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## School Board Approval

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

## SIP Authority

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

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

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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

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We, the staff and community of Palm Springs North Elementary School, believe that all students can become lifelong learners and participatory citizens in a global society. We accept the responsibility of teaching students the skills necessary to achieve these goals by targeting the whole child academically, socially, and emotionally.

### Provide the school's vision statement

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We provide a world class education for every student.

## 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

Dr. Christina Ravelo

#### Position Title

Principal

#### Job Duties and Responsibilities

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Oversees the daily duties of school management, student activities and services, community relations, personnel, and curriculum instruction.

### Leadership Team Member #2

#### Employee's Name

Beatriz Bahamonde

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

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Oversees grades 3rd-5th, Math and Science curriculum , ESE , ESOL. IPEGS, Testing Chairperson,

and any other duties assigned by the principal.

### **Leadership Team Member #3**

**Employee's Name**

LaToya Tarpley

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Oversees grades Pre-K - 2nd , Reading curriculum ESSAC, School Improvement , MTSS process, Attendance, the AP overseeing the Professional Learning Support Team (PLST), Title I, and any other duties assigned by the principal.

### **Leadership Team Member #4**

**Employee's Name**

Lissette Faedo

**Position Title**

Reading Coach

**Job Duties and Responsibilities**

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As a Reading coach her responsibility are to support teachers in their classrooms and assist them in identifying action research strategies that will benefit student achievement, She is also the ESSAC Chairperson, is part of the Professional Learning Support Team(PLST) as the New and Career Lead Teacher Mentor, and the National Honors Society Advisor.

### **Leadership Team Member #5**

**Employee's Name**

Kristy Palmer

**Position Title**

ELL Compliance Specialist

**Job Duties and Responsibilities**

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Responsible for planning, administering, and monitoring the District's ESOL program, while keeping accurate student records. Oversees the ELL department , is part of the Professional Learning Support Team and Digital Innovator for the school (PLST), and a National Honor Society Advisor.

## **Leadership Team Member #6**

### **Employee's Name**

Jennifer Salisbury

### **Position Title**

School Counselor

### **Job Duties and Responsibilities**

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Supports and collaborates to promote equity and access for all students by connecting the schools counseling program to the school's academic mission and school improvement process. She counsels students in grades 3-5, is part of the MSST Process, and the Attendance committee.

## **Leadership Team Member #7**

### **Employee's Name**

Odalys Perez

### **Position Title**

Instructional Media

### **Job Duties and Responsibilities**

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Oversees technology and library/ media services. She is also the I- ready administrator, and assist with school- wide procedures, testing calendars and activities.

## 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.*

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All stakeholders are involved in the School Improvement Process during our faculty and EESAC meetings. The implementation steps and their effectiveness are discussed with all stakeholders to ensure student achievement. The School Improvement Process is also discussed at grade level meetings where they discuss and develop action steps to assist with student achievement. In addition, the EESAC meetings are posted in our school calendar which is shared on paper and sent home and on our school wide Class Dojo.

### 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))

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The process that will be used to monitor the SIP will be by conducting weekly classroom walkthroughs by the leadership team. The team will also monitor student progress monitoring on a weekly basis. The grade level will meet weekly to discuss and determine student progress and plan accordingly. During these meetings the assigned grade level assistant principal is present and provides feedback to the grade level about student data and updates. During our EESAC meetings, our APCE shares community updates and provides us with parental opportunities.



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>98.0%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>87.3%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: A* 2021-22: A 2020-21: 2019-20: A</b>

## 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	20	22	7	12	12	8	0	0	81
One or more suspensions	0	0	1	0	0	0	1	0	0	2
Course failure in English Language Arts (ELA)	0	1	9	29	6	3	3	0	0	51
Course failure in Math	0	0	9	8	6	5	4	0	0	32
Level 1 on statewide ELA assessment	0	0	0	11	22	39	20	0	0	92
Level 1 on statewide Math assessment	0	0	0	5	13	35	17	0	0	70
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	36	47	59						142
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	24	6	20	5					55

#### 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	22	19	44	30	42	23			180

#### Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		24	18	15	11	16				84
One or more suspensions										0
Course failure in ELA			7	27	1	2				37
Course failure in Math			4	9		1				14
Level 1 on statewide ELA assessment				10	31	27				68
Level 1 on statewide Math assessment				6	20	15				41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		22	44	64						205

**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			4	16	15	14				49

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1		10						11
Students retained two or more times										0

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	64	63	57	62	60	53	66	62	56
ELA Grade 3 Achievement **	66	63	58	61	60	53			
ELA Learning Gains	63	64	60				67		
ELA Learning Gains Lowest 25%	67	62	57				57		
Math Achievement *	67	69	62	72	66	59	72	58	50
Math Learning Gains	55	65	62				76		
Math Learning Gains Lowest 25%	39	58	52				72		
Science Achievement *	65	61	57	70	58	54	56	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	69	64	61	59	63	59	61		

\*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 (FPI) 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	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	555
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
62%	65%	66%	48%		71%	67%

\* 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	48%	No		
English Language Learners	59%	No		
Black/African American Students	64%	No		
Hispanic Students	62%	No		
White Students	47%	No		
Economically Disadvantaged Students	58%	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	52%	No		



**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
English Language Learners	59%	No		
Hispanic Students	66%	No		
White Students	68%	No		
Economically Disadvantaged Students	62%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	52%	No		
English Language Learners	66%	No		
Native American Students				
Asian Students				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students				
Hispanic Students	67%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	62%	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	64%	66%	63%	67%	67%	55%	39%	65%					69%
Students With Disabilities	40%	35%	56%	72%	45%	53%	42%	41%					48%
English Language Learners	53%	47%	67%	71%	58%	56%	42%	66%					69%
Black/African American Students	73%				55%								
Hispanic Students	63%	65%	64%	70%	67%	55%	39%	67%					69%
White Students	58%		27%		58%	45%							
Economically Disadvantaged Students	57%	61%	60%	66%	62%	53%	37%	60%					69%

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	62%	61%			72%			70%					59%
Students With Disabilities	38%	34%			57%			63%					69%
English Language Learners	56%	51%			70%			59%					60%
Hispanic Students	63%	61%			73%			71%					60%
White Students	64%				71%								
Economically Disadvantaged Students	60%	58%			68%			67%					58%

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	66%		67%	57%	72%	76%	72%	56%					61%
Students With Disabilities	33%		57%	56%	54%	69%	75%	31%					41%
English Language Learners	57%		67%	63%	72%	81%	76%	50%					61%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	66%		68%	58%	72%	77%	74%	56%					61%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	61%		63%	56%	67%	75%	70%	48%					59%

## 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	61%	56%	5%	55%	6%
Ela	4	58%	55%	3%	53%	5%
Ela	5	57%	56%	1%	55%	2%
Math	3	69%	65%	4%	60%	9%
Math	4	62%	62%	0%	58%	4%
Math	5	58%	59%	-1%	56%	2%
Science	5	58%	53%	5%	53%	5%

### 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?

---

Third grade reading showed the most improvement. This group of students increased reading proficiency from 50% proficiency as 2nd graders in 2023 to 67% proficiency as 3rd graders in 2024.

Actions taken that led to this increase:

- DI was done with fidelity and students were strategically targeted with the specific skills needed to remediate deficiencies.
- Interventions were done with fidelity. In January 2024 interventionists began to strategically work on comprehension strategies in addition to the Horizons program.
- Tutoring took place from October through April targeting both bubble and tier 3 students.
- PM3 was administered by the students' reading teacher for all 3rd grade students.
- Bi-weekly data analysis was conducted by the leadership team to ensure that all students were receiving what they needed.
- Data chats with teachers took place after each standardized assessment was administered, and adjustments were made to both intervention groups and DI groups.

##### Lowest Performance

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

---

Math L25 learning gains for 4th (30%) and 5th (45%) grades showed the lowest performance.

Contributing Factors:

- Changes in teachers due to increased enrollment
- No math interventionist – math teacher was responsible for providing the interventions during the math block.

##### Greatest Decline

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

---

Math proficiency for 4th and 5th grades showed the greatest decline from 2023. Contributing Factors:

- 25 proficient students in 4th grade took the 5th grade FAST due to accelerated math course
- Minimal math tutoring took place

### **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.

---

None - All grade levels were above the state average for all tested subject areas (Reading/Math/Science).

- 3rd grade: Reading - PSN 67% State 55% Math – PSN 72% State 61%
- 4th grade: Reading – PSN 61% State 53% Math – PSN 66% State 58%
- 5th grade: Reading – PSN 64% State 55% Math – PSN 63% State 56%
- 5th grade: Science – PSN 65% State 53%

### **EWS Areas of Concern**

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

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The Early Warning data that indicates an area of concern is student attendance. Attendance is a big concern as chronic absences causes students to underperform academically.

The number of students that were absent 16-30 days increased in both 1st and 4th grades this school year.

First grade increased to 20% in 2023-24 from 14% in 2022-2023. Fourth grade increased to 21% in 2023-2024 from 18% in 2022-2023.

### **Highest Priorities**

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

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1. Math proficiency 4th & 5th grades
2. Learning gains for lowest 25 in math
3. Reading proficiency has remained stagnant across grade levels
4. Fifth grade science dropped 5% points (70% 2023 to 65% 2024). This correlates to reading proficiency (5th grade reading PM3 2024 64%). By increasing reading proficiency, we will be able to increase science.
5. Student attendance for students absent 16-30 days



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

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

### Area of Focus #1

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

### Instructional Practice specifically relating to Intervention

#### Area of Focus Description and Rationale

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

According to the 2024 FAST Math Data, 66% of the 4th grade students and 63% of the 5th grade students were proficient as compared to 2023 the fourth-grade cohort proficiency was 81% and the 5th grade cohort proficiency was 76%. Based on this data and the identified contributing factors of not having a math interventionist, limited time for intervention outside of the math block, time constraints, few teachers participating in the tutoring program, accelerated class, and students leaving early, we will implement intervention and differentiation with a focus on meeting proficiency in the five domains.

#### 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.

With the implementation of intervention with a focus on meeting proficiency in the five domains, an additional 4% (for a total of 70% for current 5th grade students and 67% of current 6th grade students) of the current 5th and 6th grade students will score at grade level or above in Math on the FAST PM3.

#### 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 leadership team will conduct quarterly data chats, adjust intervention groups based on current data in real time, and follow up with ongoing walk throughs to ensure that intervention is occurring with fidelity.

Administrators will review data bi-weekly with the use of monitoring logs and attend collaborative planning to provide feedback in order for them to adjust plans and intervention based on the data.

#### Person responsible for monitoring outcome

Beatriz Bahamonde, Assisstant 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 the Five Domains in Math, our school will focus on the standard based small group instruction. Intervention will assist in closing the gap of students as it is a systematic approach of instruction to meet the students' needs. Intervention will be monitored using monitoring logs to drive instructional planning and data driven conversations to identify areas of strengths and weaknesses.

**Rationale:**

Intervention will ensure students' needs are met through the analysis of data. Teachers will analyze data on an ongoing basis using relevant, recent, and aligned data to plan small group instruction that are customized to student needs. Teachers will continually make adjustments to their groups, plans, and instructional delivery as new data becomes available.

**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**

Math Interventions

**Person Monitoring:**

Beatriz Bahamonde

**By When/Frequency:**

August 15th-September 27th, 2024

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

Math interventions will be conducted by teachers and a math interventionist to provide additional support to students struggling to master skills. The administrative team will conduct weekly walk-throughs to ensure math intervention is taking place with fidelity to target deficiencies to master the five domains. Focus will be on the placement and the grouping of students. As a result, teachers will provide Intensive instruction to increase students' math proficiency.

**Action Step #2**

Progress Monitoring and Data Chats

**Person Monitoring:**

Beatriz Bahamonde, Assistant Principal

**By When/Frequency:**

August 15th-September 27th, 2024

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

Teachers will track students' Math Topic Assessments utilizing the live Monitoring Log document. The administrative team will conduct ongoing progress monitoring through bi-weekly data analysis to

measure students' progress and identify students that are not making adequate progress. Math common planning sessions will be used for administrators to facilitate data chats with teachers. As a result, teachers will be provided with support to enhance interventions for increased student achievement.

### **Action Step #3**

Math Common Planning

#### **Person Monitoring:**

Beatriz Bahamonde, Assistant Principal

#### **By When/Frequency:**

August 15th-September 27th, 2024

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

Math representatives will facilitate weekly standards-based and data-driven common planning sessions to collaborate, share best practices, and plan for interventions to mitigate learning loss. Administrators will attend common planning to collaborate with teachers and conduct data chats to address students' specific needs. As a result, students not demonstrating mastery will receive additional support to close the achievement gap.

### **Area of Focus #2**

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

#### **Instructional Practice specifically relating to Differentiation**

##### **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.

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With the implementation of differentiation with a focus on meeting proficiency in the five domains, an additional 4% (for a total of 70% for current 5th grade students and 67% of current 6th grade students) of the current 5th and 6th grade students will score at grade level or above in Math on the FAST PM3.

##### **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.

---

With the implementation of differentiation with a focus on meeting proficiency in the five domains, an additional 4% (for a total of 70% for current 5th grade students and 67% of current 6th grade students) of the current 5th and 6th grade students will score at grade level or above in Math on the FAST PM3.

##### **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.

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The leadership team will conduct walkthroughs to monitor differentiated instruction based on current student data in real time. Administrators will provide feedback based on findings to adjust differentiated instruction plans and target students' needs.

**Person responsible for monitoring outcome**

Beatriz Bahamonde, 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 the Five Domains in Math, our school will focus on the standard based differentiated instruction. Differentiated instruction will assist in meeting the individual needs of the students as it is a systematic approach of instruction. Differentiated instruction will be monitored by the students work samples found inside their DI binder, monitoring logs, and walk throughs checklist. .

**Rationale:**

Differentiated instruction will ensure students' needs are met through the analysis of data. Teachers will analyze data on an ongoing basis using relevant, recent, and aligned data to plan instruction that are customized to student needs. Teachers will continually make adjustments to their groups, plans, and instructional delivery as new data becomes available.

**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**

Differentiated Instruction

**Person Monitoring:**

Beatriz Bahamonde

**By When/Frequency:**

August 15th-September 27th, 2024

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

The administrative team will conduct weekly walk-throughs to ensure differentiated instruction that will target deficiencies to master the five domains occurs with fidelity. As a result, the administrative team will provide immediate and relevant feedback to teachers regarding strengths and opportunities for improvement on what was observed utilizing google forms.

**Action Step #2**

Common Planning

**Person Monitoring:**

Beatriz Bahamonde, Assistant Principal

**By When/Frequency:**

August 15th-September 27th, 2024

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

Math representatives will facilitate weekly common planning sessions with an intention to dissect and analyze biweekly classroom data in order to drive instruction during differentiated instruction. As a result, the data will identify deficiencies and guide teachers' instruction to provide data-driven remediation. Teachers will collaborate and share best practices to meet students' specific needs. Administrators will attend weekly common planning sessions to share best practices with teachers as well.

**Action Step #3**

Personalized Differentiated Instruction

**Person Monitoring:**

Beatriz Bahamonde, Assistant Principal

**By When/Frequency:**

August 15th-September 27th, 2024

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

Teachers will use student data to differentiate math instruction at the teacher-led center during the additional math D.I. block as well as utilize computer adaptive curriculum and interactive learning platforms such as iReady, IXL, Frax, and Reflex Math to provide students with individualized differentiated instruction for enrichment or remediation.

**Area of Focus #3**

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

**Instructional Practice specifically relating to Small-group 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.

We will provide math tutoring to facilitate small group instruction during social studies. Focus will be placed on the students not meeting proficiencies on topic assessments. As a result, students' deficiencies will be addressed based on their individual needs.

**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.

With the implementation of intervention with a focus on meeting proficiency in the five domains, an additional 4% (for a total of 70% for current 5th grade students and 67% of current 6th grade students) of the current 5th and 6th grade students will score at grade level or above in Math on the FAST PM3.

**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 leadership team will conduct quarterly data chats, adjust small group instruction based on current data in real time, and follow up with ongoing walk throughs to ensure that tutoring is occurring with fidelity.

Administrators will review data bi-weekly with the use of monitoring logs and attend collaborative planning to provide feedback in order for them to adjust plans and small group instruction based on the data.

**Person responsible for monitoring outcome**

Beatriz Bahamonde

**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 the Five Domains in Math, our school will focus on the standard based small group instruction. Small group instruction will assist in closing the gap of students as it is a systematic approach of instruction to meet the students' needs. Administration will monitor the monitoring logs to provide feedback on data.

**Rationale:**

Small group instruction will ensure students' needs are met through the analysis of data. Teachers will analyze data on an ongoing basis using relevant, recent, and aligned data to plan small group instruction that are customized to student needs. Teachers will continually make adjustments to their groups, plans, and instructional delivery as new data becomes available.

**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**

Small Group Instruction

**Person Monitoring:**

Beatriz Bahamonde

**By When/Frequency:**

August 15th-September 27th, 2024

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

Teachers will provide daily support during the math block to remediate for students exhibiting difficulties with mastering primary standards in a small group. In addition, teachers will conduct small group instruction during the D.I. rotation to target areas of need for students who were identified as the lowest 25 to target areas of need. During D.I./Small group instruction teachers will utilize standard-based resources that targets specific learning needs.

### **Action Step #2**

Extended Learning Opportunities

#### **Person Monitoring:**

Beatriz Bahamonde, Assistant Principal

#### **By When/Frequency:**

August 15th-September 27th, 2024

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

Extended learning opportunities will be available to increase math fluency and proficiency through before school, during school, and after school tutoring sessions to mitigate learning loss due to increased student absences. Focus will be placed on the grouping of students through ongoing data analysis. Small group tutoring instruction will target deficiencies to master the five domains. As a result, students' proficiency will increase.

### **Action Step #3**

Small Group Instruction Push-in Support

#### **Person Monitoring:**

Beatriz Bahamonde

#### **By When/Frequency:**

August 15th-September 27th, 2024

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

A math interventionist will be hired to provide push-in support to selected students. As a result, this will provide an opportunity for two teacher- led centers to take place at the same time to ensure students receive consistent support to close the math deficiency gaps.

## **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.

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The Early Warning data that indicates an area of concern is student attendance. Attendance is a big concern as chronic absences causes students to underperform academically. The number of students that were absent 16-30 days increased in both 1st and 4th grades this school year. First grade increased to 20% in 2023-24 from 14% in 2022-2023. Fourth grade increased to 21% in 2023-2024 from 18% in 2022-2023.

#### **Measurable Outcome**

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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.

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With the implementation of the attendance contract and student incentives, a decrease of 5% points of the student population will improve their attendance in the 2024-2025 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.

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The administrative team will monitor the attendance bulletin daily and identify the students who are absent from school.

### **Person responsible for monitoring outcome**

LaToya Tarpley, 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:**

Within the Targeted Element of Early Warning System, our school will focus on decreasing the number of students who are absent. School wide initiative incentive program and parent/student contract will assist in decreasing our student attendance. Attendance will be monitored with the collaboration between the teacher and counselor. The Attendance Review Committee will schedule meetings on a monthly basis to discuss attendance concerns with parents whose child is truant.

### **Rationale:**

Attendance initiatives such as closely monitoring and reporting of student absences routinely, calls to parents, conducting home visits, counseling, and referrals to outside agencies as well as incentives for students with perfect attendance will encourage daily attendance and provide support for chronically absent students.

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

### **Action Steps to Implement:**

#### **Action Step #1**

Student/Parent Attendance Contract

#### **Person Monitoring:**

LaToya Tarpley, Assistant Principal

#### **By When/Frequency:**

8/15-9/27/2024

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



Student/Parent Attendance Contract will be created and implemented with fidelity during the 2024-2025 school year. Parents will be informed about the attendance policy and consequences that will be given to students with excessive unexcused absences. Parents must sign and return the attendance contract acknowledging the new procedures.

**Action Step #2**

Monitoring Data and Attendance Review Committee (ARC) Parent Meetings

**Person Monitoring:**

LaToya Tarpley, Assistant Principal

**By When/Frequency:**

Bi-weekly

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

The Data Input Specialist will monitor the attendance report daily, the counselor will monitor the Attendance Dashboard data on PowerBI bi-weekly to identify targeted students for attendance interventions, and the Attendance Review Committee (ARC) will conduct bi-weekly attendance meetings with parents of targeted students.

**Action Step #3**

Attendance Initiatives

**Person Monitoring:**

Jennifer Salisbury, Counselor

**By When/Frequency:**

Weekly

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

The counselor will oversee the incentive plan to reward classes with 100% attendance, and students present in school daily will have the opportunity for their name to be selected to be rewarded on the morning announcements for the "Are You in School Today" incentive to promote good 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 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.

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Palm Springs North Elementary disseminates the SIP to stakeholders through Open House, EESAC meetings, faculty meetings, and at curriculum / leadership meetings. We also have a copy in our EESAC binder available as needed. The SIP team meets over the summer to analyze data and to identify areas of concerns.

#### 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))

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The school plans to build a positive relationship with all stakeholders through various forms of communications. ESSAC meetings, monthly family nights provided by the community school program, such as STEAM Nights, Reading Under the Stars, and Title 1 parent/guardians informational meetings. In addition, all stakeholders are informed of school wide activities via Class Dojo, monthly school calendar, social media platforms and our school website. At PSN we understand the importance of building positive relationship with all important stakeholders which in turns leads to a successful school year.

#### 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))

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To strengthen the academic program in the school, we will provide extended learning opportunities for the students before and after school. The students will also receive intervention to strengthen the areas of concerns. In addition, the Reading coach will provide push in assistance to the students identified.

**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))

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N/A

## **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))

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The counselors are part of the schools' leadership team to ensure that all aspects of the student is addressed. The counselors collaborate with the Healthy Me Program coordinator to address students' needs in a timely fashion. The mental health specialist works closely with the administrators and counselors to provide the services the students need. Students have access to regular one to one sessions or group counseling. These sessions are based on their needs and the recommendation of teachers, parents or through self - referral. All personnel are licensed and trained to work with the students.

#### **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))

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At Palm Springs North Elementary we prepare students by having them participated in Feeder Pattern Nights. This provides an opportunity for students and families to see what neighboring middle schools have to offer as their child transitions to postsecondary schooling. We also provide in house visits from neighboring middle schools that provide the students with information about the school. Middle schools and High schools are also invited to participate during school functions. At Palm Springs North Elementary we have Career Day, this provides students with an opportunity to learn about different workforce, their job, and the education and skills that are required for success in their career.

#### **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)).

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At Palm Springs North Elementary failing grade meetings are held with the assistant principal and teachers to discuss the steps or interventions needed to proceed and assist students who are displaying academic or behavior concerns. We initiate the process by identifying students who are

showing academic or behavior concerns by completing the request for assistance packet once interventions are not effective. Once the request for assistance is completed the the SST Team comes together to develop strategies and a plan to assist the student.

### **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)).

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Palm Springs North Elementary has a PLST Team that consist of an AP, a New Teacher Leader, an Instructional Coach, a Digital Innovator and a PD Liaison. As a team, we all collaborate, provide support and promote a school culture of professional learning. The PLST New Teacher Mentor is there to provide support to the new teachers entering the workplace. She is available to answer any questions and provide guidance during the school year. This year we have a new buddy system in place. This system provides additional support to new teachers by assigning a buddy to them in the same grade level. Together they work on best practices and collaborate on student achievement.

### **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))

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The school provides a field trip to the Kinder class were students experience a day in life of a Kindergarten student. A pre-k to kinder parent meeting is held to inform parents/guardians about the school and the expectations as their child transitions from early childhood to kindergarten.

## 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.

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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).

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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