# WESTGATE ELEMENTARY SCHOOL



# 2025-26 Schoolwide Improvement Plan

# Table of Contents

# School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

# SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

# SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

# 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.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

Westgate Elementary will provide an environment in which all learners will continure to succeed through quality teaching.

### Provide the school's vision statement

The Vision of Westgate Elementary is to be a community of learners where students, families, and and staff work together to achieve total success.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

## 1. School Leadership Membership

### 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**
Holly Oakes

oakesh@pcsb.org

**Position Title**
Principal

### Job Duties and Responsibilities

Shool Leader, Human Resources, Curriculum Support, Operations.

## Leadership Team Member #2

**Employee's Name**
Samantha Henderson

hendersonsam@pcsb.org

**Position Title**

Assistant Principal

## Job Duties and Responsibilities

School Leader, Curriculum Support, Data Analysis, Student Behavior, PBIS

# Leadership Team Member #3

## Employee's Name

Deborah Bleckley

bleckleyd@pcsb. org

## Position Title

MTSS Coach

## Job Duties and Responsibilities

Member of SBLT, leader of the MTSS problem-solving process for academics and behavior.

# Leadership Team Member #4

## Employee's Name

Dana Wanek

wanekd@pcsb.org

## Position Title

Team Leader K

## Job Duties and Responsibilities

Leads Kindegarten team for planning and decision making.

# Leadership Team Member #5

## Employee's Name

Tammy Wilkes

wilkest@pcsb.org

## Position Title

Team Leader 1st

## Job Duties and Responsibilities

Leads curriculum planning and decision making for 1st grade.

## Leadership Team Member #6

**Employee's Name**

Connie Bauer

bauerc@pcsb.org

**Position Title**

Team leader 2nd

**Job Duties and Responsibilities**

Leads curriculum planning and decision making for 2nd grade.

## Leadership Team Member #7

**Employee's Name**

Jennifer Todd

toddj@pcsb.org

**Position Title**

Team leader 3rd

**Job Duties and Responsibilities**

Leade curriculum planning and decision making for 3rd grade.

## Leadership Team Member #8

**Employee's Name**

Patricia Kwapien

kwapienp@pcsb.org

**Position Title**

Team leader 4th

**Job Duties and Responsibilities**

Leads curriculum planning and decision making for 4th grade.

## Leadership Team Member #9

**Employee's Name**

Robyn Smith

smithrob@pcsb.org

**Position Title**

Team leader 5th

**Job Duties and Responsibilities**

Leads curriculum planning and decision making for 5th grade.

# 2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

Three times per year the School Improvement Plan is shared with school, family and community stakehoders during School Advisory Council and PTA meetings. Suggestions are requested and documented in meeting minutes. Action steps are time bound and are reviewed at subsequent meetings to monitor progress.

# 3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

After collecting data, sharing progress toward goals, and deciding on action steps, key stakeholder groups follow up on a regular basis to to monitor progress toward meeting SIP goals. Documentation of results can be found in meeting minutes from SAC, PTA, and School Based Leadership Team minutes as well as PLC tracking forms.

# C. Demographic Data

| | |
|---|---|
| **2025-26 STATUS**<br>(PER MSID FILE) | **ACTIVE** |
| **SCHOOL TYPE AND GRADES SERVED**<br>(PER MSID FILE) | **ELEMENTARY**<br>**KG-5** |
| **PRIMARY SERVICE TYPE**<br>(PER MSID FILE) | **K-12 GENERAL EDUCATION** |
| **2024-25 TITLE I SCHOOL STATUS** | **YES** |
| **2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE** | **100.0%** |
| **CHARTER SCHOOL** | **NO** |
| **RAISE SCHOOL** | **YES** |
| **2024-25 ESSA IDENTIFICATION**<br>*UPDATED AS OF 1 | **ATSI** |
| **ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)** | |
| **2024-25 ESSA SUBGROUPS REPRESENTED**<br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | **STUDENTS WITH DISABILITIES (SWD)***<br>**ENGLISH LANGUAGE LEARNERS (ELL)**<br>**ASIAN STUDENTS (ASN)**<br>**BLACK/AFRICAN AMERICAN STUDENTS (BLK)***<br>**HISPANIC STUDENTS (HSP)**<br>**MULTIRACIAL STUDENTS (MUL)**<br>**WHITE STUDENTS (WHT)**<br>**ECONOMICALLY DISADVANTAGED STUDENTS (FRL)** |
| **SCHOOL GRADES HISTORY**<br>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.* | **2024-25: B**<br>**2023-24: A**<br>**2022-23: B**<br>**2021-22: B**<br>**2020-21: C** |

# D. Early Warning Systems

## 1. Grades K-8

**Current Year 2025-26**

Using 2024-25 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 | |
| School Enrollment | 45 | 69 | 56 | 86 | 83 | 69 | | | | 408 |
| Absent 10% or more school days | 0 | 18 | 12 | 23 | 16 | 15 | | | | 84 |
| One or more suspensions | 0 | 1 | 0 | 1 | 1 | 4 | | | | 7 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 14 | 10 | 0 | | | | 24 |
| Level 1 on statewide Math assessment | 0 | 13 | 9 | 36 | 12 | 6 | | | | 76 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 0 | | | | | | | | | 0 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | 0 | | | | | | | | | 0 |

**Current Year 2025-26**

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 | 0 | 1 | 1 | 9 | | | | 11 |

**Current Year 2025-26**

Using the table above, complete the table below with the number of students retained:

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

**Prior Year (2024-25) 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 | | 22 | 35 | 26 | 19 | 21 | | | | 123 |
| One or more suspensions | | 3 | | | | 5 | | | | 8 |
| Course failure in English Language Arts (ELA) | | | | | | | | | | 0 |
| Course failure in Math | | | | 1 | | | | | | 1 |
| Level 1 on statewide ELA assessment | | | | 3 | 2 | 18 | | | | 23 |
| Level 1 on statewide Math assessment | | | | 3 | 6 | 16 | | | | 25 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 3 | 2 | 3 | | | | | | | 8 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | 2 | 3 | 3 | 1 | | | | | | 9 |

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | | 3 | 3 | 2 | 6 | 11 | | | | 25 |

**Prior Year (2024-25) 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 | | | | 4 |
| 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

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 2024-25 had not been fully loaded to CIMS at time of printing.

| ACCOUNTABILITY COMPONENT | 2025 | | | 2024 | | | 2023** | | |
|---|---|---|---|---|---|---|---|---|---|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement* | 59 | 64 | 59 | 62 | 61 | 57 | 52 | 54 | 53 |
| Grade 3 ELA Achievement | 65 | 67 | 59 | 75 | 63 | 58 | 54 | 54 | 53 |
| ELA Learning Gains | 52 | 62 | 60 | 67 | 64 | 60 | | | |
| ELA Lowest 25th Percentile | 51 | 59 | 56 | 70 | 62 | 57 | | | |
| Math Achievement* | 67 | 69 | 64 | 58 | 66 | 62 | 54 | 61 | 59 |
| Math Learning Gains | 63 | 67 | 63 | 68 | 68 | 62 | | | |
| Math Lowest 25th Percentile | 50 | 56 | 51 | 66 | 58 | 52 | | | |
| Science Achievement | 50 | 70 | 58 | 59 | 69 | 57 | 69 | 62 | 54 |
| Social Studies Achievement* | | | 92 | | | | | | |
| Graduation Rate | | | | | | | | | |
| Middle School Acceleration | | | | | | | | | |
| College and Career Acceleration | | | | | | | | | |
| Progress of ELLs in Achieving English Language Proficiency (ELP) | 84 | 67 | 63 | 70 | 65 | 61 | 60 | 64 | 59 |

*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)

| 2024-25 ESSA FPPI | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL FPPI – All Students | 60% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the FPPI | 541 |
| Total Components for the FPPI | 9 |
| Percent Tested | 100% |
| Graduation Rate | |

| ESSA OVERALL FPPI HISTORY | | | | | | |
|---|---|---|---|---|---|---|
| 2024-25 | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* | 2018-19 |
| 60% | 66% | 62% | 61% | 52% | | 51% |

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

# C. ESSA Subgroup Data Review (pre-populated)

| | 2024-25 ESSA SUBGROUP DATA SUMMARY | | | |
|---|---|---|---|---|
| **ESSA SUBGROUP** | **FEDERAL PERCENT OF POINTS INDEX** | **SUBGROUP BELOW 41%** | **NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%** | **NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%** |
| Students With Disabilities | 36% | Yes | 1 | |
| English Language Learners | 57% | No | | |
| Asian Students | 87% | No | | |
| Black/African American Students | 36% | Yes | 1 | |
| Hispanic Students | 57% | No | | |
| Multiracial Students | 64% | No | | |
| White Students | 62% | No | | |
| Economically Disadvantaged Students | 61% | 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.

**2024-25 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 2023-24 | C&C ACCEL 2023-24 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 59% | 65% | 52% | 51% | 67% | 63% | 50% | 50% | | | | | 84% |
| Students With Disabilities | 27% | 30% | 39% | | 42% | 61% | 45% | 10% | | | | | |
| English Language Learners | 48% | 64% | 55% | 43% | 55% | 55% | 50% | | | | | | 84% |
| Asian Students | 82% | | | | 91% | | | | | | | | |
| Black/African American Students | 32% | 33% | 40% | | 35% | 53% | | 20% | | | | | |
| Hispanic Students | 55% | 58% | 52% | 45% | 64% | 48% | | 53% | | | | | 81% |
| Multiracial Students | 60% | | | | 67% | | | | | | | | |
| White Students | 65% | 73% | 55% | 54% | 75% | 66% | 57% | 50% | | | | | |
| Economically Disadvantaged Students | 57% | 61% | 54% | 58% | 66% | 61% | 52% | 50% | | | | | 86% |

## 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 | 62% | 75% | 67% | 70% | 58% | 68% | 66% | 59% | | | | | 70% |
| Students With Disabilities | 32% | 50% | 57% | 75% | 35% | 57% | 62% | 20% | | | | | |
| English Language Learners | 44% | 42% | 68% | 67% | 44% | 59% | 60% | 50% | | | | | 70% |
| Asian Students | 54% | | | | 46% | | | | | | | | 45% |
| Black/African American Students | 39% | 60% | 58% | 50% | 30% | 67% | | | | | | | |
| Hispanic Students | 60% | 58% | 70% | 73% | 64% | 78% | 73% | 75% | | | | | 79% |
| Multiracial Students | 75% | | | | 75% | | | | | | | | |
| White Students | 69% | 83% | 68% | 81% | 62% | 66% | 65% | 66% | | | | | |
| Economically Disadvantaged Students | 59% | 69% | 64% | 69% | 53% | 71% | 65% | 57% | | | | | 67% |

## 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 | 52% | 54% | | | 54% | | | 69% | | | | | 60% |
| Students With Disabilities | 29% | 23% | | | 36% | | | | | | | | |
| English Language Learners | 54% | | | | 43% | | | 62% | | | | | 81% |
| Asian Students | 67% | | | | 61% | | | 80% | | | | | |
| Black/African American Students | 25% | | | | 35% | | | | | | | | |
| Hispanic Students | 57% | 60% | | | 57% | | | 61% | | | | | 75% |
| Multiracial Students | 50% | | | | 50% | | | | | | | | |
| White Students | 53% | 56% | | | 56% | | | 71% | | | | | |
| Economically Disadvantaged Students | 47% | 50% | | | 50% | | | 64% | | | | | 83% |

# 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.

| | | 2024-25 SPRING | | | | |
|---|---|---|---|---|---|---|
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| ELA | 3 | 64% | 65% | -1% | 57% | 7% |
| ELA | 4 | 60% | 62% | -2% | 56% | 4% |
| ELA | 5 | 47% | 61% | -14% | 56% | -9% |
| Math | 3 | 65% | 68% | -3% | 63% | 2% |
| Math | 4 | 82% | 68% | 14% | 62% | 20% |
| Math | 5 | 52% | 65% | -13% | 57% | -5% |
| Science | 5 | 48% | 67% | -19% | 55% | -7% |

# 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?

The most significant improvement in data from the 2024-2025 school year was in 4th grade Math. Math achievement as measured by FAST was 81% in 4th grade, and learning gains were 77%. This level of achievement was attributed to focused, goal-oriented planning on the part of the 4th grade team with a focus on student-centered learing activities. This success was also attributed to small group instruction for students based on specific learning needs

**Lowest Performance**

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

The lowest rates of performance were with ESE students as well as 5th grade students. ESE students did not respond positively to instruction provided during small group pull outs. ESE supports were not highly correlated with core instruction, and on-going progress monitoring was not consistent.

In grade 5, three of four teachers on the team were new to the grade level. One team member was a long-term substitute, and one fifth grade teacher was a first year teacher. The fifth grade team was not provided with the intensive levels of support required to ensure the success of a fledging team.

**Greatest Decline**

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

Our greatest decline was with ESE students with learning gains falling from 47% to 23%. Apon reflection, the level of service and efficiency of the ESE schedule to maximize student contact with ESE teachers was not optimal. Ensuring that ESE supports also correlated with core instruction was another area of concern.

**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.

Our greatest gap as compared to state data is in fifth grade. The state average for ELA proficiency is

56%  while Westgate proficiency was 47%.  Our data indicated a need for higher quality instruction in ELA during core instruction.  The data also indicates a need for targeted interventions for those students not meeting standards as measured by formative and summative assessments.

**EWS Areas of Concern**

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

Our key Early Warning System concern is for students who miss more than 10% of the school year. Currenlty 13% of students miss more than 10% of the schoolyear.

**Highest Priorities**

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

*High quality planning for instruction across all grade levels.

* Maximize the use of all school stakeholders to provide small-group supports to students not meeting standards.

*Ensure standards-based instruction in all classrooms.

*Provide appropriate interventions both inside and outside of core instruction.

# 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

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.

To ensure that all students—including ESE, lowest 25% (L25), and ESOL students—receive data-driven, standards-aligned instruction in Reading, Math, and Science, collaborative planning at each grade level is essential. This planning should focus on building a shared understanding of the academic standards. The need for this approach has been identified based on low proficiency rates among ESE students in Reading, Math, and Science, as measured by the FAST and SSA assessments. Similarly, ESOL students have shown low proficiency in these subjects, further emphasizing the need for instructional planning that results in lessons tailored to address the specific needs of these student populations.

### Measurable Outcome

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 for ESE students in Reading in grades 3-5 will improve from 25% to 50%.  Proficiency  for ESE students in grades 3-5 in Math will improve from 40% to 60%.  Proficiency rates for ESOL students in Reading in grades 3-5 will improve from 42% to  60%. Proficiency for ESOL students in Math will improve from 52% to 60%.   Proficiency for all students in Reading will improve from 57% to 65%. Third grade reading proficiency will improve from 65% to 75%. Proficiency for 5th grade students in Science will improve from 47% to 65%.

### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress will be monitored through a combination of formative and summative assessments that will be identified within planning sessions.  Ongoing feedback will be provided by administration following scheduled walk throughs.

**Person responsible for monitoring outcome**
Holly Oakes

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**
Interventions will be offered based on data that identify the specific needs of students in Reading, Math and Science. Interventions will be offered within and outside of core instruction that target the skills and concepts needed for students to acheive proficiency.

**Rationale:**
If teachers foster a common understanding of instructional benchmarks, design standards-based lessons, monitor for success, and respond with real-time interventions, student proficiency rates in Reading, Math, and Science will improve to the levels established in the Measureable Outcomes section of the School Improvement Plan.

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**
Common planning will take place with K-5 teaching teams with a focus on developing impactful, standards-driven instruction.

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Holly Oakes | Twice weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Teachers will meet two times per week to develop and review lessons that are benchmark aligned. Collaborative planning teams will agree on high-impact instructional practices, monitoring methods, and response to students who are not mastering the standards. Teachers will share and discuss the results of formative and summative assessments to determine the specific needs of students, and make a plan to respond to those needs.

**Action Step #2**
K-5 teachers will plan for the use of writing across the curriculum to deepen comprehension and develop critical thinking skills.

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Holly Oakes | Weekly |

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

Teachers will receive professional development and support in planning for instruction that includes applying critical thinking skills through writing. Teachers will receive feedback from administration and will have the opportunity visit peer classrooms to share ideas that will further develop critical thinking through writing.

**Action Step #3**

Planning for benchmark-informed instruction will take place in the area of Science in grades 4-5.

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

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

Fourth and fifth grade teachers will dedicate one planning meeting each month to disaggregate data, unpack benchmarks, or plan for instruction in science.

**Action Step #4**

Planning for student-centered math activities

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Samantha Henderson | bi-weekly |

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

All teachers in grades K-5 will plan and execute one student-centered math activity per week that is based on essential standards in Math.

# 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

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.

Students with Disabilities are not achieiving proficiency at the same level as their non-disabled peers. Proficiency for ESE students in ELA is currently 25%.

### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Student acheivement in ELA will improve from 25% to 60%, and from 40% to 60% in Math, as the result of using strategic planning and scheduling to meet student needs.

### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Ongoing progress for ESE students in both ELA and Math will be monitored through weekly formative assessments administered by ESE teachers, along with monthly data meetings between ESE and basic education teachers to discuss the progress of students with disabilities.

**Person responsible for monitoring outcome**
Holly Oakes

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**
Interventions will be provided to ESE students based on specific data that will be collected on and on-going basis by both ESE and basic education teachers. These targeted interventions are designed to meet specific student needs that will maximize the use of time provided while receiving ESE services.

**Rationale:**
If ESE students receive data-informed supports that are implemented with fidelity, student proficiency will significantly increase.

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**
The schedule for providing ESE services to students will be strategically planned with a focus on pushing in to core instruction.

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

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The schedule for supporting ESE students will be developed collaboratively between adminstration and ESE teachers to ensure that student IEP needs are being met within the context of core instruction. A push-in model will provide meaningful supports that are aligned with IEP goals.

# 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

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.

Student acheivement for black students is lagging behind non-black students.  Our data indicates a need to consistently provide skill-specific interventions that will close learning gaps for black students.

## Measurable Outcome

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 for Black students as measured by the FAST assessment in ELA will improve from 25% to 60%.  Proficiency in Math will improve from 40% to 60%.  Learning gains by Black students will improve from 39% to 60% in ELA and from 61% to 70% in Math.

## Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Each month Administration will  conduct a data review meeting that focuses on the academic progress of black students.  During curriculum planning meetings, teachers will be required to document adaptations and interventions that are designed to close learning gaps for their black students.

## Person responsible for monitoring outcome

Holly Oakes

## Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**
Classroom teachers will utilize formative and summative data to provide targeted interventions to black students. The frequency of interventions will increase based on the student's tier of performance.

**Rationale:**
If interventions are data-based and provided in real-time to black students, student acheivement will significantly improve.

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**
Teachers will actively plan for real-time supports for black students both within and outside of core instruction. The fidelity of implementation will be monitored with feedback provided by administration.

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Holly Oakes | Monthly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
During collaborative planning, teachers will discuss the performance of black students, plan for purposeful interventions, and implement them with fidelity.

# Area of Focus #4

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

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

### Area of Focus Description and Rationale

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.

In second grade, 41% of students scored at the proficient level in ELA during the 2024-2025 school year as compared to 49% during the 2023-2024 school year. This indicates that additional supports for students and teachers in this grade level are neccessary. In fifth grade ELA, 47% of students were proficient during the 2024-2025 school year as compared to 48% in 2023-2024. This data indicates that there is an ongoing need for additional support for students and teachers at 5th grade as well.

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

In grades K-2, additional coaching and support will be provided to teachers for the utilization of Ufly and Flamingo language arts tools and practices. Teachers will be monitored and provided with feedback based on student performance on formative and summative assessments. Students who are not meeting standards will receive addtional support through the utilization of a push-in reading support model.

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

In grades 3-5, teachers will be provided with additional professional development on how to provide just-in-time interventions both inside and outside of the core reading block. Students who are not

meeting standards will receive addtional support through the utilization of a push-in reading support model.

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

Performance for 2nd grade students on the STAR assessment will improve from 41% to 60%.

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

Performance for 5th grade students on the FAST assessment will immprove from 47% to 62%.

### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Adminstration will be present during PLC meetings as well as collaborative planning in order to provide guidance on high-impact planning for core instruction, as well as interventions.  Monthly data chats will take place to monitor the success of action steps.

### Person responsible for monitoring outcome
Holly Oakes

### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**
Teachers will be provided with guidance and support for planning for Tier 1, 2, and 3 instruction in ELA. Students will be provided with research-based, just-in-time interventions that are designed to address learning gaps.

**Rationale:**
If teachers are provided with appropriate supports while planning for instruction, and students receive timely, targeted interventions, the overall quality of instruction will improve and student achievement will increase.

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

A instructional planning protocol will be utilized by all teaching teams. Administration will actively particpate and montior goals set during planning time.

**Person Monitoring:**                    **By When/Frequency:**
Samantha Henderson                        Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Each week teachers will meet during PLC time to collaboratively plan for instruction. Teachers will be provided with a template and protocol that will ensure high-quality planning across the school. Adminstration will attend all PLC meetings, and will provided specific feedback to teachers on a bi-weekly basis after administrative walkthroughs.

**Action Step #2**
Students will be provided with skill specific, just-in-time interventions

**Person Monitoring:**                    **By When/Frequency:**
Holly B Oakes

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Teachers will provide students with on-the-spot interventions based on formative data and teacher observation. Available staff will push in to classrooms to provide targeted supports.

# IV. Positive Learning Environment

## Area of Focus #1
Student Attendance

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

Student attendance is an area of focus for maximizing a positive school environment.  With 13% of students missing more than 10% of the school year, the Child Study Team has been charged with reducing chronic absences for this group. The data was similar to last year, which indicates additional steps need to be taken to address the challenge.

### 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.

Chronic absences will be reduced by 5% with only 8% of students missing 10% or more of the school year.

### Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

how ongoing monitoring will impact student achievement outcomes.

The Child Study Team meets twice each month to review individual absence rates.  The CST team divides responsibilities between members for calling families and providing supports.

**Person responsible for monitoring outcome**
Holly Oakes

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**
During 2025-2026, students who miss 20% or more of the school year will be assigned an attendance buddy, a staff member that will check in with the student daily to encourage attendance. The Strive for Five program will be utilized by the student and buddy to reward students for consecutive days of attendance. Schoolwide incentives for daily attendance will also be provided through bulletin boards and cafe' celebrations.

**Rationale:**
If students who miss a significant percentage of school each year are offered encouragement and accountability through mentoring, attendance rates will increase.

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**
Attendance Buddies for studens missing 20% or more of the school year

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Jessica Wahnon | bi-monthly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Attendance buddies will be assigned to check in with students missing more than 20% of the school year. The Strive for Five program will be utilized to incentivise students.

**Action Step #2**
Tier 1 student celebrations for Regular attendance

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Jessica Wahnon | Bi-Monthly |

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

Student attendance data will be displayed by class in the main hallways of the school. Winning grade levels will receive incentives for high attendance. Cafe celebrations will also take place for students with perfect attendance.

# V. Title I Requirements (optional)

## A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

The School Improvement Plan is shared with staff during pre-planning week each year.  During staff meetings, SIP goals, along with progress toward meeting them, are reviewed.  The SIP and Titel 1 budget are also reviewed with our School Advisory Council and during PTA meetings three times per year.  A SIP one-pager is created each year to assist staff and families with understanding key initiatives.

**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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Westgate Elementary hosts several highly attended family events each year, including Family Reading Day, Reading Under the Stars, and Bring your Grownup to School Day.  In addition to these these events, families also attend Trunk or Treat,  Spring Concert and art celebrations, a holiday concert, and Back-to-School night.  Parents and community members are also invited to attend PTA and SAC meetings monthly.
Access to the PFEP can be found at:  https://www.pcsb.org/Page/13179

**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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The academic plan at Westgate will be strengthened by setting key goals that will be progress-monitored throughout the year.  These goals include:  utilizing all staff members to support students in order to meet unique students needs, offering high-impact interventions both inside and outside of core instruction, and ensuring that high quality, standards-based instruction takes place in every classroom.  These goals will be actively monitored with modifications made based on both formative and summative data throughout the year.

**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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Westgate collaborates with local agencies to support a range of student needs.  The data management technition, along with the school counselor and social worker partner with local agencies to support homeless students, as well as students in need of outside social services.

# 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Westgate Elementary provides counseling, social skills instruction, and student support through individual counseling, small group supports, and whole class instruction.  A school psychologist and social worker serve on our problem-solving and Child Study teams.  The school counselor, school psychologist and social worker collaborate to prioritize student and family needs in order to provide appropriate services.

### 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Westgate raises awareness for both college and career through particpation in the Great American Teach In which invites professionals within the community to share information about thier careers with students.  College awareness is raised across the campus though the display of college pennents and signage on teacher's doors letting students know what college their teachers attended. We also celebrate post-secondary opportunities through college shirt days, and career awareness activities provided by our school counselor.

### 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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

A comprehensive multi-tiered system of support protocol is in place at Westgate.  The MTSS team meets twice per month to discuss student needs, review data, and implement or revise action plans. A range of stakeholders partipate on the team including administration, school counselor, school psychologist, classroom teachers, and instructional coaches.

**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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teachers  and staff are offered professional development through monthly staff meetings and weekly Professional Learning Community meetings.  Student performance data is regularly reviewed in order to inform action-steps, or the need for additional training.  Both ESE and ESOL teachers collaborate with grade level teams to ensure that all students have equal access to essential curriculum.

**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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Westgate Elementary supports one blended pre-k 3 class, one blended VPK, and one basic education VPK class.  Students are actively prepared through instruction that readies them for kindergarten.  School administration also reaches out to area pre-schools to invite them to our information night and other school programs that will help familiarize families with the skills needed to prepare their child for kindergarten.

# VI. ATSI, TSI and CSI Resource Review

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

**Process to Review the Use of Resources**
Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

District personnel visit our campus several times per year to disaggregate data and review school needs.  Westgate administration responds to District recommendations and monitors progress through monthly data reveiws and school based leadership team meetings.

**Specifics to Address the Need**
Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

The identified needs of both black students and students with disabilities will be targeted for improvement during the 2025-2026 school year.  Proficiency for black students as measured by FAST in Reading will improve from 30% to 60%, with learning gains improving from 38% to 60%. Proficiency in Math will improve from 33% to 60% , with learning gains improving from 55% to 70%. Proficiency for Students With Disabilities in Reading as measured by FAST will improve fro  m 25% to 60%, with learning gains increasing from 39% to 60%. Proficiency in Math will improve from 40% to 60%, with learning gains improving from 61% to 70%.  Strategies for improving achievement for these subgroups includes focused planning for differentiated instruction that is accompanied by monthly data reviews that are focused on the progress of these students achieving grade level expectations. A blended support model will also be utilized to employ supports from all available staff to implement targeted interventions.

## VII. Budget to Support Areas of Focus

| Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply. | **No** |
|---|---|

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