring for 5th grade students using the previous year's data stating Blackburn was 38% proficient.

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

Students in grades K-2 will receive direct and explicit instruction on the ELA B.E.S.T standards. Additional opportunities for targeted small group instruction and tiered interventions will be provided based on progress monitoring data. Students in kindergarten and first grade will receive additional interventions in Literacy Footprints and Lexia teacher instructed lessons. Teachers will integrate writing across all content areas to strengthen early literacy development and to ensure students' abilities to fully express ideas through reasoning, citing evidence, and problem solving.

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

Students in grade third through fifth will receive direct and explicit instruction on the ELA B.E.S.T standards. Additional opportunities for targeted small group instruction and tiered interventions will be provided based on progress monitoring data. Interventions will be targeted to close the deficiency gap of our fragile students. Students will receive SRA and Lexia teacher led lesson for tier II and tier III students. Teachers will integrate writing across all content areas to strengthen early literacy development and to ensure students' abilities to fully express ideas through reasoning, citing evidence, and problem solving.

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

As measured by 2024 ELA Spring FAST, 45% or more of students in grades kindergarten through second will earn a level 3 or higher.

Grades 3-5 Measurable Outcomes

As measured by 2024 ELA Spring FAST, 45% or more of students in grades third through fifth will earn a level 3 or higher.

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.

Systems for monitoring high-quality instruction include (1) Facilitated, collaborative planning; (2) Regular classroom observations with feedback and coaching; (3) Routine use of student performance data to make instructional decisions; (4) Multi-Tiered System of Support; and (5) regular team meetings, such as Instructional Leadership Team, Professional Learning Communities, and Teacher TCTs, to monitor progress toward school improvement.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Vos, Adrienne, vosa@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?

Facilitated, collaborative planning to increase teacher expertise of remedial and intervention instruction for small groups and opportunities for problem-solving, discussion of high-effect practices, and ongoing review of student performance data. Teachers will use Decision-Tree instructional materials, including Benchmark Advance, Lexia CORE, guided reading, SRA, and/or SIPPs to ensure explicit and rigorous instruction for intervention.

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 planning, implementing, and monitoring responsive instruction is to ensure the progression of student learning and increase grade-level literacy proficiency. Effectively delivered core, remedial, and intervention instruction will move students along the trajectory toward proficiency. The Comprehensive Evidenced-based Reading Plan, Decision-Trees, and Literacy Leadership Teams will provide guidance on literacy intervention instruction.

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
<p>Literacy Leadership- School leadership will ensure the implementation of district curriculum/pacing guides and assessment calendars. Participate in and implement the professional development provided by the State Regional Literacy Directors to improve early literacy instruction. School Leadership will attend all leadership meetings and support the importance of literacy and our literacy goals. School leadership will strengthen systems to monitor tier 1 instruction and build teacher capacity through coaching for accelerated improvement. Literacy leadership will also use mission critical funding to fund after school tutoring focused on ELA, SWD, ELL, Science, and Math.</p> <p>coaching for impact.</p>	<p>Vos, Adrienne, vosa@manateeschools.net</p>
<p>Step 2- Literacy Coaching- Provide ongoing coaching based upon student data, classroom observations, and teacher evaluation. Our reading coach and principal will attend coaching academy meetings to continue to learn best practices regarding teacher capacity.</p>	<p>Kitchner, Jaime, kitchnerj@manateeschools.net</p>
<p>Step 3 Assessment- Our assistant principal will coordinate and follow the district testing calendar to ensure that we meet our testing percentages for our school. Assessment data will be used in the planning of instructional lessons as well as to support closing academic proficiency gaps.</p>	<p>Baker, Bryan, bakerb@manateeschools.net</p>
<p>Step 4- Professional Learning- Participate in and implement the professional development provided by the State Regional Literacy Directors to improve early literacy instruction. Teachers will receive ongoing PD from our leadership team with high effect sizes such as response to intervention. Teachers will also complete district assigned professional development throughout the school year.</p>	<p>Weiner, Heather, weinerh@manateeschools.net</p>

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 SIP will be shared with parents at a SAC meeting and progress towards the Areas of Focus will be shared at subsequent SAC meetings. The SIP can also be accessed at the school's website at <https://www.manateeschools.net/blackburn> .

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))

Blackburn plans to build positive relationships with parents by hosting a variety of Parent Involvement activities.

This year we have scheduled two conference nights at which families will learn more about how their child is progressing academically and behaviorally. We have also planned a Mad Science night where parents and students will participate in science related activities and learn more about Science standards. Additionally we will host similar evening activities that focus on reading and one on math. All faculty and staff build relationships with families through communication via Class Dojo, and other social media platforms such as Facebook, are used at the school level. FOCUS parent portal is a way the school communicates with parents about their students' progress in school throughout the school year. Also, feedback is sought regularly from families at SAC meetings and outreach surveys.

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)

The school plans to strengthen the academic program by supporting instruction through supported differentiated instruction during core and targeted tiered interventions during extended hour. To help provide an enriched and accelerated curriculum students identified as Tier 1 in grades 3-5 will be taught using DBQ curriculum. The school further plans to offer after school tutoring to students who show greatest needs. Students in the ESOL subgroup as well as students showing the greatest need in ELA and Science will have the opportunity to attend afterschool tutoring to enrich their learning.

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

This is plan written in accordance with the requirements of being an ATSI school. Two of the Areas of Focus target the subgroup population of students whose overall performance fell below the Federal Index of 41% which are students enrolled in the ESOL program and African American students.

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))

Blackburn provides students with a variety of support services to improve their skills outside of academic subject areas. A school counselor provides Tier 1 resiliency instruction to all students by pushing into classrooms. She additionally provides Tier 2 and Tier 3 counseling services to students. We also have a contracted counselor providing mental health services to students two days a week. Additionally, we have two Student Support Specialists providing tiered support with social groups and mentoring.

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))

Students are prepared for postsecondary opportunities and the workforce through afterschool clubs such as TSA and Eco Buddies. Skills necessary for entering the workforce are also reinforced throughout instruction.

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).

Blackburn Elementary implements Florida's Multi-Tiered System of Support for academics and behavior. At the Tier 1 level, students are provided direct instruction in school expectations through use of CHAMPS by all faculty and staff. Additionally, visuals reminding students of expectations are posted in all areas around campus. Positive behaviors are reinforced through Class Dojo and regular rewards. At the Tier 2 level, support staff provide direct instruction in social skills, coping strategies, and mentoring to groups of students and reinforce behaviors through targeted plans. At the Tier 3 level, the Intensive Support Team creates a Behavior Improvement plan which includes opportunities to learn appropriate behaviors and positive reinforcement.

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))

Faculty and staff at Blackburn are given multiple opportunities for professional learning. Once a week, all faculty and staff receive a newsletter that includes professional learning materials based on targeted areas of concern or the needs-assessment completed by staff. Faculty also receives monthly professional learning that is aligned the the Areas of Focus of the SIP. Finally, weekly PLCs are used to provide professional learning as it relates to instructional practices and data-driven 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))

All preschool students who will attend Blackburn Elementary will be invited to Kindergarten Roundup at which families will receive resources, supplies, and teachers will begin the necessary assessments to determine beginning levels for Kindergarten.

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: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
4	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00

5	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$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.

No