Brevard Public Schools

# SURFSIDE ELEMENTARY SCHOOL




## 2025-26 Schoolwide Improvement Plan

# Table of Contents

SIP Authority ..... 1

I. School Information ..... 2

A. School Mission and Vision ..... 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring ..... 2

C. Demographic Data ..... 6

D. Early Warning Systems ..... 7

II. Needs Assessment/Data Review ..... 10

A. ESSA School, District, State Comparison ..... 11

B. ESSA School-Level Data Review ..... 12

C. ESSA Subgroup Data Review ..... 13

D. Accountability Components by Subgroup ..... 14

E. Grade Level Data Review ..... 17

III. Planning for Improvement ..... 18

IV. Positive Learning Environment ..... 27

V. Title I Requirements (optional) ..... 30

VI. ATSI, TSI and CSI Resource Review ..... 33

VII. Budget to Support Areas of Focus ..... 34

# School Board Approval

This plan was approved by the Brevard County School Board on Brevard School Board approved Sept. 9, 2025.

# SIP Authority

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

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

The Department's SIP template meets:

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

# Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

# I. School Information

## A. School Mission and Vision

**Provide the school's mission statement**

All Panthers show **PRIDE** every day: **P**erseverance, **R**espect, **I**ntegrity, **D**etermination, and **E**mpathy.

**Provide the school's vision statement**

At Surfside Elementary, faculty, staff, families, and the community work as a team to support the needs of ALL students on their educational journey toward lifelong success. Surfside students are held to high academic expectations and will exemplify the Panther PRIDE core values: **P**erseverance, **R**espect, **I**ntegrity, **D**etermination, and **E**mpathy.

**P**erseverance

**R**espect

**I**ntegrity

**D**etermination

**E**mpathy

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

### 1. School Leadership Membership

**School Leadership Team**

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

**Employee's Name**

Kassie Erenstoft, Ed.D.

Erenstoft.Kassie@Brevardschools.org

**Position Title**
Principal

**Job Duties and Responsibilities**

Dr. Erenstoft will oversee the entire school improvement process, ensuring that each phase—from planning to implementation—is aligned with Surfside's goals for student achievement and growth. She will play an integral role in developing strategic action steps, supporting teams with clarity and direction, and actively monitoring progress. Through regular check-ins, data reviews, and collaborative reflection, Dr. Erenstoft will hold all team members accountable to our shared commitments and ensure sustained focus on impactful outcomes for students.

## Leadership Team Member #2

**Employee's Name**
Lauren Sicoli

Sicoli.Lauren@Brevardschools.org

**Position Title**
Assistant Principal

**Job Duties and Responsibilities**

Mrs. Lauren Sicoli will play a key leadership role in the school improvement process, with a focused lens on strengthening math and science instruction across all grade levels. She will support teams in analyzing data, refining instructional practices, and implementing targeted strategies that drive student growth in these critical areas. Mrs. Sicoli will also monitor progress closely, provide ongoing coaching, and ensure accountability through regular collaboration and feedback.

## Leadership Team Member #3

**Employee's Name**
Audra Myer

Myer.Audra@Brevardschools.org

**Position Title**
Literacy Coach

**Job Duties and Responsibilities**

Mrs. Myer, our literacy coach, will lead the charge in enhancing ELA instruction schoolwide. She will collaborate closely with teachers to plan high-impact lessons, analyze student data, and implement research-based strategies that support reading and writing growth. Her expertise will be instrumental

in guiding teams through curriculum planning, instructional refinement, and ongoing professional learning in literacy.

## Leadership Team Member #4

**Employee's Name**
Colleen Anderson

Anderson.Colleen@Brevardschools.org

**Position Title**
Teacher

**Job Duties and Responsibilities**

Mrs. Anderson, serving as a teacher leader, will provide valuable support in strengthening science instruction across the school. She will work alongside teachers to plan engaging, standards-based lessons, model effective strategies, and help analyze student work to inform instruction. Her leadership will be key in fostering collaboration, promoting best practices in science, and supporting ongoing professional growth within grade-level teams.

## 2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

The Surfside team engaged multiple stakeholders throughout the development of the School Improvement Plan (SIP) to ensure it reflected a shared vision for growth and improvement. During the ASCEND conference, teacher leaders and school leadership reviewed school data and BPIE results, collaborated, and discussed potential strategies to address areas of need. Over the summer, the school leadership team built on this work by analyzing the input and drafting the SIP. In July, Dr. Karen Ivery met with Dr. Erenstoft to review the draft and provide feedback. In August, both the faculty and the School Advisory Council (SAC) were given an overview of the plan and invited to offer input. The draft was then revised based on stakeholder feedback and submitted.

## 3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Teachers and administrators will set monthly goals aligned to the school's overarching annual objectives. In addition, the school will establish, review, and analyze quarterly goals. These goals will be regularly monitored by administration during data meetings and collaborative planning sessions to ensure ongoing analysis of student data. This process allows for timely instructional adjustments to maximize student success.

# C. Demographic Data

| | |
|---|---|
| **2025-26 STATUS**<br>(PER MSID FILE) | **ACTIVE** |
| **SCHOOL TYPE AND GRADES SERVED**<br>(PER MSID FILE) | **ELEMENTARY**<br>**KG-6** |
| **PRIMARY SERVICE TYPE**<br>(PER MSID FILE) | **K-12 GENERAL EDUCATION** |
| **2024-25 TITLE I SCHOOL STATUS** | **NO** |
| **2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE** | **24.2%** |
| **CHARTER SCHOOL** | **NO** |
| **RAISE SCHOOL** | **NO** |
| **2024-25 ESSA IDENTIFICATION**<br>*UPDATED AS OF 1 | **N/A** |
| **ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)** | |
| **2024-25 ESSA SUBGROUPS REPRESENTED**<br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | **STUDENTS WITH DISABILITIES (SWD)**<br>**HISPANIC STUDENTS (HSP)**<br>**MULTIRACIAL STUDENTS (MUL)**<br>**WHITE STUDENTS (WHT)**<br>**ECONOMICALLY DISADVANTAGED STUDENTS (FRL)** |
| **SCHOOL GRADES HISTORY**<br>**2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.* | **2024-25: A**<br>**2023-24: A**<br>**2022-23: A**<br>**2021-22: A**<br>**2020-21:** |

# D. Early Warning Systems

## 1. Grades K-8

**Current Year 2025-26**

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| School Enrollment | 54 | 51 | 61 | 52 | 77 | 61 | 48 | | | 404 |
| Absent 10% or more school days | 6 | 6 | 2 | 8 | 6 | 5 | 4 | | | 37 |
| One or more suspensions | 0 | 2 | 3 | 3 | 8 | 5 | 0 | | | 21 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 3 | 0 | | | 3 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 3 | 0 | | | 3 |
| Level 1 on statewide ELA assessment | 3 | 1 | 9 | 5 | 9 | 5 | 3 | | | 35 |
| Level 1 on statewide Math assessment | 4 | 2 | 4 | 4 | 8 | 3 | 1 | | | 26 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 0 | 0 | 9 | 12 | 8 | 7 | 2 | | | 38 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | 0 | 0 | 0 | 0 | 0 | 3 | 0 | | | 3 |

**Current Year 2025-26**

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

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

**Current Year 2025-26**

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

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

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

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more school days | 1 | 4 | 8 | 4 | 9 | 7 | 4 | | | 37 |
| One or more suspensions | | | 2 | 1 | 3 | 7 | 7 | | | 20 |
| Course failure in English Language Arts (ELA) | | | | | | 1 | | | | 1 |
| Course failure in Math | | | | | | | 2 | | | 2 |
| Level 1 on statewide ELA assessment | | 2 | 6 | 8 | 3 | 8 | 2 | | | 29 |
| Level 1 on statewide Math assessment | | 3 | 2 | 9 | 5 | 5 | 3 | | | 27 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | | | | 2 | | | | | | 2 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | | | | 2 | | | | | | 2 |

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

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | | 1 | 3 | 2 | 2 | 5 | 4 | | | 17 |

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

The number of students retained:

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

## 2. Grades 9-12 (optional)

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

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

# A. ESSA School, District, State Comparison

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

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

| ACCOUNTABILITY COMPONENT | 2025 | | | 2024 | | | 2023** | | |
|---|---|---|---|---|---|---|---|---|---|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement* | 74 | 62 | 59 | 83 | 61 | 57 | 75 | 58 | 53 |
| Grade 3 ELA Achievement | 73 | 58 | 59 | 81 | 59 | 58 | 72 | 57 | 53 |
| ELA Learning Gains | 61 | 62 | 60 | 71 | 64 | 60 | | | |
| ELA Lowest 25th Percentile | 51 | 57 | 56 | 66 | 60 | 57 | | | |
| Math Achievement* | 81 | 63 | 64 | 85 | 62 | 62 | 79 | 58 | 59 |
| Math Learning Gains | 81 | 67 | 63 | 82 | 68 | 62 | | | |
| Math Lowest 25th Percentile | 64 | 54 | 51 | 75 | 59 | 52 | | | |
| Science Achievement | 82 | 62 | 58 | 94 | 60 | 57 | 86 | 58 | 54 |
| Social Studies Achievement* | | | 92 | | | | | | |
| Graduation Rate | | | | | | | | | |
| Middle School Acceleration | | | | | | | | | |
| College and Career Acceleration | | | | | | | | | |
| Progress of ELLs in Achieving English Language Proficiency (ELP) | | 62 | 63 | | 57 | 61 | | 54 | 59 |

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

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

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

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

| 2024-25 ESSA FPPI | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL FPPI – All Students | 71% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the FPPI | 567 |
| Total Components for the FPPI | 8 |
| Percent Tested | 98% |
| Graduation Rate | |

| ESSA OVERALL FPPI HISTORY | | | | | | |
|---|---|---|---|---|---|---|
| 2024-25 | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* | 2018-19 |
| 71% | 80% | 78% | 72% | 76% | | 68% |

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

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

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

**2024-25 ESSA SUBGROUP DATA SUMMARY**

| ESSA SUBGROUP | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
|---|---|---|---|---|
| Students With Disabilities | 51% | No | | |
| Hispanic Students | 73% | No | | |
| Multiracial Students | 73% | No | | |
| White Students | 71% | No | | |
| Economically Disadvantaged Students | 54% | No | | |

# D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

| 2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2023-24 | C&C ACCEL 2023-24 | ELP PROGRESS |
| All Students | 74% | 73% | 61% | 51% | 81% | 81% | 64% | 82% | | | | | |
| Students With Disabilities | 37% | 33% | 48% | 50% | 53% | 70% | 56% | 64% | | | | | |
| Hispanic Students | 71% | | 36% | | 93% | 91% | | | | | | | |
| Multiracial Students | 72% | | 57% | | 83% | 79% | | | | | | | |
| White Students | 74% | 73% | 63% | 53% | 80% | 80% | 65% | 82% | | | | | |
| Economically Disadvantaged Students | 64% | 38% | 55% | 36% | 67% | 70% | 50% | | | | | | |

**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 | 83% | 81% | 71% | 66% | 85% | 82% | 75% | 94% | | | | | |
| Students With Disabilities | 50% | 46% | 55% | 57% | 59% | 76% | 67% | | | | | | |
| Hispanic Students | 67% | | 75% | | 78% | 58% | | | | | | | |
| Multiracial Students | 95% | | 83% | | 90% | 75% | | | | | | | |
| White Students | 83% | 84% | 70% | 63% | 85% | 85% | 79% | 93% | | | | | |
| Economically Disadvantaged Students | 79% | 71% | 72% | 75% | 76% | 72% | 69% | 100% | | | | | |

**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 | 75% | 72% | | | 79% | | | 86% | | | | | |
| Students With Disabilities | 30% | 36% | | | 43% | | | 65% | | | | | |
| Hispanic Students | 86% | | | | 86% | | | | | | | | |
| Multiracial Students | 78% | | | | 78% | | | | | | | | |
| White Students | 74% | 72% | | | 78% | | | 84% | | | | | |
| Economically Disadvantaged Students | 65% | 50% | | | 68% | | | 90% | | | | | |

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

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

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

| 2024-25 SPRING | | | | | | |
|---|---|---|---|---|---|---|
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| ELA | 3 | 71% | 58% | 13% | 57% | 14% |
| ELA | 4 | 70% | 58% | 12% | 56% | 14% |
| ELA | 5 | 75% | 60% | 15% | 56% | 19% |
| ELA | 6 | 73% | 70% | 3% | 60% | 13% |
| Math | 3 | 75% | 59% | 16% | 63% | 12% |
| Math | 4 | 75% | 60% | 15% | 62% | 13% |
| Math | 5 | 91% | 57% | 34% | 57% | 34% |
| Math | 6 | 83% | 72% | 11% | 60% | 23% |
| Science | 5 | 82% | 60% | 22% | 55% | 27% |

# 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?

Over the past three years, the greatest area of growth has been in math proficiency. Surfside has increased from 79% proficient to 81%. This improvement can be attributed to several key factors: consistent implementation of standards-aligned instruction, the use of a high-quality math program across grades K–5, and teachers who maintain high expectations for all students.

**Lowest Performance**

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

Our lowest-performing 25% of students demonstrated the greatest area of need in English Language Arts (ELA), with only 52% achieving a learning gain. Additionally, proficiency among students with disabilities (SWD) was 37%. Contributing factors included fewer opportunities for facilitated collaborative planning and challenges in consistently delivering Exceptional Student Education (ESE) service minutes. In response, we have implemented strategic adjustments to both areas to support improved outcomes in the upcoming school year.

**Greatest Decline**

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

The most significant decline in academic performance was observed in Science, where proficiency dropped in the last three years from 86% to 82%. This shift coincided with a staffing change: a veteran teacher transitioned to 5th grade Math, and a newly hired educator assumed responsibility for Science instruction. While the overall scores decreased, we are proud of the new teacher’s strong start, with 82% of her students demonstrating proficiency. We are confident that with continued support and professional development, this success will grow in the coming year.

**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.

Surfside performed above the state average in nearly all areas, with one exception: learning gains in

ELA for our lowest 25% of students. At Surfside, 51% of these students demonstrated gains, compared to the state average of 56%. Several factors contributed to this gap, including scheduling challenges and service delivery within classrooms. Addressing these areas will be a key priority as we work to strengthen supports and improve outcomes for all students.

**EWS Areas of Concern**

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

One area of concern in our EWS is an increase in the number of students earning a level one in ELA. Last year, 29 students earned a level one, and this year that number increased to 35.

**Highest Priorities**

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

Our highest priorities include increasing our ELA achievement, learning gains for our lowest 25% in both ELA and Math, and increasing our science achievement.

# 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

**Area of Focus Description and Rationale**

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

Our school-wide focus will be on improving student achievement in ELA across all grade levels, with a particular emphasis on increasing learning gains for all students—especially those in the lowest-performing 25%.

**Measurable Outcome**

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

We will increase ELA learning gains of students in the lowest 25% from 51% (24-25) to 55%.

**Monitoring**

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

We will enhance our data tracking systems to support more intentional and effective instructional decision-making. Teachers will utilize a digital binder to set goals, track student data, and collaborate with school leaders. Student progress on assessments—including Benchmark unit assessments, progress monitoring, and iReady—will be reviewed regularly during data chats, MTSS meetings, and collaborative planning sessions to inform instruction and interventions.

**Person responsible for monitoring outcome**

Audra Myer, Kassie Erenstoft

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

To improve ELA proficiency and learning gains, we are implementing facilitated collaborative planning and digital data binders for both teachers and leaders. These systems promote aligned instruction, timely data use, and shared accountability for student achievement.

**Rationale:**
To improve ELA proficiency and student learning gains, we are strengthening accountability through two key systems: facilitated collaborative planning and digital data binders for teachers and leaders. Facilitated collaborative planning provides teachers with structured time to unpack standards, align instruction to rigor, and plan lessons that intentionally target student needs. When guided by instructional leaders or coaches, these sessions foster consistency, promote best practices, and ensure that planning is rooted in both data and high expectations. This process also strengthens team collaboration and builds collective responsibility for student outcomes. Digital data binders for teachers and leaders further support this work by promoting ongoing reflection and timely instructional adjustments. Teacher binders will house individual student data on priority standards, formative assessments, and writing performance, making it easier to identify trends and respond quickly. Leadership binders provide a broader view, allowing administrators to track progress across classrooms, guide coaching efforts, and make informed school-wide decisions. Together, these systems create a culture of shared accountability, strategic collaboration, and data-informed practice—key drivers for improving ELA performance and learning gains.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**

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

**Action Step #1**
Data Binders

**Person Monitoring:**
Kassie Erenstoft, Lauren Sicoli, Audra Myer

**By When/Frequency:**
Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
In June 2025, our leadership team collaborated to design the structure of the digital data binders. Responsibilities were divided among team members to efficiently create and organize the components. Once developed, we worked together to populate each binder with historical teacher data and goal-setting templates. These binders will be used consistently throughout the school year to monitor teacher goals and student data on a weekly basis, ensuring a focused and responsive approach to instruction. Teachers will receive training on this during preplanning and these will be used throughout the year to discuss data and assist with coaching cycles.

**Action Step #2**
Enhance Systems for Data Analysis, Collaboration, and Small Group Instruction

**Person Monitoring:**
Kassie Erenstoft

**By When/Frequency:**
Weekly

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

In June, our leadership team came together to evaluate and refine our systems for monitoring student data and guiding instructional decisions. To ensure we are meeting the needs of every learner, we will sharpen our focus on using data conversations to drive responsive instruction, with a key emphasis on strengthening small group instruction. Through this process, we recognized the need for a more streamlined, consistent, and timely way to review student progress across grade levels. To address this, we are developing a centralized, user-friendly spreadsheet housed within each teacher's digital binder. This tool will allow teachers to track individual student progress on priority standards, formative tasks, and diagnostic assessments in one location—an essential shift as we move away from PM assessments. By making data more accessible and actionable, we aim to support more targeted instruction and earlier interventions. In addition, we reviewed the school calendar and designed a comprehensive yearlong meeting schedule to keep data at the center of our instructional planning. This schedule includes extended collaborative planning sessions before each ELA unit, data chats following unit assessments, progress monitoring checkpoints, and iReady diagnostic reviews. Scheduled MTSS meetings, targeted professional development, and weekly grade-level collaboration are also embedded to provide ongoing support and reflection.

**Action Step #3**
Targeted training in effective strategies for teaching students with disabilities, with specific emphasis on explicit instruction.

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Kassie Erenstoft, Lauren Sicoli, Audra Myer | Quarterly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Throughout SY 25-26, teachers will receive training on High Leverage Strategies aimed at supporting students with disabilities. These strategies include focusing on the importance of explicit instruction for struggling learners. During classroom walkthroughs, administrators will monitor for these strategies being used, provide feedback and additional training, as necessary.

## 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**

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 the 2024 - 2025 school year 84% of students were proficient in math; compared to the previous year of 81%.

**Measurable Outcome**

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

We will increase student proficiency in math from 81% to 84% as evidenced by FAST PM3.

**Monitoring**

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

Teachers will utilize a digital binder to set goals, track student data, and collaborate with school leaders. Student progress on assessments—including unit assessments, FAST progress monitoring, and iReady diagnostics—will be reviewed regularly during data chats, MTSS meetings, and collaborative planning sessions to inform instruction and interventions.

**Person responsible for monitoring outcome**
Kassie Erenstoft and Lauren Sicoli

**Evidence-based Intervention:**

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

**Description of Intervention #1:**
We will implement Kagan strategies to increase student engagement, promote active participation, and strengthen individual accountability during instruction. Through collaborative planning, teachers will be supported in delivering high-quality, standards-aligned lessons using Achievement Level Descriptors and district instructional guides.

**Rationale:**
During collaborative planning sessions, teachers will engage in facilitated, purposeful planning using district-aligned resources to ensure lessons fully address the intent and rigor of each standard. These sessions will emphasize the intentional use of manipulatives and other hands-on tools to deepen understanding and actively engage students. Additionally, the deliberate integration of research-based Kagan strategies will further enhance student participation, foster collaboration, and cultivate greater ownership of learning. To sustain and elevate instructional quality, the leadership team will provide ongoing support through regular instructional walk-throughs paired with timely, actionable feedback, reinforcing best practices and driving continuous growth for both teachers and students.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**

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

**Action Step #1**
Kagan Cooperative Learning

**Person Monitoring:** **By When/Frequency:**

Kassie Erenstoft and Lauren Sicoli August 4, 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
During pre-planning, teachers will receive training in Kagan Cooperative Learning strategies. They will be expected to incorporate these structures into daily instruction to increase student engagement and accountability. Leadership will support implementation through walkthroughs, feedback, and ongoing training. Additionally, Kagan strategies will be modeled during professional development sessions and staff meetings.

**Action Step #2**
Collaborative Planning with BPS Mathematics Instructional Guides

**Person Monitoring:** **By When/Frequency:**
Kassie Erenstoft and Lauren Sicoli Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Facilitate planning to ensure lessons are standards-based and utilize district-approved instructional resources. Ensure use of Achievement Level Descriptors when planning for instruction to remain focused on the rigor of benchmarks.

**Action Step #3**
Targeted training in effective strategies for teaching students with disabilities, with specific emphasis on explicit instruction.

**Person Monitoring:** **By When/Frequency:**
Kassie Erenstoft, Lauren Sicoli, Audra Myer Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Throughout SY 25-26, teachers will receive training on High Leverage Strategies aimed at supporting students with disabilities. These strategies include focusing on the importance of explicit instruction for struggling learners. During classroom walkthroughs, administrators will monitor for these strategies being used, provide feedback and additional training, as necessary.

## Area of Focus #3

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**

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 2024-25, 82% of our students demonstrated proficiency in 5th grade science standards, as measured by the Statewide Science Assessment. The prior year, 23-24, 94% of our students were proficient in science.

**Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school

plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will increase student proficiency in science from 82% to 84% as evidenced by the State Science Assessment.

**Monitoring**

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

This area of focus will be monitored through student scores on summative science assessments administered for each unit of study in 5th grade. Students scoring 75% or above on these assessments will be considered adequately proficient in this unit and the accompanying standard(s). Students scoring 65-74% should be considered “at or near” in the unit/standard(s) and students scoring below 65% should be considered “below” the standard. By tiering students in this way, identifying students in need of intervention and reteaching will be more easily identified in order to improve overall student achievement.

**Person responsible for monitoring outcome**

Kassie Erenstoft, Colleen Anderson

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

We will strengthen Tier 1 instruction by incorporating Kagan Cooperative Learning Structures to enhance student engagement. Collaboration between the 5th grade science teacher and STEM teacher will be increased to support integrated learning experiences. Additionally, teachers will receive training in effective teaching practices for students with disabilities, with a focus on explicit instruction to better meet diverse learning needs.

**Rationale:**

Supporting strong tier 1 instruction through Kagan Structures and explicit instruction will increase proficiency in 5th grade science standards. Whole group teaching from the general education science teacher and small group intervention supported by STEM teacher through activity block and small group work allows for strong tier 1 instruction, as well as increased intervention ability.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Description of Intervention #2:**

Purposeful use of PENDA program to address deficiencies for students scoring below 75% on

summative unit assessments.

**Rationale:**
We will strengthen Tier 1 instruction by incorporating Kagan Cooperative Learning Structures to enhance student engagement. The STEM teacher and 5th grade science teacher will collaborate to provide standards-aligned instruction through targeted small-group teaching, ensuring that all students receive focused support tailored to their needs. As a district-approved supplemental instructional resource, PENDA Science is valuable for both reteaching science concepts and engaging students. For those who have received strong Tier 1 instruction but still fall below the 75% proficiency threshold, PENDA can be used to reteach, reinforce concepts, and address misconceptions effectively.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**

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

**Action Step #1**
Training in Kagan Cooperative Learning Structures

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Kassie Erenstoft | August 4, 2025 |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
During pre-planning, teachers will receive training in Kagan Structures. Administration and academic coach will conduct walkthroughs of the science classroom to monitor implementation of these structures and provide feedback and additional if necessary.

**Action Step #2**
PLC time for 5th grade science teacher, LEAD Mentor Teacher, and STEM teacher

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Kassie Erenstoft and Colleen Anderson | Monthly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
5th grade science teacher and STEM teacher will meet once a month for at least 60 minutes to plan for instruction. Teachers will report plans to administration and academic coach and this will be monitored through classroom walkthroughs.

**Action Step #3**
Targeted training in effective strategies for teaching students with disabilities, with specific emphasis on explicit instruction.

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Kassie Erenstoft, Lauren Sicoli, Audra Myer, Colleen Anderson | Quarterly |

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

Throughout SY 25-26, teachers will receive training on High Leverage Strategies aimed at supporting students with disabilities. These strategies include focusing on the importance of explicit instruction for struggling learners. During classroom walkthroughs, administrators will monitor for these strategies being used, provide feedback and additional training, as necessary.

**Action Step #4**
Students who score below 75% on summative unit assessments in PENDA will be assigned “developing” level PENDA lessons in corresponding standards, as determined by performance on summative unit assessments.

**Person Monitoring:**
Colleen Anderson

**By When/Frequency:**
Throughout the Year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
5th grade science teacher will assign lessons to targeted students after the completion of unit assessments. Class time will be given to students in general education, as well as STEM classroom for completion. PENDA reports will be monitored and data chats with teachers will be conducted to ensure gaps in learning are being filled.

# IV. Positive Learning Environment

## Area of Focus #1

Other: Provide greater clarity for Panther PRIDE expectations in all locations of our school campus.

**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.

Guided by the belief that all students can achieve success, Surfside staff will foster a culture of collective responsibility, where every staff member takes ownership of all student data, not just their own.

**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.

In the 2024-25 school year, Surfside's highest discipline incident was Willful Disobedience with 26 referrals in this category.  We will reduce the amount of discipline referrals coded Willful Disobedience by 10%.

**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 will monitor referral data quarterly.  Surfside will continue to take ownership of our school vision

where we exemplify the Panther PRIDE core values: Perseverance, Respect, Integrity, Determination and Empathy.

**Person responsible for monitoring outcome**
Kassie Erenstoft and Lauren Sicoli

**Evidence-based Intervention:**

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

**Description of Intervention #1:**
We will work toward developing school-wide expectations that support our Panther PRIDE core values and elevate behavior standards. Additionally, we will celebrate and recognize students for demonstrating positive behavior.

**Rationale:**
To reduce discipline referrals and continue fostering a positive school climate, Surfside will develop school-wide behavior expectations grounded in our Panther PRIDE values: Perseverance, Respect, Integrity, Determination, and Empathy. By establishing clear, consistent expectations in all areas of the school and ensuring all staff members actively reinforce them, students will better understand and internalize appropriate behaviors. These shared expectations will be explicitly taught, modeled, and revisited throughout the year, helping to build a cohesive and supportive school environment. At the same time, we remain committed to maintaining the strong sense of community and tradition that defines Surfside, ensuring that efforts to raise behavioral expectations continue to reflect the inclusive and respectful culture we value. This approach will help students thrive socially and emotionally, while also contributing to a reduction in discipline incidents such as willful disobedience.

**Tier of Evidence-based Intervention:**
Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**

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

**Action Step #1**
Develop School-Wide Expectations

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Lauren Sicoli and Colleen Anderson | Preplanning/August 2025 |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
We will use time during pre-planning, to begin brainstorming School-Wide Expectations as a staff. Mrs. Sicoli and Mrs. Anderson will meet with student representatives from the National Honor Society to get their input. The Panther Pride Leadership team will finalize expectations and roll-out to school community.

**Action Step #2**
Introduce and Communicate Behavior Expectations

**Person Monitoring:**
Lauren Sicoli and Colleen Anderson

**By When/Frequency:**
August 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Once expectations are finalized, we will share with staff and students as well as our school community.

**Action Step #3**
Monthly Panther PRIDE Celebrations

**Person Monitoring:**
Lauren Sicoli

**By When/Frequency:**
monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Continue the recognition of students displaying Panther PRIDE core values at our monthly celebrations with certificates and brag tags. Meet with Panther Pride team to determine areas of improvement for the school year.

# V. Title I Requirements (optional)

## A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

**Dissemination Methods**

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

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

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

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

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

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

No Answer Entered

# VI. ATSI, TSI and CSI Resource Review

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

**Process to Review the Use of Resources**

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

**Specifics to Address the Need**

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

No Answer Entered

# VII. Budget to Support Areas of Focus

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

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