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School Board Approval

This plan has not yet been approved by the Dade County School Board.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of the International Studies/International Education Magnet program at G.W. Carver Elementary is to foster an innovative, multilingual program with an academically challenging and rigorous curriculum, ensuring student achievement and personal growth for success in a global society.

Provide the school's vision statement

Our vision is to provide a multilingual environment that prepares students for global success in an everchanging world.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Kadie Montano

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is responsible for facilitating the day-to-day requirements of the school. She needs to ensure the safety of students, as well as the fulfillment of federal and state student and teacher

performance guidelines. This leadership position includes interactions with students, teachers, other administrators, board members, and parents.

Leadership Team Member #3

Employee's Name

Patricia Fairclough

Position Title

Principal

Job Duties and Responsibilities

Principals supervise teachers and educational staff and keep track of student performance. They ensure that school facilities remain safe for students and faculty and plan regular maintenance of school grounds and equipment. Principals also research and acquire new materials and resources to improve the experience of both students and teachers.

Leadership Team Member #4

Employee's Name

Evelyn Martinez

Position Title

Magnet Coordinator

Job Duties and Responsibilities

Special Programs/Magnet Coordinator is responsible for coordinating site-based program activities. This includes integrating each program's theme into curricula as assigned, exploring partnerships to enhance educational offerings, and marketing the program to potential families and the community.

Leadership Team Member #5

Employee's Name

Christina Padron

Position Title

Teacher K-12

Job Duties and Responsibilities

Teachers are responsible for keeping the classroom under control,

developing lesson plans, establishing and enforcing a set of rules for the classroom, as well as keeping parents updated on their child's progress. In addition, teachers are charged with preparing students for standardized tests, monitoring and enforcing rules and expectations to ensure safety, encouraging students to learn, and recognizing students deficiencies and strengths to facilitate progress towards proficiency in state and national standards.

Leadership Team Member #6

Employee's Name

Mikala Fils-Aime

Position Title

Media Specialist

Job Duties and Responsibilities

Media Specialists are responsible for using evaluation techniques to measure the effectiveness of the school's media program. They can then adjust the program to meet the needs they identify. They can also evaluate, select, and acquire materials and equipment to support the instructional program and meet the needs of the learners

Leadership Team Member #7

Employee's Name

Rachel Gomez

Position Title

Teacher K-12

Job Duties and Responsibilities

Teachers are responsible for keeping the classroom under control, developing lesson plans, establishing and enforcing a set of rules for the classroom, as well as keeping parents updated on their child's progress. In addition, teachers are charged with preparing students for standardized tests, monitoring and enforcing rules and expectations to ensure safety, encouraging students to learn, and recognizing students deficiencies and strengths to facilitate progress towards proficiency in state and national standards.

Leadership Team Member #8

Employee's Name

Jamie Fairley

Position Title

Teacher

Job Duties and Responsibilities

Teachers are responsible for keeping the classroom under control, developing lesson plans, establishing and enforcing a set of rules for the classroom, as well as keeping parents updated on their child's progress. In addition, teachers are charged with preparing students for standardized tests, monitoring and enforcing rules and expectations to ensure safety, encouraging students to learn, and recognizing students deficiencies and strengths to facilitate progress towards proficiency in state and national standards.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

Our learning institution will continue to have a thriving relationship with our award winning PTA. Our goal is to have 100 percent of our teachers to join the PTA so that we can all become invested in working together to strengthen the learning environment. We will continue to build on our community involvement by adding to our current partnerships. For the 2024-2025 school year, we partnered with Institute of Contemporary Art Miami, who sponsored our Opening of Schools Meeting by providing the food and venue. Our school will continue to invite all of our driven instructional leaders to join the school leadership team. It is important to have teachers who feel that they have a stake in the betterment and progression of our school. This year we will also focus on student voice. There will be leadership opportunities for our students through our broadcasting team and opportunities for our 5th grade students to run for student council. Parents will have updated school information through Class Dojo and the weekly Thursday communicator that is distributed by the PTA. We will continue to host after school family engagement events so that we can build family relationships at Carver Elementary. Our stakeholders have a vital role in the SIP development process. We review the data from our students, parents, and teachers and compare them to the previous year so that we are able to establish trends for successes and needs for improvement. Our school leadership team also analyzes and reflects on feedback from our community partners so that we can build even stronger connections for our future partnerships.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP will be monitored and reviewed formally every four weeks by the leadership team. We will collect all generated data and look for projected growth. The leadership team will also focus on those students with the greatest achievement gaps by diving deep into their tiered instruction. We will closely monitor the supplemental curriculum and follow up with IEP accommodations to make sure that they are being effectively implemented in the learning environment. Our assessment of the data

will track our breakthrough goals for the 2024-2025 school year for our Carver learners. In the event that we are not meeting our goals, we will revise our plans by taking a holistic approach to problem solving. We will evaluate curriculum, instructional delivery, parent support, tier- instruction, IEP supports, and individual student needs to determine an effective course of action.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	82.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	40.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	0	8	2	0	0	3				13
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)				1	3	2				6
Course failure in Math			1		3	5				9
Level 1 on statewide ELA assessment				1	2	6				9
Level 1 on statewide Math assessment				0	0	4				4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	5	7	2						15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	4	1							6

Current Year 2024-25

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	1	4	2	1	4	7				19

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	0	0				0
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last 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 school days	4	4	2	2	2	1				15
One or more suspensions										0
Course failure in ELA		1	4	5	3	3				16
Course failure in Math		1		3	4	2				10
Level 1 on statewide ELA assessment				6	3	2				11
Level 1 on statewide Math assessment				3	4	1				8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	4	1	9						26

Prior Year (2023-24) As Last Reported (pre-populated)

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	1	1	1	8	4	1				16

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	1		1						5
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	88	63	57	85	60	53	79	62	56
ELA Grade 3 Achievement **	91	63	58	85	60	53			
ELA Learning Gains	76	64	60				67		
ELA Learning Gains Lowest 25%	61	62	57				59		
Math Achievement *	94	69	62	93	66	59	88	58	50
Math Learning Gains	81	65	62				81		
Math Learning Gains Lowest 25%	74	58	52				68		
Science Achievement *	90	61	57	74	58	54	63	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	69	64	61	78	63	59	74		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	80%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	724
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
80%	82%	72%	58%		66%	69%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	67%	No		
English Language Learners	82%	No		
Black/African American Students	59%	No		
Hispanic Students	83%	No		
White Students	93%	No		
Economically Disadvantaged Students	75%	No		
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%
Students With Disabilities	54%	No		

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%
English Language Learners	78%	No		
Black/African American Students	65%	No		
Hispanic Students	82%	No		
White Students	95%	No		
Economically Disadvantaged Students	72%	No		

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%
Students With Disabilities	55%	No		
English Language Learners	79%	No		
Native American Students				

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%
Asian Students				
Black/African American Students	53%	No		
Hispanic Students	75%	No		
Multiracial Students				
Pacific Islander Students				
White Students	89%	No		
Economically Disadvantaged Students	67%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	88%	91%	76%	61%	94%	81%	74%	90%					69%
Students With Disabilities	67%				67%								
English Language Learners	89%	90%	79%	77%	94%	74%		87%					69%
Black/African American Students	54%		52%	36%	73%	61%	67%	67%					
Hispanic Students	91%	90%	78%	71%	96%	81%	79%	96%					67%
White Students	96%	100%	83%		98%	93%		90%					
Economically Disadvantaged Students	78%	74%	70%	56%	86%	72%	76%	84%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	85%	85%			93%			74%					78%
Students With Disabilities	38%				69%								
English Language Learners	79%	72%			98%			71%					71%
Black/African American Students	61%	57%			76%								
Hispanic Students	87%	87%			94%			71%					69%
White Students	96%	95%			100%			87%					
Economically Disadvantaged Students	70%	73%			87%			65%					67%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	79%		67%	59%	88%	81%	68%	63%					74%
Students With Disabilities	40%		55%		54%	70%							
English Language Learners	84%		67%		91%	94%		64%					74%
Native American Students													
Asian Students													
Black/African American Students	42%		55%	55%	66%	60%		38%					
Hispanic Students	84%		68%	59%	90%	85%	76%	61%					75%
Multiracial Students													
Pacific Islander Students													
White Students	97%		76%		100%	85%		85%					
Economically Disadvantaged Students	70%		62%	57%	82%	80%	64%	52%					68%

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	89%	56%	33%	55%	34%
Ela	4	85%	55%	30%	53%	32%
Ela	5	82%	56%	26%	55%	27%
Math	3	96%	65%	31%	60%	36%
Math	4	90%	62%	28%	58%	32%
Math	5	89%	59%	30%	56%	33%
Science	5	90%	53%	37%	53%	37%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The area where we saw the most significant improvement was in our Grade 5 Science scores, which soared from a 74% proficiency rate to an impressive 90%. As a Platinum STEM Designated School, George W. Carver Elementary has consistently reaped the benefits of our investment in STEM education. This designation has not only boosted our science scores, but has also strengthened the quality and consistency of our science curriculum from Pre-K through 5th grade.

During the 2023-2024 school year, we dedicated one fifth-grade teacher solely to teaching science, facilitating weekly hands-on labs, and meticulously planning the experiential instruction that is crucial for deep understanding in this subject. Building on this success, for the 2024-2025 school year, we are extending these strategies to second grade, recognizing that much of the science content assessed in fifth grade is introduced during this critical year.

Lowest Performance

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

While we saw overall proficiency gains across all subject areas—reading, science, and mathematics—our progress in ELA, particularly with our Lowest 25 percent population, remained relatively flat, increasing only slightly from 59% to 61%. Historically, elevating this subgroup has been a challenge, and despite our efforts, significant strides have been elusive.

Upon closer analysis of the data and the specific needs of these students, it's clear that we require more consistent and targeted interventions to effectively support them in smaller group settings. To address this, we have assigned one of our most experienced teachers to lead interventions specifically for our Lowest 25 percent population. This strategic move aims to provide the focused, individualized support necessary to help these students achieve greater learning gains.

Greatest Decline

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

We are pleased to report that no data components showed a decline from the previous year. In ELA, our proficiency rates increased from 85% to 88%. Mathematics saw a rise in proficiency levels from

92% to 93%. The most significant growth was in Science, where proficiency soared from 74% to 90%.

Greatest Gap

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.

When compared to the state averages, George W. Carver students outperformed their counterparts in all subject areas and grade levels. In ELA, the state proficiency rate for third-grade students was 58%, while our school achieved an impressive 91%. Similarly, the state average for fourth-grade ELA proficiency was 55%, but our students reached 85%. For fifth grade, the state average was 56%, and our school attained a proficiency rate of 82%.

This success continued in mathematics, where the state proficiency levels were 60% for third grade, 58% for fourth grade, and 60% for fifth grade. In contrast, our school's proficiency levels were 96%, 90%, and 89%, respectively.

These outstanding results can be attributed to our commitment to differentiated instruction, strategic shifts informed by data, student incentives, regular data chats, and benchmark-aligned instruction.

EWS Areas of Concern

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

Reflecting on the EWS data from Part I, we identified a key area of concern: our third and fourth graders who scored a Level 1 on their FAST PM 3 assessments last year. These students are significantly behind and will be the focus of our Lowest 25% interventions. Additionally, we are concerned about the significant reading deficiencies among our K-3 students. Without targeted intervention, the gaps these students face will continue to widen, making it critical to address their needs promptly and effectively.

Highest Priorities

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

Our highest priorities for the 2024-2025 school year are:

1. **Writing Across the Curriculum:** Emphasizing writing in all grade levels, as it is the highest form of comprehension and critical to student success.
2. **Student Engagement & Voice:** Actively involving students in their learning process and ensuring their voices are heard and valued.
3. **Targeted Interventions for Our Lowest 25%:** Providing focused support to help our most at-risk students make significant academic gains.
4. **Building Connections and Relationships:** Strengthening relationships within our school community to foster a positive culture. By creating a supportive environment where students feel valued and connected, we can enhance their motivation, engagement, and ultimately their academic growth.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the F.A.S.T PM3 data for the 2023-2024 school year, 88% of our grade 3-5 students achieved proficiency in ELA, compared to the district's proficiency rate of 63% for the same grades. To sustain and build upon this high level of proficiency, it is essential that we implement a school-wide cross-curricular writing plan. This approach will not only prepare our 4th and 5th grade students for the FAST Writing Assessment, but also support the development of early writing skills for our K-3 students. Given the increased emphasis on writing for grades 4 and 5 this school year, it is crucial that we continue to advance and refine these skills across all grade levels.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

If teachers effectively plan and deliver structured, intentional writing instruction according to our school-wide writing plan, and receive the professional development necessary to support students in the writing process, we hope that 80% of our 4th and 5th grade students will be proficient on the FAST ELA Writing PM3 Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will monitor benchmark-aligned instruction through classroom walkthroughs, participation in common planning sessions, analysis of student data, and review of student writing samples. These monitoring tools will enable administration to stay informed about the effectiveness of writing instruction, ensure alignment with our school-wide plan, and identify any necessary adjustments in staff development to better support student needs.

Person responsible for monitoring outcome

Patricia D. Fairclough

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Cross-Curricular Writing will be our evidence-based intervention for this Area of Focus. This approach involves incorporating content-specific writing tasks into all lessons across the curriculum. By requiring students to write for specific purposes in every academic area, Cross-Curricular Writing aims to enhance critical thinking skills and develop competencies essential for post-secondary success.

Rationale:

Infusing writing into all lessons and across all content areas will not only give the students the practice they need to develop their writing, but it will also boost students' critical thinking skills and overall comprehension.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Patricia Fairclough

By When/Frequency:

By 9/27/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will have the opportunity to participate in monthly collaborative planning sessions with their grade-level and content area colleagues, along with administration. During these sessions, they will analyze student writing samples and data, and plan for the effective implementation of writing instruction. By understanding the demands of the writing benchmarks and learning targets, teachers will be better equipped to design and deliver lessons that align with the complexity and depth required by these benchmarks.

Action Step #2

Professional Development

Person Monitoring:

Christina Padron

By When/Frequency:

09/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The PLST will host a "Writing Across the Curriculum 2.0" professional development session for all teachers. This session will focus on the progression of writing benchmarks from K-5, and provide

insights into effective writing instruction planning and available resources. As a result, teachers will be equipped to develop targeted writing instruction that supports student growth across all grade levels.

Action Step #3

Quarterly Mini Writing Professional Developments hosted by the PLST

Person Monitoring:

Patricia D. Fairclough

By When/Frequency:

9/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The PLST will host a series of quarterly after-school professional development sessions for writing. During these professional developments, teachers will explore the progression of the writing standards, analyze the writing rubrics, and practice reading and scoring writing samples. As a result, teachers will develop targeted writing instruction to improve student achievement.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the F.A.S.T. PM 3 data for the 2023-2024 school year, our Lowest 25% population demonstrated a modest increase in learning gains in ELA, rising from 59% to 61%. Despite this improvement, the growth remains limited. To strategically address this and ensure more significant progress, we have assigned one of our most experienced teachers to focus exclusively on the Lowest 25% population in grades 2-5 by providing daily reading interventions. This targeted approach aims to enhance learning gains for this subgroup of students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the 2023-2024 school year, our Lowest 25% (L25) students achieved 61% learning gains in ELA. By implementing targeted interventions led by an experienced, data-informed teacher, we aim to address academic gaps and use data-driven strategies to support our most vulnerable learners. Our goal is to increase their learning gains to 70% and either maintain or improve their proficiency levels.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

L25 students will receive targeted interventions based on their 2023-2024 FAST PM3 Data and the I-Ready AP1 Diagnostic. The intervention teacher will develop an action plan for each student and

conduct bi-weekly or monthly OPMs to track their progress toward mastery. Administration will oversee these efforts by monitoring various data points, including I-Ready Growth Monitoring and OPM data. Additionally, walkthroughs will be conducted, and data chats with all intervention teachers will be held to ensure effective implementation and support.

Person responsible for monitoring outcome

Kadie Montano

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Interventions in schools are targeted instruction that helps students who are struggling in a specific area. They can be delivered individually, in small groups, or as part of a whole-class lesson. Interventions can include extra practice, specialized materials, modified homework assignments, and more

Rationale:

Focusing on the instructional practice of interventions is essential for ensuring that all students receive the support they need to succeed. Interventions provide targeted, data-driven strategies that address specific learning gaps and behavioral challenges, helping close achievement gaps and support diverse learners. This approach promotes equity by offering personalized instruction, enhances student engagement by addressing both academic and social-emotional needs, and ultimately leads to improved outcomes, such as higher test scores and graduation rates. By prioritizing interventions, schools demonstrate a commitment to fostering a supportive and inclusive environment where every student can thrive.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Tracking student data

Person Monitoring:

Kadie Montano

By When/Frequency:

09/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration and teachers will monitor topic and bi-weekly assessment data, as well as the i-Ready Diagnostics, throughout the school year. Our Lowest 25% population, along with any other students

identified through available data, will also undergo monthly progress monitoring assessments. These assessments will help us track specific progress and ensure that students are receiving the support they need. This data will also be used to inform student conferences, where teachers will discuss student progress, target instruction, monitor student progress, and adjust instruction as needed.

Action Step #2

Student & Administration Data chats

Person Monitoring:

Patricia Fairclough

By When/Frequency:

09/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will meet with students to discuss their progress and document these meetings. During these discussions, teachers will share data with students, highlighting their strengths and areas for growth. This process will help students understand their progress and take ownership of their academic goals. Administration will also conduct data chats with intervention teachers to review student progress and ongoing monitoring efforts.

Action Step #3

Monthly Professional Development sessions focused on Effective Interventions

Person Monitoring:

Kadie Montano

By When/Frequency:

9/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will have the opportunity to attend mini-professional development sessions focused upon intervention strategies, data interpretation, differentiated instruction, sharing of best practices, and appropriate resources to be used for interventions.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In the 2023-2024 school year, ELA proficiency rates were 89% for 3rd grade, 85% for 4th grade, and 82% for 5th grade. To sustain or improve these proficiency levels and overall learning gains, it is essential to implement small group and differentiated instruction. Teachers must differentiate and scaffold their instruction to ensure that all students can effectively access and master the grade-level, benchmark-based curriculum, as well as, ensuring enrichment opportunities for those who require a higher level of instruction.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

We anticipate that by utilizing a variety of data sources to inform our instruction, we can tailor our teaching to meet the individual needs of students and support their achievement in both reading and math. In the 2023-2024 school year, overall proficiency levels were 92% in math and 85% in ELA. Our goal is to maintain our math proficiency at 92% and to increase our ELA proficiency to 87%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will review Differentiated Instruction (DI) folders through weekly walkthroughs. Both administration and teachers will monitor topic and bi-weekly assessment data, as well as, i-Ready Diagnostics, throughout the school year. Students will also complete monthly progress monitoring assessments to track their specific progress and ensure they are receiving the support they need.

Person responsible for monitoring outcome

Kadie Montano

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Differentiated instruction is a research-based approach to teaching that provides students with different learning experiences based on their individual needs and interests. This can be done by varying the content, process, product, and/or environment of instruction. Differentiated instruction can help all students learn effectively, regardless of their background or ability level.

Rationale:

Small group/differentiated instruction is a teaching strategy that allows teachers to tailor their instruction to the individual needs of their students. This can be done by grouping students based on their ability level, learning style, or interests. By providing students with different learning experiences, teachers can help all students to succeed. In addition to providing targeted instruction, small group/differentiated instruction also allows teachers to have more meaningful discussions with students. These discussions can help teachers to better understand how students are thinking and to provide them with the support they need to learn. Small group/differentiated instruction is the most effective way to remediate or enrich benchmark-based instruction. By grouping students according to their needs, teachers can ensure that all students are receiving the instruction they need to master the benchmarks.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Patricia Fairclough

By When/Frequency:

09/27/24/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will have the opportunity to meet with their grade-level weekly to analyze data and plan for small group instruction. The school leadership team and administration will provide teachers with resources and support to interpret data and plan for differentiated instruction (DI). By collaborating with their colleagues, teachers will have the opportunity to share best practices and learn from each other. As a result of collaborative planning, DI lessons and resources will be reflected in lesson plans and student work.

Action Step #2

Data Chats with Administration

Person Monitoring:

Patricia D. Fairclough

By When/Frequency:

09/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

At the end of the testing window FAST PM1 & I-Ready AP1, administration will meet with teachers to discuss student progress. Together, they will analyze data from ongoing progress monitoring assessments, i-Ready, and topic assessments to identify any areas where students need additional support. Based on this analysis, teachers and administration will make necessary instructional shifts to improve student achievement

Action Step #3

Student Data Chats & Goal-setting

Person Monitoring:

Patricia D. Fairclough

By When/Frequency:

9/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

At the end of the testing window FAST PM1, teachers will meet with their students to discuss their progress. They will have formal and informal conversations about mathematics topic assessments, ELA unit assessments, science topic assessments, Progress Monitoring Assessments, and i-Ready AP1. During these conversations, teachers will share student data with students and discuss their areas of strengths and growth. This will help students to understand their own progress and to take ownership of their academic goals. Most importantly, the students and their teacher will collaborate around a goal for each student based on their current and past data points.

IV. Positive Culture and Environment**Area of Focus #1**

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Positive Behavioral Interventions and Supports (PBIS) will be used to help manage student behavior and engagement to build a positive school culture. It is imperative to build connections amongst students and provide a nurturing and supportive school environment. This program will allow teachers and administration to be proactive and get to know the students which will have positive affects in their school environment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Positive Behavioral Interventions and Supports (PBIS) can help schools create a positive learning environment where students can grow academically, socially, and emotionally. It can also help promote a common language among staff and students. It allows teachers, administrators, and staff to recognize students for positive behaviors and acknowledge their successes. The goal is for our student climate surveys to increase from only 49% of students in 2023-2024 school year who felt that their teachers are easy to talk to 70% of our students by the end of the school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To effectively monitor our progress, we will conduct student and parent surveys at least three times a year to assess relationships between students, parents, and staff. The feedback gathered from these surveys will be crucial in tracking our progress and making any necessary adjustments to improve our approach.

Person responsible for monitoring outcome

Jamie Fairley

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Positive Behavioral Interventions and Supports (PBIS) is integral to enhancing student engagement by fostering a positive and supportive school culture.

Rationale:

PBIS also to build relationships that create a positive and supportive school culture that strengthens connections between students, teachers, and staff. By clearly defining and consistently reinforcing positive behaviors, PBIS helps create an environment where students feel safe, valued, and motivated to participate actively in their learning. This proactive approach not only minimizes behavioral disruptions, but also cultivates an inclusive atmosphere that encourages students to stay engaged and achieve academic success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Student Orientations

Person Monitoring:

Patricia Fairclough

By When/Frequency:

09/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Develop Clear Behavioral Expectations through student, grade level specific orientations. During these orientations, administration will define and communicate a set of positive behavioral expectations that apply across all areas of the school. These expectations will be simple, consistent, and easy for students to understand, but will be tied to incentives and celebrations throughout the school year.

Action Step #2

Qualitative Student Data

Person Monitoring:

Kadie Montano

By When/Frequency:

09/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will develop student surveys as a tool to better understand their students. These surveys can be administered before, during, or after instruction and serve as a way for teachers to gain insights into their students' thoughts, opinions, and preferences. By using surveys, teachers can build a stronger classroom community and create a space where students feel heard. Understanding students' needs and desires allows teachers to tailor their instruction more effectively. There is great value in truly knowing your students and leveraging those relationships to enhance learning outcomes.

Action Step #3

Afterschool Clubs & Mentorship Programs

Person Monitoring:

Patricia D. Fairclough

By When/Frequency:

9/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Afterschool clubs and mentorship programs are key tools in fostering a positive school culture. Afterschool clubs provide students with opportunities to explore interests, build social connections, and develop leadership skills in a supportive environment. These activities help students feel more engaged and connected to their school community. Boy and girl mentorship programs offer students individualized support and guidance from positive role models. Mentors help students navigate challenges, build confidence, and set personal and academic goals. By fostering these meaningful relationships, mentorship programs promote a sense of belonging and mutual respect, contributing to a positive, inclusive school culture.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii)

No Answer Entered

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00