GERALD ADAMS ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Monroe 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:

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

We are committed to working to collaboratively provide a quality learning environment in which ALL children can learn and develop to their maximum potential.

Provide the school's vision statement

Creating the LEADers of tomorrow!

Learners – foster a love of learning

Example Setters – character development

Achievers – focused on raising academic achievement

Dreamers – goal focused—success is possible

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

Steve Vinson

Position Title

Assistant Principal

Job Duties and Responsibilities

Teacher Evaluation

Oversee Discipline and Threat Assessment Protocols

Safety Drill including (ALICE, Fire Drills, Bus Evacuation Drills)

Supervision of Building

Work teachers and families on behavioral interventions

Attendance Monitoring

Leadership Team Member #2

Employee's Name

Tammy Orcutt

Position Title
School Counselor

Job Duties and Responsibilities

Individual and Group Counseling

Classroom Lesson in conjunction with PBIS and Safer Smarter Kids

Support MTSS interventions for behavior (CICO)

Section 504 designee

CHIPS Contact

Threat Assessment Team Member

Child Abuse and DCF Reporting

Facilitation of Communities Resources and Support for Children and Families

Leadership Team Member #3

Employee's Name
Guinevere Gerardot

Position Title
Literacy Coach

Job Duties and Responsibilities

Coaching Data Analysis

Reading in Content Areas assistance

Literacy Leader

Professional Learning

Testing assistance

Leadership Team Member #4

Employee's Name
Ashley Mellies

Position Title
Math Coach

Job Duties and Responsibilities

Coaching Data Analysis

Math instructional assistance

Professional Learning

Testing assistance

Leadership Team Member #5

Employee's Name
Melissa Alsobrooks

Position Title
Principal

Job Duties and Responsibilities

Manage the daily operations of the school

Ensure high quality, standards based instruction is taking place in every classrooms

Data analysis to make student-centered decisions

Hire, Support and Evaluate Staff

Communicate School Improvement Plan and District Strategic Plan with Stakeholders

Manage School Budget and Seek additional Grant Funding Opportunities

Provide Professional Growth Opportunities for employees

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 SIP is developed collaboratively with our school leadership team. We review our school data and determine our areas of opportunities and areas of strength through our Building Level Planning Team (BLPT). These goals are then shared with our staff through faculty meetings seeking input. BLPT will review any suggestions and make edits to our goals as needed. Once complete our SIP is presented to our SAC for review and input before submitting to the state and district school board for approval.

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))*

We have developed a walkthrough document that will allow us to track the use of our SIP goals and strategies. Through the collection of the walkthrough data in conjunction with regular data reviews we will be able to monitor for effective implementation of the SIP goals and their impact on increasing student achievement. Based on the collected data we can review how our strategies are impacting our goals to continue to work towards increasing achievement, especially focused on our SWD students.

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	**YES**
2023-24 MINORITY RATE	**80.3%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**79.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
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 *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: C** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20: B**

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	28	17	22	20	14	16				117
One or more suspensions	2	3	0	5	1	1				12
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	26	46	47	23	39	27				208
Level 1 on statewide Math assessment	27	26	44	19	41	29				186
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	21	31	36	19						107
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	14	13	17	9	19					72

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	3	12	15	16	4	12				62

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	2	1	0	6	1	0				10
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	28	28	30	15	16	22				139
One or more suspensions		1	1	2	3					7
Course failure in ELA		1	6							7
Course failure in Math			4							4
Level 1 on statewide ELA assessment					37	27				64
Level 1 on statewide Math assessment						17				17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	12		33						112

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	2	8	5	7	9	13				44

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	5	2								7
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	44	52	57	42	48	53	49	54	56
ELA Grade 3 Achievement **	45	56	58	40	51	53			
ELA Learning Gains	53	62	60			50	50		
ELA Learning Gains Lowest 25%	63	55	57			57	42		
Math Achievement *	39	55	62	43	53	59	46	53	
Math Learning Gains	39	64	62			62	65		
Math Learning Gains Lowest 25%	38	57	52			52	59		
Science Achievement *	54	55	57	35	49	54	18	57	59
Social Studies Achievement *								61	64
Middle School Acceleration								54	52
Graduation Rate								48	50
College and Career Readiness									80
ELP Progress	70	61	61	32	59	59	71		

*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)	ATSI
OVERALL FPPI – All Students	49%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	445
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
49%	43%	51%	45%		57%	55%

* 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	39%	Yes	3	
English Language Learners	42%	No		
Black/African American Students	41%	No		
Hispanic Students	47%	No		
White Students	67%	No		
Economically Disadvantaged Students	45%	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	30%	Yes	2	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%
English Language Learners	32%	Yes	1	
Black/African American Students	27%	Yes	1	1
Hispanic Students	46%	No		
White Students	57%	No		
Economically Disadvantaged Students	39%	Yes	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%
Students With Disabilities	40%	Yes	1	
English Language Learners	43%	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	43%	No		
Hispanic Students	55%	No		
Multiracial Students	73%	No		
Pacific Islander Students				
White Students	54%	No		
Economically Disadvantaged Students	47%	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	44%	45%	53%	63%	39%	39%	38%	54%					70%
Students With Disabilities	33%	35%	49%	67%	21%	28%	35%	29%					53%
English Language Learners	28%	31%	50%	54%	32%	39%	33%	37%					70%
Black/African American Students	32%	38%	48%	59%	25%	31%	25%	40%					70%
Hispanic Students	41%	38%	48%		35%	39%	44%	59%					71%
White Students	69%	75%	68%		65%	53%		71%					
Economically Disadvantaged Students	33%	31%	49%	63%	32%	39%	36%	52%					70%

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	42%	40%			43%			35%					32%
Students With Disabilities	28%	33%			24%			24%					39%
English Language Learners	26%	23%			34%			19%					57%
Black/African American Students	32%	22%			21%			10%					50%
Hispanic Students	39%	43%			49%			37%					62%
White Students	55%	53%			61%			60%					
Economically Disadvantaged Students	39%	32%			39%			31%					54%

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	49%		50%	42%	53%	65%	59%	18%					71%
Students With Disabilities	30%		34%	33%	31%	51%	58%	7%					72%
English Language Learners	38%		48%	47%	41%	56%	42%	4%					71%
Native American Students													
Asian Students													
Black/African American Students	36%		48%	39%	40%	51%	44%	20%					63%
Hispanic Students	53%		49%	55%	54%	70%	67%	15%					78%
Multiracial Students	73%												
Pacific Islander Students													
White Students	57%		50%	43%	63%	76%	58%	23%					
Economically Disadvantaged Students	43%		43%	40%	48%	63%	58%	13%					70%

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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	38%	57%	-19%	55%	-17%
Ela	4	31%	50%	-19%	53%	-22%
Ela	5	40%	48%	-8%	55%	-15%
Math	3	40%	58%	-18%	60%	-20%
Math	4	27%	51%	-24%	58%	-31%
Math	5	29%	52%	-23%	56%	-27%
Science	5	45%	50%	-5%	53%	-8%

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?

We saw marginal improvement with our SWD students, increasing proficiency from 28% to 32% in grades 3-5. We saw an improvement in 3rd grade ELA from 36% to 38% proficiency and the grade ELA from 37% to 40% proficiency in grade 3-5. We implemented a push in model for our resource teachers to support on grade level instruction.

Lowest Performance

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

The area of Math has decreased significantly, going from a 43% in 2023 to a 39% in 2024. When looking at a multi-year trend we have also decreased in our math learning gains significantly. We have teachers who are new to teaching along with this being only the second year of implementation of the new math standards and new math curriculum. These factors contributed to the decline of math scores this past year.

Greatest Decline

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

3rd and 4th grade math had the largest decline from 22-23 to 23-24, 11% and 7% respectively. Both grade levels had multiple new teachers that were not familiar with the content.

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.

The largest gap is in 4th grade math at a 31% difference, with our 4thgrade at 27% and the state at 58%. Our 4th grade consists of 2 math teachers- one of those teachers is a 2nd year teacher and new to the 4th grade curriculum and standards. We also have a high number of EL newcomer students in 4th grade who lack proficiency with English and may have entered the school year late.

EWS Areas of Concern

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

Two areas of concern are the number of Level 1 students in ELA and the number of Level 1 students in Math. Both areas have increased over 22-23 school year.

Highest Priorities

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

Our highest priorities are:

1. Improve ELA achievement for grades K-5.
2. Improve Math achievement in grades K-5.
3. Improve Math learning gains in grades 4-5.
4. Improve achievement for SWD students.
5. Improve achievement for EL students.

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

Based on PM 3 data, Gerald Adams has identified that students with disabilities in grades 3-5 have shown significant deficiencies in ELA achievement. 61% of our SWD students in grades 3-5 are not proficient in ELA. This is our 3rd year identifying SWD students as a critical area, we have decreased the number of students below proficiency from 70% in 22-23 to 61% in 23-24.

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.

By PM 3 of 24-25, grades 3-5 SWD student subgroup will increase their performance from 39% to 48% proficiency by scoring a level 3 or higher on the end of year FAST 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.

We will utilize the state progress monitoring data along with our school/ district data to support our goals towards improving ELA proficiency.

Person responsible for monitoring outcome

Guinevere Gerardot

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:
Provide purposeful fluency building activities to help students read effortlessly through exposure to different texts, read a louds and small group instruction/ intervention.

Rationale:

Research based fluency activities such as repeated readings, teacher read a louds, modeling of fluent reading, small group instruction of different texts/ guided reading will improve student fluency as demonstrated on the end of year assessments such as FAST ELA PM 3. https://ies.ed.gov/ncee/wwc/PracticeGuide/29

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

Implementation Planning Meeting

Person Monitoring:	**By When/Frequency:**
Melissa Alsobrooks	August 2024

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

ESE/ SWD teachers, Literacy Coach, and Admin will meet to discuss groups, strategies and resources needed. Develop plan/ timeline of implementation.

Action Step #2

Baseline Assessment

Person Monitoring:	**By When/Frequency:**
Guinevere Gerardot	September 2024

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

Baseline assessments will be given to grades K-5 to determine current levels utilizing istation. FAST ELA PM 1 data will also be used to determine current levels.

Action Step #3

Data Debriefs

Person Monitoring:	**By When/Frequency:**
Guinevere Gerardot	Monthly

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

Teams of teachers, admin and literacy coach will meet to discuss initial data of students. Monthly meetings will be held to discuss progress of students receiving intervention as they are tested monthly through istation.

Action Step #4

Progress Monitoring

Person Monitoring:	**By When/Frequency:**
Guinevere Gerardot	Monthly/May 2024

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

step:
Collect data from progress monitoring assessment, implement strategies and provide supports as needed. Identify individual students for targeted support.

Action Step #5
Monitor and Review

Person Monitoring:
Melissa Alsobrooks

By When/Frequency:
Monthly/ May 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Based on data from progress monitoring data, discuss implementation effectiveness and provide supports as needed to improve. Monitor individual students for targeted support and adjust as needed. Review outcomes on progress.

Area of Focus #2

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

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.

Based on 2024 Spring STAR Reading/ Early Literacy assessment data 52% of Kindergarten, 62% of 1st grade and 66% of 2nd grade students scored below the 40th percentile indicating they are performing below grade level. Based on Spring FAST ELA assessment data 60% of 3rd grade, 67% of 4th grade and 55% of 5th grade students scored below a level 3 indicating they are performing below grade level.

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

The data indicates students need to improve reading comprehension, in order to improve reading comprehension students must develop decoding skills for complex multisyllabic words. Improved decoding skills will lead to greater fluency and improve overall comprehension. Students will receive targeted small group interventions using ESSA evidenced based reading interventions.

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

The data indicates students need to improve reading comprehension, in order to improve reading comprehension students must develop reading fluency. Improved fluency skills will improve overall comprehension. Students will receive targeted small group interventions using ESSA evidenced based reading interventions to provide purposeful fluency-building activities to help students read effortlessly. .

Grades K-2: Measurable Outcome(s)

Based on the Spring 2024 STAR Reading/ Early Literacy Kindergarten data, 48% of students scored above the 40th percentile, 1st grade data, 38% of students scored above the 40th percentile and 2nd grade data, 34% of students scored above the 40th percentile. For the 2024-2025 school year, 60% of current Kindergarten students will score above the 40th percentile or higher on the STAR Early Literacy assessment for PM 3, 50% of current 1st graders will score above the 40th percentile or higher on the STAR Reading assessment for PM 3 and 50% of current 2nd graders will score above the 40th percentile or higher on the STAR Reading assessment.

Grades 3-5: Measurable Outcome(s)

Based on the Spring 2024 FAST ELA 3rd grade data, 40% of students scored a level 3 (proficient) or higher, 4th grade data, 33% of students scored a level 3 (proficient) or higher and 5th grade data, 45% of students scored a level 3 (proficient) or higher. For the 2024-2025 school year, 55% of current 3rd graders will score a level 3 (proficient) or higher on the FAST ELA PM 3 assessment, 55% of current 4th grade students will score a level 3 (proficient) or higher on the FAST ELA PM 3 assessment and 60% of current 5th grade students will score a level 3 (proficient) or higher on the FAST ELA PM 3 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.

Explicit data driven instruction using IES guides will be provided to all Tier 2 and Tier 3 students through the Flamingo Literacy Small Group Model utilizing UFLI resources and Benchmark Advance daily lessons. Administrative walk throughs, monthly data chats discussing iStation data, Amira data and monthly data chats discussing progress, as well as targeted teacher learning will be ongoing to ensure that teachers and students are progressing adequately towards our measurable outcome.

Person responsible for monitoring outcome
Melissa Alsobrooks

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:
For grades K-3 we will be using the Flamingo Small Group Literacy Instruction Model and UFLI phonics program. Teachers will implement differentiated literacy centers that target the needs of all their students. Tier 2 and Tier 3 students will be receiving explicit interventions using IES guides, and/ or UFLI phonics.

Rationale:
The Flamingo Small Group Literacy Instruction is a comprehensive, research-based, five step model that aligns instruction to student data, a phonics scope and sequence, and emphasizes oral language development through the lesson. UFLI is a program of fully developed lessons that follow a specific scope and sequence. It is designed for and has been tested with whole-class instruction, but it has also been translated into intervention. UFLI employs multisensory methods that involve the mouth movements used in phoneme production.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Grades 3-5 will utilize Amira which is an AI powered reading program designed to support reading development. It provides individualized instruction and personalized practice for students based on student input. Amira is designed to provide tailored interventions to students to improve fluency.

Rationale:
Targeted reading interventions have been shown to improve literacy in students. Amira supports diverse learners and individual needs through a personalized approach. By providing an effective tool for student's literacy intervention we will improve literacy rates for students.

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
Implementation Planning

Person Monitoring:	**By When/Frequency:**
Melissa Alsobrooks	September 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Literacy coach, teachers and admin will meet to discuss the plan for implementation including daily scheduling of time for interventions to occur.

Action Step #2
Baseline Data Assessment

Person Monitoring:	**By When/Frequency:**
Guinevere Gerardot	September 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will be assessed through istation, Amira and FAST progress monitoring. Data will be reviewed to determine a baseline for students. Data will be shared and discussed with teams.

Action Step #3
Progress Monitoring Assessments

Person Monitoring:	**By When/Frequency:**
Guinevere Gerardot	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Collect data from progress monitoring assessment, implement strategies and provide supports as needed. Identify individual students for targeted support.

Action Step #4
Data Debriefs

Person Monitoring:	**By When/Frequency:**
Guinevere Gerardot	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teams of teachers, admin and literacy coach will meet to discuss initial data of students. Monthly meetings will be held to discuss progress of students receiving intervention as they are tested monthly through Amira and Istation.

Action Step #5
Monitor and Review

Person Monitoring:	**By When/Frequency:**
Melissa Alsobrooks	Monthly/ May 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Based on data from progress monitoring data, discuss implementation effectiveness and provide supports as needed to improve. Monitor individual students for targeted support and adjust as needed. Review outcomes on progress.

Area of Focus #3

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

Instructional Practice specifically relating to Math

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.

Based on FAST Math PM 3 the areas of 3-5 grade math have the largest gap between the state average and our school. 3rd grade showed 40% with a level 3 or higher while the state was at 60% indicating a 20% gap. 4th grade showed 27% with a level 3 or higher while the state average was 58% leaving a 31% gap between GAE and the state. 5th grade showed 29% of students with a level 3 or higher while the state average was 56% leaving a 27% gap between GAE and the state.

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.

Gerald Adams will increase the number of students scoring a level 3 or higher on the FAST Math PM 3 from 39% to 55% by May of 24-25 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.

The percent of students demonstrating proficiency will be monitored using the states FAST Math progress monitoring assessment that is administered in the Fall (Aug-Sept) and the Winter (Dec-Jan). Data driven discussions will occur between each progress monitoring to review progress towards the goal.

Person responsible for monitoring outcome

Melissa Alsobrooks

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:
Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.

Rationale:
Through direct explicit instruction in strategies to solve real world problems (word problems) students will develop a deeper understanding of mathematical concepts. The use of strategies such as spiral review, identify relevant information and vocabulary and identification of solution types and word problem types will improve students ability to solve real world application problems and improve mathematical outcomes. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC2021006-Math-PG.pdf#page=47

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
Implementation Planning Meeting

Person Monitoring:
Melissa Alsobrooks

By When/Frequency:
August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers, Math Coach and Admin will meet to discuss the strategies and plan for instruction.

Action Step #2
Baseline Data Assessment

Person Monitoring:
Ashley Mellies

By When/Frequency:
September 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administer baseline assessment to students using the FAST Math PM 1 and Saavas assessment materials.

Action Step #3
Data Debrief Meetings

Person Monitoring:
Ashley Mellies

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers, admin and math coach will meet monthly to review student progress through the use of common assessments to drive data discussions. Targeted student supports will be implemented based on data.

Action Step #4
Progress Monitoring

Person Monitoring:
Ashley Mellies

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will participate in FAST Math testing three times yearly with PM 1 and PM 2 providing data for progress monitoring. The use of common assessments throughout the year will be used to track progress weekly.

Action Step #5
Monitor and Review

Person Monitoring:
Melissa Alsobrooks

By When/Frequency:
Monthly/ May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Based on data from progress monitoring data, discuss implementation effectiveness and provide supports as needed to improve. Monitor individual students for targeted support and adjust as needed. Review outcomes on progress.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

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.

Based on our 23-24 school year EWS report, Gerald Adams had 117 student who missed 10% or more of the total days of school, this represents 17% of school population for the 23-24 school year.

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.

Gerald Adams will decrease the number of students missing more than 10% of the school year from 17% to 10% of our student population by the end of 24-25 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.

Student attendance will be monitored monthly by administration and our school counselor, letter, emails and calls home will utilized to communicate attendance policies and incentives to students and parents. Students meeting attendance goals will be rewarded through our PBIS system.

Person responsible for monitoring outcome

Steve Vinson

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:
PBIS is a positive behavior system that reinforces targeted behaviors such as improving attendance through the use of rewards, recognition and positive messaging.

Rationale:
PBIS has a strong culture at Gerald Adams and the use of school wide strategies for intervention has shown success in the past. We decreased the percent of chronically absent students from 25% in 22-23 to 17% in 23-24. https://ies.ed.gov/ncee/wwc/study/89237

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Review of Data

| **Person Monitoring:** | **By When/Frequency:** |
| Steve Vinson | September 2024 |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review attendance from previous year, determine targeted list of students for increased messaging and monitoring.

Action Step #2
Implementation of Rewards

| **Person Monitoring:** | **By When/Frequency:** |
| Tammy Orcutt | Monthly |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Publicize and emphasize monthly attendance rewards for students who meet attendance goals.

Action Step #3
Monitor

| **Person Monitoring:** | **By When/Frequency:** |
| Tammy Orcutt | Monthly |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monitor attendance data for improvements and trends.

Action Step #4
Follow up Action

| **Person Monitoring:** | **By When/Frequency:** |
| Steve Vinson | May 2025 |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
As needed, use of the truancy process for students who continue to exhibit a pattern of non-attendance.

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.

Our SIP and SWP will be distributed to parents through the use of our school website, our social media sites as well as communicated through our SAC meetings and parent engagement events. Through collaboration with our parent educators we are able to provide translation for our primary languages.

School Website: https://www.keysschools.com/gae

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))

Consistent communication is key to effectively building positive relationships within our community and with our parents. Through the use of the school website, social media sites, our Blackboard messaging system, use of our FOCUS student information system and newsletters/ communications in our weekly folders we are able to share a variety of information to our families. We host multiple parent engagement activities throughout the year such as our Title I Open House, STEM Fair, Literacy Nights, and our EL Parent Engagement events. We also hold monthly SAC meetings that are open to our community to attend.

School Website: https://www.keysschools.com/gae

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))

This year grade level daily schedules were modified to improve instructional blocks and meet the needs of students. With the new schedules teachers will focus on the use of fluency building activities and concrete math examples centered around targeted small group instruction in the classroom. Through the use of targeted small group instruction students can be provided enrichment and acceleration in an appropriate manner that meets their needs and skill level.

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))

When developing our school wide goals and SIP we collaborate with all stakeholders including our district and any applicable services to support our students.

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))

Our school currently has a school counselor and a school social worker who are full time on staff to assist with students who need specialized support services. Our district also contracts with our local mental health services, Guidance Care Center, to provide crisis support and also provide educational programs throughout the school year such as the Apple a Day program. All of our services are rooted in the MTSS model that emphasizes providing the appropriate level of support to students as needed. We utilize Leader in Me as our character education program and it is provided 15 minutes daily to students in grade K-5.

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))

n/a

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)).

We are a PBIS School and we will also implement the Leader in Me curriculum throughout the building that emphasizes the 7 Habits of Highly Effective students. We teach the habits and practice them with our students. Through the use of our Leader in Me screener and our progress monitoring system we are able to identify students in need of Tier 2 and Tier 3 supports in out MTSS process for both behavior and academics.

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)).

Teacher and paraprofessionals are provided opportunity throughout the year to engage in meaningful professional learning that is specifically tied to school data. By conducting a needs assessment at the beginning of the school year, we are able to plan and provide PL that aligns with our needs as a school. Staff then participates in selected learning to improve their instructional skills or knowledge of resources. This additional support allows us to recruit and retain highly qualified teachers. Teachers also engage with PLC's to support their professional learning in areas of need related to school data. They are then given the opportunity to share their PLC findings with the school during a Share-Fair so other teachers can gain high impact strategies and encourage collaboration and community learning.

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))

It is the policy of the Monroe County School District to support successful transitions for children and their families when entering Pre-Kindergarten Kindergarten. Administrators, Teaching Staff, and Family Service Staff work together with the parents to provide successful transitions to Pre-Kindergarten and Kindergarten. Each year the district works with inter-agency groups to collect data/ information on incoming Kindergarten Students. Through the state's T&TA Steering Committee, Child Find, the ELC, our Early Childhood Department, and the districts Pre K ESE department we maintain and inter-agency agreement and communication to help transition Pre-K and/or Kindergarten students with special needs. At the end of the school year, Information regarding enrollment into the Kindergarten is communicated to MCSD prekindergarten students and posted on the district's webpage. Information regarding Kindergarten is shared with Private Providers and Interagency Groups.

Across the district, each school holds a "Kindergarten Round-up" to invite future Kindergarten students and parents to attend transition meetings at the school they choose to attend. While the students tour the school with a current Kindergarten teacher. The parents discuss the following: registration, attendance, school policies and other school communication.

In addition, Head Start and VPK Teachers prepare student files to be transferred to school department chair. Transition meetings are held with school administration, department chairs, and Head Start/VPK personnel to discuss student transitions. During the month of May, parents of children transitioning to kindergarten will receive a packet that includes their child's physical, immunizations, IEP (if applicable), developmental progress report, assessment information, "What My Child Needs to Know" and summer learning. Special transition meetings are held with the Early Childhood Learning department for both Head Start and VPK students/families.

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.

The process of reviewing school improvement funding allocations and ensuring resources are allocated based on needs typically involves several steps to ensure fairness, transparency, and effectiveness. At Gerald Adams, the Building Leadership Planning Team identifies and gather data on the specific needs and challenges of the school.

Once identified, BLPT will meet with their teams to discuss the priorities of the school. Stakeholders work together to discuss what resources are needed to support the needs of the school. School administration develops a clear and transparent framework for allocating resources, taking into consideration student population, academic performance trends, and specific improvement goals. Feedback and revisions are made to the budget proposal. The budget proposal is then presented to the district administration team and the school board for approval. Once approved, the budget allocation on plan is implemented, making sure that the allocated resources are used effectively and as intended. School administration continuously monitors the progress of the allocated resources in addressing the identified needs, regularly assesses the impact of the investments on student outcomes and school improvement, and makes adjustments to the allocation plan if necessary. We continue to keep all stakeholders informed about the allocation process, progress, and outcomes. School administration regularly communicates updates and successes to maintain transparency and build trust within the school community.

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