ORANGE GROVE ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

Table of Contents

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

Leading the way in student success through integrity, leadership, and determination for a world that is yet to be created.

Provide the school's vision statement

100% student success.

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
Christine Wilson

Position Title
Principal

Job Duties and Responsibilities

Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/ certification.

Leadership Team Member #2

Employee's Name
Jessica Dority

Position Title
Curriculum Specialist

Job Duties and Responsibilities

Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other

pertinent criteria/ certification.

Leadership Team Member #3

Employee's Name
Stacey White

Position Title
School Counelsor

Job Duties and Responsibilities

Performs all key, educational responsibilities, functions, and duties relevant to
the position. Meets education and experience requirements, and any other
pertinent criteria/ certification.

Leadership Team Member #4

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name
Christine Bouanene

Position Title
Teacher, K-12

Job Duties and Responsibilities

Performs all key, educational responsibilities, functions, and duties relevant to
the position. Meets education and experience requirements, and any other
pertinent criteria/ certification.

Leadership Team Member #6

Employee's Name
Heather Williamson

Position Title
Teacher, K-12

Job Duties and Responsibilities

Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/ certification.

Leadership Team Member #7

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Kimberly Grimshaw

Position Title

Teacher, K-12

Job Duties and Responsibilities

Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/ certification.

Leadership Team Member #9

Employee's Name

Jeff Conard

Position Title

Teacher, K-12

Job Duties and Responsibilities

Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/ certification.

Leadership Team Member #10

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #11

Employee's Name

Aaron "Tyler" Polston

Position Title

Teacher, K-12

Job Duties and Responsibilities

Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/ certification.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The School Improvement Plan is developed with input from School-Based Leadership Team (SBLT), SIP Goal Managers, and School Advisory Council. There is a minimum of one person on SBLT from each grade level team / PLC. Data and information are articulated vertically and horizontally between teams.

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))*

SIP Teams meet on the first Wednesday of each month to review goals and revise action steps as needed. SBLT meets every Wednesday and uses the four-step problem-solving model to identify subgroups and individual students in need of additional support.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**35.6%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**72.7%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **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: A** **2020-21:** **2019-20: A**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	5	8	8	12	8				42
One or more suspensions	0	1	0	0	0	0				1
Course failure in English Language Arts (ELA)	0	0	0	1	4	4				9
Course failure in Math	0	0	0	1	2	4				7
Level 1 on statewide ELA assessment	0	0	0	0	1	4				5
Level 1 on statewide Math assessment	0	0	0	0	1	5				6
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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	2	1	3				7

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	3	0	0	0	0	0				3
Students retained two or more times	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		13	6	11	8	10				48
One or more suspensions										0
Course failure in ELA				2	3					5
Course failure in Math					2	1				3
Level 1 on statewide ELA assessment					6	8				14
Level 1 on statewide Math assessment					5	6				11
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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1	1		5	5				12

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1	1							3
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 *	84			77	54	53	79	55	56
ELA Grade 3 Achievement **	90			79	54	53			
ELA Learning Gains	74						80		
ELA Learning Gains Lowest 25%	67						65		
Math Achievement *	86			82	61	59	89	51	50
Math Learning Gains	86						83		
Math Learning Gains Lowest 25%	67						75		
Science Achievement *	81			87	62	54	87	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress					64	59			80

*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	79%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	635
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
79%	81%	80%	74%		71%	63%

* 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	41%	No		
Hispanic Students	85%	No		
Multiracial Students	84%	No		
White Students	80%	No		
Economically Disadvantaged Students	75%	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	47%	No		
Hispanic Students	80%	No		
Multiracial Students	78%	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%
White Students	81%	No		
Economically Disadvantaged Students	77%	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	66%	No		
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	83%	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%
Multiracial Students	89%	No		
Pacific Islander Students				
White Students	81%	No		
Economically Disadvantaged Students	76%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	84%	90%	74%	67%	86%	86%	67%	81%					
Students With Disabilities	33%		56%	45%	38%	44%	30%						
Hispanic Students	86%	85%	70%		91%	95%		82%					
Multiracial Students	85%		76%		85%	88%							
White Students	84%	91%	76%	71%	87%	86%	67%	81%					
Economically Disadvantaged Students	78%	86%	70%	65%	80%	81%	67%	75%					

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	77%	79%			82%			87%					
Students With Disabilities	40%				50%			50%					
Hispanic Students	79%	80%			82%								
Multiracial Students	85%	79%			70%								
White Students	75%	79%			84%			85%					
Economically Disadvantaged Students	74%	76%			72%			86%					

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	79%		80%	65%	89%	83%	75%	87%					
Students With Disabilities	55%		75%	67%	67%	64%	59%	77%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	80%		87%		88%	80%		80%					
Multiracial Students	86%				92%								
Pacific Islander Students													
White Students	80%		79%	62%	90%	84%	77%	92%					
Economically Disadvantaged Students	70%		80%	63%	83%	78%	75%	84%					

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?

We showed improvement in proficiency in ELA and Math.   ELA went from 79% in 2022 to 77% in 2023 to 85% in 2024 . Math went from 89% in 2022 to 82% in 2023 to 87% in 2024. We attribute this to the new FAST assessment.

Science proficiency went from 87% in 2022 and 2023 to 82% in 2024. A diagnostic assessment was given in the winter adn spring to intentionally plan to fill in gaps in learning. We also placed a focus on a conceptual understanding of the applicable academic vocabulary schoolwide.

Actions that contributed to student success:
Extended Learning Programs: Additional before and after school to provide targeted instruction for students in small group settings. We also focused on specific students lacking foundational skills in 3rd -5th grade and provided intense, small group instruction on phonics instruction.
Goal setting with every student: We utilized the learning continuum to connect the goals to benchmark and every child had an action plan to achieve their goals. Plans were routinely monitored and discussed with students. We were also more consistent including students and parents in data chats and student led conferences.

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 among our L25 continue to be our lowest performance component and our primary area of focus in ELA.

Contributing factors include lack of consistency with student-centered instruction and standards-based instruction with rigor. We need to increase time on task reading grade-level text, engaging in discussion, and writing with feedback. We need more emphasis on foundational skills, with high-quality feedback and opportunities to use that feedback. We need to focus on VPK and kindergarten early literacy, as well as provide the necessary resources to intermediate grades to provide targeted instruction to students lacking foundational skills. We also need to consistently assess (formally and

informally) and analyze data in PLCs to inform instruction in whole group, small group, and one-to-one instruction.

Greatest Decline

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

Based on spring FSS data, science proficiency dropped from 87% in 2022 and 2023 to 82% in 2024.
.
Contributing factors include a lack of consistency with student-centered instruction and standards-based instruction with rigor. We need to continue to deepen our understanding of the Florida State Academic Standards for Science (FSASS). We need to consistently focus on teacher clarity and have clear intentions and success criteria when presenting science content. We also need to activate and integrate prior knowledge since science is only tested in 5th grade.

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.

We outperformed the state in all grade levels in ELA and Math based on spring FAST data:
3rd grade ELA was 90% proficient compared to 55% state average.
3rd grade Math was 90% proficient compared to 61% state average.
4th grade ELA was 81% proficient compared to 53% state average.
4th grade Math was 86% proficient compared to 58% state average.
5th grade ELA was 83% proficient compared to 55% state average.
5th grade Math was 81% proficient compared to 56% state average.

ELA: Primary grades placed a strong focus on Foundational Skills and Language Craft and Structure. We also placed a greater emphasis on phonics instruction.
We made vocabulary acquisition and use a focus in kindergarten - 5th grade. However, we need to continue to place additional focus on Reading Across Genre and Vocabulary in 3rd - 5th grade.
Math: We focused on addition and subtraction fluency in primary and multiplication fluency in intermediate. 3rd grade needs additional focus on fractional reasoning; 4th grade on number sense and operations with fractions and decimals; and 5th grades needs emphasis on geometric reasoning, measurement, and data analysis and probability.

EWS Areas of Concern

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

An area of concern in ESW is the number of Level 1 students in ELA and Math. Based on 2024 FAST data, we have 5 Level 1 students in ELA and 6 Level 1 students in Math. We will assign a staff

mentor to these students in August and create an action plan to close the gap.

A second area of concern is attendance. We have 42 students below the 90% in Kdg.- 5th grade. The Child Study Team will meet with these students and reach out to their families in August. Building a strong home school connection will be the best indicator of student success.

Highest Priorities

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

Collegial Coaching: Empower math teacher leaders and literacy teacher leaders to support / coach colleagues.

Standards-Based Collaborative Planning Utilizing Learning Boards:

• Create daily learning targets that state the purpose for learning and identify critical content (teacher clarity)

• Clarify the high yield instructional strategy.

• Clarify the evidence to ensure it is aligned to the rigor of the grade level standard (success criteria).

• Align Resources to Standards.

• Plan to Close the Achievement Gap Using Data.

Conditions for Learning:

• Maintain a student-centered pedagogy where students have increasing autonomy and responsibility for their own learning (AVID / Culturally Relevant Teaching).

• Use engagement strategies, establish and maintain effective relationships and communicate high expectations for all students (SEL).

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 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.

Based on spring **ELA FAST** data, primary grades showed a need in Foundational Skills/Language Craft and Structure in kindergarten, and Foundational Skills in 1st and 2nd-grade students. 3rd grade needs to focus on Reading Across Genre and Vocabulary, specifically Context, Connotation, and Morphology.
4th and 5th grades also need to concentrate on Reading Across Genre and Vocabulary. We also see vocabulary acquisition and use as a need in kindergarten - 5th grade.

Contributing factors include a lack of consistency with student-centered instruction and standards-based instruction with rigor. We need to increase time on task reading grade-level text, engaging in discussion, and writing with feedback. We need more emphasis on foundational skills with high-quality feedback, and opportunities to use that feedback.

Based on spring **Math FAST** data, 3rd grade needs additional focus on fractional reasoning; 4th grade on number sense and operations with fractions and decimals; and 5th grade needs emphasis on geometric reasoning, measurement, and data analysis, and probability.

Contributing factors include lack of consistency with student-centered instruction and standards-based instruction with rigor.
We need to consistently use Purposeful Questions, Number Routines, and multiple forms of assessment to inform instruction (Unit Assessments, Exit Tickets, MFAS, Illustrative Mathematics tasks). We will also use student work to guide the analysis of learning.

Based on **5th grade SSA**, Nature of Science is our focus in kindergarten - 5th grade. Contributing factors include a lack of consistency with the scientific method, experiment variables, and empirical evidence. We need to focus on standards articulation in vertical PLC's where teachers regularly engage in data/student work analysis as well as planning for scaffolds that address gaps in student learning.

Based on 2023 FAST Data, our black subgroup was 83% proficient in ELA, but only 50% proficient in Math. Contributing factors include the need for increased professional development in CRT practices and AVID to create a more engaging curriculum.

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.

Proficiency in English Language Arts will increase by 3% from 85% in 2024 to 88% in 2025 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Grade 3 English Language Arts will increase by 3% from 90% in 2024 to 93% in 2025 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Mathematics will increase by 3% from 87% in 2024 to 90% in 2025 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Science will increase from 82% in 2024 to to 87% in 2025 as measured by SSA (Science State Assessment).

Proficiency among our Black subgroup will increase in the area of Mathematics by 10% from 2024 to 2025 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

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.

This Area of Focus, Instructional Practice specifically related to Benchmark-aligned Instruction, will be monitored by FAST Assessment (Florida Assessment of Student Thinking) and SSA (State Science Assessment)

Person responsible for monitoring outcome
Christine Wilson (wilsonchristin@pcsb.org)

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:
1. Gain a deeper understanding of the B.E.S.T./FSASS as a non-negotiable for improving student outcomes. 2. Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. 3. Utilize the UFLI program in grades k-2 to enhance foundational skills. 4. Utilize district curricular materials to create a common foundation of standards to include aligned, rigorous expectations for all students. 5. Allow increased opportunities for students to interact with authentic texts across genres, with an emphasis on BEST texts. 6. Celebrate students' growth with regard to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.

Rationale:
We are continuing to implement the B.E.S.T. Standards (Benchmarks for Excellent Student Thinking) for all instructional areas with fidelity. School-wide focus on aligning the level of rigor to standard-based instruction, as it relates to instructional delivery, tasks, and assessments while addressing unfinished learning in ELA, Math, and Science.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Action Steps to Implement:

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

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

Action Step #1
Synthesize The Benchmarks

Person Monitoring:	**By When/Frequency:**
Christine Wilson (wilsonchristin@pcsb.org)	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. Continue to deepen understanding of the vertical progression and standards design in order to understand what students are expected to master.

Action Step #2
Deepening Student Engagement

Person Monitoring:	**By When/Frequency:**
Christine Wilson (wilsonchristin@pcsb.org)	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices. Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem-solving activities, and/or collaborative study groups. Provide

all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark. Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early. Utilize the 3-I daily instructional routine (Ignite-Investigate-Inform instruction) to ensure daily science lessons are presented while monitoring student understanding through the use of informal data collection.

Action Step #3
Student-Centered Goal Setting

Person Monitoring:	**By When/Frequency:**
Christine Wilson (wilsonchristin@pcsb.org)	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement goal-setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes. Implement student-led conferences to allow students to share their academic goals and their progress with family members.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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

Based on 2024 FAST PM 3 data, 39% of ESE students in Grades 3-5 scored a Level 3 or higher on the ELA assessment and 41% of ESE students in Grades 3-5 scored a Level 3 or higher on the Math assessment. We need to focus on improving levels of proficiency for ESE students by ensuring all accommodations and modifications are being implemented with fidelity and increasing collaboration among teachers and service providers.

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.

Proficiency in ELA for ESE students in Grades 3-5 will increase by 11% from 39% in 2024 to 50% in 2025 as measured by the FAST (Florida Assessment of Student Thinking)

Proficiency in Mathematics for ESE students in Grades 3-5 will increase by 9% from 41% in 2024 to 50% in 2025 as measured by the FAST (Florida Assessment of Student Thinking)

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.

This Area of Focus will be monitored for desirable outcomes by creating a master schedule that will ensure all services and accommodations are provided to ESE students and monitor its implementation.

ESE student achievement data will be monitored at SBLT using ongoing progress monitoring data and as measured by the FAST (Florida Assessment of Student Thinking)

Person responsible for monitoring outcome
Christine Wilson and SBLT

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 master schedule that allows for collaboration between classroom general education teachers and ESE teachers to ensure students receive all services and accommodations throughout their school day.

Rationale:
ESE students require remediation and skill development to master grade-level benchmarks through collaborative planning and appropriate scaffolding by the general education teacher and ESE teachers.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

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

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

Action Step #1
Collaboration with ESE and General Education Teachers

Person Monitoring:	**By When/Frequency:**
Christine Wilson	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide opportunities for ESE and general education teachers to coplan for differentiated instruction and support delivery of services specifically related to ELA and Math.

Action Step #2

Ongoing Progress Monitoring

Person Monitoring:
Christine Wilson

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize multiple sources of data to design instruction and progress monitoring that aligns with the students' IEP goals.

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.

Our Positive Behavior Intervention and Supports school-wide behavior program is the primary way we build a positive school culture at Orange Grove. During our pre-school training, we will have PBIS professional development for staff. This includes training on school-wide expectations, rules, classroom behavior systems, our school-wide positive reward program, and discipline procedures. Throughout the school year, teachers and administrators will teach students and families about PBIS, classroom procedures, and expectations.

We will also build a positive school culture by strengthening the community of our classrooms and school. First, we will use Restorative Practices techniques to build relationships and address problems. Teachers will conduct at least two Restorative Practices circles each week. These circles should allow each student to share, listen, and make connections with classmates and the teacher. When problems arise, class meetings or restorative questioning will be used as a method for resolution. Second, communication between the school and parents is a priority. Families will receive weekly emails that highlight initiatives, goals, recommendations, and upcoming events. Throughout the year, parents will have the opportunity to attend several events to learn about curriculum and academic expectations. Teachers use a variety of methods to keep open, two-way communication with parents. Furthermore, parents are always encouraged to contact the teacher or administrator with concerns. Third, we will build community and culture with our celebrations and recognitions. We have monthly character assemblies to celebrate achievements in academics, art, music, behavior, and character. All students will have several opportunities throughout the year to be recognized in front of the school, staff, and parents.

Finally, we will build a positive school culture by improving attendance. In the 2023-2024 school year, 19.1% of our students had an absence rate of 10% or more. Regular daily attendance is crucial for academic achievement, as well as building the classroom community.

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.

In the 2024-2025 school year, the percentage of students with an attendance rate of 90% or more will increase from 80.9% to 100%

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.

Student attendance will be monitored by the individual classroom teachers who will contact families when

attendance is a concern. They will refer student attendance problems to the Child Study Team.

The Child Study Team consists of the Principal, School Social Worker, School Counselor, Curriculum Specialist, and Data Management Technician. During meetings that will take place twice a month, the team will monitor absences through the Attendance Dashboard in Power BI. The Child Study Team will address the attendance issues of students who are flagged in the attendance dashboard and those referred by teachers.

Person responsible for monitoring outcome

Christine Wilson (wilsonchristin@pcsb.org)

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:

Orange Grove will use several recognitions to motivate and reward students. We will have quarterly perfect attendance parties. Each day, classes that have 100% attendance will post "100% Healthy and Present" ribbons on their doors and will be recognized on the afternoon announcements. Every two weeks, we have a recognition for the class with the most improved attendance from the previous two weeks. Communication with families is another intervention we will use to increase attendance. Attendance information will be sent to parents as part of the school's weekly communication (email/ phone messages). When a student struggles with their daily attendance, the CST will communicate with the parents through phone calls, in-person conferences, or home visits. Through this communication, we will problem-solve, develop interventions, and set goals with the parents to work toward improved attendance.

Rationale:
At the elementary school level, parents are an important stakeholder in student attendance. It's important for parents to understand how crucial daily attendance is to both learning and becoming a part of the school community. Sharing this information with parents can help prevent attendance issues. When students are experiencing problems with attendance, including the parents in the problem-solving process is the most effective way to see a decrease in absences.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Description of Intervention #2:
Orange Grove will implement school-wide and classroom-based positive behavior recognition and behavior management programs. School-wide we will continue to utilize our Orange You Special Program. As a class, students attempt to earn paper oranges for demonstration of the four school-wide expectations. As oranges are accumulated, the individual classes earn rewards. In classrooms, teachers will utilize systems that recognize and reward students for positive behavior, participation, and academic achievement.

Rationale:
PBIS supports the use of positive behavior recognition systems as a way to foster community and build a sense of belonging among students. Systems should provide immediate, specific praise that occurs more often than acknowledgment of inappropriate behaviors.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Action Steps to Implement:

Action Step #1
Attendance Training for Staff

| **Person Monitoring:** | **By When/Frequency:** |
| Christine Wilson | August 2024 |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Attendance flow chart will be part of the Staff Handbook and will be reviewed with staff during pre-school training.

Action Step #2
Daily Attendance Recognition

| **Person Monitoring:** | **By When/Frequency:** |
| Christine Wilson | Daily |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Classes with 100% attendance will be recognized with door signs and on the afternoon announcements.

Action Step #3

Perfect Attendance Celebrations

Person Monitoring: **By When/Frequency:**
Christine Wilson   Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students with perfect attendance each grading period will attend a celebration at the end of the grading period.

Action Step #4
Weekly communication with parents

Person Monitoring: **By When/Frequency:**
Christine Wilson   Weekly throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Attendance messages will be sent to all families. These messages will be part of the weekly school update emails/phone calls.

Action Step #5
CST Meetings

Person Monitoring: **By When/Frequency:**
Christine Wilson/Tara Saraceno   Twice a month, starting in August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Bi-monthly meetings to review attendance data and address concerns.

Action Step #6
Home Visits/Parent Conferences

Person Monitoring: **By When/Frequency:**
Christine Wilson/Tara Saraceno   As needed, throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Direct communication between the Child Study Team and families of students struggling with regular daily attendance.

Action Step #7
Improved Attendance Recognition

Person Monitoring: **By When/Frequency:**
Christine Wilson   Every two weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The class with the most improved attendance after each two-week period will be recogonized on the afternoon announcements and will keep the Most Improved Attendance cardboard cutout in their room for the next two weeks.

Action Step #8
Orange You Special Progress Tracker

Person Monitoring: **By When/Frequency:**

Stacey White   Every two weeks

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

As classes work to earn oranges in our school-wide behavior program, Orange You Special, a progress tracker will be shown on the morning announcements. As each class's achievements are shown, students will be encouraged to become more involved in earning oranges for their behavior.

Action Step #9

Development of PBIS supported classroom behavior systems

Person Monitoring: **By When/Frequency:**
Stacey White   August 2024

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

Teachers will develop individual classroom behavior management systems to include anonymity for students, recognition for appropriate behaviors, and focus solely on students earning, not losing, points/tickets.

Area of Focus #2

Other

Area of Focus Description and Rationale

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

Orange Grove has currently received 4 of 9 awards for healthy generation award recognition, as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework. The desired result for Orange Grove is to receive 5 or more awards.

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.

Orange Grove will focus initiatives on the Health Education and Nutrition and Food Access topic to become eligible for the National Healthy Schools Award in these topic areas, while also maintaining award status in 4 of the previously achieved topics on the Alliance for a Healthier Generation's Thriving Schools Integrated Assessment.

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.

Healthy Schools Team needs to analyze the criteria to qualify for the Health Education and Nutrition and Food Access topic and the National Healthy Schools Award. We are also working to maintain eligibility status in 5 of the other topics on the Alliance for a Healthier Generation's Thriving Schools

Integrated. The Healthy School Team will meet a minimum of four times throughout the year to monitor the progress toward meeting the nine goals. We will adjust our strategies as needed.

Person responsible for monitoring outcome

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:
Enhance staff capacity to support students through purposeful activation and transfer strategies as it relates to personal health.

Rationale:
Schools can play an important role in promoting healthy eating habits to children, and ensuring school food provides healthy, balanced, and nutritious meals with the appropriate amount of energy and nutrients pupils need.

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

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Assemble a Healthy School Team made up of a minimum of four (4) individual including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student. 2. Attend district-supported professional development. 3. Complete Healthy Schools Program Assessment. 4. Develop and Implement Healthy School Program Action Plan. 5. Update Healthy Schools Program Assessment and Apply for Recognition, if applicable.

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