SOUTHSIDE ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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

Our mission at Southside Elementary is to: Positively empower each other to make good choices to become lifelong learners and responsible model citizens.

Provide the school's vision statement

Through collaborative teamwork, Southside Elementary will stimulate and motivate students to reach their potential cognitively and behaviorally in order to be lifelong learners in an ever-changing society.

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
Monica Weber

Position Title
Principal

Job Duties and Responsibilities

Oversees the general coordinate administrative oversight and plan all phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline, and counseling services.

Leadership Team Member #2

Employee's Name
Lindsay Hays

Position Title
Assistant Principal

Job Duties and Responsibilities

To assist and support the Principal in all school operations, including instructional, behavioral,

managerial, and fiscal responsibilities. Coordinate school-wide initiatives to plan for and reach school improvement goals.

Leadership Team Member #3

Employee's Name
Allison Bond

Position Title
School Counselor

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #4

Employee's Name
Brianna Simmons

Position Title
Reading Coach

Job Duties and Responsibilities
No Answer Entered

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.

The school improvement plan is developed with input from our School Advisory Council. School data is analyzed to determine school-wide academic and behavioral needs. Input from all stakeholders is given and the school improvement plan is revised accordingly.

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))*

School-wide data will be reviewed for each grade level, subject, and teacher. Principals will hold data chats with the Literacy Leadership team, grade level teams, departments, and individual teachers.

All data outcomes are presented and discussed with the School Advisory Council.   Stakeholders work collaboratively to identify problem areas, develop improvement strategies, monitor improvement, and make changes as necessary when new data becomes available.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-2**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**28.9%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**52.7%**
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)	**ENGLISH LANGUAGE LEARNERS (ELL)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24:** **2022-23: *** **2021-22:** **2020-21:** **2019-20:**

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	36	34	33							103
One or more suspensions	2	0	0							2
Course failure in English Language Arts (ELA)	0	6	7							13
Course failure in Math	0	0	3							3
Level 1 on statewide ELA assessment	11	19	26							56
Level 1 on statewide Math assessment	10	24	17							51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	19	2	9							30
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0							0

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	7	13	14							34

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	14	11	11							36
Students retained two or more times	0	0	2							2

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	34		1							35
One or more suspensions	1	1								2
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

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

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	4									4
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 *	69	57		69		53		69	56
ELA Grade 3 Achievement **	69	58		70		53			50
ELA Learning Gains	65	60							
ELA Learning Gains Lowest 25%	57	57							
Math Achievement *	74	62		77		59		53	59
Math Learning Gains	72	62							
Math Learning Gains Lowest 25%	65	52							
Science Achievement *	65	57		69		54		81	54
Social Studies Achievement *								70	64
Graduation Rate								70	50
Middle School Acceleration								65	52
College and Career Readiness									80
ELP Progress	61	70	61	55	50	59		52	56

*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	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	61
Total Components for the FPPI	1
Percent Tested	
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	**2022-23**	**2021-22**	**2020-21**	**2019-20***	**2018-19**	**2017-18**
61%	55%	56%	68%		78%	71%

* 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%
English Language Learners	61%	No		
Hispanic Students	59%	No		
Economically Disadvantaged Students	56%	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	55%	No		
Hispanic Students	55%	No		
Economically Disadvantaged Students	56%	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				
English Language Learners	56%	No		
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	56%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	64%	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													61%
English Language Learners													61%
Hispanic Students													59%
Economically Disadvantaged Students													56%

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													55%
English Language Learners													55%
Hispanic Students													55%
Economically Disadvantaged Students													56%

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													56%
Students With Disabilities													
English Language Learners													56%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students													56%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students													64%

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.

There is no assessment data available for this school.

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?

Our students in the ESE program showed the largest improvement across all three grade levels during the PM3 administration.
KG: PM1 - 44% proficiency to PM3 - 89% proficiency
1st Grade PM1 - 50% proficiency to PM3 - 69% proficiency
2nd Grade PM1 - 47% proficiency to PM3 - 76% proficiency

Professional development on explicit instruction and scaffolding was delivered by the reading coach school wide. Four collaborative planning days were provided for teachers and support facilitators at the beginning of each quarter to plan for specifically designed instruction and to ensure IEP goals were being monitored. Consistency among teachers with Nassau County ESE Expectations were reviewed at the beginning of the year with an emphasis on inclusive classroom settings and extended periods of time to work with non-disabled peers.

Lowest Performance

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

Southside Elementary 23-24 data outcomes: ELA: KG- 81% 1st - 81% 2nd - 77% Math: KG- 73% 1st- 87% 2nd - 80%. Renaissance STAR Math and Early Literacy indicated Kindergarten as having the highest deficit school-wide. Second grade ending with the lowest percentage of students at STAR Reading proficiency. This was reflected during progress monitoring two and three. Contributing factors including lesson planning misconceptions and a need for more vertical alignment of the standards as well as need to build academic vocabulary and true mastery of the standard for students versus background knowledge of the text.

Greatest Decline

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

Southside Elementary 23-24 data indicated Kindergarten had the largest decline at 10 percentage points from an 91% to 81% proficiency from the 2022-23 PM3 to 2023-24 PM3 Reading Early Lit.

Further, seeing a decline of twelve percentage points from 85% to 73% proficiency from the 2022-2023 PM3 to 2023-2024 PM3 STAR Math. As a result of hiring four new teachers to the grade level, three of which were first year teachers. Further one of the four newly hired teacher resigned in November causing the students to be redistributed amongst the remaining nine teachers. Further, as a new Kindergarten team, teachers were learning how to plan and teach to the true extent of the standard.

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.

See above.

EWS Areas of Concern

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

1. Attendance
2. ELA
3. Math
4. PBIS

Highest Priorities

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

1. Strengthening Tier 1 Instruction for behavior and academics for ELA (specifically in the area of ESE and ELL)
2. 1. Strengthening Tier 1 Instruction for behavior and academics for Math (specifically in the area of ESE and ELL)
3. Increase in student attendance
4. Increase student resiliency skills. Specifically, students with disabilities.

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 ELA

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.

The focus area is ELA proficiency school wide.
2023-2024 PM3 Proficiency rate
KG- 81%
1st Grade - 81%
2nd Grade - 77%

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.

Beginning of the year STAR Reading data indicates the following:
KG - EARLY LITERACY
67% at/above proficient
33% below proficient

1st Grade- EARLY LITERACY (64 students tested)
55% at/above proficient
45% below proficient
STAR READING (120 students tested)
68% at/above proficient
32% below proficient

 2nd Grade -
73% at/above proficient
27% below proficient

Proficiency rate for students with disabilities:
KG - Early Lit- 53% at/above, 47% below

1st Grade - Early Lit- 25% at/above, 75% below (4 student tested). STAR Reading- 73% at/above, 27% below
2nd Grade - 46% at/above, 54% below

Kindergarten: above/below proficient
Early Literacy: 17/83
Math: 50/50

First Grade: above/below proficient
Early Literacy: 44/56 (9 of 13 tested)
Reading: 50/50 (6 of 13 tested)
Math: 46/54

Second Grade
Reading: 36/64
Math: 21/79

Lowest Quartile:
KG- 53 Students (Average Score 19%)
1st- 48 Students (Average Score 38%)
2nd- 49 Students (Average Score 20%)

Southside Elementary plans to achieve the following measurable outcomes for PM3 (STAR Reading)
Proficiency Rate of 85% for grades KG-2nd.

Proficiency Rate of 80% for students in the ELL program in grades KG-2nd Grade.

Proficiency Rates for students with disabilities:
KG- 90%
1st Grade - 80%
2nd Grade - 80%

Lowest Quartile:
Proficiency Rate of 50% or higher for students in the lowest quartile.

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.

Diagnostic and progress monitoring data is regularly reviewed three times a year by district administration, school administration, grade level bands, and individual classroom teachers.

School and district administrators will support and monitor implementation of the tiered instruction and interventions through classroom walkthroughs, regular data chats, monitoring lesson plans, instructional planning meetings, and MTSS progress monitoring meetings.

Person responsible for monitoring outcome
Monica Weber, Lindsay Hays, Brianna Simmons, Allison Bond

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, the following Institute of Educational Science (IES) Practice Guide recommendations support our use of explicit, systematic, small group differentiated and scaffolded instruction, Lexia and use of the Sonday System: Foundational Skills to Support: Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/PracticeGuide/21 *Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (minimal evidence) *Develop awareness of the segments of sound in speech and how they link to letters. (strong evidence) *Teach students to decode words, analyze word parts, and write and recognize words. (strong evidence) *Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (moderate evidence) *Build Students decoding skills so they can read complex multisyllabic words (strong evidence) *Provide purposeful fluency-building activities to help students read effortlessly (strong evidence) *Routinely use a set of comprehension-building practices to help students make sense of text (strong evidence) *Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information (moderate evidence).

Rationale:
Florida's Formula for Reading Success (Rule 6A-6.053(3)(a), F.A.C.) K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes: Six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. Four types of classroom assessments: screening, progress monitoring, diagnostic and summative assessment. Three tiers of instruction: Core Instruction (Tier 1): provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading. Supplemental Instruction/Interventions (Tier 2): provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction. Intensive, Individualized Instruction/Interventions (Tier

3): provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate 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
-Systematic planning of para plans across the grade levels. -Intervention times with support for Tier 2 & Tier 3 incorporated into the bell schedule. -SONDAY used with SF and ELL teachers during small group reading. -Literacy Team creation of systematic progression of anchor charts. -Vertical alignment of standards and presentation of anchor charts planned through Literacy Team. -Heartwords PD provided at first faculty meeting. -Multi-Sensory Mondays monthly PD

Person Monitoring:	By When/Frequency:
Dr. Weber, Mrs. Hays, Ms. Bond	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School administrators will support and monitor implementation of the interventions through classroom walkthroughs, regular data chats, monitoring lesson plans, instructional planning meetings, and MTSS progress monitoring meetings.

Area of Focus #2

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.

The focus area is Math proficiency school wide.

2023-2024 PM3 Proficiency rate

KG- 73%

1st Grade - 87%

2nd Grade - 80%

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.

Beginning of the year STAR Math data indicates the following:
Kindergarten:
At/above 46%
Below 54%

First Grade:
At/above 63%
Below 37%

Second Grade:
At/above 69%
Below 31%

Proficiency rate for students with disabilities:
ESE above/below
Kinder- 27%/73%
First- 50%/50%
Second- 32%/68%

Proficiency rate for students in the ELL program:
ELL above/below
Kinder- 50%/50%
First- 46%/54%
Second- 21%/79%

Proficiency rate for students in the lowest quartile program:
Kinder - 57 Students (Average Score 13%)
First- 36 Students (Average Score 23%)
Second - 41 Students (Average Score 16%)

Southside Elementary plans to achieve the following measurable outcomes for PM3 (STAR Math)
Proficiency Rate
Kinder - 80%
1st Grade - 85%
2nd Grade - 85%

Proficiency Rate of 75% for students in the ELL program in grades KG-2nd Grade.

Proficiency Rates for students with disabilities:

KG- 75%

1st Grade - 80%

2nd Grade - 75%

Proficiency Rate of 50% or higher for students in the lowest quartile in grades KG-2nd).

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.

Diagnostic and progress monitoring data is regularly reviewed three times a year by district administration, school administration, grade level bands, and individual classroom teachers.

School and district administrators will support and monitor implementation of the tiered instruction and interventions through classroom walkthroughs, regular data chats, monitoring lesson plans, instructional planning meetings, and MTSS progress monitoring meetings.

Person responsible for monitoring outcome

Monica Weber, Lindsay Hays, Allision Bond

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:

The use of explicit, systematic, small group differentiated and scaffolded instruction, use of the CPA strategy, and Waggle will be utilized in the classroom across K-2 grade bands. *Teach students academic language skills, including the use of math journals and vocabulary knowledge. (minimal evidence) *Teach students to utilize manipulatives of their choice as a scaffold to work through problems.

Rationale:

Florida BEST Standards for math emphasize a progression of content across strands is purposeful so benchmarks are not taught in isolation, intentional balance of conceptual understanding and procedural fluency, real-world applications intertwined within concepts for relevance. Three tiers of instruction: Core Instruction (Tier 1): provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading. Supplemental Instruction/Interventions (Tier 2): provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction. Intensive, Individualized Instruction/Interventions (Tier 3): provides explicit,

systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate 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
-Vertical alignment of math standards used through progression mapping. -Walk through forms with feedback specifically updated to include CPA and UDL strategies incorporated into instruction. -Intentional use of the Big M during lesson planning.

Person Monitoring:	**By When/Frequency:**
Dr. Weber, Mrs. Hays, Mrs. Bond	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School administrators will support and monitor implementation of the interventions through classroom walkthroughs, regular data chats, monitoring lesson plans, instructional planning meetings, and MTSS progress monitoring meetings.

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.

According to attendanceworks.org, starting in preschool and kindergarten, too many absences can cause children to fall behind in school.

• Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.

• Students can still fall behind if they miss just one or two days every few weeks.

• Being late to school may lead to poor attendance. children catch up.

• Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help

During the 23-24 School Year 25.5% of students at Southside were considered chronically absent. Three students were retained (two in 2nd grade) due to chronic absences and other factors included in the pupil progression plan.

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.

2023-2024
- 25.5% Chronically Absent Students
- 92.07% Average Daily Attendance

2024-2025 SIP Goals
- Decrease the # of chronically absent students to 18%
- Increase the average daily attendance to 95%.

Strategies for Implementation
- Personal phone calls home.
- Classes celebrate and track ADA within their classrooms.
- Attendance Intervention Meetings
- Social Media Shout-Outs
- Education through school-wide monthly newsletters
- Attendanceworks.org campaign materials and resources.

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.

Attendance data is regularly reviewed monthly by administration, school Attendance Intervention team.

School administrators will support and monitor implementation of attendance interventions during monthly attendance meetings, regular data chats, monitoring of Tier 1 attendance strategies, and MTSS progress monitoring meetings.

Person responsible for monitoring outcome
Monica Weber, Lindsay Hays, Allison Bond, Tiffany LaCombe

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:
The most recent federal data show that in the 2020-21 school year, at least 14.7 million students nationwide were chronically absent. This means that chronic absence has almost doubled from the more than 8 million students, pre-Covid-19, who were missing so many days of school that they were academically at risk. Chronic absence — missing 10 percent or more of school days due to absence for any reason—excused, unexcused absences and suspensions—can translate into students having difficulty learning to read by the third grade, achieving in middle school, and graduating from high school. -Attendanceworks.org campaign materials and resources are used to bring an awareness of the importance of attending school daily.

Rationale:
• Starting in preschool and kindergarten, too many absences can cause children to fall behind in school. • Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read. • Students can still fall behind if they miss just one or two days every few weeks. • Being late to school may lead to poor attendance. children catch up. • Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help -Attendanceworks.org

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
-Personal phone calls home. -Implementation of an attendance intervention team. -Classes celebrate and track ADA within their classrooms. -Attendance Intervention Meetings -Social Media Shout-Outs -Education through school-wide monthly newsletters

Person Monitoring:	By When/Frequency:
Monica Weber, Lindsay Hays, Allison Bond, Tiffany LaCombe	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Attendance data is regularly reviewed monthly by administration, school Attendance Intervention team. School administrators will support and monitor implementation of attendance interventions during monthly attendance meetings, regular data chats, monitoring of Tier 1 attendance strategies, and MTSS progress monitoring meetings.

Area of Focus #2

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.

Educators change lives by building positive relationships and empowering students to live up to their expectations. Punitive and exclusionary disciplinary consequences work against these efforts, and may accidentally encourage students to "act out" at school. Creating classroom teachers that are trauma informed significantly helps teachers understand the 'why' behind student behaviors. It also allows teachers to understand that the action they take while handling challenging behaviors can make or break a situation.

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.

2023-2024 Data
- Guidance referrals: 56; Current number of Guidance Referrals 10
- Individual Reoccurring Counseling: 9
- Small Group: 7
- 17 Brave referrals
- 44 System of Care alerts; Current # of SOC 6
- 8 Tier 3 Mental Health Students
- Decrease in fighting/ aggressive acts by 20%
- FOCUS Referrals - 83
- Percent of Population .04%

SIP GOALS
- Decrease FOCUS Referrals by 50% to 42.
- Decrease ESE FOCUS Referrals to 35%.

Strategies
- Increase desired behavior through explicit teaching during Skillstreaming.
- Increase desired behaviors through implementation for schoolwide PBIS plan with fidelity.
- Continual professional development for Trauma Sensitive Classrooms.
- Schoolwide book study on "That One Kid" by Brian Mendler.

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.

Behavioral data is regularly reviewed monthly by administration, school PBIS/Resiliency team, and grade level bands.

School administrators will support and monitor implementation of the tiered behavioral instruction and interventions through classroom walkthroughs, regular data chats, monitoring of Tier 1 behavioral strategies, and MTSS progress monitoring meetings. Additionally, the PBIS Team will review discipline and school wide data monthly to determine areas of concerns and strategies for implementation.

Person responsible for monitoring outcome
Dr. Weber, Mrs. Hays, Mrs. Bond

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 an evidence-based / three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day." PBIS creates schools that support everyone – especially students with disabilities – for success. Center on PBIS, 2020

Rationale:
PBIS is the only approach for supporting student behavior that is called for by the Individuals with Disabilities Education Act (IDEA, 2004: 20 U.S.C. § 1400 (2004)). This federal law urges schools to implement PBIS as a whole-school approach, as well as with individual students who have challenging behavior. More recently, the U.S. Department of Education (OSERS) issued "significant guidance" through a Dear Colleague letter specifying that PBIS MUST be considered whenever a child's behavior results in classroom disruptions or violations of the code of conduct (p.4), and encourages schools to utilize PBIS strategies in place of exclusionary disciplinary measures.

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
-Increase desired behavior through explicit teaching during Skill Streaming. -Increase desired behaviors through implementation for schoolwide PBIS plan with fidelity. -Continual professional development for Trauma Sensitive Classrooms. -Schoolwide book study on "That One Kid" by Brian Mendler. -Incorporate District Resiliency Plan during morning meetings -Monthly Data Share-Outs through schoolwide newsletter. -Zones of Regulation Tid-Bits shared once a month during GLCs.

-Monthly PBIS/Resiliency Team meetings to review student needs and areas of focus.

Person Monitoring:
Dr. Weber, Mrs. Hays, Mrs. Bond

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Behavioral data is regularly reviewed monthly by administration, school PBIS/Resiliency team, and grade level bands. School administrators will support and monitor implementation of the tiered behavioral instruction and interventions through classroom walkthroughs, regular data chats, monitoring of Tier 1 behavioral strategies, and MTSS progress monitoring meetings.

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.

Southside Elementary analyzes subgroup achievement data to develop our Title I Comprehensive Needs Assessment (CNA) and School Improvement Plan (SIP). Both plans are discussed, evaluated, and voted on at our School Advisory Council (SAC) meetings. Our Title I CNA outlines how we plan to fund 1.) student needs (e.g., supplies, paraprofessionals, technology programs), 2.) parent and family engagement needs (e.g., parent nights, parent communication), 3.) curriculum development needs (e.g., data chats, planning days), and 4.) professional development needs (e.g., teacher walkthroughs, B.E.S.T. standards and Benchmark training). The CNA must be developed with participation from individuals that carry out school-wide program plans including teachers, administrators, parents, and as appropriate, pupil services personnel, technical assistance providers, school staff, and district staff. Our CNA is available upon request. A paper copy of our SIP is available in our front office and a digital copy can be viewed on our school's website. https://www.nassau.k12.fl.us/Domain/8. Both the paper copy and digital copy are referenced on our monthly school calendars, so that all school stakeholders are aware of the various methods of dissemination. Translation services are available upon request for all documentation related to our School-Wide Program Plan.

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))

Southside Elementary School continually strives to build positive relationships with parents, families, and community stakeholders. To achieve our goal in fulfilling our school's mission for parent and family engagement, we follow a process that starts at our spring School Advisory Council (SAC) meeting. At this meeting, we evaluate the results of our current year's Title I Parent Survey and school-level Parent and Family Engagement Plan (PFEP). Topics of discussion include flexible parent nights and meetings, progress monitoring of students, parent communication, barriers to parent involvement, and professional development to effectively train our staff on bridging the gap between school and home. Additionally, we reflect on parents' survey results indicating if they feel valued, respected, and welcomed at our school. The information gleaned at this meeting, along with insight gathered from our District Title I Meeting, weekly collaboration meetings, leadership team meetings, faculty meetings, and parent teacher meetings gives us a comprehensive look into our school's ability to build positive relationships with our school stakeholders. If an area of focus does not meet our level of expectations, we set goals and establish priorities for the upcoming school year and reassess them in the spring. Southside Elementary School's PFEP is available on our school website https://www.nassau.k12.fl.us/Domain/8 and in our front office. Our monthly calendars and newsletters state where this plan can be accessed. Our district PFEP and Title I Handbook & Parent Desk Reference are available on our Nassau County School District website. The Handbook is disseminated to all families at the start of each school year, and it outlines how to access the district PFEP. Translation services are available upon request for all documentation related to our School-Wide Program Plan.

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))

Title 1 funds are used to hire additional personnel to assist in the classroom with small group ELA and Math instruction and provide academic remediation. Technology programs such as Lexia Core 5 and IXL are utilized to strengthen students' phonics, phonemic awareness and comprehension skills as well as math skills. School-wide tutoring and intervention programs are also in place to provide additional intervention and remediation.

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))

Southside Elementary's School-Wide Program Plan is developed with participation from teachers,

administrators, parents, and as appropriate, pupil services personnel, technical assistance providers, school staff, and district staff. We work with our Title I department and Food Service department to determine our school's free and reduced lunch count, which dictates our Title I allocation. Southside Elementary School and the Title I department work closely with other federal programs, including Title II and Title III to pinpoint staff development opportunities and to improve the achievement of our ELL student population. We work with our Director of School Services to ensure interventions are in place for our homeless students and foster care students. We collaborate with our ESE department to provide specially designed instruction to meet the unique needs of 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))

As part of the schoolwide PBIS plan in accordance with our behavioral flow chart, if students exhibit behavioral, emotional or academic concerns due to behavioral or situational reasons, teachers fill out a guidance referral. The school counselor is the first point of contact for teachers to provide support to the student. If the school counselor feels more intervention is needed other than check-ins or social skills in small group, she will complete a system of care that alerts our school social worker who then meets with the student and determines if a possible BRAVE referral is needed for additional supports outside our school.

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)).

Our school wide Tier 1 social and behavioral skills are explicitly taught through the Skill Streaming curriculum during morning meeting each day (7:45-8:05). The school counselor implements additional Tier 2 support with social skills groups for the students identified by their teachers in need of extra supports. During these sessions the school counselor utilizes resources such as Zones of Regulation. As needed teacher created Positive Behavior Plans are created to support students in the classroom with more individualized supports. Teachers receive support in the creation of these plans form the school counselor and behavioral specialists. Problem solving team meetings are scheduled with parents to come together as a team in the creation and implementation of the additional behavioral supports for students.

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)).

2023-2024 PM3 ELA Proficiency rate KG- 81%, 1st Grade - 81%, 2nd Grade - 77%. The lowest in the district for kindergarten and 2nd grades. PM3 Math Proficiency rate KG- 73%, 1st Grade - 87%, 2nd Grade - 80% lowest across the board for the district. This revealed a need to further look at instruction to need the needs of the diverse population of students at Southside Elementary. Further 2023-2024 focus groups conducted with non-instructional staff revealed the need for more consistent feedback and professional development for newly hired paraprofessionals. During the 2024-2025 school year, Southside's reading coach will be conducting ongoing professional development on the use of student readers and leveled text to incorporate the five components of reading when conducting small reading groups within the classroom. Opportunities for newly hired paraprofessionals to shadow veteran paraprofessionals has been incorporated into the August/September calendar. Not only will this help to better equip our paraprofessionals to target student academic needs, however, increase the retention rates of the paras at Southside. Additionally, rounding sessions will be conducted by the reading coach with the newly hired paras during the month of October to help with recruit and retention rates and find out the areas of specific supports needed.

An end of the year professional development survey to teachers revealed a need /want of more training incorporating multi-sensory learning and within small groups and Heart Word professional development. During the 2024-2025 school year, the UDL team conducted a beginning of the year Heart Word training with follow-ups on materials and training during weekly grade level meetings. Once a month the UDL team will lead professional development on multi-sensory learning with the opportunity to receive manipulatives to take away and incorporate immediately into the classroom. Newly hired instructional staff will attend rounding sessions with administration to see specifically discuss their new positions and help support them in the transition to Southside. Additionally, "Stay" rounding sessions will be conducted with veteran teachers during the months of December and January to see how administration can continue to support teachers during the high stakes months of the year.

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))

Within the Southside Pre-K inclusion program, additional support staff has been provided throughout

the school day to allow for smaller group sessions and more one on one time with adults to develop language skills and specifically attend to data collection of student progress. With the support of the School Advisory Council and PTO, Southside will continue to hold Kindergarten Round-Up sessions in March/April to reach out to parents of future kindergarten students and how to prepare them for the upcoming school year. Additionally, Title I Money will be designated to have a four-day Kindergarten camp to help the kindergarten teachers get to know incoming students and how to best prepare for them as well as helping the kindergarten students know what it will be like once they start school in August.

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.

n/a

Specifics to Address the Need

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

n/a

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