

Miami-Dade County Public Schools

ROBERT RUSSA MOTON ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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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:

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Robert Russa Moton Elementary School is to increase student achievement, improve teacher practice, and positively impact school culture through rigorous teaching and learning. We are committed to working together to provide every student with a positive stimulating learning environment where each learner is actively engaged, and every educator extends opportunities for positive social emotional growth, as well as learning experiences that are anchored on research-based strategies, STEM exploration, and divergent thinking.

Provide the school's vision statement

Robert Russa Moton Elementary School envisions a learning community that is committed to high academic standards, devoted to the nurturing of each child's potential, and dedicated to the development of lifelong learners that demonstrate the knowledge, skills, and values required to be a successful and productive global citizen

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

Fair, Sarah

Position Title

Principal

Job Duties and Responsibilities

Provide leadership in developing, implementing and supporting school-wide efforts aligned with our school's vision and mission. Establishing a positive school culture and addressing students' academic and social-emotional needs.

Leadership Team Member #2

Employee's Name

Maria Valerio

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist the Principal in providing leadership that develops and supports school-wide efforts aligned with our school's vision and mission. Establishes a positive school culture and addresses students' academic and social-emotional needs.

Leadership Team Member #3

Employee's Name

Kimberlie Rodriguez

Position Title

Reading Coach

Job Duties and Responsibilities

Provide direct instructional services related to improving and supporting classroom instruction in Grades K-5. Placing emphasis on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.

Leadership Team Member #4

Employee's Name

TBA

Position Title

Math Coach

Job Duties and Responsibilities

Provide direct instructional services related to improving and supporting classroom instruction. Placing emphasis on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.

Leadership Team Member #5

Employee's Name

Williams, Andrea

Position Title

School Counselor

Job Duties and Responsibilities

Provide guidance to all teachers and staff members on SEL Competencies, Positive Behavior Support Intervention strategies, and support students through the Response to Intervention process.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The SIP development process begins at the MDCPS School District's annual Synergy Leadership Conference held during the month of July. At this conference, school leadership teams, comprising of School Administrators, Instructional Coaches and Teacher Leaders, gather for a strategic planning session. At this time, the school's Academic Data and Cultural Data are analyzed to determine strengths and weakness, select areas of focus, and choose strategic action steps that will lead to the school's improvement. During the school's EESAC Meetings, the SIP is then presented to, and opened for input from, the faculty, staff, parents, students, and community stakeholders.

SIP Monitoring

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

The effective implementation of the school's SIP, as well as its impact, will be monitored through quarterly SIP Impact Reviews held by the school site in conjunction with the school district's Education Transformation Office. During this time, all action steps will be reviewed, and classroom evidence will be analyzed to determine the level of impact/effectiveness. New steps will be added as needed to ensure continuous progress

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	98.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	93.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: D* 2021-22: C 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	4	3	3	5	5	0	0	0	20
One or more suspensions	0	0	1	1	1	0	0	0	0	3
Course failure in English Language Arts (ELA)	0	3	7	9	4	1	0	0	0	24
Course failure in Math	0	1	2	6	7	5	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	7	7	5	0	0	0	19
Level 1 on statewide Math assessment	0	0	0	3	7	7	0	0	0	17
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	6	11	15						32
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	4	3	8	4					21

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	2	5	7	13	9	7	0	0	0	43

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	4	3	1	7	0	0	0	0	0	15
Students retained two or more times	0	0	0	2	1	2	0	0	0	5

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	5	8	5	7	10	9				44
One or more suspensions										0
Course failure in ELA		1	3	3	3					10
Course failure in Math		1	4	5	4	2				16
Level 1 on statewide ELA assessment				6	5	7				18
Level 1 on statewide Math assessment				4	3	10				17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	4	9	10						46

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	5	1	3	6	6	10				31

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	5	1	2	6						14
Students retained two or more times			1							1

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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 *	38	63	57	25	60	53	23	62	56
ELA Grade 3 Achievement **	41	63	58	35	60	53			
ELA Learning Gains	54	64	60				42		
ELA Learning Gains Lowest 25%	70	62	57				50		
Math Achievement *	52	69	62	36	66	59	29	58	50
Math Learning Gains	50	65	62				85		
Math Learning Gains Lowest 25%	60	58	52				67		
Science Achievement *	45	61	57	7	58	54	30	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	64		61		63		59		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	410
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
51%	26%	47%	26%		42%	53%

* 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	43%	No		
Black/African American Students	46%	No		
Economically Disadvantaged Students	51%	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	11%	Yes	4	2
Black/African American Students	22%	Yes	1	1
Hispanic Students	45%	No		
Economically Disadvantaged Students	27%	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	3	1
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	46%	No		
Hispanic Students	23%	Yes	2	1
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	47%	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	38%	41%	54%	70%	52%	50%	60%	45%					
Students With Disabilities	26%		57%		37%	50%							
Black/African American Students	39%	43%	53%		49%	47%		47%					
Economically Disadvantaged Students	38%	38%	56%	70%	52%	51%	60%	42%					

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	25%	35%			36%			7%					
Students With Disabilities	11%				21%			0%					
Black/African American Students	22%	26%			36%			4%					
Hispanic Students	50%				40%								
Economically Disadvantaged Students	25%	35%			40%			9%					

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	23%		42%	50%	29%	85%	67%	30%					
Students With Disabilities	7%		40%		20%	73%		10%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	23%		45%	50%	29%	83%	64%	27%					
Hispanic Students	15%				31%								
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	23%		42%	50%	29%	85%	67%	30%					

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	34%	56%	-22%	55%	-21%
Ela	4	42%	55%	-13%	53%	-11%
Ela	5	32%	56%	-24%	55%	-23%
Math	3	52%	65%	-13%	60%	-8%
Math	4	55%	62%	-7%	58%	-3%
Math	5	32%	59%	-27%	56%	-24%
Science	5	40%	53%	-13%	53%	-13%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was 5th Grade Science. The 2023 Science FAST Test Scores showed that only 6 percent of fifth grade students scored at proficiency level. The 2024 Science Fast Test Scores revealed that 40 percent of fifth grade students scored at proficiency. This is an increase of 34 percentage points.

The Educational Transformation Office (ETO) provided additional pull-out support for targeted students. Instruction was provided in small group sessions to remediate deficient standards. A dedicated science lab was created to provide opportunities for hands on activities. Push-in support was also provided by ETO personnel to improve whole group instruction.

The school achieved silver STEM designation for the 2023-2024 school year.

Lowest Performance

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

The data that showed the lowest performance was 3-5 grade ELA. Although the data improved from the 2023 school year, only 38 percent of students achieved proficiency for the 2023-2024 school year. The contributing factors include:

- (1) Students lacked foundational skills from the primary grade levels, therefore it was difficult for them to grasp the grade level content.
- (2) Lack of student engagement due to insufficient rigor in Tier 1 instruction.
- (3) Poor attendance played a role in student achievement.
- (4) Inconsistent topic and bi-weekly assessment data tracking.
- (5) Instructional planning based on this data.
- (6) Limited teaching strategies to enhance higher order thinking skills.

Greatest Decline

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

There was no decline in any subject or grade level from the prior year.

Although the overall 2024 data indicates growth, continuous improvement is necessary to safeguard against an overall potential decline. Contributing factors to the low achievement percentage include inconsistent topic and bi-weekly assessment data tracking and instructional planning based on this data, as well as limited teaching strategies to enhance higher-order thinking skills. Attendance and student mobility are also contributing factors.

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.

The 2024 Grade 5 Mathematics data component, reflecting 32% scoring at proficiency levels, had the greatest gap when compared to the state average of 56% scoring at proficiency level, 24-percentage point difference. Contributing factors to the low achievement percentage include inconsistent topic assessment data tracking and instructional planning based on this data, as well as limited teaching strategies to enhance higher-order thinking skills. Attendance and student mobility are also contributing factors.

EWS Areas of Concern

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

The area of greatest concern in the EWS data is the number of third graders having a serious deficiency in ELA Reading. Based on 2024 PM3 data, 15 out of 36 3rd graders have a significant reading deficiency.

Highest Priorities

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

1. Effective and consistent implementation of Differentiated Instruction in all classrooms during core instruction based on data.
2. Collaborative ELA and Math planning sessions to include opportunities for teachers to identify teaching strategies that will enhance higher-order thinking skills, establish expected student outcomes, and share best practices.
3. Consistently implement data tracking and its inclusion in the collaborative instructional planning process.

4. Enhance writing instruction in 2nd through 5th grade ELA classes to include student exposure to rubric and writing samples reflecting the 5 levels, and revisions to students' writing samples with teacher feedback.

5. Further decrease the percent of students that make up our Lowest 35% in ELA and Mathematics by the end of the 2024-2025 school year.

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 ELA required by RAISE (specific questions)

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 23-24 FAST PM3 data, only 38 percent of students in grades 3 through 5 scored at proficiency, compared to 56 percent at the district level and 55 percent at the state level. K-2 students had a median percentile score of only 33 percent. The progress monitoring data revealed that intervention is essential for getting students to proficiency. A significant number (41) of our lowest performing grade 3 through 5 students were working two or more grade levels below and 17 K through 2 students were significantly below in ELA . These students needed intensive intervention to remediate the gaps in their learning. School-wide trend data suggests that typically it is difficult to move these students to proficiency.

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

Grades K through 2nd will implement the instructional practice of Standards-Based Collaborative Planning. Standards-Based lessons will lead to improved lesson quality and improved Tier 1 instruction, thus increasing student achievement. According to results from the 2024 FAST Assessment, students in Grades K-2 had a median percentile score of 33%. If we successfully focus on the area of ELA Tier 1 Instruction, ensuring that effective lesson planning takes place and that instructional delivery is clear and concise, an increase in number of proficient students should be evident.

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

Grades 3 through 5 will implement the instructional practice of SPADE to improve reading comprehension by gleaning information from passages and applying the information in response to text-based questions. According to results from the 2024 FAST Assessment, students in Grades 3-5 had a median percentile score of 38%. If we successfully focus on the area of ELA Tier 1 Instruction, ensuring that effective lesson planning takes place and that instruction delivery is clear and concise, an increase in number of proficient students should be evident.

Grades K-2: Measurable Outcome(s)

With the use of standards-based collaborative lessons, Tier 1 instruction will improve, resulting in at least 50 percent of K through 2 students making gains toward proficiency across the grade levels from the 2024 PM3 to the 2025 PM3.

Grades 3-5: Measurable Outcome(s)

With the use of the SPADE instructional strategy for improving reading comprehension, at least 70 percent of students in the L35 percent of students will make learning gains on the 2025 PM3, a 10 percent increase from the 2024 PM 3 of 60 percent.

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.

An L35 group will be created in Teams and student data from Progress Monitoring Assessments, Topic Assessments, I-Ready data and FAST will be uploaded after each assessment. Teachers will be responsible for updating this data. During collaborative planning, teachers and instructional coaches will analyze the data and make instructional decisions based on the findings. The Leadership Team will meet with teachers quarterly to review data and discuss instructional implication.

Person responsible for monitoring outcome

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:

OPM can be implemented with individual students or an entire class. Data from the progress monitoring assessments will be uploaded to the District's TEAMS folder. This data will be analyzed during collaborative planning meetings with the instructional coaches.

Rationale:

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Data Analysis

Person Monitoring:

Reading Coach

By When/Frequency:

Bi-Weekly

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

During collaborative planning sessions, instructional coaches and teachers will review data from Bi-Weekly Assessments to determine students' responsiveness to instruction. Student performance on bi-weekly Unit Assessments should show improvement in standards acquisition. Data will be tracked. Teachers and coaches will analyze data to select standards for remediation in DI. As a result, students will receive remediation on those standards and students' academic performance on these assessments will be improved. Effectiveness will be monitored via quarterly data chats by the leadership team.

Action Step #2

Data Review

Person Monitoring:

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 Instructional reading coach and reading teachers will ensure that student data is consistently uploaded into the grade level Teams and Leadership Teams folders. The Leadership Team will review data monthly to determine number of students making progress toward proficiency. Data will be tracked and targeted student progress will be reviewed. Effectiveness will be monitored via quarterly data chats by the leadership team and ETO support staff.

Action Step #3

Collaborative Planning

Person Monitoring:

Reading Coach

By When/Frequency:

Weekly

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

The reading coach and ELA teachers will collaboratively plan in grade level teams to ensure high quality Tier 1 instruction. Data will be analyzed to determine DI groupings and make informed instructional decisions. As a result, DI instruction will be monitored using DI trackers and students will take ownership of their progress. Effectiveness will be monitored via quarterly data chats and attendance by the leadership team at select collaborative planning sessions.

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 2024 FAST PM 3 data, 32 percent of 5th grade students were proficient in math as compared to 59 percent and 56 percent at both the district and state levels, respectively. Low scores on Topic Assessments, inconsistent data tracking, and instructional planning were all contributing factors. These scores are directly correlated to lower proficiency levels of 32 percent in 5th grade ELA related to word problem comprehension and academic vocabulary. We will implement the Targeted Practice of instructional coaching with a focus on instructional delivery to improve proficiency.

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 the Targeted Practice of instructional coaching with a focus on instructional delivery, an additional 8 percent of 5th grade students will score at proficiency level on the 2025 FAST math FSA. This will bring the total percent of students scoring a level 3 or above to 40 percent.

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 Math Coach and Leadership Team will monitor 5th grade topic assessments to ensure teachers implement high yield strategies to increase higher-order thinking skills, establish data driven student outcomes, and use best practices in collaborative planning. Quarterly data chats will reveal student data trends. Administrators will attend collaborative planning sessions, and instructional delivery will be monitored to ensure instruction is high quality.

Person responsible for monitoring outcome

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:

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement

and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale:

The evidence-based strategy of Instructional Coaching was selected as it addresses the need for collaborative planning using data driven, student-centered strategies for instruction. It ensures the teacher is using strategies and best practices most useful in increasing student proficiency.

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

Weekly collaborative planning

Person Monitoring:

Math Coach

By When/Frequency:

Weekly

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

Provide collaborative math planning sessions that will include opportunities for teachers to use data to drive instruction using high yield instructional strategies. Teachers will use best practices in math to improve student performance. Coach and teachers will plan for tier 1 instruction and remediation using topic assessment data, data trackers, and OPM data. The school will monitor student progress via review of collaboration logs, the Assistant Principal will attend select collaborative planning sessions, and student data charts of Topic Assessment data will be reviewed by the Leadership Team monthly.

Action Step #2

Data tracking

Person Monitoring:

Math Coach

By When/Frequency:

Weekly

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

Provide time for teachers to disaggregate Topic Assessment data to determine areas of deficiency for remediation. Teachers will identify weak standards for re-teach and track student data to ensure progress toward proficiency is being made. The school will monitor data tracking via an on-line data spreadsheet that will be reviewed at monthly Leadership Team meetings between the Math Coach and Administration.

Action Step #3

Ongoing Progress Monitoring

Person Monitoring:

Math Coach

By When/Frequency:

Monthly

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

step:

The Math Coach and math teacher will monitor student data on an ongoing basis using Topic Assessments and OPM data from PM1 and iReady AP1 to monitor and track student progress. Trend data will be used to determine efficacy of instruction and remediation of targeted standards to ensure student growth toward learning gains and proficiency. The Leadership Team and Math Coach will track student data, examine trend data, and create targeted student groups to ensure learner progress. Data will be shared with the Leadership Team via an online data tracking spreadsheet.

Area of Focus #3

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

Instructional Practice specifically relating to Benchmark-aligned instruction**Area of Focus Description and Rationale**

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

According to 2024 FAST PM 3 data, 32 percent of 5th grade students were proficient in ELA as compared to 56 percent and 55 percent at both the district and state levels, respectively. The school decreased 10 percentage points from the 2023 FAST test results of 42 percent proficiency. Low scores on Unit Assessments, inconsistent data tracking, and instructional planning were all contributing factors. We will implement the Targeted Practice of instructional coaching with a focus on Tier 1 instructional delivery to ensure instruction is aligned to the benchmarks, thus, improving proficiency.

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 the Targeted Practice of instructional coaching with a focus on Tier 1 instructional delivery aligned to state benchmarks, an additional 10 percent of 5th grade students will score at proficiency level on the 2025 FAST ELA FSA. This will bring the total percent of students scoring a level 3 or above to 42 percent.

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 Reading Coach and Leadership Team will monitor 5th grade unit assessments to ensure teachers implement high yield reading strategies to increase higher-order thinking skills, establish data driven student outcomes, and use best practices in benchmark-aligned planning. Quarterly data chats will reveal student data trends. Administrators will attend select collaborative planning sessions, and instructional delivery will be monitored to ensure instruction is aligned to state standards and of

high quality.

Person responsible for monitoring outcome

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:

Instructional Support/Coaching occurs when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale:

The evidence-based strategy of Instructional Coaching will ensure relevant and rigorous instruction in ELA that is aligned to the state standards. Resources will be selected to improve Tier 1 instruction and target those standards in need of remediation. Teachers will monitor student data via multiple data sources including unit assessments, PM data, iReady AP data, and intervention data to track student progress. Instruction can be tailored to meet students' needs.

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

Collaborative planning

Person Monitoring:

Reading Coach

By When/Frequency:

Weekly

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

During collaborative planning sessions, instructional coaches and teachers will review data from Bi-Weekly Assessments to determine students' responsiveness to instruction. Student performance on bi-weekly Unit Assessments should show improvement in standards acquisition. Data will be tracked. Effectiveness will be monitored via quarterly data chats and attendance by the leadership team at select collaborative planning sessions.

Action Step #2

Data Analysis

Person Monitoring:

Reading Coach

By When/Frequency:

Weekly

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

The Instructional reading coach and reading teachers will ensure that student data is consistently uploaded into the grade level Teams and Leadership Teams folders. The Leadership Team will review data monthly to determine number of students making progress toward proficiency. Data will be tracked and targeted student progress will be reviewed. Teachers and coaches will analyze data to select standards for remediation in DI. As a result, students will receive remediation on those standards and students' academic performance on these assessments will be improved. Effectiveness will be monitored via quarterly data chats by the leadership team and a review of intervention data trackers for tier 2 and tier 3 students. Weekly walkthroughs will be conducted to ensure that Standards-Aligned Instruction is implemented daily to meet the needs of the tier 2 and tier 3 students.

Action Step #3

Incentives

Person Monitoring:

Assistant Principal

By When/Frequency:

Monthly

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

Student achieving a score of 70 percent or higher on OPMs and Unit Assessment tests will receive incentives to recognize on-grade level performance. The step will be monitored by the leadership team to determine the effectiveness of the incentives on student achievement. Effectiveness will be monitored via quarterly data chats. If student scores are improving, the incentives are working.

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

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

According to the 2024 School Climate Survey feedback from staff, 50% of staff disagree that the morale at the school is high. This is a 6% difference from the 2023 school climate survey. The lack of high morale can be attributed to larger classes, teacher shortage and new testing requirements.

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 effective leadership, communication, and staff buy-in to district programs,

an additional 10% of the staff will agree with the statement that the morale at the school is high.

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.

If we successfully implement the strategy of having effective leadership, communication, and staff buy-in to increase morale, then our staff morale will increase. Having inclusive decision-making, recognition and appreciation, and open and transparent communication will help to boost morale and motivation within the school building.

Person responsible for monitoring outcome

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 Collective Efficacy, a staff's shared belief that through their collective action, they can positively influence student outcomes and achievement. In fact, research indicates that collective efficacy is the number one factor influencing student achievement.

Rationale:

Through team building, staff recognitions, and teacher buy-in to district initiatives, student performance will increase, and teacher morale will also improve. With an improved mindset and belief that everyone can succeed, teachers will feel fulfilled and improve student achievement at the same time. Teacher efficacy improves morale and increases student performance. The data reveals that 50% of the staff believe that our school is low in morale, with another 13% that neither agree nor disagree. To decrease this percentage, we selected Collective Efficacy because it will create a positive environment.

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

Pawsitive Pals

Person Monitoring:

Principal

By When/Frequency:

Monthly

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

Teachers will have the opportunity each month to recognize their peers for making a positive impact on student achievement. Teachers can nominate each other via a nomination box to identify actions

that make a difference for students and the school as a whole. The Principal will monitor the number of submissions to the Pawsitive Pals box on a monthly basis and offer incentives to teachers who are making a difference amongst their peers.

Action Step #2

Social Committee

Person Monitoring:

Assistant Principal

By When/Frequency:

Quarterly

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

Increase implementation of social networking events with the staff by way of a social committee. As a result, teachers and administrators will interact in social environments, improving collaborative communication and develop a sense of collective efficacy. The school will monitor the effectiveness of the social committee by keeping a log of participating members.

Action Step #3

Decision making opportunities

Person Monitoring:

Principal

By When/Frequency:

Monthly

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

Hold monthly meetings with faculty to provide teachers an opportunity to contribute to school-wide decisions and recognize each other's efforts. This will increase communication and camaraderie amongst the staff throughout the 2024-2025 school year. Teachers will feel empowered to contribute to school decision making. The school will monitor the effort as evidenced in the faculty meeting agendas each month and the number of recommendations made by staff for positive improvements in school climate and culture.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The school's SIP will be made available to all stakeholders in a variety of ways. Hard copies of the SIP will be available in the school's Main Office, as well as in the school's Title I Parent Resource Room. Digital copies of the SIP will be available on the school's website (rrmoton.dadeschools.net).

Title I – Robert Russa Moton Elementary School. The SIP will be reviewed and presented to all teachers, students, and parents during the school's Open House, during the annual Title I Parent Meeting, and during all EESAC Meetings.

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

The school plans to build positive relationships with parents, families and other community stakeholders by hosting a series of meetings such as Open House, Title I Parent Meeting, Title I Parent Workshops, and EESAC Meetings. Parents, families and community members will also be invited to participate in school wide activities such as STEAM Showcases and Honor Roll Assemblies. Access to all information will be made via the school's website rrmoton.dadeschools.net,

Title I – Robert Russa Moton Elementary School as well as through our Social Media platforms.

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))

In collaboration with the district support staff, focus on the area of ELA Tier 1 Instruction and collaborative planning was identified as critical based on the analysis of the results of our FAST PM Data. According to results from the 2024 FAST Assessments, students in Grades K-2 had a median percentile score of 33%, and only 38% of students in Grades 3-5 achieved proficiency. If we successfully focus in the area of ELA Tier 1 Instruction, ensuring that effective lesson planning takes place via collaborative planning, and that instruction delivery is clear and concise, an increase in number of proficient students should be evident. Through the successful implementation, and monitoring, of ELA Tier 1 Instruction, collaborative planning, and data analysis, our Gr 3 -5 students will demonstrate an increase of a minimum of 5 percentage points in proficiency and 70 percent of L35 students will make gains toward proficiency.

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))

Not Applicable.

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))

RR Moton Elementary provides all students with opportunities for counseling, mentoring and mental health services through monthly in-class presentations, as well as through targeted small group sessions and individual one-on-one conferences. All services are communicated to parents and consents are garnered as needed. The school also implements a Positive Behavior Support system based on the MDCPS School District's Values Matter initiative. The school has a partnership with City Year to provide additional academic and support services to students during the school day.

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))

Not Applicable.

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)).

RR Moton Elementary implements a Positive Behavior Support system based on the MDCPS School District Values Matter initiative. This system includes Tier 1, Tier 2, and Tier 3 strategies that assist teachers on applying early intervention and positive behavior management. The system ties in directly to the MTSS/Rtl process.

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)).

RR Moton Elementary's Professional Learning Support Team (PLST) leverages professional learning opportunities, outlines professional learning that leads to improved educator practices and promotes

a school culture of collective responsibility for student learning based on current academic data. The PLST Team surveys teacher needs and interests and designs professional learning sessions for teachers based on teacher and student needs.

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))

RR Moton Elementary conducts visits to local preschools in order to establish relationships and partnerships. Curriculum bulletins are shared, and registration checklists are provided. A 'Transition to Kindergarten' orientation is offered annually in preparation for new registrations. School Tours and visits are scheduled throughout the school year.

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.

N/A

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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