CRESTVIEW ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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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 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

Crestview Elementary is committed to providing an innovative educational experience that promotes inclusivity and diversity.

Provide the school's vision statement

The school's vision is to establish infinite possibilities to all students through diverse and innovative instructional practices.

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
Johnson-Brinson, Deborah

Position Title
Principal

Job Duties and Responsibilities

Mrs. Johnson-Brinson oversees the daily activities and operations within Crestview Elementary School. Mrs. Johnson-Brinson's main duties include ensuring the school environment is safe for all students and staff members, set and oversee academic goals and ensure that teachers have the equipment and resources to meet those goals, and plan for and oversee all phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline, and counseling services.

Leadership Team Member #2

Employee's Name
Knight, Betsy

Position Title
Assistant Principal

Job Duties and Responsibilities

Mrs. Knight reports directly to the principal, Mrs. Johnson-Brinson. Mrs. Knight is responsible for overseeing student discipline, ensuring that various educational programs (general education, gifted, SPED) are implemented with fidelity, supervises teachers, ensures that a safe environment is provided for students, faculty and staff, and assists with overseeing the general operations of Crestview Elementary School.

Leadership Team Member #3

Employee's Name
Phipps, Tasha

Position Title
School Counselor

Job Duties and Responsibilities

Ms. Phipps conducts individual, small group, and classroom (when appropriate) guidance counseling with students that focus on academic, emotional, behavioral, or developmental issues to promote enhanced school functioning. Additionally, Ms. Phipps provides support to families, classroom teachers, administration, and other school personnel to maximize effectiveness of services.

Leadership Team Member #4

Employee's Name
Alexandre, Tania

Position Title
Teacher

Job Duties and Responsibilities

Ms. Alexandre serves as the 4th Grade English Language Arts teacher at Crestview Elementary School. Ms. Alexandre works with the administrative team (Ms. Johnson-Brinson, Principal, and Mrs. Knight, Assistant Principal), and serves as a teacher leader who assists other teachers with developing and implementing enriching and engaging activities for students at Crestview Elementary School.

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 Educational Excellence School Advisory Council (EESAC) at Crestview Elementary School , which consists of a chairperson, secretary, administrators (Principal and Assistant Principal), teachers, parents, students, community members, and business partners play a major role in guidance and providing feedback on the SIP. The process of involving stakeholders in the School Improvement Plan (SIP) development was comprehensive and collaborative, ensuring that diverse perspectives were considered. The school leadership team spearheaded the efforts, creating a platform for open dialogue and engagement with teachers, school staff, parents, students, families, and business or community leaders. Various forums, such as EESAC meetings, focus groups, surveys, and workshops, were organized to gather feedback, suggestions, and insights from each stakeholder group. Their valuable input played a pivotal role in shaping the SIP's goals, strategies, and action plans. By actively involving stakeholders, the school established a shared sense of ownership and commitment to the plan, fostering a cohesive and inclusive approach towards achieving academic excellence and addressing the unique needs of all learners.

SIP Monitoring

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

The School Improvement Plan (SIP) will be subject to regular and comprehensive monitoring to ensure its effective implementation and measure its impact on enhancing student achievement, especially for those students facing significant achievement gaps. The monitoring process will involve frequent data analysis, progress assessments, and feedback from educators, parents, and students. By consistently reviewing the plan's outcomes and analyzing its effectiveness, the school will be able to identify areas that require improvement and make necessary revisions. These revisions will be geared towards fostering continuous improvement and tailoring the plan to address the evolving needs of the students, thereby ensuring a sustained and positive impact on meeting the State's academic standards and bridging the achievement gap for all learners.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**99.6%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **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	0	4	6	8	3	3				24
One or more suspensions			1							1
Course failure in English Language Arts (ELA)			2	6	1	9				18
Course failure in Math			2	2	4	8				16
Level 1 on statewide ELA assessment				4	5	15				24
Level 1 on statewide Math assessment				2	5	14				21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		5	10	15						30
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2	1	4	1					8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	4	13	7	19				44

Current Year 2024-25

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

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

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		7	13	7	4	4				35
One or more suspensions				1	3					4
Course failure in ELA		2	8	3	3	2				18
Course failure in Math		2	4	2	3	6				17
Level 1 on statewide ELA assessment				2	6	5				13
Level 1 on statewide Math assessment				2	5	4				11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	6	11							42

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		2	6	4	5	6				23

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		2	4	2	2					10
Students retained two or more times				1	2					3

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 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022** DISTRICT†	2022** STATE†
ELA Achievement *	74	63	57	70	60	53	61	62	56
ELA Grade 3 Achievement **	97	63	58	62	60	53			
ELA Learning Gains	49	64	60	69					
ELA Learning Gains Lowest 25%	45	62	57	71					
Math Achievement *	83	69	62	75	66	59	77	58	50
Math Learning Gains	66	65	62	89					
Math Learning Gains Lowest 25%	67	58	52	76					
Science Achievement *	81	61	57	86	58	54	71	64	59
Social Studies Achievement *								71	64
Middle School Acceleration								63	52
Graduation Rate								53	50
College and Career Readiness									80
ELP Progress	64	61		63	63	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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	562
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
70%	73%	73%	44%		63%	58%

* 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	63%	No		
Black/African American Students	75%	No		
Economically Disadvantaged Students	79%	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	70%	No		
Black/African American Students	72%	No		
Economically Disadvantaged Students	75%	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	70%	No		
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	73%	No		
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	73%	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	74%	97%	49%	45%	83%	66%	67%	81%					
Students With Disabilities	58%				67%								
Black/African American Students	74%	96%	47%		83%	65%	70%	87%					
Economically Disadvantaged Students	80%	96%	54%		87%	68%		88%					

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	70%	62%			75%			86%					
Students With Disabilities	68%	50%			71%			90%					
Black/African American Students	69%	59%			75%			84%					
Economically Disadvantaged Students	72%	63%			74%			91%					

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	61%		69%	71%	77%	89%	76%	71%					
Students With Disabilities	68%		73%		72%	83%		55%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	59%		68%	71%	76%	88%	76%	70%					
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	62%		69%	67%	77%	88%	71%	74%					

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

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

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

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	94%	56%	38%	55%	39%
Ela	4	52%	55%	-3%	53%	-1%
Ela	5	57%	56%	1%	55%	2%
Math	3	100%	65%	35%	60%	40%
Math	4	55%	62%	-7%	58%	-3%
Math	5	77%	59%	18%	56%	21%
Science	5	73%	53%	20%	53%	20%

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?

According to the Spring 2024 results for Florida Assessment of Student Thinking (F.A.S.T.), 97% of 3rd grade students demonstrated proficiency in English Language Arts (ELA) compared to results from the Spring 2023 results of 62% of students demonstrating proficiency on the same assessment. The 35 percentage point increase is a result of collaboration between the teachers, tier 1 instruction on 3rd grade ELA Reading Achievement Level Descriptors, and targeted differentiated instruction.

Lowest Performance

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

According to the Spring 2024 Florida Assessment of Student Thinking (F.A.S.T.) report, the data component that showed the lowest performance was Learning Gains of the Lowest 25% of students in grades 3-5 English Language Arts (ELA). 45% of this subgroup made a learning gain. Targeted differentiated instruction and monitoring of data of this subgroup would have mediated the decline of their learning gains.

Greatest Decline

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

According to the Spring 2024 Florida Statewide Science Assessment, 81% of 5th grade students were proficient, compared to 86% proficient on the Spring 2023 Florida Statewide Science Assessment. Targeted content specific vocabulary reviews throughout the year would have aided in maintaining or surpassing the previous year's proficiency rate.

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.

According to the Spring 2024 Florida Assessment of Student Thinking (F.A.S.T.) report for Learning Gains of the Lowest 25% of students in grades 3-5 English Language Arts (ELA), 45% of this subgroup made a learning gain compared to the state's average of 57%, a 12% decrease. Targeted

differentiated instruction and monitoring of data of this subgroup would have mediated the decline of their learning gains.

EWS Areas of Concern

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

Reflecting on the Early Warning Indicators, potential areas of concern include 15 students in 5th grade scoring Level 1 on the statewide ELA assessment, and 14 students in the same grade level scoring Level 1 on the statewide MATH assessment.

Highest Priorities

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

Crestview Elementary School will prioritize sustaining student academic proficiency in ELA, Math, and Science in grades all grades K-5, as well as increasing ELA and Math learning gains in grades 3-5.

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 Collaborative Planning

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.

We will implement weekly Collaborative Planning to enhance teacher content knowledge, practice and delivery of instruction so that students are fully engaged and are provided an effective and meaningful education. Additionally, weekly Collaborative Planning will help teachers tailor their teaching methods to suit individual needs of students so that they get a more personalized and effective learning experience. Collaborative planning was identified as a crucial need due to 3 of the 5 teachers in grades 3-5 being new to the grade level.

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.

If we successfully implement a space and structure for teachers to collaborate and explore best practices, then teacher knowledge will increase, causing student achievement to rise. With the implementation of weekly Collaborative Planning, proficiency rates will increase to 75% in ELA, 84% in Math, and 82% in Science on the Spring 2025 Assessments.

Monitoring

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

Teachers and Administrators will collaboratively plan every week to develop plans that are clear, logical, sequential, and aligned to standards-based learning. The area of focus will be monitored via teacher lesson plans, coaching calendars; Common Planning meeting agendas, sign in sheets and data chat protocol sheet.

Person responsible for monitoring outcome

Deborah Johnson-Brinson, Principal; Betsy Knight, Assistant Principal

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:
Within the Targeted Element of Collaborative Planning, Crestview Elementary School will focus on the evidence-based strategy of: Instructional Support/Coaching. Instructional Support/Coaching will assist teachers in providing educators with targeted guidance, resources, and feedback to enhance their teaching practices and improve student learning outcomes. Instructional support will help teachers develop the knowledge, skills, and strategies they need to be effective in the classroom.

Rationale:
Instructional Support/Coaching will ensure that teachers are prepared to present lessons clearly and skillfully using explicit instruction. Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

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
Pre-Planning Protocol

Person Monitoring:	**By When/Frequency:**
Deborah Johnson-Brinson, Principal; Betsy Knight, Assistant Principal	8/15/24 - 9/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ms. Johnson-Brinson, Principal, and Ms. Knight, Assistant Principal, will introduce, distribute and explain pre-planning protocols to teachers for ELA Reading, Math, and Science. This includes the use of district pacing guides, Achievement Level Descriptors (ALDs), planning cards, and questioning stems utilized to assist with pre-planning. Collaborative Planning roles and expectations will also be established. As a result, teachers will have resources readily available to effectively plan and discuss all aspects of planning needed for effective instruction by 09/27/24.

Action Step #2
Instructional Frameworks

Person Monitoring:	**By When/Frequency:**
Deborah Johnson-Brinson, Principal; Betsy Knight, Assistant Principal	8/15/24 - 9/27/24

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

Ms. Johnson-Brinson, Principal, and Ms. Knight, Assistant Principal, will introduce, distribute, and explain and monitor the implementation of Instructional Frameworks for ELA Reading, Math, and Science. As a result, instructional routines conducive to student engagement and learning will be established by 09/27/24.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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

Benchmarks for Excellent Student Thinking (B.E.S.T.) will be implemented in English Language Arts (ELA) and MATH in grades kindergarten to 5th grade. Instructional practices related to the B.E.S.T. standards is needed so that teachers are able to build content knowledge, thus being able to provide high quality instruction to all students. This instructional focus was identified due to 3 out of 5 teachers being new to the grade level in grades 3-5, as well as 3 out of 10 teachers in grades K-5 teaching two or less years.

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.

By the end of the 2024-2025 school year, proficiency will increase by a minimum of 1 percentage point on the ELA and MATH state assessments. This will yield results of 75% in ELA, 84% in Math, and 82% in Science.

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 through bi-weekly ELA assessments, math topic assessments, science topic assessments, i-ready and FAST progress monitoring, teacher lesson plans, and student work samples.

Person responsible for monitoring outcome

Deborah Johnson-Brinson, Principal; Betsy Knight, Assistant Principal

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:

The evidence-based intervention to be implemented is Effective Questioning / Response Techniques. This will allow teachers to assess a student's level of understanding of a particular benchmark or skill, which will in turn allow the teacher to make next step instructional decisions.

Rationale:

It is imperative to student academic success that instruction is aligned to grade level and course benchmarks. Instructional practices specific to the B.E.S.T. benchmarks helps guide the planning, implementation, and assessment of student learning; ensuring that students are able to meet the demands targeted for the specific grade level and course, as well as the end of year state assessments. Effective Questioning and Response Techniques are an important part of classroom instruction which is used to develop higher-order thinking skills, promote critical thinking, and / or gauge whether students understand what is being taught (formative assessment).

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

Effective Questioning Techniques

Person Monitoring:	**By When/Frequency:**
Deborah Johnson-Brinson, Principal; Betsy Knight, Assistant Principal	8/15/24 - 9/27/24

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

Effective questioning techniques will be planned for and utilized during whole group instruction, using curriculum resources, Achievement Level Descriptors (ALDs) and planning cards. As a result, students will be exposed to more specific and tailored questions that are aligned to the benchmark being taught by 09/27/24.

Action Step #2

Student Accountable Talk

Person Monitoring:	**By When/Frequency:**
Deborah Johnson-Brinson, Principal; Betsy Knight, Assistant Principal	08/15/24 - 09/27/24

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

Teachers in grades kindergarten through 5th grade will implement instruction aligned to standards and engage students through accountable talk. As a result, student understanding of the standards and critical thinking skills will be strengthened by 09/27/24.

IV. Positive Culture and Environment

Area of Focus #1
Student Attendance

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

According to Early Warning Systems data for student absences, 51% of students at Crestview Elementary were absent for 11 or more days during the 2023-2024 school year, compared to 45% of students with the same number of absences district wide. Student attendance is an area of focus because research shows that students who attend school regularly are able to learn more, have fewer discipline problems, develop better study habits and often are more successful than students who do not.

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.

By the end of the 2024 - 2025 school year, student absences of 11 or more days at Crestview Elementary School will decrease by at least 15 percentage points compared to student attendance during the 2023 - 2024 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.

Student attendance will be monitored daily by using the daily attendance bulletin and the interactive competitive homeroom attendance incentive.

Person responsible for monitoring outcome
Deborah Johnson-Brinson, Principal; Betsy Knight, Assistant Principal

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:
The evidence-based strategy being implemented for this area of focus is Attendance Initiatives. This intervention will ensure accurate data collection / reporting by monitoring attendance data on a regular and consistent basis.

Rationale:
A systematic schoolwide, universal method of monitoring student attendance that supports and encourages daily attendance for all students will set the expectation and standard for all parties involved. Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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 Bulletin

Person Monitoring:	By When/Frequency:
Deborah Johnson-Brinson, Principal; Betsy Knight, Assistant Principal	08/15/24 - 09/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers in grades PreK through 5th grade will check the printed attendance bulletin daily and inform the Elementary Assistant on any corrections that need to be made. As a result, daily attendance errors will be minimized by 09/27/24.

Action Step #2
MUSTANGS Homeroom Incentive

Person Monitoring:	By When/Frequency:
Deborah Johnson-Brinson, Principal; Betsy Knight, Assistant Principal	08/15/24 - 09/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers in grades PreK-5 will receive a letter (M-U-S-T-A-N-G-S) for everyday in which the homeroom class has 100% attendance. Once all letters are earned, the homeroom class will be acknowledged over the PA system and get an incentive.

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.

We will provide support for teachers, students and staff to be leaders, innovators, risk-takers and designers of new ways to approach challenges. Given the correlation between teacher empowerment and increased morale, we will highlight teachers' strengths and invite them to share their expertise,

encourage teachers to assume leadership roles at the school site, provide ongoing encouragement and support, solicit teachers' input in decisions regarding school operations and functions, and foster a sense of camaraderie through team work.

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.

By the end of the 2024-2025 school year, 100% of the staff will participate and share their expertise/ best practices in professional developments and faculty meetings.

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 by positive notes after a walkthrough, acknowledgement of best practices via email, afternoon announcements, and social media accounts. Teacher participation of best practices during PDs and Faculty meetings will be monitored via the agendas and sign in sheets.

Person responsible for monitoring outcome
Deborah Johnson-Brinson, Principal; Betsy Knight, Assistant Principal

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:
Make meetings matter by ensuring time is managed properly, model your own professional learning by having teachers constantly engaging in a cycle of learning and sharing the learning process or product, and incorporate strategies selection of training, development and work assignments.

Rationale:
Providing teachers the space and opportunity to collaborate and share best practices and ideas with one another enhances the instructional community within the school.

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
Sharing Best Practices During Faculty Meetings

Person Monitoring:	By When/Frequency:
Deborah Johnson-Brinson, Principal; Betsy Knight,	08/15/24 - 09/27/24

Assistant Principal

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ms. Johnson-Brinson, Principal, and Mrs. Knight, Assistant Principal, will provide time during bi-weekly faculty meetings for teachers to share best practices, as well as highlight great instruction currently taking place.

Action Step #2
Sharing Best Practices Via Social Media

Person Monitoring:	**By When/Frequency:**
Deborah Johnson-Brinson, Principal; Betsy Knight, Assistant Principal	05/15/24 - 09/27/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ms. Johnson-Brinson, Principal, and Mrs. Knight, Assistant Principal, will recognize teacher work and achievements via social media platforms and the school's website.

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.

The school's website can be found at http://crestviewelem.net. Dissemination of the School Improvement Plan (SIP) and UniSIG budget to stakeholders is essential for transparency, collaboration, and engagement. The following plan outlines a protocol for sharing and disseminating this information in a language that parents and other stakeholders can understand: 1.) We will create a dedicated section on the school's website where the SIP and UniSIG budget documents are accessible to all stakeholders. We will ensure that the website is user-friendly and available in multiple languages to cater to diverse families. 2.) Conduct regular EESAC meetings or forums to present the SIP and UniSIG budget to parents, families, and local community members. These meetings will provide ample opportunities for asking questions and providing feedback. 3.) We will utilize Class Dojo App or School Messenger Communication Platforms to share regular updates and information on the SIP and UniSIG budget. 4.) We will also provide translated versions of the SIP and UniSIG budget documents, as well as any related communication, for parents and stakeholders who may have limited English proficiency. By implementing this comprehensive dissemination plan, the school can effectively engage parents, students, school staff, leadership, and local businesses and organizations, fostering a collaborative approach towards achieving the goals outlined in the School Improvement Plan and making transparent decisions about the utilization of UniSIG funds.

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))

The school's website can be found at http://crestviewelem.net. The school is dedicated to building strong and positive relationships with parents, families, and other community stakeholders to fulfill its mission, support students' needs, and keep parents informed of their child's progress. The following strategies outline how the school plans to achieve these goals: The school will establish open and regular communication channels with parents and families through various means, such as emails, phone calls, newsletters, and a dedicated school app or website. These channels will be used to share important information, updates on school events, and their child's academic progress. The school will organize regular parent-teacher conferences to provide a structured platform for discussing students' academic performance, strengths, and areas for improvement. Teachers will actively seek input from parents and discuss strategies for better supporting each child's unique needs. The school will host family engagement events and workshops to encourage parents and families to actively participate in their child's education. These events may include curriculum nights, family reading nights, math workshops, and other interactive activities. By implementing these strategies, the school aims to foster a strong sense of community, trust, and collaboration among parents, families, and other community stakeholders. Building positive relationships will not only support students' academic and social-emotional needs but also create a foundation for a successful and thriving learning environment.

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))

The school is committed to strengthening the academic program and providing an enriched and accelerated curriculum to enhance students' learning experiences. The following strategies outline how the school plans to achieve these goals: The school will conduct a comprehensive review of the existing curriculum to identify areas for improvement and alignment with academic standards. Educators and curriculum specialists will collaborate to enhance the curriculum with engaging and challenging content, ensuring it caters to the diverse learning needs of all students. Teachers will implement differentiated instruction techniques to cater to individual student learning styles, abilities, and interests. This approach will help provide more personalized learning experiences, allowing students to progress at their own pace and be appropriately challenged. The school will establish enrichment programs that offer students opportunities to delve deeper into subjects of interest, participate in research projects, and engage in hands-on learning experiences. These programs will foster curiosity and a love for learning beyond the regular classroom setting. The school will organize extended learning opportunities such as after-school clubs, academic competitions, and summer enrichment programs to provide students with additional learning time and exposure to a wide range

of subjects and disciplines. The school will use data to monitor students' progress and identify areas for improvement. This data-driven approach will inform instructional decisions and help tailor interventions to meet individual student needs. By implementing these strategies, the school aims to create a dynamic and rigorous academic program that fosters intellectual curiosity, critical thinking, and a passion for learning. Strengthening the academic program, increasing learning time, and providing an enriched and accelerated curriculum will empower students to reach their full potential and excel in their educational journey.

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))

The development of this comprehensive plan is strategically coordinated and integrated with various Federal, State, and local services, resources, and programs to create a holistic approach to education and student success. The collaboration ensures that students' academic, social, and emotional needs are met through a multi-faceted support system. Through collaboration, alignment, and integration, the plan ensures that students are provided with the necessary tools, support, and opportunities to thrive academically, emotionally, and socially.

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))

To ensure the mental, emotional, and social development of students, Crestview will implement a range of support services and strategies. Crestview will provide individual and group counseling sessions for students to help students to cope with personal, social, and emotional challenges. Counselors may address issues like stress, anxiety, bullying, family problems, and more creating a safe space for students to express their concerns. Crestview will continue to collaborate with mental health professionals to provide on-site mental health services. Crestview will also integrate wellness programs into the curriculum, focusing on topics such as mindfulness, self-care, nutrition, and physical activity. These programs aim to educate students about maintaining a healthy lifestyle and equipping them with strategies to manage stress and maintain overall well-being. Overall, a comprehensive approach to education goes beyond academic subjects, prioritizing students' mental, emotional, and social growth. By providing counseling, mental health services, specialized support, mentoring, and various skill-building strategies, schools create an environment that nurtures well-rounded individuals equipped to succeed both inside and outside the classroom.

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))

N/A

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)).

Crestview will implement a schoolwide tiered model to prevent and address problem behavior, along with early intervening services, coordinated with similar activities and services under the Individuals with Disabilities Education Act (IDEA). A schoolwide tiered model, often referred to as a Multi-Tiered System of Supports (MTSS), is an evidence-based framework designed to address the academic,

behavioral, and social-emotional needs of all students. It is a proactive approach that aims to prevent the development of problem behavior while providing targeted interventions for those who need additional support.

Tier 1 - Universal Supports: At the universal level, strategies are implemented for all students. This includes creating a positive and supportive school climate, implementing behavior expectations and rules, and providing social-emotional learning (SEL) curriculum to promote positive behaviors. Regular data collection and analysis help identify trends and areas that may need further attention.

Tier 2 - Targeted Interventions: For students who require additional support, targeted interventions are provided. This might involve small group interventions, social skills training, check-in/check-out systems, and mentoring programs. Data-driven decision-making is crucial here, as educators continuously monitor students' progress and adjust interventions as needed.

Tier 3 - Intensive Interventions: At this level, a smaller group of students who require more intensive support receives personalized interventions. This could involve individualized behavior plans, counseling, and collaboration with external agencies or professionals. The focus is on addressing the root causes of problem behavior and developing effective strategies.

By utilizing the schoolwide tiered model, schools create a comprehensive framework that addresses the needs of all students, including those at risk for academic or behavioral challenges. This coordinated approach helps ensure that students receive timely and appropriate interventions, reducing the likelihood of more severe problems and fostering a positive learning environment for all.

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)).

Crestview will create professional learning and other activities to support teachers, paraprofessionals, and other school personnel in improving instruction, and using data from academic assessments. Crestview will organize workshops on pedagogical strategies, differentiated instruction, and standards ◇aligned instruction. These workshops can provide teachers with practical tools to engage students and enhance learning outcomes. Crestview will also continue to establish Professional Learning Communities (PLCs) allowing teachers to collaborate, share best practices, and discuss instructional strategies. Regular meetings can facilitate the exchange of ideas and support teacher growth. The school leadership team will utilize instructional coaches or experienced teachers as mentors to offer

personalized guidance and feedback to newer educators. This one-on-one support can help teachers refine their instructional techniques. Crestview will also continue to provide training on how to analyze academic assessment data to identify student strengths and areas needing improvement. Teachers can use this data to tailor instruction to individual student needs. Our school will implement ongoing progress monitoring to track student growth over time. This helps adjust instruction and interventions as needed. Professional development can emphasize using assessment data to inform instructional decisions, such as grouping students based on skill levels or adapting teaching strategies. By implementing these professional learning and other activities, schools can empower teachers, paraprofessionals, and school personnel to enhance their instructional practices and effectively use assessment data. This comprehensive approach contributes to improved student outcomes and a positive school environment.

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))

Transitioning from early childhood education programs to local elementary school programs is a critical period in a child's educational journey. To ensure a smooth and successful transition, Crestview will employ a range of strategies to support preschool children and their families during this transition.   Crestview will organize orientation sessions and tours for incoming preschool children and their families. These sessions allow children to visit the new school, meet their future teachers, and become familiar with the classrooms, playgrounds, and other facilities. Crestview will communicate between early childhood educators and elementary school teachers. This includes sharing information about children's learning styles, strengths, and areas of growth to ensure a seamless continuation of their education. Crestview will have transition meetings, where preschool educators, elementary school teachers, parents, and relevant professionals come together to discuss each child's unique needs, strengths, and any concerns. These meetings facilitate a shared understanding of the child's development. Crestview will offer workshops for parents to guide them through the transition process. These workshops can cover topics such as what to expect in elementary school, how to support their child's emotional adjustment, and strategies for open communication. Crestview will continue to build a strong partnership between parents and the elementary school fosters open communication and collaboration. Regular updates, meetings, and involvement opportunities keep parents informed and engaged. By implementing these strategies, schools can help preschool children and their families navigate the transition from early childhood education to local elementary school programs with confidence and enthusiasm, ensuring a positive start to their academic journey.

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