

Leon County Schools

# WOODVILLE SCHOOL



## 2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan has not yet been approved by the Leon 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:

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

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),<br>(7)(A)(iii)(I-V)-(B)<br>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

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To promote outstanding achievement in a dedicated learning environment for all students.

### Provide the school's vision statement

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Improving tomorrow...Learning today, Honoring our past!

## 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

Dr. Lisa Mehr

#### Position Title

Principal

#### Job Duties and Responsibilities

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The principal ensures that the school-based team is implementing procedures that improve the school in all aspects academically and in regards to student safety, school culture, ensures implementation of standards based core instruction and intervention support, ensures adequate professional development is provided to support faculty and staff and communicates with outside stakeholders regarding school-based programs such as Title 1, MTSS and PBIS.

### Leadership Team Member #2

#### Employee's Name

Amy Bramblett

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

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With the principal, the assistant principal ensures that the school-based team is implementing procedures that improve the school in all aspects academically and in regards to student safety and school culture, ensures implementation of standards based core instruction and intervention support, ensures adequate professional development is provided to support faculty and staff and communicates with outside stakeholders regarding school-based programs such as Title 1, MTSS and PBIS. She is the testing coordinator and responsible for evaluation of members of the staff.

### **Leadership Team Member #3**

**Employee's Name**

Cari Molinaro

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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With the principal, the assistant principal ensures that the school-based team is implementing procedures that improve the school in all aspects academically and in regards to student safety and school culture, ensures implementation of standards based core instruction and intervention support, ensures adequate professional development is provided to support faculty and staff and communicates with outside stakeholders regarding school-based programs such as Title 1, MTSS and PBIS. She is the testing coordinator and responsible for evaluation of members of the staff.

### **Leadership Team Member #4**

**Employee's Name**

Jessica Andrews

**Position Title**

Reading Coach

**Job Duties and Responsibilities**

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Participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies. She also serves as the Literacy Leadership Committee Chair.

### **Leadership Team Member #5**

**Employee's Name**

Roshanna Beard

**Position Title**

Dean of Students

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**Job Duties and Responsibilities**

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Assists the Principal and Assistant Principals in providing instructional leadership to the school and establishing a safe learning environment for students; develops and administers disciplinary procedures in accordance with district policies and state laws; supervises students on campus before and after school; monitors students during lunch, transitional times, and other activities; instructs students in appropriate behavior, guides students within the PBIS program and Character Key Education; performs other duties as assigned.

**Leadership Team Member #6****Employee's Name**

Kelsie Spears

**Position Title**

Referral Coordinator/ELL Coordinator

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**Job Duties and Responsibilities**

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Referral Coordinator: Will serve as Referral Coordinator and conduct screenings for referred students.

ELL Coordinator: Will serve as ELL testing coordinator and provide ELL support to students and families as needed.

**Leadership Team Member #7****Employee's Name**

Natalee Harrison

**Position Title**

Reading Interventionist

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**Job Duties and Responsibilities**

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Designs an intervention program that is consistent with the primary reading intervention program and educational philosophy of the district; participates in educational meetings to increase professional growth; participates in a network/support system in planning and developing a successful reading program; uses formal and informal assessment tools to plan instruction and prepares daily one-to-one reading lessons; provides instructional reading strategies to ensure reading progress; assists with the selection and usage of appropriate materials for each student and his/her reading needs.

**Leadership Team Member #8****Employee's Name**

Renee Martinello

**Position Title**

Math Interventionist

**Job Duties and Responsibilities**

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Math Interventionist: Provides high quality math instruction to individual students and small groups; uses data to provide instruction to students and to bring their skills to grade-level; collaborates with teachers, administration, and families to help identify best practices for individual and small groups; uses identified research-based interventions that focuses specifically on individual student needs; maintains data-based documentation of continuous monitoring of student performance and progress; provides data to school teams and participates in decisions about student progress; assists with identifying student placement for intervention groups; participates in meetings with teachers, administration, and families to discuss students; provides input for program development; supports implementation of assessment tools and data management systems.



## 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.*

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All stakeholders have the opportunity to provide input in our School Improvement Plan each year. The School Improvement Plan draft is reviewed by staff, parents, and the School Advisory Council for feedback. After receiving the feedback from stakeholders, edits are made and a final draft is shared for stakeholder approval.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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We will review the School Improvement Plan quarterly to review the goals set and progress being made towards meeting those goals. During these review periods, if the plan needs revision, then we will make the necessary revisions at that time.

## D. Demographic Data

|   |  |
|---|--|
| <b>2024-25 STATUS</b><br>(PER MSID FILE)  | <b>ACTIVE</b>  |
| <b>SCHOOL TYPE AND GRADES SERVED</b><br>(PER MSID FILE)   | <b>COMBINATION<br/>PK-8</b>  |
| <b>PRIMARY SERVICE TYPE</b><br>(PER MSID FILE)  | <b>K-12 GENERAL EDUCATION</b>  |
| <b>2023-24 TITLE I SCHOOL STATUS</b>  | <b>YES</b>   |
| <b>2023-24 MINORITY RATE</b>  | <b>61.9%</b>   |
| <b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>  | <b>100.0%</b>  |
| <b>CHARTER SCHOOL</b>   | <b>NO</b>  |
| <b>RAISE SCHOOL</b>   | <b>YES</b>   |
| <b>2023-24 ESSA IDENTIFICATION</b><br>*UPDATED AS OF 7/25/2024  | <b>ATSI</b>  |
| <b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT<br/>(UNISIG)</b>   |  |
| <b>2023-24 ESSA SUBGROUPS REPRESENTED</b><br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE<br>IDENTIFIED WITH AN ASTERISK) | <b>STUDENTS WITH DISABILITIES<br/>(SWD)*</b><br><b>ENGLISH LANGUAGE LEARNERS<br/>(ELL)</b><br><b>BLACK/AFRICAN AMERICAN<br/>STUDENTS (BLK)</b><br><b>HISPANIC STUDENTS (HSP)</b><br><b>MULTIRACIAL STUDENTS (MUL)</b><br><b>WHITE STUDENTS (WHT)</b><br><b>ECONOMICALLY DISADVANTAGED<br/>STUDENTS (FRL)</b> |
| <b>SCHOOL GRADES HISTORY</b><br><i>*2022-23 SCHOOL GRADES WILL SERVE AS AN<br/>INFORMATIONAL BASELINE.</i>  | <b>2023-24: C</b><br><b>2022-23: C*</b><br><b>2021-22: C</b><br><b>2020-21:</b><br><b>2019-20: C</b>   |

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

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

| INDICATOR  | GRADE LEVEL |    |    |    |    |    |    |    |    | TOTAL |
|--|-------------|----|----|----|----|----|----|----|----|-------|
|  | K           | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  |       |
| Absent 10% or more school days   | 27          | 25 | 29 | 24 | 24 | 32 | 18 | 15 | 16 | 210   |
| One or more suspensions  | 15          | 9  | 15 | 10 | 20 | 24 | 11 | 18 | 10 | 132   |
| Course failure in English Language Arts (ELA)  | 4           | 0  | 0  | 2  | 4  | 10 | 8  | 4  | 2  | 34    |
| Course failure in Math   | 1           | 0  | 0  | 1  | 2  | 5  | 18 | 4  | 2  | 33    |
| Level 1 on statewide ELA assessment  | 2           | 6  | 8  | 1  | 15 | 23 | 28 | 5  | 13 | 101   |
| Level 1 on statewide Math assessment   | 3           | 13 | 6  | 10 | 17 | 29 | 26 | 27 | 6  | 137   |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3) | 11          | 9  | 21 | 17 |    |    |    |    |    | 58    |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)           | 0           | 3  | 2  | 5  | 6  |    |    |    |    | 16    |

#### Current Year 2024-25

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

| INDICATOR                            | GRADE LEVEL |    |    |    |   |    |    |    |    | TOTAL |
|--------------------------------------|-------------|----|----|----|---|----|----|----|----|-------|
|                                      | K           | 1  | 2  | 3  | 4 | 5  | 6  | 7  | 8  |       |
| Students with two or more indicators | 3           | 20 | 28 | 26 | 5 | 12 | 28 | 11 | 14 | 147   |

#### 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     | 4           | 2 | 3 | 5 | 0 | 0 | 2 | 2 | 0 | 18    |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 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   | 8           | 30 | 31 | 19 | 27 | 25 | 15 | 15 | 18 | 188   |
| One or more suspensions  |             | 11 | 12 | 10 | 14 | 17 | 6  | 17 | 15 | 102   |
| Course failure in ELA  |             |    |    |    |    |    | 2  |    |    | 2     |
| Course failure in Math   |             |    |    |    |    |    | 2  |    |    | 2     |
| Level 1 on statewide ELA assessment  |             |    |    |    | 22 | 28 | 12 | 17 | 13 | 92    |
| Level 1 on statewide Math assessment   |             |    |    |    | 21 | 32 | 6  | 14 | 12 | 85    |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3) | 7           | 17 | 24 | 22 |    |    |    |    |    | 70    |

**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 |             | 8 | 9 | 3 | 18 | 28 | 12 | 16 | 18 | 112 |       |

**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           | 4 | 3 |   | 2 | 1 | 2 |   |   | 13    |
| Students retained two or more times |             |   |   |   | 1 | 2 | 1 |   | 3 | 7     |

## 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 *              | 42     | 46        | 58     | 38     | 45        | 53     | 30     | 46        | 55     |
| ELA Grade 3 Achievement **     | 38     | 48        | 59     | 42     | 48        | 56     |        |           |        |
| ELA Learning Gains             | 55     | 52        | 59     |        |           |        | 44     |           |        |
| ELA Learning Gains Lowest 25%  | 62     | 47        | 54     |        |           |        | 38     |           |        |
| Math Achievement *             | 39     | 44        | 59     | 34     | 44        | 55     | 38     | 40        | 42     |
| Math Learning Gains            | 51     | 53        | 61     |        |           |        | 57     |           |        |
| Math Learning Gains Lowest 25% | 51     | 49        | 56     |        |           |        | 52     |           |        |
| Science Achievement *          | 25     | 39        | 54     | 41     | 39        | 52     | 29     | 43        | 54     |
| Social Studies Achievement *   | 53     | 72        | 72     | 67     | 55        | 68     | 71     | 52        | 59     |
| Graduation Rate                |        | 48        | 71     |        | 52        | 74     |        | 39        | 50     |
| Middle School Acceleration     | 64     | 57        | 71     | 75     | 55        | 70     | 88     | 42        | 51     |
| College and Career Readiness   |        | 38        | 54     |        | 23        | 53     |        | 48        | 70     |
| ELP Progress                   | 42     | 58        | 59     | 28     | 56        | 55     | 55     | 65        | 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 (FPPi) than in school grades calculation.

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

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

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

| 2023-24 ESSA FPPI                            |      |
|--|------|
| ESSA Category (CSI, TSI or ATSI)             | ATSI |
| OVERALL FPPI – All Students                  | 49%  |
| OVERALL FPPI Below 41% - All Students        | No   |
| Total Number of Subgroups Missing the Target | 1    |
| Total Points Earned for the FPPI             | 540  |
| Total Components for the FPPI                | 11   |
| Percent Tested                               | 97%  |
| Graduation Rate                              |      |

| ESSA OVERALL FPPI HISTORY |         |         |         |          |         |         |
|---------------------------|---------|---------|---------|----------|---------|---------|
| 2023-24                   | 2022-23 | 2021-22 | 2020-21 | 2019-20* | 2018-19 | 2017-18 |
| 49%                       | 49%     | 50%     | 41%     |          | 49%     | 44%     |

\* 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          | 32%                             | Yes                | 5   |   |
| English Language Learners           | 42%                             | No                 |   |   |
| Black/African American Students     | 44%                             | No                 |   |   |
| Hispanic Students                   | 45%                             | No                 |   |   |
| Multiracial Students                | 49%                             | No                 |   |   |
| White Students                      | 49%                             | No                 |   |   |
| Economically Disadvantaged Students | 45%                             | No                 |   |   |

## 2022-23 ESSA SUBGROUP DATA SUMMARY

| ESSA SUBGROUP                       | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
|-------------------------------------|---------------------------------|--------------------|---|---|
| Students With Disabilities          | 16%                             | Yes                | 4   | 2   |
| English Language Learners           | 28%                             | Yes                | 3   | 1   |
| Black/African American Students     | 34%                             | Yes                | 1   |   |
| Hispanic Students                   | 33%                             | Yes                | 2   |   |
| Multiracial Students                | 46%                             | No                 |   |   |
| White Students                      | 61%                             | No                 |   |   |
| Economically Disadvantaged Students | 46%                             | 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 | 31%                             | Yes                | 3   | 1   |

## 2021-22 ESSA SUBGROUP DATA SUMMARY

| ESSA SUBGROUP                       | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
|-------------------------------------|---------------------------------|--------------------|---|---|
| English Language Learners           | 33%                             | Yes                | 2   |   |
| Native American Students            |                                 |                    |   |   |
| Asian Students                      |                                 |                    |   |   |
| Black/African American Students     | 47%                             | No                 |   |   |
| Hispanic Students                   | 40%                             | Yes                | 1   |   |
| Multiracial Students                | 42%                             | No                 |   |   |
| Pacific Islander Students           |                                 |                    |   |   |
| White Students                      | 42%                             | No                 |   |   |
| Economically Disadvantaged Students | 46%                             | 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<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2022-23 | C&C<br>ACCEL<br>2022-23 | ELP<br>PROGRESS |
| All Students                                   | 42%         | 38%                    | 55%       | 62%               | 39%          | 51%        | 51%                | 25%         | 53%        | 64%          |                         |                         | 42%             |
| Students With Disabilities                     | 16%         | 24%                    | 39%       | 52%               | 17%          | 47%        | 47%                | 14%         | 36%        |              |                         |                         |                 |
| English Language Learners                      | 36%         |                        | 43%       |                   | 21%          | 50%        |                    |             |            |              |                         |                         | 60%             |
| Black/African American Students                | 39%         | 33%                    | 54%       | 61%               | 33%          | 51%        | 50%                | 22%         | 53%        |              |                         |                         |                 |
| Hispanic Students                              | 32%         |                        | 50%       | 60%               | 30%          | 54%        | 60%                | 18%         |            |              |                         |                         | 57%             |
| Multiracial Students                           | 46%         |                        | 52%       |                   | 50%          | 48%        |                    |             |            |              |                         |                         |                 |
| White Students                                 | 47%         | 41%                    | 58%       | 67%               | 47%          | 50%        | 44%                | 28%         | 36%        | 67%          |                         |                         |                 |
| Economically Disadvantaged Students            | 37%         | 31%                    | 54%       | 54%               | 36%          | 48%        | 49%                | 22%         | 45%        | 56%          |                         |                         | 64%             |
| 4  |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |

| 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                                   | 38%      | 42%              |        |             | 34%       |         |              | 41%      | 67%     | 75%       |                   |                   | 28%          |
| Students With Disabilities                     | 17%      | 10%              |        |             | 20%       |         |              |          |         |           |                   |                   |              |
| English Language Learners                      | 13%      |                  |        |             | 25%       |         |              |          |         |           |                   |                   | 45%          |
| Black/African American Students                | 31%      | 22%              |        |             | 22%       |         |              | 22%      | 72%     |           |                   |                   |              |
| Hispanic Students                              | 24%      |                  |        |             | 35%       |         |              |          |         |           |                   |                   | 40%          |
| Multiracial Students                           | 54%      |                  |        |             | 38%       |         |              |          |         |           |                   |                   |              |
| White Students                                 | 45%      | 62%              |        |             | 46%       |         |              | 50%      | 77%     | 83%       |                   |                   |              |
| Economically Disadvantaged Students            | 31%      | 41%              |        |             | 28%       |         |              | 31%      | 69%     | 75%       |                   |                   |              |

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
|--|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
|  | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2020-21 | C&C<br>ACCEL<br>2020-21 | ELP<br>PROGRESS |
| All Students                                   | 30%         |                        | 44%       | 38%               | 38%          | 57%        | 52%                | 29%         | 71%        | 88%          |                         |                         | 55%             |
| Students With<br>Disabilities                  | 12%         |                        | 36%       | 36%               | 18%          | 49%        | 50%                | 19%         |            |              |                         |                         |                 |
| English<br>Language<br>Learners                | 9%          |                        |           |                   | 36%          |            |                    |             |            |              |                         |                         | 55%             |
| Native<br>American<br>Students                 |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
| Asian<br>Students                              |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
| Black/African<br>American<br>Students          | 27%         |                        | 47%       | 50%               | 34%          | 59%        | 52%                | 33%         | 73%        |              |                         |                         |                 |
| Hispanic<br>Students                           | 21%         |                        | 55%       |                   | 33%          | 64%        |                    | 9%          |            |              |                         |                         | 60%             |
| Multiracial<br>Students                        | 41%         |                        | 46%       |                   | 33%          | 46%        |                    |             |            |              |                         |                         |                 |
| Pacific<br>Islander<br>Students                |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
| White<br>Students                              | 34%         |                        | 36%       | 13%               | 45%          | 56%        | 50%                | 31%         | 67%        |              |                         |                         |                 |
| Economically<br>Disadvantaged<br>Students      | 24%         |                        | 39%       | 42%               | 32%          | 52%        | 46%                | 24%         | 70%        | 87%          |                         |                         |                 |

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

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

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

| 2023-24 SPRING |       |        |          |                   |       |                |
|----------------|-------|--------|----------|-------------------|-------|----------------|
| SUBJECT        | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| Ela            | 3     | 35%    | 55%      | -20%              | 55%   | -20%           |
| Ela            | 4     | 40%    | 51%      | -11%              | 53%   | -13%           |
| Ela            | 5     | 20%    | 52%      | -32%              | 55%   | -35%           |
| Ela            | 6     | 66%    | 55%      | 11%               | 54%   | 12%            |
| Ela            | 7     | 39%    | 51%      | -12%              | 50%   | -11%           |
| Ela            | 8     | 54%    | 50%      | 4%                | 51%   | 3%             |
| Math           | 3     | 35%    | 60%      | -25%              | 60%   | -25%           |
| Math           | 4     | 25%    | 56%      | -31%              | 58%   | -33%           |
| Math           | 5     | 35%    | 51%      | -16%              | 56%   | -21%           |
| Math           | 6     | 50%    | 54%      | -4%               | 56%   | -6%            |
| Math           | 7     | 53%    | 55%      | -2%               | 47%   | 6%             |
| Math           | 8     | 23%    | 45%      | -22%              | 54%   | -31%           |
| Science        | 5     | 18%    | 51%      | -33%              | 53%   | -35%           |
| Science        | 8     | 36%    | 34%      | 2%                | 45%   | -9%            |
| Civics         |       | 51%    | 75%      | -24%              | 67%   | -16%           |
| Algebra        |       | 53%    | 53%      | 0%                | 50%   | 3%             |

### 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?

---

For the 2023-2024 school year, our school had the most improvement with our students scoring a level 3 or higher in Math in grades 3 through 8. In 2022-2023, we had 34.3% of our students scoring a level 3 or higher in Math in grades 3 through 8. In 2023-2024, we had 39% of our students scoring a level 3 or higher in Math in grades 3 through 8. We had our Math Interventionist planning with grade level teams and pulling small groups of students to improve student achievement in mathematics. She also modeled lessons and analyzed student data with teachers.

##### **Lowest Performance**

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

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For the 2023-2024 school year, the data component with the lowest performance was 5th grade science. Only 18% of students demonstrated mastery on the Statewide Science Assessment. This group of students was our lowest performing group in ELA on PM3 as well. The absenteeism rate in this grade level was a contributing factor.

##### **Greatest Decline**

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

---

For the 2023-2024 school year, the data component with the greatest decline was 5th grade science. Our 5th grade science scores dropped from 49% of our students scoring a level 3 or higher to 18% of our students scoring a level 3 or higher. This drop was not expected based on the data collected during the school year. We will be analyzing the data with the district science developer to make changes in instruction in this area.

##### **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.

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The largest gap between Woodville school student performance and the state average was in the component of science. However, our science score is a combination of 5th and 8th grade student



performance. Our 8th grade students performed at 36% proficiency, whereas 5th grade students performed at only 18% proficiency in science.

### **EWS Areas of Concern**

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

---

Areas of concerns based on EWS data:

- 1.) Absent 10% or more days (210/542 students).
- 2.) 2 or more Indicators (147/542 students).

### **Highest Priorities**

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

---

1. Proficiency levels of Students with Disabilities.
2. Proficiency levels of students in 5th grade Science.
3. ELA proficiency levels of 3rd graders.
4. Math proficiency in grade 3-8.
5. Proficiency levels of ELL students.

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

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

### Area of Focus #1

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

### ESSA Subgroups specifically relating to Students With Disabilities (SWD)

#### Area of Focus Description and Rationale

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

Woodville School will focus on increasing proficiency in the subgroup specifically relating to students with disabilities.

Our subgroup for students with disabilities performed below the 41 percent threshold on the Federal Index.

#### 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.

The goal is to raise the subgroup students with disabilities to at least the 41 percent threshold based on end of year assessments. For the 23-24 school year, the subgroup of students with disabilities performed at 32% on the Federal Percent of Points Index.

#### 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.

Teachers will meet with members of administration for progress monitoring meetings to discuss their student data trends for this subgroup, interventions progress for this subgroup and resources needed to meet the goals sets for student growth with this subgroup.

#### Person responsible for monitoring outcome

Jessica Andrews

#### Evidence-based Intervention:

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

**Description of Intervention #1:**

Provide additional standards based instruction and interventions for this subgroup based on needs identified through benchmark assessments. Our progress monitoring plan, alongside the district K-12 reading plan will be used to ensure that students are properly identified and receiving the correct instruction.

**Rationale:**

Research shows that standards based instruction helps to ensure that teachers are focused on common learning targets and that students are held to expectations that meet the demands on standardized assessments. This approach focus on planning and also provides a framework for evaluating resources and assessments.

**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**

Targeted interventions for students with disabilities

**Person Monitoring:**

Jessica Andrews

**By When/Frequency:**

PM3

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

Identify individual students in the subgroup listed above. Identify specific areas of weakness for these students using benchmark assessments and the decision trees provided by the district. Provide additional targeted instruction and interventions for students in this subject. Use ongoing assessments to monitor progress

## IV. Positive Culture and Environment

**Area of Focus #1**

Student Attendance

**Area of Focus Description and Rationale**

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

Attendance - we identified this as an area of focus because school culture impacts our students. Chronic absenteeism was an issue for our students (210 students attended less than 90 percent of the school days).

**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.

---

Our plan is to decrease the number of students who attend less than 90 percent of the school days.

**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.

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Attendance data is reviewed in leadership and faculty meetings. Leadership reviews attendance in Focus and attends CSAP meetings and works with the district to move students forward in the CSAP process. Attendance is also a standing item in Team and MTSS meetings.

**Person responsible for monitoring outcome**

Cari Molinaro

**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:**

Student awards and recognitions - quarterly awards (positive referrals) and celebrations for attendance. Woodville also works to have a focus for building relationships between students and relationships in the classroom. This leads to students wanting to come to school. We will connect students with their preferred adult to encourage attendance.

**Rationale:**

Research has shown the students that feel connected to someone at the school want to attend school more frequently. By allowing students that exhibit attendance concerns to have a preferred adult serve as a mentor for them, the truancy rates should decrease.

**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**

Attendance committee meetings

**Person Monitoring:**

Cari Molinaro, Assistant Principal

**By When/Frequency:**

Bi-weekly

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

The attendance committee will meet to discuss students with attendance concerns and create a plan to get these students back in school promptly. They will work together to ensure: attendance letters

have been sent and processed, parent conference are conducted, and CSAPs are completed. They will also work together to collect data to reward students for improvement in their attendance.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

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

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We will post the SIP on our school website: <https://www.leonschools.net/woodville>. We will also share the SIP via teacher's class Remind. The SIP is also a document reviewed in SAC and faculty meeting with additional printed versions available in the front office by request. All plans are developed with input via meetings and surveys conducted by the district and school throughout the year. Additionally when school grades and data become available this is also shared with staff and stakeholder.

#### 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))

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Our Family Engagement Plan will be available on our school website at: <https://www.leonschools.net/woodville> as well as in print in the front office.

We will review the Family Engagement Plan during Open House in September 2024 and throughout quarterly SAC meetings. Parents and stakeholders are asked for input and feedback throughout the year during meetings and in person events as well as via district and school surveys.

For the 2024-2025 school year, we will build positive relationships with families and community stakeholders by hosting the following events on campus: Bingo for Books, Santa Night, Grandfriend's Sip and Shop (at Book Fair), STEAM Night and Donuts for Grown-Ups. Teachers will also host many

parent conferences and keep families updated on classroom progress via classroom newsletter, the Remind app, student planners, and social media.

### **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))

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The school has a plan to increase student achievement in all areas based on the data trends from 2023-2024 and years past.

1. Reading and Math Interventionist positions have been filled by full time, highly qualified faculty. These roles will work with students across all grades and sub-groups to provide interventions to students in areas of focus.
2. Reading Coach will have a schedule to meet with all teachers weekly for standards based collaborative planning, hold monthly data meetings with all teachers utilizing a systematic data protocol, and model evidence based instruction across grades and content areas.
3. The school has implemented the UFLI Foundations Program for grades K-2. This program has shown great success in similar schools and districts with 90% of first graders ending the year on grade level.
4. The school also holds monthly PLC's with a focus on content area instruction and professional development on evidence based curriculum adopted by the district and supplemental programs such as the Ready programs that are more closely aligned with the BEST standards.
5. The school also utilizes supplemental monies to provide afterschool tutoring and course recovery options throughout the year and over the summer months.
6. Additionally the school utilizes grants such as Title 1 and other dollars to hire additional staff members and include instructional programs such as an accelerated Agriculture course to students.

### **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))

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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))

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The school addresses all student concerns including behavioral and mental health issues with our problem solving team. The team meets weekly (or more frequently if needed) and ensures that: students are receiving any counseling needed that the school can provide, involves the district or outside agencies when appropriate, and opens further evaluations as needed. Other areas of concern addressed are problems with hearing and vision; clothing, transportation, food, and housing needs; as well as familial needs around holidays.

The school also follows all district and state protocols for student safety and threat assessment as well as DCF. In addition the school houses a full time social worker, 2 guidance counselors, and a counselor from the New Horizons program. The school participates in the district mentoring program and welcomes many outside professionals when a student is in need.

#### **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))

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Our middle school students are able to take courses in the CTE field as an elective. Additionally, our CTE teacher has guest speakers to discuss possible career options in this field.

#### **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 and all teachers follow a discipline ladder. We also go through the MTSS process given to us by the district. When students are identified as a concern they are brought to the team and interventions are put in place to meet student needs. As students move through the process they are evaluated for further needs such as an IEP, referral to counseling through school or an outside agency, or sometimes a formal behavior plan.



**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)).

---

Teachers are involved in monthly professional learning communities where best practices are presented and expected to be implemented in the classroom. Our school partners with FCRR and district developers to provide training in content areas with continuous follow-up. New teachers are paired with mentor teachers and meet frequently to address areas of need. All teachers also meet monthly with administration and reading and math coaches to discuss various data points and make a plan to move forward based on the data.

**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))

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Our school hosts kindergarten orientation and invite families to tour the facility. Transition meetings are held for all students with IEPs. PreK students are involved in all school-wide initiatives and functions. VPK students use the same programs and resources to gather data for reading and math.

## 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.

---

We will examine evidence-based resources pertaining to assisting student with disabilities. We will determine which of these resources will best serve our students.

### **Specifics to Address the Need**

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

---

In an effort to increase ELA proficiency in the students with disabilities subgroup, these students will be using UFLI to increase fluency leading to reading comprehension. We will also be using iReady to assist this subgroup with mathematics. We will review the data of this subgroup each month at our progress monitoring meetings.

**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/<br>OBJECT | FUNDING<br>SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total |          |                     |                   |     | 0.00   |