# ORCHARD VIEW ELEMENTARY SCHOOL



## 2024-25 Schoolwide Improvement Plan

# Table of Contents

# School Board Approval

This plan was approved by the Palm Beach County School Board on 10/23/24.

# SIP Authority

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

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

| ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI) |
| --- |
| A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%. |
| **TARGETED SUPPORT AND IMPROVEMENT (TSI)** |
| A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years. |
| **COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)** |

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and

2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

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

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

# Purpose and Outline of the SIP

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

# I. School Information

# A. School Mission and Vision

### Provide the school's mission statement

The mission of Orchard View Elementary School is to provide opportunities for all students to develop as literate, self-motivated persons of character in a safe, innovative, and challenging environment.

### Provide the school's vision statement

The Vision of Orchard View Elementary School is to provide our students with a quality education and a lifelong commitment to learning while serving the community as productive members of society.

# B. School Leadership Team

### School Leadership Team

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

## Leadership Team Member #1

### Employee's Name
Danielle Garcia

### Position Title
Principal

### Job Duties and Responsibilities

The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps toward a continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district-
recommended resources/materials. The principal's responsible for deepening the understanding of standards and engaging faculty, students, parents, and community members to understand the standards and the vision of academic success aligned with college and career readiness. In addition, the principal hires and retains highly qualified employees, and uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, the principal reflects on completing priorities and focuses on those with the greatest leverage in improving instruction and learning.

## Leadership Team Member #2

**Employee's Name**
Samantha Leyendecker-Estupinan

**Position Title**
Assistant Principal

**Job Duties and Responsibilities**

As Assistant Principal, Mrs. Estupinan supports professional learning and collaboration among teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student.
The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of
cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.

## Leadership Team Member #3

**Employee's Name**
Alberta Anosier

**Position Title**
ESOL Coordinator

**Job Duties and Responsibilities**

The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teachers in implementing school-based ESOL services. Collaborates with community agencies and organizations in
assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and supports teachers in comprehensible instruction for LEP
students. Coordinates ESOL record-keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.

## Leadership Team Member #4

**Employee's Name**
Tracey Trynz

**Position Title**
ESE Coordinator

**Job Duties and Responsibilities**

The ESE Coordinator manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as students, parents, teachers, counselors, related service providers, agencies, etc.

## Leadership Team Member #5

**Employee's Name**
Bonnie Levinson

**Position Title**
School Counselor

**Job Duties and Responsibilities**

School Counseling and Guidance is a part of our Mental Health Team and acts as a communicator between students, families, and teachers. They are also teachers on the wheel for character development classes. Guidance also meets Monthly on the leadership team to review with the administration the coaching and feedback cycle with particular teachers, the analysis of group counseling, and the elective class. We then set monitoring look fors and walkthrough times and focus for the next week. Safety and culture are also duties of the leadership team, which are discussed monthly.

## Leadership Team Member #6

**Employee's Name**
Alysha Mejia

**Position Title**
Single School Culture Coordinator

**Job Duties and Responsibilities**

The ELA SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention

determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school- wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; and guides teachers in tailoring instruction to meet the individual needs of students. Finally, She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.

## Leadership Team Member #7

**Employee's Name**
Matthew Cousins

**Position Title**
Single School Culture Coordinator

**Job Duties and Responsibilities**

The Math/Sci SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention
determination and student progress monitoring in the Response to Intervention (RtI) process. He assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; and guides teachers in tailoring instruction to meet the individual needs of students. Finally, he guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide 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.*

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

Through Parent Training we support families with educational workshops facilitated by our school counselors, Behavior Health professionals, Co-located therapists, reading and math coaches, ESOL, ESE, and Single School
Culture Coordinators, and the Administrative Team.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of the implementation of programs and services designed to improve the outcomes of English Language Learners.

A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom or school event on campus, and most recently

School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's  Multicultural Department to ensure the implementation with fidelity of programs and services designed to
improve the outcomes of our English Language Learners.

**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))*

Monthly leadership meetings will focus on various areas of the SIP which leadership team members will own and report on. The Assistant Principal will oversee ESE and ESOL data and instructional planning/implementation through facilitation of PLCs, meeting with the team lead and instructional walks to support staying out of ATSI category. Data tracking on a school wide level will take place and be reviewed during leadership meetings for "hot spots." Issues/reports will be shared during SAC meetings and during open agenda time, feedback and suggestions from members will be noted and considered. During the CNA planning, all members of the school community will be invited to be involved and all input will be considered for future planning/modifications needed.

# D. Demographic Data

| | |
|---|---|
| **2024-25 STATUS**<br>(PER MSID FILE) | **ACTIVE** |
| **SCHOOL TYPE AND GRADES SERVED**<br>(PER MSID FILE) | **ELEMENTARY**<br>**PK-5** |
| **PRIMARY SERVICE TYPE**<br>(PER MSID FILE) | **K-12 GENERAL EDUCATION** |
| **2023-24 TITLE I SCHOOL STATUS** | **YES** |
| **2023-24 MINORITY RATE** | **88.5%** |
| **2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE** | **100.0%** |
| **CHARTER SCHOOL** | **NO** |
| **RAISE SCHOOL** | **YES** |
| **2023-24 ESSA IDENTIFICATION**<br>*UPDATED AS OF 7/25/2024 | **N/A** |
| **ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)** | |
| **2023-24 ESSA SUBGROUPS REPRESENTED**<br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | **STUDENTS WITH DISABILITIES (SWD)**<br>**ENGLISH LANGUAGE LEARNERS (ELL)**<br>**BLACK/AFRICAN AMERICAN STUDENTS (BLK)**<br>**HISPANIC STUDENTS (HSP)**<br>**WHITE STUDENTS (WHT)**<br>**ECONOMICALLY DISADVANTAGED STUDENTS (FRL)** |
| **SCHOOL GRADES HISTORY**<br>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.* | **2023-24: B**<br>**2022-23: C***<br>**2021-22: C**<br>**2020-21:**<br>**2019-20:** |

# E. Early Warning Systems

## 1. Grades K-8

**Current Year 2024-25**

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more school days | | 41 | 19 | 17 | 13 | 20 | | | | 110 |
| One or more suspensions | | 1 | 7 | 3 | 2 | 4 | | | | 17 |
| Course failure in English Language Arts (ELA) | | 77 | 41 | 56 | 66 | 57 | | | | 297 |
| Course failure in Math | | 43 | 35 | 53 | 46 | 23 | | | | 200 |
| Level 1 on statewide ELA assessment | | 52 | 45 | 49 | 16 | 25 | | | | 187 |
| Level 1 on statewide Math assessment | | 45 | 27 | 49 | 16 | 25 | | | | 162 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | | 52 | 45 | 49 | | | | | | 146 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | | 45 | 27 | 49 | 16 | | | | | 137 |

**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 | | 75 | 49 | 63 | 52 | 52 | | | | 291 |

**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 | 0 | 0 | 10 | 0 | 0 | | | | 11 |
| Students retained two or more times | | 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 | 26 | 28 | 23 | 28 | 13 | 11 | | | | 129 |
| One or more suspensions | 3 | 2 | | 4 | 7 | 5 | | | | 21 |
| Course failure in ELA | 47 | 77 | 71 | 86 | 40 | 43 | | | | 364 |
| Course failure in Math | 38 | 75 | 65 | 75 | 35 | 51 | | | | 339 |
| Level 1 on statewide ELA assessment | | | | 61 | 29 | 28 | | | | 118 |
| Level 1 on statewide Math assessment | | | | 45 | 29 | 31 | | | | 105 |
| 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 | 10 | 19 | 69 | | | | | | 157 |

## 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 | 40 | 70 | 62 | 85 | 40 | 42 | | | | 339 |

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

The number of students retained:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained students: current year | | | 3 | 25 | 4 | 1 | | | | 33 |
| Students retained two or more times | | | | | | | | | | 0 |

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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

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

| ACCOUNTABILITY COMPONENT | 2024 | | | 2023 | | | 2022** | | |
|---|---|---|---|---|---|---|---|---|---|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement * | 46 | 58 | 57 | 38 | 53 | 53 | 49 | 59 | 56 |
| ELA Grade 3 Achievement ** | 42 | 58 | 58 | 32 | 51 | 53 | | | |
| ELA Learning Gains | 60 | 63 | 60 | | | 65 | | | |
| ELA Learning Gains Lowest 25% | 76 | 60 | 57 | | | 45 | | | |
| Math Achievement * | 54 | 63 | 62 | 50 | 57 | 59 | 45 | 53 | 50 |
| Math Learning Gains | 74 | 65 | 62 | | | 57 | | | |
| Math Learning Gains Lowest 25% | 81 | 57 | 52 | | | 56 | | | |
| Science Achievement * | 44 | 57 | 57 | 55 | 54 | 54 | 40 | 59 | 59 |
| Social Studies Achievement * | | | | | | | | 66 | 64 |
| Middle School Acceleration | | | | | | | | 54 | 52 |
| Graduation Rate | | | | | | | | 47 | 50 |
| College and Career Readiness | | | | | | | | | 80 |
| ELP Progress | 62 | 61 | 61 | 35 | 56 | 59 | | 53 | 53 |

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

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

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

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

| 2023-24 ESSA FPPI | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL FPPI – All Students | 60% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the FPPI | 539 |
| Total Components for the FPPI | 9 |
| Percent Tested | 100% |
| Graduation Rate | |

| ESSA OVERALL FPPI HISTORY | | | | | | |
|---|---|---|---|---|---|---|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20* | 2018-19 | 2017-18 |
| 60% | 46% | 51% | 52% | | 58% | 57% |

\* 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 | 49% | No | | |
| English Language Learners | 55% | No | | |
| Black/African American Students | 52% | No | | |
| Hispanic Students | 63% | No | | |
| White Students | 79% | No | | |
| Economically Disadvantaged Students | 57% | No | | |
| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Students With Disabilities | 30% | Yes | 2 | 1 |

**2022-23 ESSA SUBGROUP DATA SUMMARY**

| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
|---|---|---|---|---|
| English Language Learners | 35% | Yes | 1 | |
| Black/African American Students | 39% | Yes | 1 | |
| Hispanic Students | 51% | No | | |
| White Students | 69% | 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 | 36% | Yes | 1 | |
| English Language Learners | 43% | No | | |
| Native American Students | | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| **ESSA SUBGROUP** | **FEDERAL PERCENT OF POINTS INDEX** | **SUBGROUP BELOW 41%** | **NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%** | **NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%** |
| Asian Students | | | | |
| Black/African American Students | 48% | No | | |
| Hispanic Students | 53% | No | | |
| Multiracial Students | | | | |
| Pacific Islander Students | | | | |
| White Students | 64% | No | | |
| Economically Disadvantaged Students | 50% | 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 | 46% | 42% | 60% | 76% | 54% | 74% | 81% | 44% | | | | | 62% |
| Students With Disabilities | 29% | 46% | 56% | 89% | 31% | 64% | 64% | 17% | | | | | 47% |
| English Language Learners | 36% | 35% | 57% | 76% | 41% | 66% | 91% | 30% | | | | | 62% |
| Black/African American Students | 33% | 32% | 51% | 76% | 43% | 68% | 80% | 32% | | | | | 56% |
| Hispanic Students | 57% | 47% | 69% | 69% | 62% | 79% | | 50% | | | | | 70% |
| White Students | 72% | 76% | 76% | | 80% | 88% | | | | | | | |
| Economically Disadvantaged Students | 44% | 42% | 57% | 73% | 52% | 69% | 76% | 39% | | | | | 62% |

## 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% | 32% | | | 50% | | | 55% | | | | | 35% |
| Students With Disabilities | 19% | 16% | | | 25% | | | 47% | | | | | 44% |
| English Language Learners | 23% | 21% | | | 36% | | | 39% | | | | | 56% |
| Black/African American Students | 29% | 24% | | | 39% | | | 50% | | | | | 54% |
| Hispanic Students | 42% | 33% | | | 62% | | | 56% | | | | | 60% |
| White Students | 67% | | | | 71% | | | | | | | | |
| Economically Disadvantaged Students | 37% | 33% | | | 47% | | | 56% | | | | | 59% |

## 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2020-21 | C&C ACCEL 2020-21 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 49% | | 65% | 45% | 45% | 57% | 56% | 40% | | | | | 53% |
| English Language Learners | 38% | | 54% | 32% | 32% | 53% | 52% | 28% | | | | | 53% |
| Students With Disabilities | 19% | | 49% | 48% | 22% | 42% | 48% | 13% | | | | | 48% |
| Native American Students | | | | | | | | | | | | | |
| Asian Students | | | | | | | | | | | | | |
| Black/African American Students | 43% | | 62% | 43% | 42% | 55% | 48% | 39% | | | | | 48% |
| Hispanic Students | 52% | | 68% | 38% | 44% | 66% | 73% | 26% | | | | | 57% |
| Multiracial Students | | | | | | | | | | | | | |
| Pacific Islander Students | | | | | | | | | | | | | |
| White Students | 71% | | 83% | 61% | 40% | | | | | | | | |
| Economically Disadvantaged Students | 47% | | 64% | 43% | 44% | 56% | 58% | 38% | | | | | 53% |

# 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 | 31% | 54% | -23% | 55% | -24% |
| Ela | 4 | 39% | 52% | -13% | 53% | -14% |
| Ela | 5 | 51% | 57% | -6% | 55% | -4% |
| Math | 3 | 42% | 59% | -17% | 60% | -18% |
| Math | 4 | 56% | 50% | 6% | 58% | -2% |
| Math | 5 | 40% | 58% | -18% | 56% | -16% |
| Science | 5 | 39% | 53% | -14% | 53% | -14% |
| Math | 6 | *data suppressed due to fewer than 10 students or all tested students scoring the same. | | | | |

# 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?

**3rd ELA FY23 31% PR to FY24 42% PR**
**4th Math FY23  47% PR to FY24 60% PR**


Actions Taken:
-implemented more small-group instruction
-increased the use of math manipulatives
-used student data to differentiate small-group instruction
-Data Chats Scheduled for September "Find Your Five" in yellow to get to PR using iReady and news PM data.
-Trained teachers to have student data chats. Students tracking their own data. Visible scoreboard for student data "races."
-Larger Tutorial and began earlier
-Each Curriculum meeting and Team Leader meeting agenda will have a BEST practice for instruction (ELA and Math) and PBS for classroom management.

**Lowest Performance**

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

**5th SCI FY23 56% PR to FY24 43% PR**
**5th Math FY23 59% PR to FY24 42% PR**
**4th ELA FY23 43% to FY24 42%**


The contributing factors are as follows:
  * 100% of our level 1 & 2 students were in front of brand new teachers, with less than 3 years of teaching experience, for the FY23 school year.
  * Lack of consistency and experience with instructional staff due to teacher shortage.

**Greatest Decline**

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

**5th SCI FY23 56% PR to FY24 43% PR**
**5th Math FY23 59% PR to FY24 42% PR**
**4th ELA FY23 43% to FY24 42%**

Some of the contributing factors are as follows:
- Lack of consistency and experience with instructional staff due to teacher shortage.
- Classroom management deficiencies lead to lost instructional time for students.
- The current student population lacked in-person instruction for 1.5 years due to the pandemic creating a gap in many foundational skills and strategies.

**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.

**3rd ELA FY23 31% PR to FY24 42% PR, District FY24 54% PR**
**4th ELA FY23 43% to FY24 42%, District FY24 52% PR**
**5th Math FY23 59% PR to FY24 42% PR, District FY24 50% PR**
**5th SCI FY23 56% PR to FY24 43% PR, District FY24 53% PR**

Some of the contributing factors are as follows:
- Lack of consistency and experience with instructional staff due to teacher shortage.
- Classroom management deficiencies lead to lost instructional time for students.
- The current student population lacked in-person instruction for 1.5 years due to the pandemic creating a gap in many foundational skills and strategies.

-

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

Number of student with suspensions.
Number of student with 2 or more indicators

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer a Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

**Highest Priorities**

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

- Reduce student referrals and suspensions
- Decrease the number of students with failure in ELA and Math
- Decrease the number of students with absences
- Decrease the number of Level 1's on state assessment (ELA/Math)

In addition, we will adhere to the expectations of Policy 2.09 and the Required Instruction of Florida State Statute 1003.42. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels and ensure a single school culture of excellence and appreciation of multicultural diversity for all. A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect, and high expectations. Stakeholders play a key role in school performance and addressing equity.

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

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

## Area of Focus #1

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

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

### Area of Focus Description and Rationale

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

If we focus on Standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide
corrective feedback aligned to the benchmark and intended learning. According to the data, our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 24 data 28% of our incoming third-grade students are reading at an on-grade level data. iReady also shows that our overall primary grade proficiency is low.

Kindergarten- 31% Proficient
First Grade- 25% Proficient
Second Grade- 19% Proficient

It also gives us data to support a lack of proficiency in foundational skills

Phonological awareness- 30% Proficient
Phonics- 29% Proficient
High-Frequency Words- 33% Proficient
Vocabulary- 19% Proficient

Due to a lack of foundational skills, students&#39; overall reading comprehension proficiency is 31% For literature
texts and 36% for Nonfiction texts.

When looking at FY24 FAST PM #1-#3, we see the following percentages are on track
PM1 PM2 PM3

K: 18% 25% 25%
1 st : 26% 31% 35%
2 nd : 12% 18% 22%

The data below demonstrates the achievement levels of all our tested grade levels in all content areas
including our ESSA-identified subgroups:

FY22 FY23 Learning Gains FY24 PM3
ELA
3 42.1% 44.1% 50% 30%
4 49.6% 50% 62% 47%
5 66% 37.8% 61% 45%

SWDs 24.7% 14.9% 14%
Blacks 34.5% 36.1% 37%

Our FAST Data shows the following percentages are level 3 or higher.
PM1 PM2 PM3
3 rd : 15% 22% 25%
4 th : 25% 34% 38%
5 th : 40% 42% 51%

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

Grade-level PLCs will meet weekly to monitor the ELA progress of students and plan tiered interventions utilizing the MTSS process. Interventions should be targeted to a specific skill/benchmark, be data-driven (i.e. phonemic awareness, fluency, phonics, etc.), and be differentiated based on the needs of the students.

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

Grade-level PLCs will meet weekly to monitor the ELA progress of students and plan tiered interventions utilizing the MTSS process. Interventions should be targeted to a specific skill/benchmark, be data-driven (i.e. comprehension, fluency, phonics, etc.), and be differentiated based on the needs of the students.

## Grades K-2: Measurable Outcome(s)

Each grade K-2, is using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment by 3rd grade

by the end of FY25. USAs will be tracked for progress as measurable outcomes.

The measurable outcomes for 2025 are:

| February 2025 | May 2025 |
|---|---|
| Kindergarten- 35% On Track | 40% On Track |
| First Grade- 30% On Track | 35% On Track |
| Second Grade- 25% On Track | 30% On Track |

## Grades 3-5: Measurable Outcome(s)

3rd grade is using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment by the end of FY25. USAs will be tracked for progress as measurable outcomes.

| February 2025 | May 2025 |
|---|---|
| 3 rd   52% Proficient | 55% Proficient |
| 4 the   46% Proficient | 52% Proficient |
| 5 the   55% Proficient | 57% Proficient |

## 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.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Reading running records, and end-of-unit assessments from the Benchmark Series. We will also use grade-level FSQ and USA to track growth within standards. We will also review Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolios/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments, and Technology

Aggressive monitoring daily by teachers for standard-based practices, weekly walkthroughs and feedback from administration and coaches, progress monitoring assessments, coaching cycles for teachers, PLCs for implementation practices including ESE and ESOL teachers (to create a true triple down),

## Person responsible for monitoring outcome

Danielle Garcia and Samantha Leyendecker-Estupuinan

**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:**

Benchmark and iReady meet the evidence-based practices/programs that meet Florida's definition of evidence-based. Benchmark and iReady meet evidence-based practices/programs that align with the district's K-12 Comprehensive Evidence-based Reading Plan. Benchmark and iReady meet the evidence-based practices/programs that align with the B.E.S.T. ELA Standards. Tiered intervention resources are all approved and vetted to meet the state's requirements.

**Rationale:**

Specific programs selected by the district are strategically implemented for individual student needs. Aggressive monitoring with strategic reteach along with interventions tailored to student needs, on top of a triple-down model of instruction is proven to be effective for this population.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Pre School Student Identification- Literacy Coaching

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Samantha Leyendecker-Estupinan | August 2024 |

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

Student data will be transferred and set up in a HUB by teacher/grade in order for small group pairing to begin at the start of the school year. This will also allow for adequate class composition to create groups with support.

**Action Step #2**

Target Student Identification- Assessment monitoring

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Samantha Leyendecker-Estupinan | September 2024 |

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

Following iReady and PM1, three data points (including PM3 FY24) will be used to target students for extra support in tutorial and classroom push-advancement. Data sheets will be broken up by teacher to track specific student progress.

**Action Step #3**

Evaluation of Instructional Groupings and Student Progress-Interventions

**Person Monitoring:**                                           **By When/Frequency:**
Samantha Leyendecker-Estupinan                   Jan. 2025 & May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Following PM2, targeted students will be evaluated for progress from PM1. New students can/will be added to the target list. Following PM3 target student data will be evaluated to determine outcome and effectiveness of programs/strategies/small groups in place.

# IV. Positive Culture and Environment

## Area of Focus #1

Positive Behavior and Intervention System (PBIS)

### Area of Focus Description and Rationale

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

The area of focus for FY25 is to decrease the number of referrals and student suspensions. For the FY24 school year, we had 32 students with 1 or more suspensions. We also had 18 students with 2 or more referrals.

### 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.

Student suspensions will decrease by 20% by the end of the FY25 school year.
Student referrals will decrease by 20% by the end of the FY25 school year.
In alignment with the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use student data trends to identify needs to support positive behaviors.

### 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.

Scheduled pulling of Suspension data. Monthly discipline dashboard reports will be monitored and discussed at leadership and all other relevant meetings.

### Person responsible for monitoring outcome
Samantha Leyendecker-Estupinan

### 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:**
Through the use of CHAMPS in the classrooms, our schoolwide PBIS initiative, Parent Involvement, and a Single School Culture of Excellence; Florida State Statute 1003.42 and Policy 2.09 we will provide professional development for staff, monthly classroom and behavior management technique/ updates during curriculum meetings, the review of our school-wide expectations during our Panther Pride Assemblies, hallway posters, PLCs, and parent training on our expectations and how they can support their children and our efforts at home.

**Rationale:**
CHAMPS: is a classroom management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations PBIS: supports decreasing levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

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


**Action Steps to Implement:**

**Action Step #1**
Trusted Adult Initiative with CUBS Mentoring Program

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Samantha Leyendecker-Estupinan | Monthly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Through the Trusted Adult Initiative alongside the CUBS mentoring program, students with MH referral, two or more referrals and/or students who observably need additional support will be chosen to be part of the formal mentoring program which meets weekly with their mentor and monthly as a group to help foster relationships and also, target specific social skills/behavior goals. This will be monitored through frequency of referrals/behavior incidences, monthly.

# V. Title I Requirements (optional)

# A. Schoolwide Program Plan (SWP)

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

**Dissemination Methods**

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

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

No Answer Entered

**Positive Relationships With Parents, Families and other Community Stakeholders**

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

**Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

**How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

# B. Component(s) of the Schoolwide Program Plan

## Components of the Schoolwide Program Plan, as applicable

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

### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

### Strategies to Assist Preschool Children

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

No Answer Entered

# VI. ATSI, TSI and CSI Resource Review

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

**Process to Review the Use of Resources**

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

No Answer Entered

**Specifics to Address the Need**

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

No Answer Entered

# VII. Budget to Support Areas of Focus

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

**No**

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