LEILA DAVIS ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

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

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Encouraging life-long learners in an equitable and engaging environment with respect, kindness, and acceptance for ALL.

Provide the school's vision statement

Success for ALL Students

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

William Durst

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Salima LaKhani

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our process each year in developing our school improvement plan includes the formation of a voluntary team of teachers and staff members to develop our areas of focus based on current student performance data. Multiple meetings/workshops are conducted to narrow our focus and set goals for future performance. Input from students and parents is utilized in creating the plan and our School Advisory Council is the final group to provide feedback and approval of the plan.

SIP Monitoring

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

All data sources are monitored to ensure the school is on track to meet set goals. After each progress monitoring window of the F.A.S.T. is complete, a thorough data review is conducted, and reflections are submitted by all teachers during PLC's. Areas of opportunity for improvement are identified and actionable next steps created by all teachers. Students with the greatest achievement gaps will be provided the equitable supports needed to succeed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**34.0%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**39.3%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: A*** **2021-22: B** **2020-21:** **2019-20: A**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	21	19	17	18	21	0	0	0	96
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	1	1	1	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	1	7	16	0	0	0	24
Level 1 on statewide Math assessment	0	0	0	1	7	14	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	4	4	9						17
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	4	0	5	8					17

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	0	1	0	2	3	10	0	0	0	16

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	0	0	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		29	19	18	12	12				90
One or more suspensions						1				1
Course failure in ELA				2	1	1				4
Course failure in Math				2	1	2				5
Level 1 on statewide ELA assessment				1	21	16				38
Level 1 on statewide Math assessment				1	14	16				31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)		8	7	9						31

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

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			1		6	4				11

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	1	1	1						6
Students retained two or more times						1				1

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 *	68			65	54	53	67	55	56
ELA Grade 3 Achievement **	76			69	54	53			
ELA Learning Gains	65			66					
ELA Learning Gains Lowest 25%	67			48					
Math Achievement *	76			74	61	59	70	51	50
Math Learning Gains	64			64			64		
Math Learning Gains Lowest 25%	43			43			43		
Science Achievement *	75			61	62	54	59	62	59
Social Studies Achievement *							65	65	64
Graduation Rate							57	50	
Middle School Acceleration							52	52	
College and Career Readiness									80
ELP Progress	53			53	64	59	58		

*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	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	606
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
67%	65%	59%	59%		67%	51%

* 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	52%	No		
English Language Learners	53%	No		
Black/African American Students	56%	No		
Hispanic Students	59%	No		
Multiracial Students	42%	No		
White Students	71%	No		
Economically Disadvantaged Students	59%	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	46%	No		
English Language Learners	53%	No		
Black/African American Students	46%	No		
Hispanic Students	58%	No		
Multiracial Students	65%	No		
White Students	66%	No		
Economically Disadvantaged Students	58%	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	30%	Yes	1	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	57%	No		
Native American Students				
Asian Students	87%	No		
Black/African American Students	48%	No		
Hispanic Students	60%	No		
Multiracial Students				
Pacific Islander Students				
White Students	61%	No		
Economically Disadvantaged Students	52%	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	68%	76%	65%	67%	76%	64%	43%	75%					53%
Students With Disabilities	51%	78%	63%	64%	53%	48%	29%	29%					
English Language Learners	33%		75%		44%	44%		50%					72%
Black/African American Students	40%		36%		67%	82%							
Hispanic Students	54%	56%	67%	75%	63%	60%	31%	58%					71%
Multiracial Students	38%				46%								
White Students	76%	86%	68%	67%	82%	66%	46%	81%					70%
Economically Disadvantaged Students	55%	64%	65%	70%	61%	57%	37%	57%					68%

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	65%	69%			74%			61%					53%
Students With Disabilities	42%	56%			50%			35%					
English Language Learners	50%				54%								56%
Black/African American Students	38%				54%								
Hispanic Students	55%	53%			65%			58%					
Multiracial Students	70%				60%								
White Students	68%	72%			78%			62%					50%
Economically Disadvantaged Students	52%	50%			63%			64%					62%

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	67%	66%		48%	70%	64%	43%	59%					58%
English Language Learners	46%	75%		31%									58%
Students With Disabilities	35%	46%		31%	35%	22%	17%	25%					
Native American Students													
Asian Students	82%				91%								
Black/African American Students	43%	50%			48%	53%	45%	45%					
Hispanic Students	63%	58%			59%	55%	45%	57%					80%
Multiracial Students													
Pacific Islander Students													
White Students	70%	69%		45%	73%	67%	41%	61%					
Economically Disadvantaged Students	54%	64%		45%	57%	58%	45%	41%					50%

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.

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

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our school improved 14% in science proficiency.
-District coaching support with intentional planning following Mid-year Formative science assessment.
-Science competition with neighboring school that focused on students not meeting proficiency.
-Attendance at district supported planning sessions.
-Intentional and targeted spiral reviews of standards leading up to assessment.
-ELA teachers support science content with a focus on vocabulary.

Lowest Performance

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

Learning gains of our fourth and fifth grade students in the bottom quartile for mathematics underperformed all other measured areas. 43% of our students in the bottom quartile made a learning gain or years' worth of progress.

Greatest Decline

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

All grade level proficiency percentages increased for all measured content areas from the 2023-24 school year.

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.

All grades and measured content areas were higher than the state average.

EWS Areas of Concern

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

1. Attendance of students missing more than 10% of the school year in grades K,1, and 2nd

     grades.

2. Number of students in grades 3-5 scoring a level one in reading as measured by the Florida Assessment of Student Thinking (F.A.S.T.)
3. Students in grades 3-5 with two or more indicators.

Highest Priorities

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

1. Reading and mathematics intervention planning and monitoring
2. Positive culture and environment: Student Agency focused on goal-setting
3. Learning gains of lowest 25%
4. Full implementation of UFLI curriculum and Flamingo small group routine in grades K-2
5. Professional development (UFLI, Equipped for Reading Success, Book Taco, Dreambox, planning hubs)

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 Intervention

Area of Focus Description and Rationale

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

Progress-monitoring cycle data on state assessments collected from the 2023-24 school year indicated students in our bottom quartile (L25) made solid improvements in learning gains for reading. However, our L25 students in mathematics did not make adequate progress towards proficiency due to fidelity of small-group instruction during intervention block and planning of deficit skills that relate to grade level content.

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 percent of all students achieving ELA proficiency will increase from 68% to 80%.
- The percent of Grade 3 students achieving ELA proficiency will increase from 76% to 80%
- The percent of all students achieving Mathematics proficiency will increase from 76% to 85%
- 75% of our students in both ELA and Mathematics will make learning gains.
- Learning gains of our Lowest 25% will match

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.

Florida Assessment of Student Thinking (F.A.S.T. cycles 1-2), ELA Module assessments, IStation, Dreambox, Mathematics unit assessments, Running Records, FLKRS, and ELFAC. Monitoring these performance indicators will inform next steps for planning and instruction to meet desired year-end outcomes.

Person responsible for monitoring outcome

William Durst

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:
Ensure small group instruction/intervention in the ELA block in both reading and writing and during the Mathematics block is designed and implemented according to evidence-based principles. -Explicit and systematic instruction -Scaffolded instruction -Cognitive Engagement with Content -Formative assessment & corrective feedback

Rationale:
ELA: To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read. Math: (Use and connect mathematical representations Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving. Build procedural fluency from conceptual understanding.) Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

Tier of Evidence-based Intervention:
Tier 3 – Promising 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
Formative Assessments and use of Data PLC protocols

Person Monitoring:	**By When/Frequency:**
Wiliam Durst	Ongoing, Monthly, quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize multiple forms of formative assessment and use the District Data PLC Protocol to game plan to utilize differentiated resources to inform future instruction. -Data analysis will occur with targeted action steps following each F.A.S.T. progress monitoring cycle. -District data protocols used following ELA Module and Mathematics assessments to monitor effectiveness of interventions

Action Step #2
Increase performance of students in bottom quartiles.

Person Monitoring:	**By When/Frequency:**
William Durst / Salima Lakhani	Ongoing, Monthly, quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop Intentional action steps for students in our bottom quartile not meeting benchmarks in reading and mathematics in all grades; including targeted instruction, monitoring progress after each progress monitoring cycle and district assessments to narrow gaps. -Data analysis will occur with targeted action steps following each F.A.S.T. progress monitoring cycle. -Dreambox weekly usage and prior grade-level benchmark completion -Growth in IStation usage and "on-demand" assessments -Increase ELP offerings for remediation

Action Step #3
Small group instruction

Person Monitoring:	**By When/Frequency:**
William Durst, Salima Lakhani, Rebekkah Hudson	Bi-monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Focus on fidelity of small group instruction throughout our campus. -Utilize the content-area walkthrough tools to provide timely feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff. -Walkthrough observational data with feedback for teachers "on the spot" and during PLC's. -Instructional learning walks focused on small group instruction during PLC's.

Action Step #4
Strategic plans for intervention blocks.

Person Monitoring:	**By When/Frequency:**
Team Leaders / administration	Ongoing / bi-monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Intentional planning for intervention blocks will occur. -Data analysis and action planning for instructional next steps (AP/Teachers) -Planning during PLC's for Flamingo small group routine for primary grades. -Equipped for Reading Success book study led by principal -Hourly reading teachers implement UFLI small group in upper grades. -Progress monitor for efficacy of interventions -Running Record levels -On Demand assessments in IStation -Monthly ISIP growth -administrative participation in collaborative planning -FAST cycle growth (PM1 to PM2)

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction

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.

Progress-monitoring cycle data on state assessments collected from the 2023-24 school year indicated positive trends and growth in all content areas, specifically in Science. The work in PLC's and planning based on what exactly each benchmark calls for and a continued focus on vocabulary led to the increases. As a school we intend to continue to build on that work that yielded positive

results.

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 percent of all students achieving ELA proficiency will increase from 68% to 80%.
- The percent of Grade 3 students achieving ELA proficiency will increase from 76% to 80%
- The percent of all students achieving Mathematics proficiency will increase from 76% to 85%
- 75% of our students in both ELA and Mathematics will make learning gains.
- 75% of students in the bottom quartile (L25) will make learning gains.
- The percent of all students achieving Science proficiency will increase from 75% to 80%

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.

Florida Assessment of Student Thinking (F.A.S.T. cycles 1-2), ELA Module assessments, IStation, Dreambox, Mathematics unit assessments, Running Records, FLKRS, and ELFAC. Monitoring these performance indicators will inform next steps for planning and instruction to meet desired year-end outcomes.

Person responsible for monitoring outcome

Salima Lakhani

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:

Create a culture of collaboration by establishing demonstration/model classrooms at each grade level where ELA and Mathematics teachers learn from and inspire one another. -Collaborative learning -Provide models such as step-by-step demonstrations

Rationale:

Professional development that includes opportunities for collaboration and reflection improves the impact of training in startling ways. Teachers who participate in professional learning methodologies that promote collaboration and offer them opportunities for reflection apply what they learned nearly 90% of the time (Joyce and Showers). The world's top performing school systems enable teachers to work together and learn from one another while planning lessons jointly and observing each other teaching. Professional learning needs to be intensive and ongoing because the process of improving teaching and learning is not often smooth or instantly successful. Peer coaches work with colleagues by modeling or coteaching a lesson and reflect afterward to discuss what worked and what could be improved. This is part of the long-term process of continual improvement. This in-class professional

learning is a hallmark of effective professional learning, allowing teachers to put knowledge into action.

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

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

Description of Intervention #2:
Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. -Use and connect mathematical representations -Build procedural fluency from conceptual understanding -Cognitive Engagement with Content -Formative Assessment & Feedback

Rationale:
(Use and connect mathematical representations) Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving. (Build procedural fluency from conceptual understanding.) Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. (Elicit and use evidence of student thinking.) Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Tier of Evidence-based Intervention:
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
Science Inquiry Skills

Person Monitoring:	**By When/Frequency:**
Salima Lakhani	Following each science "Big Idea" and formative diagnostic reviews.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Strengthen student science inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, focus on vocabulary (Nature of Science), and/or collaborative study groups. -Use of Big Idea Mini-Assessments to drive instruction -Monitor performance on "Big Idea" assessments and complete data reflection to develop plan for remediation -Teacher feedback in Science Journals -Science Diagnostic review plan of 3rd & 4th grade standards -Intentional planning in grades 4-5 of the Science block and the Integration of Science throughout the school day with district coach support to target specific needs.

Action Step #2
Evidence-based Mathematics Instructional Best Practices

Person Monitoring:
William Durst / Salima Lakhani

By When/Frequency:
Ongoing/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Employ evidence-based and hands on mathematical instructional best practices and routines that promote student-centered learning with high quality feedback and follow-up activities to use that feedback. Monitoring will occur during planning, PLC's, and walkthroughs.

Action Step #3
Student Engagement - Tier 1 Instruction

Person Monitoring:
William Durst, Salima Lakhani

By When/Frequency:
Following each module, unit, topic assessment cycle.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Evidence of active student engagement during tier 1 instruction in gathering area and all learning situations where every student has a means of response. -We will monitor each classroom for evidence of all students having a means to respond to thinking during tier 1 instruction, particularly in the gathering area -Grade level learning walks -Use of "Levels of Engagement" posters to inspire reflection of current engagement with a task.

Action Step #4
Provide meaningful instructional feedback

Person Monitoring:
Administration, Instructional staff

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff -Utilize the MTR Coaching tool to provide feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff. -grade level learning walks

Action Step #5
Recruit/Retain ELA Champions

Person Monitoring:
Salima Lakhani / William Durst

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Recruit/retain a strong ELA Champion at each grade level. ELA Champions support others in implementing new curriculum materials to maximize impact on student learning. -Champions will bring back training from quarterly meetings to grade level PLC's. -Walkthroughs conducted with evidence of training implementation.

Action Step #6
Mathematics Topic Planning

Person Monitoring: **By When/Frequency:**
William Durst / Salima Lakhani

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administrators schedule and facilitate ongoing mathematics topic planning sessions by grade level, using district provided resources and the PCS effective planning protocol. -Administration attends every planning and PLC session.

Action Step #7
Data Analysis to ensure students make learning gains

Person Monitoring: **By When/Frequency:**
MTSS, general education teachers, administration

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data analysis after every content area major assessment that includes goal setting with timelines of action steps. -Focus on students for BTG with actionable next steps -Identify needs of L25 students and develop action steps -Cycle data reflections submitted for administrative review

Action Step #8
UFLI Curriculum in Primary Grades

Person Monitoring: **By When/Frequency:**
William Durst / Salima Lakhani   Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Full implementation and fidelity of UFLI curriculum in primary grades. -Walkthroughs monitoring for fidelity of implementation -Monitor student engagement and expectations for participation

Action Step #9
Engage students in immense amounts of reading, academic discourse, and writing with feedback.

Person Monitoring: **By When/Frequency:**
William Durst / Salima Lakhani   First month of school /

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
At the beginning of the year, prioritize engaging students in immense amounts of reading, *academic discourse, and *writing with *feedback ensuring ample time is given to students to read, *closely read and annotate, and write appropriate grade-level text (while applying foundational skills) with high-quality *feedback and opportunities to use that feedback. -Data analysis will occur with targeted action steps following each F.A.S.T. progress monitoring cycle. -Roll-out and implement Book Taco in grades 2-5 to build engagement in reading. -Growth in IStation usage and "on-demand" assessments

Area of Focus #3

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

F.A.S.T. PM1, 2, and 3 data, Renaissance Star Assessments, FSAA, and progress-monitoring data collected from the 2023-24 school year showed a gap in performance compared to other subgroups.

- ELA Proficiency: 68%, Subgroup: 32%
- Math Proficiency All: 76%, Subgroup: 58%
- Science Proficiency All: 75%, Subgroup: 38%

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.

- Percent of all students showing learning gains in ELA will be 75% as measured by F.A.S.T.
- Percent of students performing at grade level will increase to within 10% of school average in all content areas.

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.

Florida Assessment of Student Thinking (F.A.S.T. cycles 1-2), ELA Module assessments, IStation, Dreambox, Mathematics unit assessments, Running Records, FLKRS, and ELFAC. Monitoring these performance indicators will inform next steps for planning and instruction to meet desired year-end outcomes.

Person responsible for monitoring outcome
William Durst

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:
Focus on K-5 ELA teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback .-Teach students to decode words, analyze word parts, and recognize words -Reinforce the effectiveness of instruction in alphabetics, fluency, and vocabulary -Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale:
To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read

connected text with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

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

Action Steps to Implement:

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

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

Action Step #1
Identify and Plan For Students Not Meeting Benchmarks

Person Monitoring:	**By When/Frequency:**
William Durst, Salima Lakhani	Following formative district assessments and state testing cycles

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop Intentional action steps for students in subgroup not meeting benchmarks in all content areas; including targeted instruction, monitoring progress after each progress monitoring cycle and district assessments to narrow achievement gaps. -Teachers develop specific instructional/behavioral action steps for students to succeed. -Walkthrough observation data that monitors black student engagement. -incremental steps showing growth and narrowing of gaps each month with monthly IStation ISIP inventory and upward trends following each progress monitoring cycle of F.A.S.T.

Action Step #2
Equitable Reading Support to Close Gap.

Person Monitoring:	**By When/Frequency:**
Salima Lakhani	State progress monitoring cycles

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Equitable reading support given through prioritizing enrollment in extended learning opportunities, RAP (Read Across Pinellas) program, and time with hourly reading teachers. -Growth in monthly ISIP -Number of texts read and participation in Book Taco. -Monthly Running Records -Fidelity UFLI routine in hourly reading teacher sessions. -Third grade portfolio checks

Action Step #3
Equipped for Reading Success Book Study.

Person Monitoring:	**By When/Frequency:**
William Durst	December 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Principal will lead book study with staff focused on phonemic awareness and fluent word recognition -Enrollment and completion of book study PD (Equipped for Reading Success) -Principal will lead the book study aimed at grades 3-5, but open to all general education teachers. -Walkthroughs conducted to monitor evidence of implementation and the students that have access to the program.

IV. Positive Culture and Environment

Area of Focus #1
Other

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

Build student agency where ownership of student growth is intrinsic both academically and socially.

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.

- Learning gains in reading will Increase from 65% to 75% and from 64%-75% with students in bottom quartile.
- Learning gains in mathematics will Increase from 72% to 80% and from 43%-75% with students in bottom quartile.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- Progress-monitoring cycle data on state assessments collected from the 2023-24 school year indicated students in our bottom quartile (L25) made improvements in learning gains for reading showed improvement in percentage of learning gains not making adequate progress towards proficiency due to a lack of fidelity of small-group instruction during intervention block and intentional planning of deficit skills that relate to grade level content.
- Students tracking their progress and setting goals in student portfolios.

Person responsible for monitoring outcome
William Durst & Salima Lakhani

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:
Create a student-centered classroom environment that leads to deep learning by *activating prior knowledge, increasing relevancy, agency, and authentic engagement. -Academic discourse -Positive

relationships -Deep motivation & approach -Learning Intentions

Rationale:
Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to feel heard and valued in the classroom. Productive classrooms may buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience. Establishing clear expectations at the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling complex texts and tasks on their own.

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

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

Description of Intervention #2:
Use of PBIS Rewards program to monitor and ensure all areas of our school are acknowledging Guidelines For Success (GFS). Use of Second Step program to actively teach; goal setting, understanding emotions, empathy, and problem solving.

Rationale:
-Monitoring use of PBIS Rewards system gives our school-based leadership team valuable data to understand levels of participation across staff members and acknowledgement of students meeting our GFS. -A need to explicitly teach social and emotional skills continue to exist.

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
Student levels of engagement

Person Monitoring:	**By When/Frequency:**
William Durst, Salima Lakhani	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Levels of engagement work will continue with use of open-ended questions by staff to draw students toward self-reflection and increased agency in the classroom. -Observation during walkthroughs. -Teachers draw students to reflect on their level of engagement and what they need to do to be more engaged in the learning environment. -Levels of Engagements posters visible near focal point of instruction. -Students able to monitor their engagement and redirect themselves based on teacher prompt.

Action Step #2
Student-led conferences

Person Monitoring:
William Durst

By When/Frequency:
Following each state progress monitoring cycle

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Two student led conference dates with parents will be scheduled and will focus on goal setting in their portfolios and subsequent revisions of those goals based on PM1 & 2 cycle performance. -Parent and guardian attendance during conferences -Walkthrough during event as participate as needed when students do not have someone to confer with

Action Step #3
Establish student portfolio team

Person Monitoring:
Alex Ellerbee

By When/Frequency:
August 1, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Establish portfolio team in July with grade representatives to guide and develop school wide system for portfolios that is consistent across grade levels. -Team will meet in July to move this work forward provide a framwork for goal setting, work samples to be included, and tracking of performance by students.

Action Step #4
School wide GFS Poster Revisions

Person Monitoring:
Salima Lakhani / Melissa Worthington

By When/Frequency:
August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
- PBIS committee will revisit and update school wide and area specific R.O.A.R. expectations / Guidelines For Success (GFS) - School wide posters printed placed around campus with new logo and PCS Logo

Action Step #5
Strengthen and solidify culture of high expectations

Person Monitoring:
William Durst / Salima Lakhani

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Continuation of Second Step.org program for social-emotional learning. -Collaborate and engage in meaningful discussions to support teachers and improve student behavior outcomes. -Teachers will develop classroom expectations collaboratively with students. (ROAR Posters) -PBIS Rewards teacher usage to reinforce school wide Guidelines For Success (GFS) -Walkthrough evidence of Second Step work in the classrooms -Monitor lesson completion in every classroom with Second Step

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