

Seminole County Public Schools

# CRYSTAL LAKE ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

## 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>
<p>A school can be identified as CSI in any of the following four ways:</p> <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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The Crystal Lake Elementary community will uphold an enthusiastic, collaborative learning environment where all teachers and students are dedicated and motivated to learn and succeed to their fullest potential.

### Provide the school's vision statement

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The vision at Crystal Lake Elementary is to prepare our students so they will flourish as a responsible citizen in our global community.

## 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

Carver, Ricky

#### Position Title

Principal

#### Job Duties and Responsibilities

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Leadership Team Agenda, Classroom Walk-Throughs w/Feedback to Faculty/Staff. Attend SST Meetings, PLC & MTSS Meetings, Parent Conferences, PTA Board & SAC Meetings, and PTA Events. Presenting School Updates & Student Recognitions on WCLES. Oversee Finance, Human Resources, Budget, and Facilities.

### Leadership Team Member #2

#### Employee's Name

Torres, Omayra

#### Position Title

Assistant Principal

**Job Duties and Responsibilities**

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AP Agenda, Weekly Staff Newsletter (CROC Tales), School Wide Calendar, Curriculum Updates, School-Wide Testing, attending MTSS. PTA and SAC meetings.

**Leadership Team Member #3**

**Employee's Name**

Gardner, Cynthia

**Position Title**

School Administration Manager (SAM)

**Job Duties and Responsibilities**

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Monthly Newsletter to Parents/Staff (CROC Talk), Non-Instructional Evaluations, Facilities Concerns, Supervisor of Custodians, and Incentives for Student Achievement/Attendance

**Leadership Team Member #4**

**Employee's Name**

Farley, Nicole

**Position Title**

School Counselor

**Job Duties and Responsibilities**

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MTSS Contact, SST Agendas/Parent Meetings, ESE Contact, Attendance Truancy Letters to Parents.

**Leadership Team Member #5**

**Employee's Name**

Del Hoyo, Yasshira

**Position Title**

Instructional Coach

**Job Duties and Responsibilities**

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MTSS Contact, Provide Coaching to New Staff, Attend PLC and SAC Meetings, Presentation of Data to Staff.

## 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 parents were given the opportunity to complete a Snap Shot survey. This data is collected and the results are shared with faculty, staff, and SAC members. This feedback is used to provide Crystal Lake information on what our community felt we did well and areas on which to focus. The School Advisory Committee provided input at the end of the 2023-2024 school year on areas they see as important. Crystal Lake used this information when creating the School Improvement Plan.

### SIP Monitoring

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

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The SIP will be presented to Faculty & Staff, as well as members of the SAC Committee. They will be made aware of the accountability of the Needs Assessments & Areas of Concern.

We will need to review these Needs Assessments monthly to monitor to make sure that we are on track to meet these goals. (Analyzing Student Data)

Develop PLCs & PD to address areas of concern, as well as our ESE Subgroup.

The school-wide expectation will be that we will increase the number of students who are proficient at a level 3 or above.

Have Leadership Team members adopt a group of ESE students & monitor their ongoing progress monitoring on their assessments & conduct data chats.

## 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>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>62.5%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>49.8%</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>ATSI</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) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) 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: B* 2021-22: B 2020-21: 2019-20:</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		19	22	18	19	15	1			94
One or more suspensions		1	3		6	3				13
Course failure in English Language Arts (ELA)	1	9	11	3	1	1				26
Course failure in Math	1	9	5	3	1					19
Level 1 on statewide ELA assessment				1	9	19	1			30
Level 1 on statewide Math assessment					9	14	1			24
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	3						8
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	6	1	3	7					18

#### 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	1	9	9	4	11	16	1			51

#### 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	3	4	1	0	0				9
Students retained two or more times										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	9	30	23	18	10	17				107
One or more suspensions	1	6	2	3	3	5				20
Course failure in ELA		5	4							9
Course failure in Math		4	2	1	1					8
Level 1 on statewide ELA assessment					19	19				38
Level 1 on statewide Math assessment					19	17				36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		12	14	2						52

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	9	11	1	15	21				58

**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	6	2	4						14
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 *	65	66	57	53	61	53	68	65	56
ELA Grade 3 Achievement **	68	69	58	57	62	53			
ELA Learning Gains	58	62	60				68		
ELA Learning Gains Lowest 25%	50	55	57				47		
Math Achievement *	64	67	62	57	64	59	64	46	50
Math Learning Gains	53	64	62				58		
Math Learning Gains Lowest 25%	40	43	52				38		
Science Achievement *	50	68	57	62	65	54	66	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	58	75	61	55	77	59	71		

\*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)	ATSI
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	506
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
56%	64%	60%	56%		69%	65%

\* 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	37%	Yes	3	
English Language Learners	54%	No		
Asian Students	82%	No		
Black/African American Students	46%	No		
Hispanic Students	51%	No		
Multiracial Students	68%	No		
White Students	60%	No		
Economically Disadvantaged Students	50%	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>
Students With Disabilities	15%	Yes	2	1
English Language Learners	55%	No		
Asian Students	73%	No		
Black/African American Students	46%	No		
Hispanic Students	59%	No		
Multiracial Students	59%	No		
White Students	64%	No		
Economically Disadvantaged Students	53%	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	34%	Yes	1	
English Language Learners	46%	No		
Native American Students				
Asian Students	74%	No		
Black/African American Students	42%	No		
Hispanic Students	58%	No		
Multiracial Students	74%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	53%	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	65%	68%	58%	50%	64%	53%	40%	50%					58%
Students With Disabilities	21%	33%	28%	29%	37%	56%	53%						
English Language Learners	62%		71%		57%	21%							58%
Asian Students	85%		62%		95%	85%							
Black/African American Students	49%	60%	38%	27%	56%	54%	58%	23%					
Hispanic Students	60%	65%	60%	44%	56%	46%	27%	50%					54%
Multiracial Students	75%		73%		69%	55%							
White Students	69%	73%	58%	60%	67%	52%	50%	52%					
Economically Disadvantaged Students	53%	63%	55%	58%	54%	45%	36%	29%					59%

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	53%	57%			57%			62%					55%
Students With Disabilities	17%	8%			21%			13%					
English Language Learners	24%				40%			64%					93%
Asian Students	70%				75%								
Black/African American Students	48%	35%			45%			54%					
Hispanic Students	44%	52%			49%			55%					95%
Multiracial Students	59%				59%								
White Students	57%	61%			63%			73%					
Economically Disadvantaged Students	41%	43%			44%			46%					90%

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	68%		68%	47%	64%	58%	38%	66%					71%
Students With Disabilities	25%		34%	27%	44%	42%	28%	35%					
English Language Learners	58%		58%	53%	35%	26%	18%	45%					71%
Native American Students													
Asian Students	64%		85%		81%	69%		70%					
Black/African American Students	55%		52%	15%	51%	50%	27%	47%					
Hispanic Students	62%		71%	67%	52%	52%	35%	53%					68%
Multiracial Students	93%		80%		64%	60%							
Pacific Islander Students													
White Students	73%		67%	44%	72%	62%	37%	78%					
Economically Disadvantaged Students	58%		62%	43%	54%	58%	33%	48%					70%

## 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	67%	67%	0%	55%	12%
Ela	4	56%	62%	-6%	53%	3%
Ela	5	63%	63%	0%	55%	8%
Math	3	71%	69%	2%	60%	11%
Math	4	72%	64%	8%	58%	14%
Math	5	22%	43%	-21%	56%	-34%
Math	6	85%	67%	18%	56%	29%
Science	5	49%	65%	-16%	53%	-4%

### III. Planning for Improvement

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

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

##### Most Improvement

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

---

Our data Component that showed the most improvement was our Grade 3 ELA and Math percent of students scoring a 3 and above on the FAST.

Grade 3 2023 57% (ELA)

Grade 3 2024 67%

Grade 3 2023 59 % (Math)

Grade 3 2024 71%

Scoring above the District and State

The component showed the most improved actions we took:

Grade 3 bubble students were identified and members of the leadership team worked with these students throughout the year (building positive relationships with them).

Grade 3 bubble students were identified and ESSR funds were used to have our part-time paraprofessional work extended hours to pull these students and work with them in small 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.

---

Based on our Progress Monitoring data for our 2023 state assessments, our greatest need for improvement would be 5th Grade Regular and RAMP Math.

There were several teachers that took personal leave of absences & there were Long-Term Subs taking over the classroom instruction. There was brand new curriculum to learn & follow with fidelity.

There was more focus on whole group compared to small groups.

New Actions for 24-25:

- School-Wide Expectation to use the CORE Curriculum based on year 2 of textbook adoption.
- More DATA focused weekly PLC Sessions.
- More PLCs provided with reference to Instructional Framework.
- Use of daily small group instruction focused on student/class need.
- Looking at District Data from ongoing Progress Monitoring (STAR/FAST/iReady/Quarterly

Assessments)

### **Greatest Decline**

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

---

Based on our Progress Monitoring data for our 2023 state assessments, our greatest need for improvement would be 5th Grade Math. There were several teachers that took personal leave of absences & there were Long-Term Subs taking over the classroom instruction. There was more focus on whole group compared to small groups.

### **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.

---

5th grade regular math students had the greatest gap when compared to the state average. Contributing factors include the low performance of students with disabilities.

Percentage Scoring Performance of level 3 and above.

C.L.E.S. Regular math grade 5 students: 22%

District average 40%

State average 56%

### **EWS Areas of Concern**

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

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Student attendance and on-grade level performance in ELA and Math

### **Highest Priorities**

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

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- Parent Assessment Informational Night (August/September) to provide information to parents about STAR / FAST Progress Monitoring Assessments.
- Lessons aligned to state academic BEST standards with the goal of mastery by the end of the school year.
- Ongoing feedback loops between leadership, teachers, students, and families.
- Offer After-School Tutorial for students.
- We will offer Professional Development opportunities based on Instructional Strategies for all CORE Subjects (ELA/Math/Science).
- We will offer Professional Development opportunities for ESE teachers, especially self-contained ones, with focus on grade level Curriculum Frameworks.
- We will offer Professional Development opportunities to analyze their data to differentiate

their instruction in the classroom.

- Continue weekly PLCs, closely monitor their data to differentiate their classroom instruction to determine what is working & what is not.
- Provide a classroom of trust by building connections & relationships with their students.



## 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 Science

#### 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 2023-2024 Science Assessment, 49% of our 5th Grade Students scored a Level 3 & above as compared to 61% during the 2022-2023 school year.

#### 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.

Increase the level of achievement & proficiency in Science from 49% of 5th Grade students scoring a Level 3 & above to 60%.

#### 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.

- Ongoing Data chats with regards to grades 3-5 Science Benchmark Assessments; to review assessments.
- Administration will do walkthroughs to ensure Science instruction is occurring; during daily instructional scheduled Science time to insure fidelity.

#### Person responsible for monitoring outcome

Rick Carver, Omayra Torres

#### 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:

Science - The following evidence-based interventions are available to support students based upon the area of need of the individual student: Weekly/Bi-Weekly Hands on Labs with new Science Kits, Weekly Reading/Writing practice with informational texts in all grade levels, Page Keeley Science

Probes for Grades K-5, Daily CER (Claim, Evidence, Reasoning) routines for each Science Lesson, Learn Smart for Grades 3-5 to practice question styles relating to SBA's & SSA, & Fidelity to Instructional Pacing Guides (Frameworks).

**Rationale:**

Science - All the listed interventions have research-based evidence for efficacy.

**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**

K-5 Grade Science Professional Development

**Person Monitoring:**

Rick Carver, Omayra Torres

**By When/Frequency:**

Monthly (If available)

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

Science TOA will conduct PLC sessions to focus on unpacking the Science Standards, using the new Science Curriculum, and analyzing Benchmark Assessment data. Administration and K-5 Classroom Teachers will look at prior data to find the Areas of Need based on Benchmarks. Teachers will plan purposeful and targeted Science lessons.

**Action Step #2**

Implement K-5 CORE Science Curriculum

**Person Monitoring:**

Rick Carver, Omayra Torres, K-5 Science Teachers

**By When/Frequency:**

Weekly

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

Provide Professional Development of the new Science Curriculum and support during its implementation. All Science teachers will follow the SCPS Instructional Framework, for the new Science Curriculum, which provides teachers guidance/resources for CORE instruction. Teachers will utilize the hands on lessons provided to increase student engagement and understanding. Teachers will monitor assessment data. Teachers will monitor Science Benchmark Tests.

**Area of Focus #2**

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

**Instructional Practice specifically relating to Math**

**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 2023-2024 F.A.S.T. PM 3, 22% of our 5th Grade Mathematics students scored a Level 3 & above as compared to 33% in the 2022-2023 school year.

### **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.

---

Increase the level of student achievement & proficiency on the Mathematics F.A.S.T. PM3 from 22% scoring a Level 3 & above to 50%.

### **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.

---

- We need to provide continuous Professional Development for all K-5 teachers with the Math Savvas curriculum.
- PLCs will host District Math TOAs to come unpack the standards for Vertical Planning from grades K-5.
- Accountability/fidelity with daily instructional scheduled Math time (60 minutes daily).
- Ongoing Data chats with regards to grades 3-5 Math Benchmark Assessments.
- Using the Math Benchmark Assessment, teachers will provide small group Intervention during the Math Core Instruction.
- School-Wide Intervention (Math Circles) on Wednesdays from 8:00-8:30.

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

Rick Carver, Omayra Torres

### **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:**

Math - The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

### **Rationale:**

Math- All the listed interventions have research-based evidence for efficacy.

### **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**

Mathematics Professional Development

**Person Monitoring:**

Rick Carver, Omayra Torres

**By When/Frequency:**

Quarterly

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

Math TOA will conduct PLC sessions to focus on how to use the Math Benchmark Assessment data to provide small group instruction during the CORE curriculum. Administration will look at data to find the Areas of Need based on Benchmarks.

**Action Step #2**

Core Mathematics Instruction

**Person Monitoring:**Rick Carver, Omayra Torres, Yasshira Del Hoyo,  
K-5 Mathematics Teachers**By When/Frequency:**

Weekly

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

PLCs will bring the B.E.S.T. Standards spirals and Achievement Level Descriptors when analyzing data and/or planning for instruction. The ALD's provide clear guidance on what is needed to move up a level within a given standard. All Math teachers will follow the SCPS Instructional Frameworks which provide teachers guidance/resources for CORE instruction. During PLCs Math Teachers and Administration will monitor assessment data to identify Areas of Need based on Benchmarks and adjust instruction. Math Teachers will utilize Envision Intervention Kits and/or the Seminole Numeracy Project during small groups for intervention.

**Action Step #3**

Math Fact Tactics Grades 3-5

**Person Monitoring:**Rick Carver, Omayra Torres, Yasshira Del Hoyo,  
Grades 3-5 Math Teachers**By When/Frequency:**

Weekly

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

Math teachers in Grades 3-5 will utilize the Math Fact Tactics program. Teachers will teach the weekly fact and then check for mastery. Administration will monitor teachers' fidelity to the program.

**Area of Focus #3**

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

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

**Area of Focus Description and Rationale**

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

---

According to the F.A.S.T. PM3, 21% of our Grade 3-5 Students With Disabilities scored at a Level 3 & above in the Area of ELA.

**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.

---

Increase the ELA proficiency in the ESSA Subgroup relating to Students with Disabilities on F.A.S.T. PM3 ELA from 21% scoring a Level 3 & above to 35%.

**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.

---

- We need to provide continuous Professional Development for all K-5 teachers including ESE Teachers with the Wonders curriculum & the new phonics program UFLI Foundations.
- PLCs will host District ELA TOAs to come unpack the standards for Vertical Planning from grades K-5.
- Accountability/fidelity with daily instructional scheduled ELA time (90 minutes daily).
- Ongoing Data chats with regards to grades K-5 ELA Formative/Unit Assessments.
- Using the ELA Formative/Unit Assessments, teachers will provide small group Intervention during the ELA Core Instruction.
- School-Wide Intervention (Literacy Circles) on Mondays, Tuesdays, Thursdays, & Fridays from 8:00-8:30 to include ESE Teachers.

**Person responsible for monitoring outcome**

Rick Carver, Omayra Torres

**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:**

Elementary ELA - The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence), Success for All – FastTrack Phonics (at Title 1 schools) (strong evidence),

Reading Mastery (promising evidence), FastForward (promising evidence), Corrective Reading (strong evidence), and Quick Reads (strong evidence).

**Rationale:**

All Levels - ELA - A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence-Based Reading Plan.

**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**

Magnetic Reading

**Person Monitoring:**

Rick Carver, Omayra Torres, Yasshira Del Hoyo,  
Erin Irwin, Jennifer Pemoulie, K-5 ELA Teachers

**By When/Frequency:**

Weekly

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

K-5 Teachers will utilize iReady Magnetic Reading with Tier 2 and Tier 3 students. Support facilitators will support ELA Teachers. Administration will conduct walkthroughs for accountability & fidelity to the program.

**Action Step #2**

UFLI Phonics Foundation Program Grades K-2

**Person Monitoring:**

Rick Carver, Omayra Torres, Yasshira Del Hoyo,  
Erin Irwin, Jennifer Pemoulie, K-2 ELA Teachers

**By When/Frequency:**

Weekly

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

Teachers will utilize the UFLI Phonics program to build foundational reading skills. Assessments will be given every six weeks; Literacy Coach and K-2 teachers will monitor for mastery. Administration will conduct walkthroughs for accountability & fidelity to the program.

**Action Step #3**

PLC focus on Core instruction - ELA

**Person Monitoring:**

Rick Carver, Omayra Torres, Yasshira Del Hoyo,  
Erin Irwin, Jennifer Pemoulie, K-5 ELA Teachers

**By When/Frequency:**

Weekly

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

PLCs will bring the B.E.S.T. Standards spirals and Achievement Level Descriptors when analyzing data and/or planning for instruction. The ALD's provide clear guidance on what is needed to move up

a level within a given standard. ELA teachers will follow the SCPS Instructional Frameworks which provide teachers guidance/resources for CORE instruction. ESE Teachers will attend appropriate grade level PLCs. ELA teachers will monitor assessment data to identify Areas of Need based on Benchmarks. Administration will conduct walkthroughs for accountability & fidelity to the program.

## 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.

---

In looking at our Attendance Data, 24% of our Crystal Lake Students had 15 or more absences for the 2023-2024 school year. When students improve their attendance rates, they improve their academic prospects and chances for graduating.

#### 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.

---

At the moment, 24% of our students had 15 or more absences for the 23-24 school year. We plan to decrease this percentage by 3% (21%).

#### 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.

- Leadership Team will monitor Weekly Attendance Verification Sheets and the Early Warning System (EWS) attendance data to provide early interventions so students do not accumulate excessive absences.

#### Person responsible for monitoring outcome

Rick Carver, Omayra Torres, Cynthia Gardner, Nicole Farley, Jamil Dominguez, Classroom Teachers

**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:**

Attendance - The following evidence-based interventions are available to support students based upon the area of need of the individual student:

**Rationale:**

Attendance - All the listed interventions have research-based evidence for efficacy.

**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**

Perfect Attendance Recognition

**Person Monitoring:**

Rick Carver, Omayra Torres, Cynthia Gardner,  
Nicole Farley, K-5 Classroom Teachers

**By When/Frequency:**

Daily/Weekly

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

Each day that all students are present in the class, K-5 Classroom Teachers can place a "Perfect Attendance" Ribbon outside the door. Crys Croc, our School Mascot, will make a special visits to the classrooms when attendance goals are met.

**Action Step #2**

Perfect Attendance Celebration

**Person Monitoring:**

Rick Carver, Omayra Torres, Cynthia Gardner,  
Nicole Farley, Classroom Teachers

**By When/Frequency:**

Per Quarter

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

Per Quarter, students with Perfect Attendance will be recognized with a special celebration.

**Action Step #3**

Parent Communication about Attendance

**Person Monitoring:**

Rick Carver, Omayra Torres, Cynthia Gardner,  
Nicole Farley, Jamil Dominguez, Classroom  
Teachers

**By When/Frequency:**

Daily/Weekly

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

Teachers will contact parents when students are absent; required after three days. The school newsletter and website will include attendance information and updates. Staff members will



communicate importance of attendance using multiple avenues (email, phone, newsletters). Administration will work with SAC and PTA to promote a positive attendance culture. Guidance Counselor/School Social Worker to monitor students with multiple absences (3 days/5 days/10 days) and communicate with families.

## **Area of Focus #2**

Teacher Retention and Recruitment

### **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.

---

On the Panorama Survey Data, 40% of our Crystal Lake Teachers and 60% of Staff Members had high perceptions on the school climate rating. When teachers and staff feel better about their working environment, they have a higher attendance rate and greater job satisfaction. Increased job satisfaction results in a higher retention rate and increased number of applicants when recruiting.

### **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.

---

On the Panorama Survey, we would like for the percentages of high perceptions on the climate rating to increase from 40% to 60% for Teachers & from 60% to 80% for Staff on the 24-25 Panorama Survey.

### **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.

- 
- Professional Development - Based on School Need
  - Improved Professional Learning Communities
  - Frequent New Teacher Coaching / Mentoring Opportunities
  - Meet with Sunshine Committee to discuss & build morale between Administration & Staff
  - Another Survey for teacher input on Professional Development, PLCs, & New Teacher Coaching/Mentoring
  - Principal and Assistant Principal will monitor teacher and staff perceptions through daily interactions (Pulse Check/Check-ins)

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

Rick Carver, Omayra Torres, Cynthia Gardner, Yasshira Del Hoyo

### **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:**

Teacher Retention & Recruitment - The following evidence-based interventions are available to support students based upon the area of need of the individual student:

**Rationale:**

Teacher Retention & Recruitment - All the listed interventions have research-based evidence for efficacy.

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

**Action Step #1**

Professional Development - Based on School Need

**Person Monitoring:**

Rick Carver, Omayra Torres, Cynthia Gardner,  
Yasshira Del Hoyo

**By When/Frequency:**

Wednesday Professional Learning Days

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

A calendar of Professional Learning opportunities will be offered on specific Wednesdays. Based on this, teachers will be able to engage in collaborative growth opportunities.

**Action Step #2**

Professional Learning Communities

**Person Monitoring:**

Rick Carver, Omayra Torres, Cynthia Gardner,  
Yasshira Del Hoyo

**By When/Frequency:**

Bi-Weekly

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

Professional Learning Community sessions will be based on Curriculum Updates, Data Chats, Testing, etc., so that teachers can engage in collaborative opportunities to grow professionally.

**Action Step #3**

New Teacher Mentoring / Coaching

**Person Monitoring:**

Rick Carver, Omayra Torres, Cynthia Gardner,  
Yasshira Del Hoyo

**By When/Frequency:**

Bi-Weekly

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

Instructional Coach/Mentor will meet with new teachers bi-weekly. New teachers will meet with Instructional Coach/Mentor to discuss questions they may have, share teaching strategies, and/or identify areas where they need assistance.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

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

---

No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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No Answer Entered

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

---

No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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

### **Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

---

SWD students identified at 2 or more grade levels below are being provided additional support through the Curriculum Project. SWD students are also exposed to appropriate grade level CORE Curriculum.

### **Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

---

Teachers and support facilitators will support students in the CORE ELA, Math, Science, and Social Studies. Teachers utilize Curriculum Project resources to build on foundational skills in Reading and Math. Teachers can use UFLI Foundations to address phonics needs. Students are assessed regularly and move on once mastery of skill is achieved.

## 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