

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 7
 - D. Demographic Data 8
 - E. Early Warning Systems 9
- II. Needs Assessment/Data Review 12
 - A. ESSA School, District, State Comparison 13
 - B. ESSA School-Level Data Review 14
 - C. ESSA Subgroup Data Review 15
 - D. Accountability Components by Subgroup 18
 - E. Grade Level Data Review 21
- III. Planning for Improvement 22
- IV. Positive Culture and Environment 28
- V. Title I Requirements (optional) 34
- VI. ATSI, TSI and CSI Resource Review 37
- VII. Budget to Support Areas of Focus 38

School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Vineland K-8 Center is an engaged, supportive community where children find freedom to express their personal best. With a steadfast commitment to nurturing creativity, critical thinking, and a love for learning, we aspire to cultivate a community of lifelong learners who fearlessly explore the limitless frontiers of knowledge. Through innovative teaching, immersive experiences, and a culture of inclusivity, we aim to foster resilient individuals who not only adapt to change but also drive positive change in their communities and the world. Our mission is to equip students with the skills, mindset, and values needed to explore more, dream bigger, and make a lasting impact on an ever-evolving global landscape.

Provide the school's vision statement

At Vineland K-8 Center, our vision is to ignite a passion for curiosity and discovery in every student. We believe in empowering young minds to boldly venture into the unknown, to question the world around them, and to embrace the thrill of exploration.

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

Catherine T. Krtausch

Position Title

Principal

Job Duties and Responsibilities

Provides a common vision for the use of data-based decision-making, monitors the implementation of interventions with the assistant principal, provides support and direction to school staff by meeting with the Multi-Tiered System of Supports (MTSS) team and providing professional development as needed; and, communicates school-based plans regarding MTSS to all stakeholders through EESAC.

Leadership Team Member #2

Employee's Name

Joan Cobo

Position Title

Assistant Principal

Job Duties and Responsibilities

Evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the Pre-Kindergarten through Eighth Grades.

Works with teachers to identify appropriate, evidence-based intervention strategies as communicated by district personnel; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and leads the assessment process and implementation monitoring, along with the principal; works with fellow team members to follow up on action steps and allocate resources; gathers input from the school psychologist and school social worker, in addition to the general education and special education teachers.

Collects and manages data as it relates to Early Warning Systems (academic, attendance, discipline, and any other indicators that might contribute to the identification of students being "at-risk). This data will be shared with the MtSSS team as part of the problem-solving process to assist in assigning the most appropriate, multi-tiered interventions for students.

Identifies systematic patterns of student needs and assists with the ongoing progress monitoring of students identified as "at risk" by the school support team. Provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans

Leadership Team Member #3

Employee's Name

Doralba Doval deSiles

Position Title

Counselor

Job Duties and Responsibilities

Assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides input at school support team meetings. The school counselor continues to link child-serving and community agencies to the schools and families to support the child’s academic, emotional, behavioral, and social success.

Leadership Team Member #4

Employee's Name

Aurora Vaccaro

Position Title

ESE Teacher

Job Duties and Responsibilities

Participates in student data collection, collaborates with general education teachers to determine strategies for implementation of the intervention program; assists with whole school screening programs that provide early intervening services for children to be considered “at risk.” Assists with the ongoing progress monitoring of students identified as “at risk” by the school support team. Works with fellow team members to follow up on action steps and allocate resources; and provides input at school support team meetings.

Leadership Team Member #5

Employee's Name

Laura Moreno

Position Title

Teacher

Job Duties and Responsibilities

ELA Leader: Works with administration to identify appropriate, evidencebased reading intervention strategies as communicated by district personnel; participates in the design and delivery of professional development; and provides input at school support team meetings.

Leadership Team Member #6

Employee's Name

Dolores Donet

Position Title

Media Specialist

Job Duties and Responsibilities

Our media specialist supports our school improvement initiatives as our Cambridge Coordinator. Her role is to develop our inter-disciplinary projectbased learning and expand enrichment opportunities that incorporate research, critical thinking, problem solving, and teamwork into our school culture.

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.

Prior to the end of the 2023-2024 school year, each grade level worked in teams to evaluate the strategies and action steps identified to support last year's plan. Each grade level chair brought their Continuous Improvement Reflections back to the school leadership team in order to build consensus regarding our strengths and opportunities for improvement. This summarized reflection was shared with EESAC in the spring as we waited for the rest of the test scores to be released.

During the Synergy conference in July, Vineland's school leadership team members reviewed the results of the end-of-the-year surveys, standardized assessment data, and end-of-year reflections to begin crafting this year's plan.

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))

In order to effectively monitor the SIP, the school administration will conduct weekly classroom walkthroughs, attend weekly grade-level meetings, and participate in quarterly progress monitoring of student achievement. Feedback will be shared with the school leadership team at monthly meetings and summaries will be provided to EESAC during those monthly forums.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	85.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	42.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	6	3	3	4	3	1	1	1	22
One or more suspensions	0	0	0	0	0	0	1	0	0	1
Course failure in English Language Arts (ELA)	0	1	2	0	2	2	0	0	0	7
Course failure in Math	0	1	3	5	1	2	1	0	0	13
Level 1 on statewide ELA assessment	0	0	0	4	5	7	6	4	2	28
Level 1 on statewide Math assessment	0	0	0	2	5	5	4	0	2	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	3	10	8						22
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	3	1	1					5

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	4	6	8	8	6	5	2	41

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	1	1	2	5	0	0	0	0	0	9
Students retained two or more times	0	0	0	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		5	4	5	4	3	2	2	5	30
One or more suspensions										0
Course failure in ELA			4	4		2				10
Course failure in Math			2	2	1	2			2	9
Level 1 on statewide ELA assessment				3	4	4	5	4	6	26
Level 1 on statewide Math assessment				2	5	5	4		2	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	12	15						74

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			3	4	1	3	2		2	15

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			1	3			1			5
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	84	65	58	81	61	53	83	62	55
ELA Grade 3 Achievement **	71	63	59	79	58	56			
ELA Learning Gains	75	64	59				70		
ELA Learning Gains Lowest 25%	72	58	54				63		
Math Achievement *	85	68	59	81	63	55	76	51	42
Math Learning Gains	74	66	61				74		
Math Learning Gains Lowest 25%	73	63	56				57		
Science Achievement *	74	60	54	64	56	52	72	60	54
Social Studies Achievement *	93	79	72	85	77	68	90	68	59
Graduation Rate		78	71		76	74		53	50
Middle School Acceleration	61	77	71	63	75	70	59	61	51
College and Career Readiness		76	54		73	53		78	70
ELP Progress	68	64	59	54	62	55	64	75	70

*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 (FPP) 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	75%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	830
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
75%	74%	71%	59%		75%	70%

* 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	48%	No		
English Language Learners	66%	No		
Asian Students	100%	No		
Black/African American Students	72%	No		
Hispanic Students	75%	No		
Multiracial Students	84%	No		
White Students	79%	No		
Economically Disadvantaged Students	69%	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	50%	No		
English Language Learners	54%	No		
Asian Students	79%	No		
Black/African American Students	65%	No		
Hispanic Students	74%	No		
Multiracial Students	91%	No		
White Students	82%	No		
Economically Disadvantaged Students	64%	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	60%	No		
English Language Learners	67%	No		
Native American Students				
Asian Students	75%	No		
Black/African American Students	61%	No		
Hispanic Students	70%	No		
Multiracial Students				
Pacific Islander Students				
White Students	79%	No		
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	84%	71%	75%	72%	85%	74%	73%	74%	93%	61%			68%
Students With Disabilities	43%		56%	62%	39%	62%	54%	22%					
English Language Learners	64%		67%	66%	71%	78%	69%	45%					68%
Asian Students	100%				100%								
Black/African American Students	78%		76%		65%	75%	64%						
Hispanic Students	83%	69%	74%	71%	86%	74%	74%	77%	91%	64%			67%
Multiracial Students	85%		100%		85%	67%							
White Students	90%	90%	70%		87%	74%		61%					
Economically Disadvantaged Students	73%	53%	73%	69%	75%	70%	70%	64%	88%	57%			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	81%	79%			81%			64%	85%	63%			54%
Students With Disabilities	49%	58%			45%			23%	73%				
English Language Learners	55%	47%			55%			44%					68%
Asian Students	83%				75%								
Black/African American Students	76%				61%			57%					
Hispanic Students	80%	78%			80%			63%	86%	66%			68%
Multiracial Students	82%				100%								
White Students	87%				88%			67%	85%				
Economically Disadvantaged Students	68%	68%			68%			49%	74%	56%			63%

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	83%		70%	63%	76%	74%	57%	72%	90%	59%			64%
Students With Disabilities	64%		72%	76%	37%	65%	48%						
English Language Learners	64%		67%	67%	60%	70%	61%	64%	85%				64%
Native American Students													
Asian Students	82%		62%		88%	69%							
Black/African American Students	71%		60%	64%	42%	67%	60%						
Hispanic Students	83%		70%	64%	76%	74%	60%	71%	90%	54%			62%
Multiracial Students													
Pacific Islander Students													
White Students	85%		74%		88%	78%	45%	82%	100%	80%			
Economically Disadvantaged Students	75%		64%	61%	63%	67%	55%	63%	80%	45%			69%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	67%	56%	11%	55%	12%
Ela	4	79%	55%	24%	53%	26%
Ela	5	80%	56%	24%	55%	25%
Ela	6	86%	57%	29%	54%	32%
Ela	7	90%	55%	35%	50%	40%
Ela	8	85%	54%	31%	51%	34%
Math	3	74%	65%	9%	60%	14%
Math	4	79%	62%	17%	58%	21%
Math	5	81%	59%	22%	56%	25%
Math	6	82%	60%	22%	56%	26%
Math	7	95%	49%	46%	47%	48%
Math	8	77%	58%	19%	54%	23%
Science	5	73%	53%	20%	53%	20%
Science	8	69%	42%	27%	45%	24%
Civics		92%	70%	22%	67%	25%
Algebra		95%	55%	40%	50%	45%

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?

Areas that showed the greatest growth are Civics (from 83% proficiency to 92%), and Science which improved nine percentage points (from 62% to 71%).

Science has been a major schoolwide focus for us this year. Despite losing key Science personnel early in the 2023 school year, the faculty accepted the challenge of intensifying the science focus laid out in the SIP, and our students benefitted.

Lowest Performance

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

Vineland's proficiency in Reading according to FAST data increased twenty-four percentage points from AP1 to AP3. Despite an 84% proficiency rate overall, only 71% of third grade students scored proficient in this area; it should be noted that compared to other grade levels in the school, this group of students scored the lowest on AP1 at 39% proficiency, suggesting that our grade 3 students began the year with the greatest relative academic deficit, yet showed tremendous growth increasing their proficiency rate by forty-five points over the course of the school year.

Greatest Decline

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

Scores have improved in every academic category except for the Students With Disabilities (SWD). Forty-three percent of our SWD scored at or above grade level in ELA, a six-percentage point decline from last year. This may be attributed to increased number of students with more substantial learning disabilities, both academic and emotional, than we are accustomed to serving. Many of these students have come to us from private and charter schools after their needs were not being met there.

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.

Vineland's scores are far higher than both district and state averages across the board. The greatest gap is 7th grade Math where 95% of our students achieved a Level 3 or better, compared to the district average of 49% and the state average of 47%. This same cohort group excelled in ELA with 90% scoring at or above a Level 3, thirty-five percentage points higher than the district average and 40 percentage points higher than the state. This particular group of students has historically demonstrated a strong work ethic and academic performance.

EWS Areas of Concern

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

For the 2023-2024 school year, 25% of Vineland's students had 11 or more absences; almost 40% of the students with excessive absenteeism are enrolled as out of area transfers. In the age where the district is desperately trying to recruit and retain students, we have experienced an uptick in student transfers that has led to increased student absenteeism. We have found that pressuring "out of area" families to bring students to school each day, on-time, has resulted in some push-back, and in some cases, it has pushed the families to leave the school altogether.

Additionally, the school continues to have ESE students transferred in who need more direct services than we have been able to offer. When students with educational needs beyond what a general education setting can provide are placed in regular classrooms, the disruption to the learning environment has contributed to families withdrawing to head for the charters and private schools that accept vouchers.

Highest Priorities

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

1. Strengthen the core instruction in the primary grades.
2. Effectively infuse technology into instruction.
3. Build on the schoolwide Cambridge approach to cross-curricular and vertical alignment.
4. Improve communication with parents.
5. Ensure that early interventions are in place to assist struggling 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.

Instructional Practice specifically relating to Student Engagement

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.

On the Spring 2024 FAST, 75% of students in ELA and 74% in Math demonstrated Learning Gains. Research has shown that engaging students in the learning process increases their attention, motivates them to practice higher-level critical-thinking skills, and promotes meaningful learning experiences. Collaborative learning has been shown to not only develop higher-level thinking skills in students, but boost their confidence and self-esteem as well. Group projects can maximize educational experience by demonstrating the material, while improving social and interpersonal skills. Students learn how to work with various types of learners and develop their leadership skills. When we work together, we create a better learning experience.

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 increasing student engagement, science performance in grades 5 and 8 will increase to from 71% to 76%, an increase of five percentage points on the Spring 2025 state assessment. Additionally, we expect to increase student performance on the FAST ELA and Math by two percentage points from 84% proficiency to 86% in ELA and from 85% to 87% in Math.

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 administration will conduct regular classroom walkthroughs to ensure that systems are in place to maximize student engagement in all classrooms. Reviews of lesson plans, student work, and class engagement will be observed bi-weekly. Quarterly data chats will be held with teachers to ensure that students remain on track.

Person responsible for monitoring outcome

Cathy Krtausch, Principal

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:

Collaborative learning is based on the theory that knowledge is a social construct. Collaborative activities are most often based on four principles: (1) the learner or student is the primary focus of instruction; (2) interaction and "doing" are of primary importance; (3) working in groups is an important mode of learning; (4) structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer teaching/learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts or find solutions to problems. It enables learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks. Learning from peers increases learning both for the students being helped as well as for those giving the help.

Rationale:

We have chosen collaborative learning as a powerful pedagogical approach that can significantly increase student engagement and performance. By actively involving students in the learning process, fostering social interaction, promoting critical thinking, and preparing them for the real world, educators can create a more enriching and effective learning experience for their students. As a result, students are more likely to succeed academically and develop valuable life skills that will serve them well beyond their formal education.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

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

Project-based learning

Person Monitoring:

Joanie Cobo, AP

By When/Frequency:

Weekly, through October 18, 2024

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

Teachers will develop weekly lesson plans to integrate project-based learning throughout the grades. As a result, students will work individually, in pairs, and in teams, increasing engagement and personal responsibility for their own learning as they turn abstract ideas into tangible artifacts. PBL plans will be reviewed during classroom walkthroughs and grade level meetings.

Action Step #2

Cambridge Training

Person Monitoring:

Dolores Donet, Media Specialist

By When/Frequency:

Monthly, through October 18, 2024

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

Provide Cambridge training and support to teachers across grade levels and subject areas in order to craft the schoolwide plan for our Cambridge Challenge Showcase. Cambridge attributes and artifacts will be reviewed with grade level chairs during their scheduled meetings.

Action Step #3

Incorporate curricular opportunities rooted in teamwork

Person Monitoring:

Joanie Cobo, AP

By When/Frequency:

All schedule changes will be complete by Back to School Night, 8/28/24

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

Schedule students into "Games for the Win" elective in order to provide the opportunity for groups of students to work together, learning to play board games and card games from a variety of cultures as they strategize, problem-solve, and learn to concentrate. Exit surveys will be completed by students to gain feedback from those taking the class. Additionally, subject selection in the Spring will demonstrate the overall popularity of the course.

Area of Focus #2

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

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

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

According to 2024 FAST PM3 data, 71% of our 3rd grade students were proficient in ELA, far lower than our school average of 84%. We have seen an uptick in the number of students in the earlier grades exhibiting difficulties in reading. Seven third grade students were eligible for retention last year based on their ELA scores, an all-time high for this school.

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.

With the consistent implementation of Response to Intervention (RtI), at least 75% of students in grade 3 will score at or above grade level in ELA on the FAST PM3, an increase of four percentage points from the previous 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 administration will conduct quarterly data chats, work with teachers to adjust groups based on current data, and follow-up with walkthroughs to ensure that interventions are being delivered with fidelity. The Rtl Team will review the RFAs submitted by teachers and hold SST meeting as needed to problem-solve and monitor student response to intervention. As needed, select students will advance to Tiers 2 and 3 to determine the appropriate level of support.

Person responsible for monitoring outcome

Cathy Krtausch, Principal

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:

Rtl is a structured program designed to help at-risk students make enough progress and ideally achieve comparable results to their peers. It involves screening students to see who is at risk, deciding whether supporting intervention will be given in class or out of class, using research-based teaching strategies within the chosen intervention setting, closely monitoring the progress, and adjusting the strategies being used when enough progress is not being made.

Rationale:

Rather than waiting for students to fail before providing help, RTI takes a proactive stance. The rationale for selecting RTI is its emphasis on early identification, data-driven decision-making, and a tiered approach to interventions. These elements work together to provide timely and effective support, ultimately aiming to improve educational outcomes for all 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

Establish Rtl Team

Person Monitoring:

Cathy Krtausch, Principal

By When/Frequency:

8/15/24-10/18/24

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

Form an Rtl Team, clearly define roles of its members, and provide training to ensure that all team members are proficient in Rtl principles and practices. A shared spreadsheet will be utilized to

monitor timelines and everyone's contributions to advancing cases. Monthly Rtl meetings will review progress as students move from Tier 2 to Tier 3 to testing, as appropriate.

Action Step #2

Implement Tier 1 Instruction for all students

Person Monitoring:

Cathy Krtausch

By When/Frequency:

Weekly walkthroughs will be conducted from 8/15/24-10/18/24

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

Implement High-Quality Core Instruction (Tier 1) using evidence-based curricula and instructional practices in the general education classroom that includes universal screening/regular assessments to identify students who may need additional support. Based on reviews of classroom data, evidence of student work observed during walkthroughs, and feedback from teachers and parents, the Rtl team will work with administration to ensure that additional support and professional development is offered to staff to address implementation challenges.

Action Step #3

Design and Implement Tier 2 Interventions

Person Monitoring:

Joanie Cobo, AP

By When/Frequency:

Weekly walkthroughs will be conducted from 8/18/24-10/18/24

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

Provide targeted support through small-group or individualized, research-based interventions for students who need extra help beyond Tier 1 and regularly assess students' progress to determine the effectiveness of the interventions. The Rtl Team will meet monthly to review student progress through regular progress monitoring assessment tools including consistent formative assessments to track student performance and response to interventions. Based on the data, the Rtl Team will decide whether it is appropriate to move to Tier 3 interventions for identified students.

IV. Positive Culture and Environment

Area of Focus #1

Other

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 2024 student performance data, we agree that there are inconsistencies in performance when comparing Science results to ELA, Math, and Social Studies results. Science scores were 10 percentage points lower than FAST ELA, 11 percentage points lower than FAST Math. The school has identified the need to teach each discipline with a more collaborative and interdisciplinary

approach in order to deepen content understanding and increase the ability of all students to demonstrate mastery of grade-level tasks. We will implement the Targeted Element of Interdisciplinary Planning and Teaching in order to share collective responsibility for mastery of instructional benchmarks.

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.

With the focus on creating a culture of collective efficacy, 100% of the faculty will participate in interdisciplinary planning each quarter in order to fully implement the Cambridge, Everglades, and Fairchild Challenges in our school as evidenced by recognitions from these organizations. Last year 60% of teachers contributed to the Everglades and/or Fairchild Challenges.

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 school administration will participate in weekly grade-level planning meetings in order to monitor progress and participation in the Everglades and Fairchild Challenges. After the initial training, the administration and Cambridge coordinator will meet with grade-level chairs quarterly to review progress on Cambridge Challenges and to prepare for a culminating Cambridge showcase in April.

Person responsible for monitoring outcome

Joanie Cobo, AP

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:

Collective Efficacy can be seen as a staff's shared belief that through their collective action; they can positively influence student outcomes and achievement. In fact, research indicates that collective efficacy is the number one factor influencing student achievement.

Rationale:

Interdisciplinary planning and teaching allow students to learn by making connections between ideas and concepts across different disciplines. Students learning in this way are able to apply the knowledge gained in one discipline to another different discipline as a way to deepen the learning experience. By putting the structures into place to support this approach, the faculty will develop collective efficacy as they work collaboratively to promote significant learning.

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

Cambridge training for all teachers.

Person Monitoring:

Cathy Krtausch, Principal

By When/Frequency:

August 13, 2024

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

Provide Cambridge training on the first Professional Development day, August 13, 2024. During monthly grade level chair meetings, we will review the progress towards completion of Cambridge Challenges and share best practices for successfully implementing Cambridge Attributes into the curriculum at all levels.

Action Step #2

Collaborative Calendar

Person Monitoring:

Cathy Krtausch, Principal

By When/Frequency:

8/15/24-10/18/24

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

Create a collaborative planning schedule to share progress regarding interdisciplinary units and projects.

Action Step #3

Using Schoology Schoolwide

Person Monitoring:

Cathy Krtausch, Principal

By When/Frequency:

8/15/24-10/18/24

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

Expand the use of Schoology schoolwide by creating a "Faculty Class" to share relevant information and resources.

Area of Focus #2

Other

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.

Since the aggressive growth of the charter school movement along with vouchers provided to incentivize families who wish to join private schools, we have lost many of our higher achieving students; simultaneously, we have noticed a significant number of students transferring into our school from these charter and private schools when the students have academic, behavioral, or emotional issues that the schools are not equipped to accommodate.

We currently have 69 students with IEPs and 41 students with 504 Plans and have received Physician's Statements and/or private psycho-educational evaluations for an additional ten students. Twenty students require counseling services as part of their plans and an additional 15 are part of our mental health coordinator's caseload. Parents often tell us that their children suffer from anxiety in all grade levels, from general education to special education to gifted education. This mental health epidemic has led us to look for alternative strategies to help students feel more welcome, seen, and included while at school.

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.

Focusing on Social-Emotional Learning (SEL) can significantly enhance student achievement by addressing the emotional and interpersonal aspects of learning that are crucial for academic and personal success. By creating welcoming spaces and experiences in our school, we hope to see even more positive responses on the 2025 School Climate Survey. On the 2024 Climate Survey, 70% of students in grades 4-8 responded to the survey. While 89% of student respondents reported that they feel safe at school, only 66% reported that they like coming to school. Eighty-five percent of students reported that they feel they are receiving a good education at our school, but only 66% answered that the school cares about their social and emotional well-being. After implementing SEL interventions, the 2025 School Climate Survey will indicate that at least 70% of students like coming to school and that they feel the school cares about their social and emotional well-being.

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.

Using the 2024 School Climate Survey results as a baseline, we will gather additional data on SEL-related metrics, such as student self-reports on emotional regulation and social skills through our student groups. As we roll out our SEL program and initiatives, we will ensure that all stakeholders (students, teachers, families) are informed about the SEL initiatives and their roles in supporting these efforts. For ongoing monitoring and assessment, we will conduct interim surveys or check-ins to gauge student perceptions of their social and emotional experiences. To report and communicate progress, the school will highlight and celebrate improvements and successful outcomes to build momentum and reinforce the importance of SEL.

As we examine student performance, the Leadership Team will correlate the impact this initiative has had on academic outcomes. We expect to be able to document enhanced emotional regulation for better focus and learning, increased engagement and motivation translates into better participation

and attendance, improved classroom behavior and fewer behavioral incidents, strengthened relationships with teachers and peers, as well as reduced anxiety and stress overall.

Person responsible for monitoring outcome

Dory DovaldeSiles, School Counselor

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:

Creating Welcoming Spaces for students can increase their valuing of school and sense of belonging. Welcoming Spaces could take the form of comfortable spaces in large communal areas of the building (e.g. outside seating areas, media center, cafeteria, entrance ways) or inside classrooms themselves. Different ways to make a space more welcoming could be through incorporating soft seating, artwork/murals, or decorations. Welcoming Spaces can be designed by students and/or staff creating a sense of ownership in the space. We will monitor the impact in this area via the School Climate Survey.

Rationale:

Creating welcoming spaces is essential for fostering a supportive and inclusive environment that enhances students' emotional well-being, academic success, and overall development. It helps to build a positive school culture where all students can thrive.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Empowerment Oasis

Person Monitoring:

Dory DovaldeSiles, School Counselor

By When/Frequency:

8/15/24-10/18/04

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

Establish a new area for students, integrating comfortable seating areas, art supplies, special lighting, music, and sensory items to create a welcoming environment for students. Student surveys will be incorporated to gain valuable feedback regarding perceptions regarding our Mindfulness initiative.

Action Step #2

Emotional Support Animal as part of Student Services

Person Monitoring:

Dory DovaldeSiles

By When/Frequency:

8/15/24-10/18/04

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

Introduce a Therapy Dog Program to provide a unique and invaluable resource for our students,

offering comfort, support, and emotional regulation in times of need. Although this will vary based on the individual students, we look forward to seeing the impact of this initiative by reducing the amount of time different students need to de-escalate.

Action Step #3

Calm Corner Cove

Person Monitoring:

Dory DovaldeSiles

By When/Frequency:

8/15/24-10/18/24

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

Create a calming space for students where children can regulate their emotions, reduce stress and anxiety, and cultivate a sense of inner peace and well-being. This new space will be used to practice relaxation techniques and coping strategies that help children manage overwhelming feelings and restore a sense of balance. Student surveys will be incorporated to gain valuable feedback regarding perceptions regarding our Mindfulness initiative.

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.

N/A

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))

N/A

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))

N/A

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))

N/A

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))

N/A

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)).

N/A

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)).

N/A

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))

N/A

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