

Miami-Dade County Public Schools

NORTH DADE CENTER FOR MODERN LANGUAGES



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <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 school motto "Preparing Global Thinkers for a Multicultural World" represents the educational philosophy of North Dade Center for Modern Languages (CML). The school's mission is to prepare all students for the challenges ahead by providing an academically enriched environment. We encourage creativity and promote analytical and reflective thinking. It is hoped that our students will acquire multicultural experiences and mutual respect on the road to becoming multilingual and multi-literate citizens in an increasingly internationalized workforce.

Provide the school's vision statement

The vision of North Dade Center for Modern Languages is to develop an academically enriched environment, preparing our students to become contributing citizens and global thinkers in a multicultural society.

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

Mrs. LaToya James-Edwards

Position Title

Principal

Job Duties and Responsibilities

Provides a common vision for the use of data-based decision making, ensures the school based team implements the MTS/RTI process, ensures implementation of intervention and differentiated instruction, ensures adequate professional development to meet the needs of the staff, and effectively communicates with all stakeholders.

Leadership Team Member #2

Employee's Name

Mrs. Jacqueline Salgan

Position Title

Assistant Principal

Job Duties and Responsibilities

Ensures that the School Leadership Team is applying the MTSS/Rti to assist struggling students and bridge the achievement gaps. Provides support and resources to staff so they are prepared to effectively deliver instruction. Communicates with all stakeholders about the schools' programs, activities, and progress.

Leadership Team Member #3

Employee's Name

Mrs. Cecilia Vickers

Position Title

Teacher K-12

Job Duties and Responsibilities

Provide support to the Instructional staff in developing strategies to infuse standard-based curriculum within our language magnet curriculum.

Leadership Team Member #4

Employee's Name

Mrs. Maria Alonso

Position Title

Teacher K-2

Job Duties and Responsibilities

Provide support to the Instructional staff in developing strategies to infuse standard-based curriculum within our language magnet curriculum.

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.

In developing the School Improvement Plan (SIP), a comprehensive process was followed to actively involve various stakeholders ensuring their input and collaboration. The engagement of stakeholders, including the school leadership team, teachers, EESAC, school staff, parents, students (mandatory for secondary schools), and business or community leaders, played a crucial role. The process begins with data analysis to identify needs and set SMART goals. Strategies and interventions are selected based on best practices, and resources are allocated accordingly. An action plan is created with clear responsibilities and timelines. Ongoing monitoring and evaluation ensure progress, and stakeholder engagement is maintained throughout. The SIP is a dynamic document that evolves with changing needs, communication and celebration of achievements are key components. Periodic reporting to relevant authorities keeps the plan accountable and aligned with the school's mission to enhance education quality and create a better learning environment for all students.

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))

Implementation and Ongoing Engagement: Throughout the implementation of the SIP, regular communication channels were established to keep stakeholders informed about progress, challenges, and achievements. The involvement of stakeholders will continue through periodic meetings, progress reports, and opportunities for feedback and adjustments as needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	96.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	86.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		5	3	1	2	3				14
One or more suspensions										0
Course failure in English Language Arts (ELA)						1				1
Course failure in Math										0
Level 1 on statewide ELA assessment						2				2
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				1						1
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

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

Current Year 2024-25

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	6	7	5	15	15	12				60
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment					1					1
Level 1 on statewide Math assessment					2					2
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

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		51	55	18		4				128

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	91	63	57	88	60	53	85	62	56
ELA Grade 3 Achievement **	93	63	58	88	60	53			
ELA Learning Gains	66	64	60				78		
ELA Learning Gains Lowest 25%	79	62	57				71		
Math Achievement *	94	69	62	89	66	59	80	58	50
Math Learning Gains	76	65	62				70		
Math Learning Gains Lowest 25%	70	58	52				61		
Science Achievement *	96	61	57	89	58	54	60	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	91	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	83%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	665
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
83%	89%	72%	52%		71%	69%

* 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%
English Language Learners	80%	No		
Black/African American Students	81%	No		
Hispanic Students	87%	No		
Economically Disadvantaged Students	83%	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%
English Language Learners	91%	No		
Black/African American Students	86%	No		
Hispanic	92%	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				
Economically Disadvantaged Students	87%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities				
English Language Learners	94%	No		
Native American Students				
Asian Students				
Black/African American Students	69%	No		
Hispanic Students	83%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	73%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	91%	93%	66%	79%	94%	76%	70%	96%					
English Language Learners	86%		73%		95%	67%							
Black/African American Students	86%	93%	69%	64%	92%	78%	71%	94%					
Hispanic Students	95%	93%	58%	92%	95%	78%		100%					
Economically Disadvantaged Students	88%	91%	77%	75%	93%	71%	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	88%	88%			89%			89%					91%
English Language Learners	88%				94%								
Black/African American Students	86%	85%			86%			88%					
Hispanic Students	90%	89%			94%			93%					
Economically Disadvantaged Students	87%	80%			86%			93%					

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	85%		78%	71%	80%	70%	61%	60%					
Students With Disabilities													
English Language Learners	100%				88%								
Native American Students													
Asian Students													
Black/African American Students	81%		75%	67%	76%	70%	60%	54%					
Hispanic Students	95%		88%		87%	73%		74%					
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	84%		77%	71%	78%	71%	67%	62%					

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	93%	56%	37%	55%	38%
Ela	4	84%	55%	29%	53%	31%
Ela	5	94%	56%	38%	55%	39%
Math	3	95%	65%	30%	60%	35%
Math	4	92%	62%	30%	58%	34%
Math	5	94%	59%	35%	56%	38%
Science	5	96%	53%	43%	53%	43%

III. Planning for Improvement

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

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

Most Improvement

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

Third grade ELA emerged as our strongest component, our proficiency rate increased 6 percentage points from 87% on the 2022-2023 F.A.S.T. PM3 assessment to 93% on the 2023-2024 F.A.S.T. PM2 assessment. Several factors contributed to the high performance on the Grade 3 ELA assessment including, an increase in data analysis of bi-weekly assessments and targeted differentiated instruction increased our proficiency.

Lowest Performance

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

Grade 4 ELA emerged as our weakest component, our proficiency rate decreased by 8 percentage points from 92% on the 2022-2023 F.A.S.T. PM3 assessment to 84% on the 2023-2024 F.A.S.T. PM3 assessment. Several factors contributed to the low performance on the Grade 4 ELA assessment include curriculum gaps, challenges in student engagement, and lack of rigor.

Greatest Decline

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

Grade 4 ELA showed the greatest decline, our proficiency rate decreased by 8 percentage points from 92% on the 2022-2023 F.A.S.T. PM3 assessment to 84% on the 2023-2024 F.A.S.T. PM3 assessment. Factors that contributed to the low performance on the Grade 4 ELA assessment include curriculum gaps, challenges in student engagement, and lack of rigor.

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.

North Dade Center for Modern languages outperformed the state average in all components.

EWS Areas of Concern

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

North Dade Center for Modern Languages will focus on increasing student attendance.

Highest Priorities

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

North Dade Center for Modern Languages will focus on increasing Grade 4 ELA proficiency.

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

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

According to the 2023-2024 F.A.S.T. PM3 data, Grade 4 English Language Arts (ELA) performance indicates 84% proficiency, this is an area that requires improvement, showing an decrease of 8 percentage points from the 2022-2023 F.A.S.T. PM3 data. Addressing this need for improvement is crucial to ensure our Grade 4 students receive the necessary support and resources to enhance their ELA skills. We recognize the importance of strong literacy foundations in academic success and are committed to taking proactive measures to address this challenge.

Measurable Outcome

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

If we successfully implement data driven instruction, guided by student data, there will be a 9% increase in proficiency in 4th grade ELA from 84% to 93% as evidenced by the 2024-2025 ELA F.A.S.T. PM3 data.

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.

By closely examining the data, collaborating with teachers, and engaging with relevant stakeholders, we will develop targeted strategies and interventions to bolster Grade 4 ELA instruction. These efforts will focus on personalized instruction, differentiated learning experiences, and the incorporation of evidence-based practices to meet the diverse needs of our students. Differentiated Instruction (DI) at our school will be carefully monitored through a multifaceted approach that includes regular classroom observations, ongoing teacher assessments, student feedback, and data analysis. Our monitoring process will focus on ensuring that DI strategies are effectively implemented in classrooms, align with student needs, and lead to improved learning outcomes. This monitoring process will be dynamic, allowing for adjustments and refinements based on the continuous feedback loop between teachers, students, and data analysis. Additionally, professional development

opportunities will be provided to support teachers in implementing DI effectively. Through these comprehensive measures, we aim to maintain a high standard of DI that positively impacts student engagement and achievement.

Person responsible for monitoring outcome

Mrs. LaToya James-Edwards

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:

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Rationale:

Regular progress monitoring and formative assessments will be conducted to gauge the effectiveness of our instructional interventions and adjust our strategies as needed. Continuous reflection and analysis of data will inform ongoing improvements in our instructional practices, ensuring that we remain responsive to the evolving needs of our Grade 4 students. Data Driven Instruction has been selected as our evidence-based strategy because it aligns with our commitment to meeting the diverse needs of our student population. By analyzing data and tailoring instruction to individual learning styles, abilities, and interests, we can maximize student engagement and achievement. Research consistently demonstrates that utilizing data to enhance instruction not only enhances learning outcomes but also fosters a positive classroom environment where all students feel valued and empowered.

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 and Targeted Interventions

Person Monitoring:

Mrs. LaToya James -Edwards

By When/Frequency:

On or before Sept. 27/ongoing

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

Conduct a comprehensive analysis of student performance data F.A.S.T. PM1 to identify specific

areas of weakness in Grade 4 ELA. Based on the analysis, develop targeted interventions that address the identified needs and align with evidence-based instructional practices. These interventions should be tailored to meet the diverse needs of students, providing personalized support to enhance their understanding and proficiency in ELA. Leadership team will conduct targeted walk throughs.

Action Step #2

Professional Development in Data Analysis

Person Monitoring:

Mrs. Jacqueline Salgan

By When/Frequency:

On or before Sept. 27/ongoing

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

Provide professional development opportunities for educators focused on data analysis, interpretation, and instructional strategies. Foster collaboration among teachers, encouraging them to share best practices, exchange insights, and learn from one another's successes. This collaborative approach will support the implementation of effective data-driven instruction and ensure a cohesive effort to improve Grade 4 ELA proficiency. Leadership team will participate in collaborative planning and follow up with grade level chair.

Action Step #3

Regular Progress Monitoring and Adjustment

Person Monitoring:

Mrs. James-Edwards

By When/Frequency:

On or before Sept. 27/ongoing

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

Implement a system for regular progress monitoring through formative assessments and ongoing data analysis. Continuously track student growth, evaluate the effectiveness of instructional strategies and interventions, and make timely adjustments as needed. This process of monitoring and adjustment will ensure that interventions are producing the desired outcomes and enable educators to provide targeted support to students in Grade 4 ELA. Administrative team will conduct data chats with teachers.

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.

Based on the 2023-2024 F.A.S.T. PM3 data, there was a 6% increase in Grade 4 math proficiency. This indicates an area that requires improvement and calls for focused attention to enhance student performance in math. We will conduct a comprehensive analysis of the data, examining specific areas of weakness and identifying patterns in student performance. This analysis will serve as the basis for developing an action plan that targets the identified needs and promotes growth in math 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.

If we successfully implement differentiated instruction, guided by student data, there will be a 3% increase in proficiency in 4th grade Math from 92% to 95% as evidenced by the 2024-2025 F.A.S.T. PM3 Math data.

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.

By closely examining the data, collaborating with teachers, and engaging with relevant stakeholders, we will develop targeted strategies and interventions to bolster Grade 4 Mathematics instruction. These efforts will focus on personalized instruction, differentiated learning experiences, and the incorporation of evidence-based practices to meet the diverse needs of our students. Differentiated Instruction (DI) at our school will be carefully monitored through a multifaceted approach that includes regular classroom observations, ongoing teacher assessments, student feedback, and data analysis. Our monitoring process will focus on ensuring that DI strategies are effectively implemented in classrooms, align with student needs, and lead to improved learning outcomes. This monitoring process will be dynamic, allowing for adjustments and refinements based on the continuous feedback loop between teachers, students, and data analysis. Additionally, professional development opportunities will be provided to support teachers in implementing DI effectively. Through these comprehensive measures, we aim to maintain a high standard of DI that positively impacts student engagement and achievement.

Person responsible for monitoring outcome

Mrs. Jacqueline Salgan

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:

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Rationale:

Regular progress monitoring and formative assessments will be conducted to gauge the effectiveness of our instructional interventions and adjust our strategies as needed. Continuous reflection and analysis of data will inform ongoing improvements in our instructional practices, ensuring that we remain responsive to the evolving needs of our Grade 4 students. Differentiation has been selected as our evidence-based strategy because it aligns with our commitment to meeting the diverse needs of our student population. By tailoring instruction to individual learning styles, abilities, and interests, differentiation allows us to maximize student engagement and achievement. Research consistently demonstrates that differentiation not only enhances learning outcomes but also fosters a positive classroom environment where all students feel valued and empowered. This evidence-based approach ensures that every student has the opportunity to reach their full potential and achieve academic success, aligning perfectly with our school's mission of providing quality education that caters to the unique needs of each learner.

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

Professional Development

Person Monitoring:

Mrs. Jacqueline Salgan

By When/Frequency:

On or before Sept. 27/ongoing

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

Provide professional development opportunities for educators focused on differentiated instruction and instructional resources. Foster collaboration among teachers, encouraging them to share best practices, exchange insights, and learn from one another's successes. This collaborative approach will support the implementation of effective differentiated instruction and ensure a cohesive effort to improve Grade 4 Math proficiency. Leadership team will attend collaborative planning and follow up with grade level chair.

Action Step #2

Regular Progress Monitoring and Adjustment

Person Monitoring:

Mrs. Jacqueline Salgan

By When/Frequency:

On or before Sept. 27/ongoing

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

Implement a system for regular progress monitoring through formative assessments and ongoing data analysis. Continuously track student growth, evaluate the effectiveness of instructional strategies and interventions, and make timely adjustments as needed. This process of monitoring and adjustment will ensure that interventions are producing the desired outcomes and enable educators to provide targeted support to students in Grade 4 Math. Leadership team will conduct data chats with teachers.

Action Step #3

Instructional Materials

Person Monitoring:

Mrs. Jacquelinee Salgan

By When/Frequency:

On or before Sept. 27/ongoing

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

Administrators and grade level chairs will provide a range of materials, such as tiered assignments, digital resources, and hands on activities/manipulatives. Leadership team will conduct targeted walk throughs to insure proper materials are being used.

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 2023-2024 School Climate Survey, 46% of staff members agree or strongly agree that staff morale is high at our school which is the same (46%) according to the 2022-2023 School Climate Survey. This means that 54% of staff do not agree staff morale is high.

Measurable Outcome

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

By the end of the school year, our staff morale will increase 5 percentage points for a minimum of 51% agreeing or strongly agreeing that staff morale is high on the School Climate Survey by June 2025.

Monitoring

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

The Leadership Team will work to connect with staff to create a positive school culture. The Social Committee along with the Leadership Team will plan activities outside of the school so staff can build rapport. Staff meetings will begin with an opportunity for recognition and spotlight staff achievements. The Leadership Team will analyze the gathered data and take staff recommendations into consideration during decision making.

Person responsible for monitoring outcome

Mrs. LaToya James-Edwards

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:

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

Rationale:

We want to celebrate the successes of our teachers and students through various school activities and recognition ceremonies. This will provide staff, students, and parents the opportunity to acknowledge the success of our staff and students; therefore creating a positive school climate where staff morale is high.

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**

Build Relationships

Person Monitoring:

Mrs. LaToya James-Edwards

By When/Frequency:

On or by Sept 27/ quarterly

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

Social Committee along with the Leadership Team will plan activities outside of the school so staff can build rapport.

Action Step #2

Spotlight

Person Monitoring:

Mrs. LaToya James-Edwards

By When/Frequency:

On or by Sept 27/Monthly

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

Spotlight staff members achievements, creative ideas or innovative teaching strategies during monthly faculty meetings. As a result, staff will feel recognized for their accomplishments.

Action Step #3

Wellness

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

Mrs. La Toya James-Edwards

On or before Sept 27/Monthly

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

School counselor will invite Well-Way to have our teachers participate in a wellness day.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

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

Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed that students who struggle with daily attendance are also students who are not meeting expectations; making learning gains; or demonstrating proficiency. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.

Measurable Outcome

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

If we successfully implement the Targeted Element of Student Attendance, our students will receive high quality instruction that will contribute to overall improved student achievement. With consistent student incentives, attendance at North Dade Center for Modern Languages will increase, and we will have less students with 5 or more absences.

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 School Leadership Team will work to connect families who struggle with attendance and identify the root cause for absences/tardiness and create a plan of action to ensure students are able to be present daily. The School Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will continue to monitor daily attendance and inform the SLT of any student with inconsistent attendance. Reviewing student attendance will be included in our data chats. Follow-up contact will be made with parents when necessary.

Person responsible for monitoring outcome

Mrs. Jacqueline Salgan

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:

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:

Attendance initiatives will assist in decreasing the number of student absences. The initiatives will provide the School Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

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

Daily Tracking

Person Monitoring:

Mrs. Jacqueline Salgan

By When/Frequency:

On or by Sept 27/Daily

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

Daily attendance bulletins will be used to monitor individual student attendance and will also be used to track student attendance throughout the school year. School counselor and CLS will utilize an excel spreadsheet to monitor.

Action Step #2

Communicate with parents

Person Monitoring:

Mrs. Jacqueline Salgan

By When/Frequency:

On or by Sept 27/Daily

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

School Messenger will be used to communicate with families in reference to daily student attendance. This will provide a daily reminder to parents of the importance of school attendance.

Action Step #3

Student Support

Person Monitoring:

By When/Frequency:

Mrs. Jacqueline Salgan

On or by Sept 27/when necessary

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

School Counselor and/or Student Services Support personnel will be meeting with individual students that have 10 or more absences, weekly to monitor their attendance and implement a "check in " program to positively encourage the student's attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

<http://www.northdadecml.net>

The school improvement plan, which encompasses our strategies and objectives for enhancing student achievement, will be distributed to all stakeholders including EESAC and all EESAC members through various methods to ensure broad access and active engagement. Physical copies will be made available in key areas within the school, while electronic versions will be shared via email and posted on our website for easy access. Stakeholder meetings and open forums will be organized to present the plan, address questions, and gather input. Regular updates and progress reports will be communicated through online platforms. Through these inclusive distribution methods, we aim to foster transparency, collaboration, and a shared sense of responsibility as we work together to implement the plan and create an environment conducive to student success.

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))

<http://www.northdadecml.net>

By implementing these strategies, the school aims to build positive relationships with parents, families, and community stakeholders. These relationships not only support the needs of students but also contribute to fulfilling the school's mission of providing a nurturing and enriching educational experience. Through open communication, engagement programs, collaboration, community

partnerships, and transparent reporting, we strive to create an inclusive and supportive environment where all stakeholders are actively involved in the success and well-being of our students.

www.northdadecml.com

Plans to Strengthen the Academic Program

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

The school has developed a comprehensive plan to strengthen the academic program by implementing data-driven instruction and utilizing a data-driven approach. By analyzing student performance data, educators will identify areas for improvement and tailor instruction to meet individual student needs. This data-driven approach will guide curriculum enhancement efforts, allowing for the development of an enriched and accelerated curriculum. To increase learning time, the school will explore extended learning opportunities such as before and after-school programs and individualized instruction. Through ongoing professional development, teachers will be equipped with the latest instructional strategies, including differentiation and data-driven interventions, to support students' diverse learning needs. Collaborative partnerships with external organizations will also be sought to enrich the curriculum, providing students with real-world experiences and access to specialized resources. By employing data-driven instruction, offering extended learning opportunities, and fostering collaboration, the school aims to provide an exceptional educational experience that maximizes student growth, engagement, and achievement.

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))

Our school improvement plan is meticulously developed in coordination and integration with numerous Federal, State, and local services, resources, and programs, including those mandated under ESSA 1114(b)(5). We ensure alignment with ESSA guidelines to enhance student achievement and reduce disparities. Collaboratively, we work with violence prevention programs to create a safe environment, engage with school nutrition programs for healthy meals, coordinate with housing authorities to address housing-related issues, and partner with Head Start programs for smooth transitions. Additionally, we support adult education opportunities, connect with career and technical education programs, and share insights with schools in CSI or TSI activities under Section 1111(d). Furthermore, our plan actively involves local community resources and organizations, facilitating a holistic approach to education that meets the diverse needs of our students and community while

promoting academic success and personal growth.

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))

By implementing counseling, school-based mental health services, specialized support services, mentoring programs, and other strategies, the school ensures a comprehensive support system that addresses students' diverse needs beyond academic subjects. These initiatives foster personal growth, resilience, social-emotional well-being, and the acquisition of vital life skills, contributing to students' overall success and development as well-rounded individuals.

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))

The school partners with the middle schools in our feeder pattern in order to raise awareness of the educational programs that are available for them.

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)).

The school has implemented a comprehensive schoolwide tiered model to prevent and address problem behavior, while also providing early intervention services that align with the activities and services outlined under the Individuals with Disabilities Education Act (IDEA). This tiered model involves a multi-tiered system of supports (MTSS) that encompasses proactive strategies for all students, targeted interventions for students at risk, and intensive support for students with significant behavioral needs. The school establishes a positive and inclusive climate by promoting positive behavior expectations, teaching social-emotional skills, and fostering a sense of belonging. Through regular screenings and assessments, students' behavioral needs are identified early on, allowing for the implementation of evidence-based interventions that are systematically applied and progress-monitored. Collaboration among teachers, support staff, and families is prioritized, ensuring a coordinated approach to providing individualized support and interventions. By aligning these efforts

with the requirements of IDEA, the school ensures a cohesive system of support that promotes positive behavior, addresses problem behavior early, and enhances outcomes for all students, including those with disabilities.

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)).

The school is dedicated to providing ongoing professional learning opportunities and other activities for teachers, paraprofessionals, and other school personnel to continuously improve instruction and effectively utilize data from academic assessments. Professional development opportunities are designed to enhance teachers' pedagogical skills, instructional strategies, and data analysis techniques, ensuring they can make data-informed instructional decisions. Collaborative learning communities are fostered, enabling teachers to share best practices, engage in reflective discussions, and refine their teaching approaches. Additionally, the school implements targeted strategies to recruit and retain effective teachers, particularly in high-need subjects. This includes offering competitive compensation, providing mentoring and support for new teachers, creating opportunities for professional growth, and establishing a positive and supportive working environment that values teachers' expertise and contributions. By prioritizing professional learning, data-driven instruction, and teacher recruitment and retention, the school aims to elevate instructional quality and ultimately improve student outcomes in all subject areas, particularly in high-need subjects.

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))

Our school configuration does not have students at the VPK level; therefore, we do not have early childhood education programs at our school location.

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).

N/A

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