

Escambia County School District

# Global Learning Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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## Global Learning Academy

100 N P ST, Pensacola, FL 32505

[www.ecsd-fl.schoolloop.com](http://www.ecsd-fl.schoolloop.com)

### 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 Global Learning Academy is to help students become successful and responsible citizens in our diverse societies.

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

The vision of the Global Learning Academy is to create a school where everyone who enters is exposed to other cultures, excited to learn and free to explore in a safe and encouraging environment.

### 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
Pierce, Lalla	Principal	<p><b>JOB SUMMARY</b>                      The purpose of this position is to provide the leadership necessary to design, develop, implement, and evaluate a comprehensive program of instructional and support services which optimize available resources which establish and maintain a safe, caring, and enriching environment to promote student success.</p> <p><b>ESSENTIAL JOB FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>? Provides instructional leadership and supervision for student achievement.</li> <li>? Manages and administers the development, implementation, and assessment of the instructional program at the assigned school.</li> <li>? Utilizes current research, performance data, and feedback from students, teachers, parents, and the community to make decisions related to improvement of instruction and student performance.</li> <li>? Promotes highest student achievement.</li> <li>? Coordinates program planning with District instructional staff.</li> <li>? Manages the selection of textbooks, materials, and equipment, at the appropriate level.</li> <li>? Manages and administers the testing program for the school.</li> <li>? Aligns school initiatives with District, state, and school goals.</li> <li>? Establishes and coordinates procedures for students, teachers, parents, and community evaluation of curriculum.</li> <li>? Assigns teachers according to identified needs.</li> <li>? Facilitates the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system.</li> <li>? Facilitates, monitors, and coordinates the implementation of Exceptional Student Education (ESE) programs and services.</li> <li>? Monitors Pre-Kindergarten programs and services at designated Kindergarten - Five (K-5) sites.</li> <li>? Directs the development of the master schedule and assigns teachers according to identified needs.</li> <li>? Provides leadership in the effective use of technology in the classroom.</li> <li>? Supervises the establishment and maintenance of individual professional development plans for each instructional employee.</li> <li>? Interviews and selects qualified personnel to be recommended for employment.</li> <li>? Supervises assigned personnel, conducts annual performance appraisals, and makes recommendations for appropriate employment action.</li> <li>? Implements and administers negotiated employee contracts at the school site.</li> <li>? Assigns and supervises school personnel to special projects for the enhancement of</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>student learning.</p> <p>? Establishes job assignments for school-site administrators, teachers, and support personnel.</p> <p>? Develops and administers duty rosters for certificated and non-certificated staff as required.</p> <p>? Manages and administers personnel development through training, inservice, and other developmental activities.</p> <p>? Provides training opportunities and feedback to personnel at the assigned school.</p> <p>? Supervises the operation and management of all activities and functions at the assigned school.</p> <p>? Develops positive school/community relations and acts as liaison between the school and community.</p> <p>? Accesses, analyzes, interprets, and uses data in decision-making.</p> <p>? Establishes procedures for an accreditation program and monitors accreditation standards at the assigned school.</p> <p>? Coordinates school maintenance and facility needs and monitors progress toward meeting those needs.</p> <p>? Monitors the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> <p>? Supervises the orderly movement and safety of transportation services on school grounds.</p> <p>? Manages and supervises the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts.</p> <p>? Establishes and manages accurate student accounting and attendance procedures at the assigned school.</p> <p>? Coordinates the school food services program at the assigned school, including the free and reduced food services program requirements.</p> <p>? Conducts staff meetings to discuss policy changes, instructional programs, potential problems, and resolution of existing problems.</p> <p>? Communicates, through proper channels, to keep the Superintendent informed of pending problems or events of unusual nature.</p> <p>? Directs the establishment of adequate property inventory records and ensures the security of school property.</p> <p>? Implements School Board policies, state statutes, and federal regulations as they</p>



Name	Position Title	Job Duties and Responsibilities
		<p>pertain to the assigned school.</p> <ul style="list-style-type: none"> <li>? Supervises the preparation and maintenance of accurate and timely reports and records.</li> <li>? Establishes school guidelines and enforces District guidelines for proper student conduct with implementation of disciplinary procedures and policies that ensure a safe and orderly environment.</li> <li>? Facilitates a program of family and community involvement.</li> <li>? Supervises the school guidance program and services to ensure that individual student educational and developmental needs are met.</li> <li>? Establishes procedures to be used in the event of school crisis and/or civil disobedience and provides leadership in the event of such happenings.</li> <li>? Coordinates the supervision of all extracurricular programs at the assigned school.</li> <li>? Manages and supervises student activity programs, including the selection of club sponsors and coaches.</li> <li>? Approves all school-sponsored activities, and maintains a calendar of all school events.</li> <li>? Maintains visibility and accessibility on the school campus.</li> <li>? Attends school-related activities and events.</li> <li>? Coordinates the supervision of school health services and personnel.</li> <li>? Monitors school attendance (absences, tardiness, and early departures) and follows through with designated procedures.</li> <li>? Participates in county-wide management meetings and other meetings and activities appropriate for professional development.</li> <li>? Communicates effectively, both orally and in writing, with parents, students, teachers, District personnel, and the community; oversees the PTA Board.</li> <li>? Serves as a member of the Superintendent's District-Wide Leadership Team as requested.</li> <li>? Sets high goals and standards for self, others, and organization.</li> <li>? Participates in developing the District strategic plan, District school calendar, staffing plan, and manpower plan and manages and administers school functions relating to these items.</li> <li>? Provides leadership in the school improvement process, implementation of the school improvement plan, and the School Advisory Council.</li> <li>? Establishes a vision and mission for the school in collaboration with key stakeholders.</li> <li>? Exercises proactive leadership in promoting the vision and mission of the District.</li> <li>? Accesses District and community resources to meet school needs.</li> <li>? Anticipates problems and difficult situations and plans appropriately to handle them.</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>? Acts quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>? Provides recognition and celebration for staff, student, and school accomplishments.</p> <p>? Builds teams to accomplish plans, goals, and priorities.</p> <p>? Promotes and markets the school and its priorities.</p> <p>? Performs other duties as assigned.</p>
Adams, Kim	Other	<p>Ms. Adams is our Guidance Counselor, but is also considered Instructional Personnel. All of her responsibilities below are completed from the Guidance Department's focus, standards, criteria, etc. For example, her instructional responsibilities include mental health information for students and teachers, Gulf Coast Kids' House training for students and teachers, Child Abuse Training, etc.</p> <ol style="list-style-type: none"> <li>1. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students.</li> <li>2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.</li> <li>3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students.</li> <li>4. Employs instructional methods and materials that are most appropriate for meeting stated objectives.</li> <li>5. Assesses the accomplishments of students on a regular basis and provides progress reports as required.</li> <li>6. Diagnoses the learning disabilities of students on a regular basis.</li> <li>7. Counsels with colleagues, students and/or parents on a regular basis.</li> <li>8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner.</li> <li>9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance.</li> <li>10. Strives to maintain and improve professional competence.</li> <li>11. Attends staff meetings and serves on staff committees as required.</li> </ol>
Brown, Cynthia	Teacher, K-12	<ol style="list-style-type: none"> <li>1. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students.</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> <li>2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.</li> <li>3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students.</li> <li>4. Employs instructional methods and materials that are most appropriate for meeting stated objectives.</li> <li>5. Assesses the accomplishments of students on a regular basis and provides progress reports as required.</li> <li>6. Diagnoses the learning disabilities of students on a regular basis.</li> <li>7. Counsels with colleagues, students and/or parents on a regular basis.</li> <li>8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner.</li> <li>9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance.</li> <li>10. Strives to maintain and improve professional competence.</li> <li>11. Attends staff meetings and serves on staff committees as required.</li> </ol>
Isert, Dian	Teacher, K-12	<ol style="list-style-type: none"> <li>1. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students.</li> <li>2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.</li> <li>3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students.</li> <li>4. Employs instructional methods and materials that are most appropriate for meeting stated objectives.</li> <li>5. Assesses the accomplishments of students on a regular basis and provides progress reports as required.</li> <li>6. Diagnoses the learning disabilities of students on a regular basis.</li> <li>7. Counsels with colleagues, students and/or parents on a regular basis.</li> <li>8. Assists the administration in implementing all policies and/or rules governing student life</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner.</p> <p>9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance.</p> <p>10. Strives to maintain and improve professional competence.</p> <p>11. Attends staff meetings and serves on staff committees as required.</p>
Henry-Slater, Michel	Assistant Principal	<p>? Assists in the development, implementation, and evaluation of the instructional program, including the use of technology.</p> <p>? Supervises curricular and extracurricular activities as assigned.</p> <p>? Provides recommendations to the Principal regarding curriculum improvement.</p> <p>? Supervises textbook and equipment selection, acquisition, and inventory.</p> <p>? Coordinates mentors and volunteers.</p> <p>? Performs teacher evaluations.</p> <p>? Assists the Principal in the administration of the summer school program.</p> <p>? Assists with coordinating student field trips.</p> <p>? Assists in developing the master schedule and assignment of students and staff.</p> <p>? Assists in the administration of the testing program.</p> <p>? Assists in gathering, analyzing, and interpreting data related to student performance.</p> <p>? Assists in coordinating the school's accreditation program.</p> <p>? Assists with the supervision of personnel, including orientation of new employees as assigned.</p> <p>? Assists the Principal in developing personnel assignments and duty rosters.</p> <p>? Assists with interviewing new personnel as requested by Principal.</p> <p>? Assists in implementing and administering negotiated employee contracts.</p> <p>? Assists in the coordination of the school's inservice program.</p> <p>? Assists teachers in developing professional development plans and activities.</p> <p>? Assists in monitoring and assisting substitute teachers.</p> <p>? Assists the Principal with the daily operation of the school.</p> <p>? Assists in supervising and monitoring the accurate and timely completion of data collection and reporting requirements.</p> <p>? Assists in the supervision of the maintenance and care of the physical plant.</p> <p>Elementary School Assistant Principal Escambia County School District Page 2 of 3</p> <p>? Oversees employee drug testing and results.</p> <p>? Assists in developing and monitoring the school budget.</p> <p>? Assists in maintaining property inventories.</p> <p>? Assists in supervising school transportation services.</p> <p>? Assists in identifying maintenance or facility needs.</p> <p>? Uses technology resources effectively.</p> <p>? Assists in monitoring student attendance.</p> <p>? Assists in ensuring that the school's discipline policy is consistently and fairly administered.</p> <p>? Assists with student supervision and discipline.</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>? Assists in interpreting and implementing the Student Progression Plan.</li> <li>? Assists in developing, implementing, and evaluating the school's guidance program.</li> <li>? Confers with students, parents, and teachers to resolve problems and facilitate learning.</li> <li>? Monitors bus activity.</li> <li>? Assists in coordinating schedules for extracurricular activities.</li> <li>? Seeks to improve skills and knowledge through participation in inservice and other professional development activities.</li> <li>? Models and maintains high standards of professional conduct.</li> <li>? Demonstrates initiative in identifying needs or potential for improvement and takes appropriate action.</li> <li>? Promotes and supports professional development for self and others.</li> <li>? Maintains visibility and accessibility.</li> <li>? Keeps the Principal informed about potential problems, unusual events, or possible opportunities for school improvement.</li> <li>? Supports goals and priorities of the District and school.</li> <li>? Provides leadership in developing and implementing goals and priorities of the District and school.</li> <li>? Assumes duties and responsibilities of the Principal in his/her absence.</li> <li>? Assists in planning and implementing the school's public relations program.</li> <li>? Conducts faculty meetings when requested by the Principal.</li> <li>? Serves on advisory committees as requested by the Principal.</li> <li>? Supports and attends community functions.</li> <li>? Works with advisory boards and school improvement teams.</li> <li>? Uses appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</li> <li>? Sets high standards of performance for self, others, and the school.</li> <li>? Performs other duties as assigned.</li> </ul>
<p>McNally, Kevin</p>	<p>Teacher, K-12</p>	<ol style="list-style-type: none"> <li>1. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students.</li> <li>2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.</li> <li>3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students.</li> <li>4. Employs instructional methods and materials that are most appropriate for</li> </ol>

Name	Position Title	Job Duties and Responsibilities
Ruiz, Jesse	Teacher, K-12	<p>meeting stated objectives.</p> <ol style="list-style-type: none"> <li>5. Assesses the accomplishments of students on a regular basis and provides progress reports as required.</li> <li>6. Diagnoses the learning disabilities of students on a regular basis.</li> <li>7. Counsels with colleagues, students and/or parents on a regular basis.</li> <li>8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner.</li> <li>9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance.</li> <li>10. Strives to maintain and improve professional competence.</li> <li>11. Attends staff meetings and serves on staff committees as required.</li> </ol> <ol style="list-style-type: none"> <li>1. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students.</li> <li>2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.</li> <li>3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students.</li> <li>4. Employs instructional methods and materials that are most appropriate for meeting stated objectives.</li> <li>5. Assesses the accomplishments of students on a regular basis and provides progress reports as required.</li> <li>6. Diagnoses the learning disabilities of students on a regular basis.</li> <li>7. Counsels with colleagues, students and/or parents on a regular basis.</li> <li>8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner.</li> <li>9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance.</li> <li>10. Strives to maintain and improve professional competence.</li> <li>11. Attends staff meetings and serves on staff committees as required.</li> </ol>

Name	Position Title	Job Duties and Responsibilities
Dones, Carmen	Teacher, K-12	<ol style="list-style-type: none"> <li>1. Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of students.</li> <li>2. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.</li> <li>3. Guides the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lessons, units, projects and the like, to communicate these objectives to students.</li> <li>4. Employs instructional methods and materials that are most appropriate for meeting stated objectives.</li> <li>5. Assesses the accomplishments of students on a regular basis and provides progress reports as required.</li> <li>6. Diagnoses the learning disabilities of students on a regular basis.</li> <li>7. Counsels with colleagues, students and/or parents on a regular basis.</li> <li>8. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure and maintains order in the classroom in a fair and just manner.</li> <li>9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance.</li> <li>10. Strives to maintain and improve professional competence.</li> <li>11. Attends staff meetings and serves on staff committees as required.</li> </ol>

### 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.

SIP Development has occurred with stakeholder involvement including, but not limited to, the following ways:

\*Student data

\*Faculty and Staff meetings and Google Forms

\*Parent and Guardian conferences

\*End of Year Data meetings

\*Summer SIP Planning meetings

\*Collaborative asynchronous conversation in various Google Chats, Documents, Sheets, etc.

Some of this has been explicitly for the purpose of SIP development, while some of it has occurred for other primary reasons but positively impacts 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 GLA 2023-24 SIP will be monitored in the following ways:

- \*classroom walkthroughs
- \*student progress monitoring
- \*common planning minutes/input
- \*staff feedback, parental and community input

Additionally, weekly measures that also have a positive impact on the SIP will be monitored and shared via grade level data summary posters and in the district weekly measures platform. These weekly measures are as follows:

- \*Attendance: Average daily attendance goal is 95% or higher.
- \*Administrative Walk-Throughs: Administration will complete at least fifty weekly walk throughs (at least once a week through PK-2 and three times a week through 3-5).
- \*AR Difficulty: Students in grades 2nd, 3rd, 4th, 5th will obtain an overall average text complexity score of 4.5 or higher on Accelerated Reader quizzes by the end of the 2023-24 school year. (3.0 for 2nd grade, 4.0 for 3rd grade, 5.0 for 4th grade, 6.0 for 5th grade)
- \*i-Ready Reading: Students will achieve a weekly average % reading lessons passed rate of 70 – 100, with lessons no more than 0.5 grade level below their assigned grade level. (Measured through a school-wide i-Ready Personalized Instructional Summary Report.)
- \*Student Engagement: 100% of classrooms will receive a student engagement rating of 4 or higher (80% or more of students engaged in learning.)

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	91%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* Economically Disadvantaged Students (FRL)*
<b>School Grades History</b>	2021-22: D



*2022-23 school grades will serve as an informational baseline.	2019-20: C 2018-19: C 2017-18: D
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	16	30	23	36	26	20	0	0	0	151
One or more suspensions	0	3	9	12	10	7	0	0	0	41
Course failure in English Language Arts (ELA)	0	0	30	42	15	2	0	0	0	89
Course failure in Math	0	0	17	31	22	9	0	0	0	79
Level 1 on statewide ELA assessment	0	0	0	19	24	11	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	18	31	15	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	21	30	8	8	0	0	0	80

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	2	20	29	17	9	0	0	0	77

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	16	0	0	0	0	0	16
Students retained two or more times	0	0	0	4	2	2	0	0	0	8

**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	18	37	29	42	20	35	0	0	0	181
One or more suspensions	0	2	4	6	5	23	0	0	0	40
Course failure in ELA	0	3	10	37	1	19	0	0	0	70
Course failure in Math	0	2	7	25	5	42	0	0	0	81
Level 1 on statewide ELA assessment	0	0	0	17	9	46	0	0	0	72
Level 1 on statewide Math assessment	0	0	0	13	16	52	0	0	0	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	15	28	9	46	0	0	0	113

**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	3	9	30	8	48	0	0	0	98

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	2	21	0	0	0	0	0	26
Students retained two or more times	0	0	0	2	1	1	0	0	0	4

**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	18	37	29	42	20	35	0	0	0	181
One or more suspensions	0	2	4	6	5	23	0	0	0	40
Course failure in ELA	0	3	10	37	1	19	0	0	0	70
Course failure in Math	0	2	7	25	5	42	0	0	0	81
Level 1 on statewide ELA assessment	0	0	0	17	9	46	0	0	0	72
Level 1 on statewide Math assessment	0	0	0	13	16	52	0	0	0	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	15	28	9	46	0	0	0	113

**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	3	9	30	8	48	0	0	0	98

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	2	21	0	0	0	0	0	26
Students retained two or more times	0	0	0	2	1	1	0	0	0	4

**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*	23	48	53	19	51	56	19		
ELA Learning Gains				43			19		
ELA Lowest 25th Percentile				58			30		
Math Achievement*	21	50	59	16	46	50	11		
Math Learning Gains				41			17		
Math Lowest 25th Percentile				53			21		
Science Achievement*	20	52	54	27	52	59	17		
Social Studies Achievement*					55	64			
Middle School Acceleration					45	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress		62	59						

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

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

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	84
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	257
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

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

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	9	Yes	4	4
ELL				
AMI				
ASN				
BLK	20	Yes	4	1
HSP	36	Yes	1	
MUL	17	Yes	2	2
PAC				
WHT	32	Yes	1	

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	20	Yes	2	1

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	24	Yes	3	3
ELL				
AMI				
ASN				
BLK	37	Yes	3	
HSP	48			
MUL	16	Yes	1	1
PAC				
WHT				
FRL	36	Yes	1	

**Accountability Components by Subgroup**

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	23			21			20					
SWD	9			9			8				4	
ELL												
AMI												
ASN												
BLK	24			18			17				4	
HSP	27			45							2	
MUL	13			20							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	27			36							2	
FRL	22			20			20				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	19	43	58	16	41	53	27					
SWD	4	29		17	43	30	19					
ELL												
AMI												
ASN												
BLK	16	47	63	12	41	55	25					
HSP	46	50		50	45							
MUL	23			8								
PAC												
WHT												
FRL	17	44	59	14	41	52	26					

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	19	19	30	11	17	21	17					
SWD	8	13		6	20		0					
ELL												
AMI												
ASN												
BLK	15	19	31	9	10	14	17					
HSP	59			29								
MUL	23			0								
PAC												
WHT	21			29								
FRL	19	21	35	10	18	20	15					

**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	23%	49%	-26%	54%	-31%
04	2023 - Spring	49%	57%	-8%	58%	-9%
03	2023 - Spring	20%	44%	-24%	50%	-30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	28%	51%	-23%	59%	-31%
04	2023 - Spring	31%	58%	-27%	61%	-30%
05	2023 - Spring	15%	47%	-32%	55%	-40%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	25%	51%	-26%	51%	-26%

**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.**

Lowest Performance: Students had a Math proficiency of 23.5% on the FAST Math PM3 progress monitoring assessment which is a -34.5% gap compared to the state.

Contributing factors include chronic absenteeism (41%) and tardies. Excessive tardies particularly impacted 3rd grade (-32.3%) and 5th grade (-41%) because of students repeatedly missing the same subject. Due to many other factors (ESE inclusion, teacher assistant schedules, departmentalization at fifth grade, need for common planning, etc.), alternating which subject is first in the morning is not feasible. Other adjustments to mitigate this barrier are planned.

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

The only overall proficiency decline was in science: 2022 5th graders had a proficiency of 27% and 2023 5th graders had a proficiency of 25%. The 2022-23 cohort of 5th graders had a lower reading proficiency than in previous years which contributed to lower science scores.

In subgroups, hispanic ELA proficiency went from 46% to 27.3%, and multiracial ELA proficiency went from 23% to 13%. This was due to the incoming proficiency level of a small cohort (11 students) of ELLs. It only takes two students more to be below proficiency to have a ~20% drop.

**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.**

Students had a Math proficiency of 23.5% on the FAST Math PM3 progress monitoring assessment which is a -34.5% gap compared to the state.

Contributing factors include chronic absenteeism (41%) and tardies. Excessive tardies particularly impacted 3rd grade (-32.3%) and 5th grade (-41%) because of students repeatedly missing the same subject. Due to many other factors (ESE inclusion, teacher assistant schedules, departmentalization at fifth grade, need for common planning, etc.), alternating which subject is first in the morning is not feasible. Other adjustments to mitigate this barrier are planned.

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

4th grade had an ELA proficiency of 50%, which is a -7.0% gap as compared to the state. New actions included a focus on classroom behavioral interventions and tracking weekly measures related to attendance, discipline, Accelerated Reader, and i-Ready--all of which the fourth grade teachers implemented with strong fidelity. Also, there were only two fourth grade classes and they were assigned a remedial teacher to focus on fourth grade only. Students received small group instruction a larger percentage of the time.

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

As we reflect on the two greatest potential areas of concern, they are as follows:

\*Attendance

\*Students with one or more retentions

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

1. Attendance: We can't do 100% of the teaching and learning by having only 60% of students with strong attendance.
2. Paying close attention to Early Warning System indicators and proactively working to prevent further EWS indicators as possible. Closing gaps for students with one or more retentions, and students who are at risk for course failure, is of great importance.
3. Intervene early, intensely, and often. By third grade, gaps should be closed if students have been with us since Kindergarten, or the student should be receiving appropriate interventions and support based on an ability deficiency.

**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.

Average daily attendance for the 22-23 school year was 90 %, which is a 3% increase from the 21-22 school year. However, while this is an increase, this number still indicates that students were missing out on instructional time. Chronic absenteeism has been identified as a crucial area of focus, especially within the ESSA subgroups.

43% of 3rd, 4th, and 5th grade students have attendance below 90% ADA. Chronic absenteeism by ESSA subgroups is as follows:

Black: 38.42%

Econ. Dis: 39.40%

SWDs: 43.65%

ELLs: 40.00%

Another factor within the rationale for focusing on attendance, was considering those students with two or more EWS indicators. While there was an increase in the ADA from the 21-22 school year to the 22-23 school year, chronic absenteeism can impact other EWS indicators like course failure and grade level retentions.

Students with two or more EWS indicators in each grade level:

K: 0 (0%)

1st: 2 (3%)

2nd: 20 (28%)

3rd: 29 (36%)

4th: 17 (24%)

5th: 9 (20%)

The administration team, guidance counselor, and additional support staff members will work with our families to address the barriers and determine strategies to increase attendance. We will incorporate incentives school-wide, grade level, classroom and for individual students. Posters, signs, and data boards will be placed in hallways, common spaces, and classrooms. This information will be shared with parents at Open house and parent events, through the call out system, as well as through our school webpage and Facebook.

### Measurable Outcome:

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

3rd, 4th, and 5th grade attendance will go from 43% of students having chronic absenteeism to 20% or fewer students having chronic absenteeism, including across ESSA subgroups.

### Monitoring:

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

Attendance will be monitored weekly by the teachers, remedial teachers, guidance counselor, data specialist, and administration utilizing Focus reports, contact log, Child Study Team referrals and more frequent meetings with parents of students who are in danger of chronic absenteeism.

### Person responsible for monitoring outcome:

Lalla Pierce (lpierce1@ecsdfl.us)

**Evidence-based Intervention:**

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

- 1) The leadership will establish school-wide protocols for attendance and behavior.
- 2) The protocols will be monitored by data review and class walks.
- 3) Teachers and students will receive feedback about attendance and behavior on a monthly basis.
- 4) Proactive interventions/incentives will be established for attendance and behavior to help mitigate when students show early signs of attendance, behavior, or academic problems.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

In analyzing the EWS data, chronic absenteeism--especially for grades 3rd, 4th, and 5th appears to be a proficiency and growth. According to Preventing Drop out in Secondary Schools What Works Clearinghouse, close monitoring of attendance proved to have a strong positive effect size on student performance.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team will analyze PMDR data, PBIP's, ESE IEP's, and other behavior data. The team will meet with teachers at the beginning of the year to discuss student behavior and data directly tied to student disabilities pertaining to data. The team will then meet monthly with teachers to discuss data to inform next steps.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdf.us)

**By When:** monthly throughout the 23-24 school year

Communication of attendance expectations to all stakeholders (students, teachers, families, and community)

\* School-wide response system for communication to absenteeism at the 3 day mark.

\*Daily call, text, email for ADA

\*Display of data to include attendance within each grade level area

**Person Responsible:** Lalla Pierce (lpierce1@ecsdf.us)

**By When:** daily - call outs for absent students weekly - attendance data displayed and shared as needed communication to all stakeholders, based on data

Positive incentives and encouragement are promoted and provided for attendance, to include addressing tardiness.

Positive Incentives include the following:

1. pizza, ice cream, or other treat parties for grade levels that reach 95% ADA in a week; repeat winners have the option to choose a different reward
2. drawing names for students with over 95% ADA to win prizes; we also draw parent/guardian names publicly for students exceeding 95% (for ex. at Family Events)

3. positive call outs to families of students with 95% ADA or greater
4. positive mailers to families of students with 95% ADA or greater; reminder mailers with importance of attendance information to those below
5. teachers have individual class incentives such as an extra few minutes of recess

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** this is happening daily and weekly throughout the 23-24 school year

Use of visual rubric for behavior expectations within specific areas of the campus (i.e. dining room, bus )  
The rubric contains level of performance to increase motivation, consistency, and to clarify expectations.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** the rubrics were in place and on display before the first day of school; used daily

Create a mentorship schedules for student to teacher relationship to help decrease the number of ODRs.  
Special Area teachers, or any faculty and staff with schedule availability will be partnered with students based on ODR data, to include student choice and voice.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** on-going throughout the 23-24 school year

## #2. 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.

ELA and Math Proficiency for students with disabilities has been below the Federal Index for more than three years in a row.

### Measurable Outcome:

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

ELA and Math Proficiency for students with disabilities will be 40% or higher.

### Monitoring:

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

Monitoring will occur in all of the following ways:

- \*Observing implementation of classroom accommodations that align with assessment accommodations
- \*IEP Progress Reporting
- \*Quarterly Schoolnet Assessments
- \*i-Ready
- \*Star 360 assessments
- \*FAST PM 1, 2, 3

### Person responsible for monitoring outcome:

Michel Henry-Slater (mhenry-slater@ecsdfi.us)

### Evidence-based Intervention:

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

- 1) Increase student engagement in learning. (Tier 1)
- 2) Increase teacher knowledge of scaffolding and differentiation strategies to support SWD's and students who strive by providing professional development on focus strategies from High Leverage Practices (HLP 18, 19, 21), reading interventions from the decision tree, and assistive technology such as Snap&Read and accommodations found within the FAST, STAR, and Schoolnet platforms. (Tier 1)
- 3) Multitiered systems are in place to support the academic and behavioral progress of all students and to allow educators to quickly intervene with students who are struggling to be successful. (Tier 1)
- 4) Intensify interventions for students by maximizing human resources through scheduling and training (Tier 3)

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- 1) The rationale for this strategy is evidenced-based research by John Hattie and Robert Marzano that overt direct instruction, student engagement with the content, and teacher feedback have a high effect size. Furthermore, according to HLP 18: USE STRATEGIES TO PROMOTE ACTIVE STUDENT ENGAGEMENT, active student engagement is critical to academic success. Teachers must initially build positive student-teacher relationships to foster engagement and motivate reluctant learners.
- 2) According to HLP 19: USE ASSISTIVE AND INSTRUCTIONAL TECHNOLOGIES, when teachers work to select and use augmentative and alternative communication devices and assistive and instructional technology products to promote student learning, there are positive results in student ownership and

independence of the learning process.

3) According to HLP 21: TEACH STUDENTS TO MAINTAIN AND GENERALIZE NEW LEARNING ACROSS TIME AND SETTINGS, students learn to use new knowledge and skills in places and situations other than the original learning environment and maintain their use in the absence of ongoing instruction, thus increasing the students ability to retain the necessary skills for increased student achievement.

4) According to the Florida Practice Profiles, Practice Guide 8, Recommendation 3: By providing students intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening will have a positive increase on student 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.

Provide professional development on accommodations for general education and special education teachers.

**Person Responsible:** Michel Henry-Slater (mhenry-slater@ecsdfi.us)

**By When:** September 30, 2023

Provide accommodation binders (section by class period) for teachers outlining instructional and assessment accommodations for SWD students.

**Person Responsible:** Michel Henry-Slater (mhenry-slater@ecsdfi.us)

**By When:** No later than two weeks prior to each FAST progress monitoring session

Teachers conduct monthly data chats with SWD students to develop goals and discuss progress with SWD students. Develop action plans for students based on data.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** End of each month: September, October, November, January, February, March

Provide professional development on HLP 18: Use Strategies to promote active student engagement.

Provide professional development on HLP 19: Use Assistive and Instructional Technologies.

(accommodations within the FAST or STAR platform and Snap&Read)

Provide professional development on HLP 21: Teach Students to Maintain and Generalize New Learning Across Time and Settings.

**Person Responsible:** Michel Henry-Slater (mhenry-slater@ecsdfi.us)

**By When:** on-going throughout the school year

Monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** on-going throughout the school year; monthly at minimum

Meet regularly with teachers providing small group instruction to make sure that it meets the following:  
more time  
smaller groups

targeted at the right level  
more detailed instruction  
more sequenced  
more guided and precise practice--errorless instruction  
more corrective feedback

**Person Responsible:** Michel Henry-Slater (mhenry-slater@ecsdfi.us)

**By When:** on-going throughout the school year; monthly at minimum

### #3. 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.

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

The following data was used to determine the critical need:

Kindergarten ELA proficiency rate was 30.9% the Spring 2023 STAR Early Literacy Assessment.

First grade ELA proficiency rate was 36.4% on the Spring 2023 STAR Early Literacy Assessment.

Second grade ELA proficiency rate was 37.9% on the Spring 2023 STAR Reading Assessment.

Students who score at the 40th percentile on STAR Early Literacy or STAR Reading are considered proficient. The number of students who were not considered proficient at the end of 2023-2024 indicates a need to

1) improve core instruction

2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

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

The following data was used to determine the critical need:

Third grade ELA proficiency rate was 20% on the 2023 FAST.

Fourth grade ELA proficiency rate was 50% on the 2023 FAST.

Fifth grade ELA proficiency rate was 19% on the 2023 FAST.

Achievement in ELA for grades 3rd - 5th has (not) reached 41% proficiency in all subgroups:

Economically Disadvantaged: 25%

ELL: n/a

Students with Disabilities: 4%

African American: 26.9%

Hispanic: 27.3%

#### Measurable Outcome:

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

ELA proficiency as determined by those scoring at or above the 40th percentile on STAR Early Literacy or STAR Reading 2023 will increase from 30.9% in K, 36.4% in 1st grade, and 37.9% in 2nd grade on FAST-STAR 2023 to 50% on FAST-STAR PM3.

ELA proficiency will increase from 20% in 3rd grade, 50% in 4th grade, and 19% in 5th grade on the 2023 FAST PM3 to 50% or higher in each grade on the 2024 FAST PM3.

The ELA Proficiency for all identified ESSA subgroups will increase to 40% for students with disabilities, and to 50% or higher on FAST PM3 2024.

#### Monitoring:

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

1. To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter. We will identify students in need of intervention according to the intervention decision tree.

a. Kindergarten: STAR Early Literacy results & satisfactory performance on the standards-based grading rubric.

b. First grade: STAR Early Literacy results & benchmark mastery of the quarterly decoding probes

c. Second grade: STAR Reading results & the fluency rate determined by Hasbrouck and Tindal fluency norms chart



- d. Grades 3-5: analyze results by district module assessments.
2. Administration will monitor Tier 1 instruction by conducting weekly classroom walkthroughs, providing feedback to the teachers, and by being present during structured planning sessions.
3. Teachers and Rtl teams monitor the effectiveness of interventions with individual students by collecting data and tracking student progress.

#### **Person responsible for monitoring outcome:**

Lalla Pierce (lpierce1@ecsdfl.us)

#### **Evidence-based Intervention:**

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

- 1) Strengthen Tier I instructional delivery through use of the STO ELA Frameworks and the five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback). (Tier 1)
- 2) Strengthen the multi-tiered system of supports for all students. (Tier 1)
- 3) Increase teacher knowledge on use of assessment data to drive instruction. (Tier 1)

#### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

- 1) HMH Into Reading 2022 for its Comprehensive Core Reading/Language Arts Program (CCRP). The district's K-12 Comprehensive Evidence-based Reading Plan outlines in detail how the various components Into Reading meets Florida's definition of evidence-based. The district ELA Department mapped B.E.S.T. and created curriculum frameworks to ensure that Tier I instruction is standards-aligned. In order to ensure the measurable outcomes are reached in K-5, our school will 1) focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 CERP and 2) provide intensive, systematic instruction on foundational reading skills according to the K-12 CERP Intervention Decision Trees.
- 2) Furthermore, following the Institute of Education Sciences recommendations for interventions, teachers follow the K-12 CERP Intervention Decision Trees to provide interventions in decoding and building fluency, matched to student need during a dedicated intervention period daily. The systematic and explicit process for interventions will have a positive increase on student learning and achievement.
- 3) According to, Supporting a Culture of Data Literacy and Use to Improve Instructional Quality, from Institute of Education Sciences, An effective data system that leads to improved teaching and learning often has three key factors in place: data quality, data capacity, and data culture. Both strengthening the multi-tiered system of supports for all students and increasing teacher knowledge on use of assessment data to drive instruction will have a positive result on student achievement and 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.



Planning with teachers on a weekly basis. The STO Team and school-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** weekly

Review assessment data throughout the instructional modules and hold data meetings to identify students in need of intervention, and determine who will provide the intervention(s). Grade level teams will review assessment data to identify students in need of intervention and to guide differentiation in the classroom. Use the ELA Decision tree to determine targeted evidence based interventions for identified students. Monitor implementation of interventions through RtI meetings and walkthroughs.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** monthly or by module completion

The leadership team will analyze data from screening and progress monitoring assessments and identify trends.

The leadership team will meet with teachers to share school-wide data.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** 2023-09-30

The leadership team will conduct classroom walks on a weekly basis to monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and classroom walks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** weekly - walks and feedback at least once a month - instructional practices and remediation meetings -

Provide coaching and frequent feedback to teachers with need as determined by data. The coaching will be monitored by the School Leadership Team and District Content Specialist to determine the on-going coaching cycle.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** on-going throughout the 23-24 school year as evident through the feedback from classroom walks; coaching cycles will begin the week of 9/4/23

Provide professional development on understanding STAR 360 reports, FAST, and core reading data in order to make data based instructional decisions.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** STAR 360 and FAST training will happen within the month of August; the professional development for using data to make instructional decisions will be on-going during the 23-24 school year

Develop a system to provide and monitor data chats with students before the next assessment.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** first data meeting was during pre-planning week; 8/10/23; this will continue throughout the 23-24 school year; monthly at minimum

Provide training for Teacher Assistants and Travel Agents on instructional practices and remediation resources (Scaffolded Comprehension - IReady; Read Naturally; Amira (grade 3)

**Person Responsible:** Michel Henry-Slater (mhenry-slater@ecsdfi.us)

**By When:** Small Group Reading Training for Teacher Assistants September 20 from 12-3 at Spencer Bibbs by the ELA Dept. Amira Training from ELA Dept. on 10/9/23. Teacher Assistants and Travel Agents also attend the STO planning sessions.

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In analyzing the 2023 FAST data, the lowest area of performance was math proficiency at 23.5%. This is a -34.5% gap when compared to the state. Achievement in math has been historically below the district and state average in proficiency and shows deficiencies in the following subgroups based on the 2022-2023 FAST PM 3 progress monitoring assessment: Economically Disadvantaged (22%), Students with Disabilities (4%), African American/Black (20.2%), Hispanic (45.5%), Multi-racial (26.7%), White (36.4%). The following ESSA Subgroups remain below the Federal Index level of 41%: Students with Disabilities (24%), African American/Black (37%), and Multi-racial (16%).

**Measurable Outcome:**

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

The overall math proficiency will increase from 23.5% proficiency\* on the 2023 PM 3 FAST assessment to 41% proficiency or higher on the 2024 PM 3 FAST assessment.

ESSA subgroups include SWD, African American/Black, Economically Disadvantaged, and Hispanic students. Math proficiency for ESSA subgroups will increase by 40%.

\*Proficiency levels indicated for 2023 are based on levels set as of July 2023.

**Monitoring:**

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

1. To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter. We will identify students in need of intervention according to the district assessments.
  - a. Kindergarten: STAR Math results & satisfactory performance on the standards-based grading rubric.
  - b. First grade: STAR Math results & performance on topic math assessments
  - c. Second grade: STAR Math results & performance on topic math assessments, monitored through Schoolnet
  - d. Grades 3-5: analyze results by district topic assessments.
2. Administration will monitor Tier 1 instruction by conducting weekly classroom walkthroughs, providing feedback to the teachers, and by being present during structured planning sessions.
3. Teachers and Rtl teams monitor the effectiveness of interventions with individual students by collecting data and tracking student progress.

**Person responsible for monitoring outcome:**

Lalla Pierce (lpierce1@ecsdfl.us)

**Evidence-based Intervention:**

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

1. Strengthen differentiated Tier I instructional delivery through the use of the Math Frameworks and B1G-M Instructional Guides. (Tier 1)
2. Multitiered systems are in place to support the academic and behavioral progress of all students and to allow educators to quickly intervene with students who are struggling to be successful. (Tier 1)
3. Increase teacher knowledge on use of assessment data to drive instruction. (Tier 1)
4. Intensify interventions for students by maximizing human resources through scheduling and training. (Tier 3)

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

In analyzing the 2023 FAST data and historical ESSA data, differentiated Tier I instructional delivery appears to be a weakness in Math.

1. According to Assisting Struggling Students in Math (Practice Guide 26), from What Works Clearing House, providing direct, explicit, and differentiated instruction, with the use of tiered support opportunities for extended exploration and discussion, shows positive impact on student achievement.

2. According to 10 Key Policies and Practices for All Schools, indicates that providing systematic instruction during intervention to develop student understanding of mathematical ideas.

3. According to 10 Key Policies and Practices for All Schools, research shows that when assessment data is used to drive instruction, it is proven to have a strong positive effect size on student performance.

4. According to 10 Key Policies and Practices for All Schools, research shows a strong positive effect on student achievement if the following is made available: Students who are significantly behind in reading, writing, or mathematics or who display significant behavior problems are provided intensive interventions. All students who have significant absences, behavior infractions, and patterns of poor grades have an assigned mentor who provides ongoing and frequent support.

**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.

Utilize the BIG M to identify instructional strategies to support benchmark aligned instruction and tiered strategies to support differentiation. Utilize the MTR's (Mathematical Thinking and Reasoning) to engage students in discussing mathematical thinking and reasoning.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdf.us)

**By When:** Weekly; on-going throughout the 23-24 school year as evident in structured planning sessions

Coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, word problems and student discourse. Coaching will be monitored by the School Leadership Team and the STO Team to determine the on-going coaching cycle.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdf.us)

**By When:** on-going throughout the 23-24 school year as evident through the feedback from classroom walks; coaching cycles will begin the week of 9/4/23

The leadership team will analyze data from screening and progress monitoring assessments and identify trends. The team will meet with teachers to share school-wide data trends.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdf.us)

**By When:** first data meeting was during pre-planning week; 8/10/23; this will continue throughout the 23-24 school year; monthly at minimum

Provide professional development on understanding FAST and iReady and how to determine next steps for instruction.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** Initial training for FAST and iReady to occur during August; additional professional development will continue throughout the 23-24 school year.

Develop a system to provide and monitor data chats with students before the next assessment.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** first data meeting was during pre-planning week; 8/10/23; this will continue throughout the 23-24 school year; monthly at minimum

Meet with teachers and support staff to create a master schedule to prioritize services for SWD students.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** To be finalized within the first two weeks of school.

Provide training to teacher assistants on instructional practices and remediation resources.

**Person Responsible:** Michel Henry-Slater (mhenry-slater@ecsdfi.us)

**By When:** first data meeting was during pre-planning week; 8/10/23; this will continue throughout the 23-24 school year; monthly at minimum

**#5. Instructional Practice specifically relating to Science****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In analyzing the 2023 science data, there was a decline in proficiency from the 2022 school year to the 2023 school year. The 2022 school year had a proficiency of 27% and the 2023 school year had a proficiency of 24.6%. This is a -29.9% gap when compared to the state and the district. Achievement in science has been historically below the district and state average in proficiency and shows deficiencies in the following subgroups based on the 2022-2023 Science FCAT assessment: Economically Disadvantaged (20.8%), Students with Disabilities (10%), African American/Black (17.8%). The following ESSA Subgroups remain below the Federal Index level of 41%: Students with Disabilities (24%), African American/Black (37%), and Multi-racial (16%).

**Measurable Outcome:**

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

The overall science proficiency will increase from 24.6% proficiency to 41% proficiency or higher on the 2024 FSA assessment.

ESSA subgroups include SWD, African American/Black, Economically Disadvantaged, and Hispanic students. Math proficiency for ESSA subgroups will increase by 50%.

**Monitoring:**

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

The data metrics that will be utilized to monitor this goal will be STO created bellringers/probes, unit tests, and quarterly progress monitoring. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school wide data at least once a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

**Person responsible for monitoring outcome:**

Lalla Pierce (lpierce1@ecsdfi.us)

**Evidence-based Intervention:**

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

1. Strengthen differentiated Tier I instructional delivery through use of intentional planning with the STO Science Frameworks and hands-on Labs.
2. Use of assessments to enhance student learning, beyond just measuring it.
3. Intensify interventions for students by maximizing human resources through scheduling and training.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

1. The rationale for this strategy is evidenced-based research by John Hattie and Robert Marzano that overt direct instruction, student engagement with the content, and teacher feedback have a high effect size.
2. According to 10 Key Policies and Practices for All Schools, research shows that when assessment data is used to drive instruction, it is proven to have a strong positive effect size on student performance.

3. According to 10 Key Policies and Practices for All Schools, research shows a strong positive effect on student achievement if the following is made available: Students who are significantly behind in reading, writing, or mathematics or who display significant behavior problems are provided intensive interventions. All students who have significant absences, behavior infractions, and patterns of poor grades have an assigned mentor who provides ongoing and frequent support.

#### **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.

Planning with teachers on a weekly basis. The STO Team and school-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** Weekly throughout the 23-24 school year

The leadership team will conduct classroom walks on a weekly basis to monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and class walks.

The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** Walks and feedback to occur weekly throughout the 23-24 school year. The next steps for instructional practice and remediation to occur at least once a month

Teachers will incorporate labs and/or hands-on activities at least weekly into the curriculum. The STO Team will support this effort with example labs/activities and training on implementation.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** Weekly

Coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, abstract to concrete representations of science concepts, academic language, and student discourse. Coaching will be monitored by the School Leadership Team and the STO Team to determine the on-going coaching cycle.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** on-going throughout the 23-24 school year as evident through the feedback from classroom walks; coaching cycles will begin the week of 9/4/23

The leadership team will analyze data from unit assessments and quarterly progress monitoring assessments and identify trends.

The leadership team will meet with teachers to share data.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** first data meeting was during pre-planning week; 8/10/23; this will continue throughout the 23-24 school year; monthly at minimum

Develop a system to provide and monitor data chats with students before the next assessment.

**Person Responsible:** [no one identified]



**By When:** first data meeting was during pre-planning week; 8/10/23; this will continue throughout the 23-24 school year; monthly at minimum

Meet with teachers and support staff to create a master schedule to prioritize services for SWD students.

**Person Responsible:** Lalla Pierce (lpierce1@ecsdfi.us)

**By When:** To be finalized within the first two weeks of school.

### 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).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

### 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**

The following data was used to determine the critical need:

56% of Kindergarten ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.

71% of First grade ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.

56% of Second grade ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.

Students who score below the 40th percentile on STAR Early Literacy or STAR Reading are not considered proficient. The number of students who were not considered proficient at the end of 2022-2023 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

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

The following data was used to determine the critical need:

Third grade ELA students scoring below proficiency rate was 80% on the 2023 FAST.

Fourth grade ELA students scoring below proficiency rate was 47% on the 2023 FAST.

Fifth grade ELA students scoring below proficiency rate was 81% on the 2023 FAST.

**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**

ELA proficiency as determined by those scoring at or above the 40th percentile on STAR Early Literacy or STAR Reading 2023 will increase for grades kindergarten through 2nd grade to 50% or higher on FAST-STAR PM3.

### Grades 3-5 Measurable Outcomes

The ELA proficiency rate will increase for grades third through fifth to 50% or higher in each grade on the 2024 FAST PM3.

## 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.

To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter. We will identify students in need of intervention according to the intervention decision tree.

- a. Kindergarten: STAR Early Literacy results and percent of students earning satisfactory performance on the standards-based grading rubric.
  - b. First grade: STAR Early Literacy/Reading results and the percent of students meeting benchmark on the first grade quarterly decoding probe per classroom. (See FOCUS report)
  - c. Second grade: STAR Reading results and the percent of students whose fluency rate is average per the time of year on the Hasbrouck and Tindal fluency norms chart. (See Amira)
  - d. Grades 3-5: analyze results by classroom of district module assessments.
2. Administration will conduct weekly classroom walkthroughs to observe delivery of Pre-K to Grade 5 literacy instruction and suggest improvements through the use of the Florida Literacy Practice Profiles.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Pierce, Lalla, lpierce1@ecsdfl.us

## 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?

Global Learning Academy uses HMH Into Reading 2022 for its Comprehensive Core Reading/Language Arts Program (CCRP)

The district's K-12 Comprehensive Evidence-based Reading Plan outlines in detail how Into Reading meets Florida's definition of evidence-based. The district ELA Department mapped B.E.S.T. and created

curriculum frameworks to ensure that Tier I instruction is standards-aligned.

In order to ensure the measurable outcomes are reached in K-5, our school will 1) focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 CERP and 2) provide intensive, systematic instruction on foundational reading skills according to the K-12 CERP Intervention Decision Trees. Tier 1 instruction is monitored by the school's administration team through weekly classroom walkthroughs and by being present during collaborative lesson planning. Teachers and RtI teams monitor the effectiveness of interventions with individual students by collecting data and tracking student progress.

**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 use of Houghton Mifflin Into Reading 2022 as a Comprehensive Core Language Arts/Reading Program is supported by recommended practices in the The Institute of Education Sciences Practice Guides as described in the K-12 CERP. The core curriculum includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning.

A focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) with this comprehensive curriculum will increase the proficiency of our students in K-5.

Furthermore, following the Institute of Education Sciences recommendations (strong evidence) for interventions, teachers follow the K-12 CERP Intervention Decision Trees to provide interventions in decoding and building fluency, matched to student need during a dedicated intervention period daily.

**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>Action Step 1: Literacy Leadership-                      Develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth.                      Provide professional development regarding the B.E.S.T. ELA Standards, including writing.                      Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve.</p> <p>Action Step 2: Literacy Coaching-                      District coaches and/or school mentor teachers will facilitate use of the literacy practice profiles in the delivery of instruction with B.E.S.T. ELA Standards, including writing.                      Administration seeks coaching support from district coaches and the State Regional Literacy Director for walkthroughs and intervention support.</p> <p>Action Step 3: Assessment                      Our school utilizes the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention.                      Grade level teams will meet to discuss the use of formative assessment to guide differentiation in the classroom; analyze core reading material assessment results, and use STAR for screening, diagnostics, and progress monitoring.</p> <p>Action Step 4: Professional Learning -                      We will provide training to teachers at our school on the following:                      Use of STAR360 reports, core reading program data, and the intervention decision trees                      Differentiation during the 90 minute block, and use of Tier 2 and Tier 3 interventions during the language arts intervention period.                      Five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 Comprehensive Evidence-Based Reading Plan                      The B.E.S.T. ELA standards and the science of reading.</p>	<p>Pierce, Lalla,                      lpierce1@ecsdf1.us</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.

Dissemination will occur in all of the following ways, plus others as opportunity presents itself:

- \*Webpage (escambiaschools.org/gla)
- \*Facebook
- \*School Messenger SMS Message using tinyurl link
- \*QR code on School Newsletter
- \*SAC Meetings
- \*Open House

The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families,

teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, SIP progress is regularly shared and discussed through the School Advisory Council. Regardless of membership status, all stakeholders are invited to attend School Advisory Council meetings.

Links to the school's SIP are posted on the school's homepage as well as the schools Our Title I Family page.

GLA Homepage:  
<https://www.escambiaschools.org/gla>

Title 1 Family page:  
<https://www.escambiaschools.org/Page/1153>

**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))

Webpage: [escambiaschools.org/gla](https://www.escambiaschools.org/gla)

During the 23-24 school year, parent conferences will be held by all teachers to share the progress of each student. FAST data will be reviewed with families. Three academic family fun events are scheduled to build the capacity of families in Language Arts, Math, and Science. Teachers will share strategies which can be used at home. Teachers send daily home to parents regarding their child's academic and social progress. All of the following offer opportunities at GLA for positive school-home connections: Orientation, Open House, Family Fall Festival ELA Event, Munch and Math Family Engagement Event, Earth Day Science Family Engagement Event, Whataburger Night, Chuck E. Cheese Nights, Texas Roadhouse Spirit Night, Parent Conferences, Positive Phone Calls home. GLA is also rolling out "One Book, One School" this year with a kick off at Open House.

**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)**

Strengthening of the academic program will occur by increasing small group instruction, collaborative planning with and implementation of feedback from school transformation coaches, using a master schedule that minimizes interruptions and distractions and maximizes instructional time, increasing school wide processes and procedures, setting weekly measures that positively impact student performance and the SIP (related to attendance, accelerated reader difficulty, i-Ready performance, walk through data).

**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))**

All plans in development are coordinated, including but not limited to the following:

FLDOE School Improvement Plan

Title 1 Family Engagement Plans

RAISE Support

Furthermore, the specifics of our plan support students who are also affected by all of the listed programs under ESSA. The GLA SIP supports the broader goals of future success for all students which aligns with the broader goals of Federal and State programs, specifically:

\*Head Start: LEA cofunds Head Start for a maximum of 206 children. These services are provided in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities.

\*Voluntary Pre-Kindergarten: Title I Part A co-funds VPK services, by extending full day services in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities.

\*Title I, Part D: Resources are provided for parents whose children are enrolled in Neglected & Delinquent programs.

\*ESOL-Title III: Provides supplemental resources for English Language Learners (ELL) such as services and paraprofessionals.

\*Title IV, Part A: Provides students with a well-rounded education, supports safe and healthy students, and supports the effective use of technology. Schools benefit through Capturing Kids' Hearts training and the services of the secondary schools guidance TSA.

\*Title IX, Part A: Provides hygiene items, school supplies, enrollment assistance, social work, and advocacy. Assistance for housing, food, clothing, and other emergency support are available for families referred under Title IX.

\*IDEA: Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

### 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))**

There is a process for referring students to the Guidance Counselor and/or the Navigator (Social Workers). They may screen students and determine Lakeview Overlay Counseling to be more appropriate. Mentors are solicited and paired with students.

#### **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))**

Aside from other programs and curricular emphases that addresses future workforce and career opportunities, we are proud to have strong partnerships with the community. Often, business people come to speak to our students about a variety of topics such as Fire Safety, Financial Literacy, and others. We are also a Common Sense Media school which focuses on digital literacy--now, and later.

#### **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 are a PBIS Model School.

There are clear systems and support for behavioral and academic interventions, as well as identification of other barriers to learning.

The RTI Coordinator clearly defines steps for instructional personnel to take in order to ensure we are intervening early, often, and intensely.

**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))**

All school personnel have the opportunity for professional development at the school, district, and state level to improve implementation of rigorous academic standards. Common planning time is established so a collaborative and collegial atmosphere is developed in order for teachers to work together to study data and improve practice.

**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))**

We have an active partnership with ReadyKids FL, which focuses on kindergarten readiness. For example, this year we hosted three "Kindergarten, Here We Come!" sessions in partnership with ReadyKids FL.

**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.**

<b>1</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Early Warning System</b>				<b>\$0.00</b>
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: ESSA Subgroup: Students with Disabilities</b>				<b>\$1,250.75</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	520	1281 - Global Learning Academy	UniSIG		\$1,250.75
			<i>Notes: Global Learning Academy: UniSIG SIP Focus 2 and 3 Measure Up Supplemental Math textbooks to support small group instruction in 3-5 (65 books x \$14.95 per student book = \$971.75) (10 teacher editions x \$16.50 per book = \$165.00) Shipping 10% = 146</i>			
<b>3</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: ELA</b>				<b>\$191,106.70</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	520	1281 - Global Learning Academy	UniSIG		\$1,250.75
			<i>Notes: Global Learning Academy UniSIG SIP: Focus 2 and 3 MEASURE UP ELA Measure Up Supplemental ELA textbooks to support small group instruction in 3-5 (65 books x \$14.95 per student book = \$971.75) (10 teacher editions x \$16.50 per book = \$165.00) Shipping 10% = \$114.00</i>			
	5100	520	1281 - Global Learning Academy	UniSIG		\$7,606.50
			<i>Notes: Global Learning Academy UniSIG SIP: Focus 2 and 3 MAGNETIC READING ELA Magnetic Reading Supplemental ELA textbooks to support the Intervention block in K-5</i>			

			375 student books x \$15 per workbook = \$5,625 43 teacher Editions x \$30 per edition=\$1,290 10% shipping = \$691.50		
5100	519	1281 - Global Learning Academy	UniSIG		\$1,300.00
			Notes: Global Learning Academy UniSIG SIP: Focus 2 and 3 INK TONER Ink to support benchmark-aligned instruction		
5100	510	1281 - Global Learning Academy	UniSIG		\$164.70
			Notes: Global Learning Academy UniSIG SIP: Focus 2 and 3 OFFICE SUPPLIES Office supplies to support benchmark-aligned instruction (Chart paper, paper, pencils, notebooks ,staplers, staples, composition books, clipboards, sticky notes, paper fasteners, sticky flags, manual hole punch, post-it notes, binders, binder clips )		
6300	100	1281 - Global Learning Academy	UniSIG		\$30,492.00
			Notes: Global Learning Academy UniSIG SIP: Focus 1 and 2 PLANNING STIPENDS Stipends for teachers to attend planning with administration, School Transformation Instructional Coaches. 17 teachers x 2 days weekly x 2 weeks x 7 months x \$33 = \$15,708.00 32 teachers x 1 day weekly x 2 weeks x 7 months x \$33 = \$14,784.00		
6300	210	1281 - Global Learning Academy	UniSIG		\$4,137.75
			Notes: Global Learning Academy UniSIG SIP: Focus 1 and 2 RETIREMENT for PLANNING STIPENDS Retirement for teachers to attend planning with administration, School Transformation Instructional Coaches. 17 teachers x 2 days weekly x 2 weeks x 7 months x \$33 = \$15,708.00 x .1357 = \$2131.57 32 teachers x 1 day weekly x 2 weeks x 7 months x \$33 = \$14,784.00 x .1357 = \$2,006.18		
6300	220	1281 - Global Learning Academy	UniSIG		\$2,333.00
			Notes: Global Learning Academy UniSIG SIP: Focus 1 and 2 SOCIAL SECURITY for PLANNING Social Security for teachers to attend planning with administration, School Transformation Instructional Coaches. 17 teachers x 2 days weekly x 2 weeks x 7 months x \$33 = \$15,708.00 x .0765 = \$1,202.00 32 teachers x 1 day weekly x 2 weeks x 7 months x \$33 = \$14,784.00 x .0765 = \$1,131.00		
6300	240	1281 - Global Learning Academy	UniSIG		\$363.00
			Notes: Global Learning Academy UniSIG SIP: Focus 1 and 2 WORKER'S COMP for PLANNING Worker's Comp for teachers to attend planning with administration, School Transformation Instructional Coaches. 17 teachers x 2 days weekly x 2 weeks x 7 months x \$33 = \$15,708.00 x .012 = \$185.00 32 teachers x 1 day weekly x 2 weeks x 7 months x \$33 = \$14,784.00 x .012 = \$178.00		
6400	130	1281 - Global Learning Academy	UniSIG	1.0	\$51,057.00
			Notes: Global Learning Academy: UniSIG SIP Focus 2 and 3 CLASSROOM TEACHER SALARY Salary for Pre-Approved* Classroom teacher to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May, 2023		
6400	210	1281 - Global Learning Academy	UniSIG		\$6,127.00
			Notes: Global Learning Academy UniSIG SIP: Focus 2 and 3 RETIREMENT for CLASSROOM TEACHER Retirement for Pre-Approved* Classroom teacher to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May 2023		
6400	220	1281 - Global Learning Academy	UniSIG		\$3,906.00
			Notes: Global Learning Academy UniSIG SIP: Focus 2 and 3 SOCIAL SECURITY for CLASSROOM TEACHER Social Security for Pre-Approved* Classroom teacher to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May 2023		



	6400	231	1281 - Global Learning Academy	UniSIG		\$7,650.00
			<i>Notes: Global Learning Academy UniSIG SIP: Focus 2 and 3 HEALTH for CLASSROOM TEACHER Health for Pre-Approved* Classroom teacher to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May 2023</i>			
	6400	232	1281 - Global Learning Academy	UniSIG		\$129.00
			<i>Notes: Global Learning Academy UniSIG SIP: Focus 2 and 3 LIFE for CLASSROOM TEACHER Life for Pre-Approved* Classroom teacher to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May, 2023</i>			
	6400	235	1281 - Global Learning Academy	UniSIG		\$170.00
			<i>Notes: Global Learning Academy UniSIG SIP: Focus 2 and 3 DENTAL for CLASSROOM TEACHER Dental for Pre-Approved* Classroom teacher to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May 2023</i>			
	6400	235	1281 - Global Learning Academy	UniSIG		\$613.00
			<i>Notes: Global Learning Academy UniSIG SIP: Focus 2 and 3 WORKER'S COMP for CLASSROOM TEACHER worker's Comp for Pre-Approved* Classroom teacher to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May, 2023</i>			
	6400	130	1281 - Global Learning Academy	UniSIG	1.0	\$54,488.00
			<i>Notes: Gobal Learning Academy UniSIG SIP: Focus 2 and 3 REMEDIAL TEACHER Pre-Approved* Remedial teacher to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May, 2023</i>			
	6400	210	1281 - Global Learning Academy	UniSIG		\$6,539.00
			<i>Notes: Global Learning Academy UniSIG SIP: Focus 2 and 3 RETIREMENT for REMEDIAL TEACHER Retirement Pre-Approved* Remedial teacher to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May 2023</i>			
	6400	220	1281 - Global Learning Academy	UniSIG		\$4,168.00
			<i>Notes: Global Learning Academy UniSIG SIP: Focus 2 and 3 SOCIAL SECURITY for REMEDIAL TEACHER Social Security Pre-Approved* Remedial teacher to support teachers in benchmark aligned instruction and classroom management *Position pre-approved by BSI May, 2023</i>			
	6400	231	1281 - Global Learning Academy	UniSIG		\$7,650.00
			<i>Notes: Global Learning Academy UniSIG SIP: Focus 2 and 3 HEALTH for REMEDIAL TEACHER Health Pre-Approved* Remedial teacher to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May 2023</i>			
	6400	232	1281 - Global Learning Academy	UniSIG		\$138.00
			<i>Notes: Global Learning Academy UniSIG SIP Focus 2 and 3 LIFE for REMEDIAL TEACHER Life Pre-Approved* Remedial teacher to support teachers in benchmark aligned instruction and classroom management *Position pre-approved by BSI May, 2023</i>			
	6400	235	1281 - Global Learning Academy	UniSIG		\$170.00

			<i>Notes: Global Learning Academy UniSIG SIP: Focus 2 and 3 DENTAL for REMEDIAL TEACHER Dental Pre-Approved* Remedial teacher to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May 2023</i>			
	6400	240	1281 - Global Learning Academy	UniSIG		\$654.00
			<i>Notes: Global Learning Academy UniSIG: SIP Focus 2 and 3 WORKER'S COMP for REMEDIAL TEACHER Worker's Comp Pre-Approved* Remedial teacher to support teachers in benchmark-aligned instruction and classroom management *Position pre-approved by BSI May 2023</i>			
<b>4</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Math</b>				<b>\$0.00</b>
<b>5</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Science</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	1281 - Global Learning Academy	UniSIG		\$3,000.00
			<i>Notes: Global Learning Academy UniSIG SIP: Focus 2 and 3 SCIENCE SUPPLIES Science Supplies to support benchmark-aligned instruction in K-5 classrooms. (Graduated cylinders, balance scales, planet models, clay, rulers, beakers sets, pan balance, spring scale, thermometers, meter sticks, foam bowls, paper plates, string/yarn, clear plastic cups, safety goggles, magnets, iron washers, gravel, quart bags, magnifying glasses, mineral kit)</i>			
					<b>Total:</b>	<b>\$195,357.45</b>

**Budget Approval**

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

No