

Polk County Public Schools

RCMA MULBERRY COMMUNITY ACADEMY



2026-27 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..... 5

 D. Early Warning Systems 6

II. Needs Assessment/Data Review 9

 A. ESSA School, District, State Comparison 10

 B. ESSA School-Level Data Review 11

 C. ESSA Subgroup Data Review 12

 D. Accountability Components by Subgroup..... 13

 E. Grade Level Data Review 16

III. Planning for Improvement..... 17

IV. Positive Learning Environment 25

V. Title I Requirements (optional)..... 29

VI. ATSI, TSI and CSI Resource Review 36

VII. Budget to Support Areas of Focus 38

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 (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

RCMA opens doors to opportunities through quality child care and education from crib to high school and beyond.

Provide the school's vision statement

RCMA will be recognized as a national role model in preparing rural low-income children for leadership in an increasingly diverse and complex world.

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

Ashley Johnson

ashley.johnson@rcma.org

Position Title

Principal Manager

Job Duties and Responsibilities

The principal manager provides coaching, supervision, and support to school principal to ensure effective instructional leadership, operational efficiency, and alignment with organizational goals. They collaborate with school leader to monitor progress, build leadership capacity, and drive continuous school improvement.

Leadership Team Member #2

Employee's Name

Mark Haggett

mark@rcma.org

Position Title

Principal

Job Duties and Responsibilities

The principal serves as the instructional and operational leader of the school, responsible for implementing the School Improvement Plan, ensuring high-quality instruction, and fostering a safe and supportive learning environment. Responsibilities include leading data-driven decision making, overseeing the Multi-Tiered System of Supports (MTSS), coordinating professional development, supervising staff, and ensuring the fidelity of curriculum implementation. The principal collaborates with stakeholders, monitors progress toward schoolwide goals, manages federal and state compliance requirements, and ensures communication with families and community partners to support student success.

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 SIP was developed through a collaborative process involving school leadership, instructional staff, and parent and community stakeholders. Input was gathered through leadership team meetings, teacher PLCs, parent conferences, and community partner conversations to identify key priorities, including academic achievement, student supports, and operational needs. Feedback was used to shape goals and strategies focused on improving instruction, strengthening family engagement, and addressing identified barriers to student success.

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)).

The SIP will be monitored regularly through leadership team meetings, data reviews, and progress monitoring aligned to state academic standards and schoolwide goals. Particular attention will be given to students with the greatest achievement gaps through MTSS meetings, intervention tracking, and subgroup data analysis. Revisions to the plan will be made as needed based on input from staff, families, and community partners to ensure continuous improvement and alignment with student needs.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-3
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	ENGLISH LANGUAGE LEARNERS (ELL)* HISPANIC STUDENTS (HSP)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: D 2024-25: 2023-24: 2022-23: 2021-22:

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	34	40	41	30						145
Absent 10% or more school days	5	6	7	5						23
One or more suspensions	0	1	0	0						1
Course failure in English Language Arts (ELA)	0	0	0	0						0
Course failure in Math	0	0	0	0						0
Level 1 on statewide ELA assessment	6	10	18	10						44
Level 1 on statewide Math assessment	2	6	16	7						31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	6	10	18	10						44
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	6	16	7						31

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	4	12	4						22

Current Year 2026-27

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

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

Prior Year (2025-26) 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	
School Enrollment	41	46	29							116
Absent 10% or more school days	6	3	7							16
One or more suspensions	1									1
Course failure in English Language Arts (ELA)	1									1
Course failure in Math	1									1
Level 1 on statewide ELA assessment	5	9	12							26
Level 1 on statewide Math assessment	6	8	10							24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	3	6							13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	4	5							12

Prior Year (2025-26) 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	0	0	0	0	0	0	0	0	0	0

Prior Year (2025-26) 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	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	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

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	21	54	62	50	59		50		57
Grade 3 ELA Achievement	21	53	61	51	59		50		58
ELA Learning Gains		58	63	53	60		56		60
ELA Lowest 25th Percentile		56	58	54	56		59		57
Math Achievement*	63	56	66	53	64		54		62
Math Learning Gains		58	64	54	63		58		62
Math Lowest 25th Percentile		47	50	44	51		53		52
Science Achievement		50	62	48	58		51		57
Social Studies Achievement*			95		92				
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				58	63		58		61

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

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						CSI
OVERALL FPPI – All Students						35%
OVERALL FPPI Below 41% - All Students						Yes
Total Number of Subgroups Missing the Target						3
Total Points Earned for the FPPI						105
Total Components for the FPPI						3
Percent Tested						98%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
35%	56%	74%				

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	32%	Yes	1	
Hispanic Students	35%	Yes	1	
Economically Disadvantaged Students	38%	Yes	1	

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.

2025-26 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.
All Students	21%	21%			63%					
English Language Learners	17%	17%			61%					
Hispanic Students	21%	21%			63%					
Economically Disadvantaged Students	25%	25%			65%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	23%	53%	-30%	60%	-37%
Math	3	62%	56%	6%	66%	-4%

III. Planning for Improvement

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

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

Most Improvement

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

Third grade math demonstrated the school's strongest improvement, with 63% of students achieving proficiency. This performance exceeded neighboring schools, outperformed the district average by 6 percentage points, and was within 4 percentage points of the state average, reflecting significant academic growth and the effectiveness of the school's instructional efforts.

Several new actions contributed to this success. The school strengthened Tier 1 mathematics instruction by implementing more consistent standards-based lessons and conducting regular data meetings to identify student needs and adjust teaching strategies. In addition, the RCMA network math coach worked with small groups of students twice per week to target grade level standards.

Lowest Performance

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

The school's lowest-performance was English Language Arts (ELA), particularly in 2nd and 3rd grades. Student performance in these grades reflected ongoing challenges in foundational literacy development. Many students entered the school significantly below grade level, requiring intensive intervention to address gaps in early reading skills.

A contributing factor to last year's performance was the number of students who began the year with weak foundational literacy skills, making it difficult for them to fully access grade-level text and instruction. While targeted interventions and small-group instruction were provided, the school recognized the need for more consistent implementation of evidence-based literacy supports across all classrooms. Trend data indicate that strengthening Tier 1 literacy instruction and ensuring timely, systematic intervention for struggling readers must remain a priority.

Greatest Decline

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

Although this was our first year for state accountability, 3rd grade reading data remains of concern.

We had a significant number of students enter 3rd grade with weak foundational skills. While we implemented intervention, it was not intensive enough or consistent enough to address these gaps while providing meaningful access to grade-level curriculum.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest performance gap compared to the state average was in Grade 3 English Language Arts, where the school's proficiency rate was 37 percentage points below the state average. This gap reflects the significant literacy needs of students entering third grade with unfinished foundational reading skills.

A primary contributing factor was that many students entered third grade already performing below grade level, requiring substantial remediation while simultaneously being expected to master increasingly complex grade-level standards. Trend data indicate that literacy challenges begin in the primary grades, underscoring the need for stronger, more consistent foundational reading instruction and earlier intervention. In response, the school is prioritizing the implementation of evidence-based literacy practices, strengthening Tier 1 instruction, increasing targeted intervention opportunities, and using frequent progress monitoring to ensure students receive timely support before reaching third grade. These efforts are intended to close the performance gap and improve long-term reading outcomes.

EWS Areas of Concern

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

Review of the Early Warning System (EWS) data identified several areas of concern that have the potential to significantly impact student achievement. First, the percentage of students identified with substantial deficiencies in reading indicates that a significant number of students require intensive literacy intervention and continued support to build foundational reading skills. Without early, targeted intervention, these students are at increased risk for continued academic struggles in later grades.

A second area of concern is the number of students with 10% or more absences, as chronic absenteeism reduces instructional time and limits students' access to high-quality Tier 1 instruction and interventions. Additionally, second grade students with multiple early warning indicators—specifically low performance in both reading and mathematics—represent a critical group requiring coordinated academic support. These students are at heightened risk for ongoing academic difficulty if interventions are not implemented consistently across content areas.

Highest Priorities

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

The school's highest priorities for improvement during the upcoming school year are:

1. Increase reading proficiency across all grade levels.
2. Increase mathematics proficiency among the 2025-26 2nd and 3rd graders.
3. Reduce the percentage of students scoring at the lowest achievement level in reading
4. Reduce chronic absenteeism
5. Strengthen early intervention systems

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.

The school's primary instructional focus for English Language Arts is strengthening Tier 1 literacy instruction in grades 3 and 4 to improve reading proficiency and ensure all students successfully access grade-level standards. Instruction will emphasize explicit teaching of foundational reading skills as needed, vocabulary development, fluency, comprehension, and evidence-based reading strategies through high-quality core instruction, differentiated small-group instruction, and frequent progress monitoring.

This area of focus directly impacts student learning because strong literacy skills are essential for success across all academic content areas. Students who are not proficient readers by the end of third grade often struggle to comprehend increasingly complex texts, limiting achievement in ELA, mathematics, science, and social studies. By strengthening core instruction and providing timely, targeted interventions, the school will increase student proficiency while reducing the number of students performing at the lowest achievement levels.

This focus was identified through analysis of the previous year's achievement data. Third-grade ELA demonstrated the largest performance gap compared to the state average, with the school performing 37 percentage points below the state. Additionally, second- and third-grade ELA represented the school's lowest-performing academic areas, and Early Warning System data identified a significant number of students with substantial reading deficiencies entering the intermediate grades. These trends indicate that many students are entering grades 3 and 4 without the foundational literacy skills necessary for grade-level success. As a result, strengthening instructional practices in grades 3 and 4 is a critical priority to accelerate student achievement, close performance gaps, and improve long-term reading outcomes.

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.

By the end of the 2026–2027 school year, at least 50% of 2nd–4th grade students will demonstrate proficiency in reading on the state assessment. Additionally, the school will reduce the percentage of 2nd–4th grade students scoring at Level 1 from 40% to below 25%. In addition, at least 65% of students in 4th grade will demonstrate a learning gain based on prior year performance on the state assessment.

Based on the 2025–2026 assessment results, 21% of third-grade students achieved proficiency in reading, while 38% scored at Achievement Level 1. In second grade, 26% of students demonstrated grade-level reading proficiency, and 43% scored at Achievement Level 1.

Monitoring

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

Implementation of this Area of Focus will be monitored through regular classroom walkthroughs, instructional coaching, and PLC meetings to ensure consistent delivery of evidence-based Tier 1 literacy instruction, differentiated small-group instruction, and intervention aligned to student needs.

Student progress will be monitored using FAST Progress Monitoring, IXL and MCLASS progress monitoring, classroom assessment data, and ongoing analysis of students performing below grade level. Grade-level teams and school leadership will review data during PLCs to identify trends, adjust instruction, monitor intervention effectiveness, and provide targeted support to ensure progress toward the goals.

Person responsible for monitoring outcome

Principal - Mark Haggett

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:

Mulberry Community Academy will ensure the consistent implementation of Amplify CKLA and Caminos as the evidence-based Tier 1 English Language Arts curriculum in grades K–4.

Rationale:

Amplify CKLA and Caminos provide systematic, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, knowledge building, reading comprehension, and writing aligned to Florida's B.E.S.T. Standards. Consistent implementation of the curriculum will strengthen foundational literacy skills and increase the number of students reading on grade level by the end of 4th grade.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Mulberry Community Academy will implement UFLI Foundations as an evidence-based foundational literacy intervention to provide systematic, explicit instruction in phonemic awareness, phonics, decoding, encoding, and high-frequency word recognition for students requiring additional support.

Rationale:

UFLI's structured, research-based instructional routines will be used to accelerate foundational reading skills, close skill gaps, and support students who are not yet meeting grade-level expectations.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #3:

Story Champs in grades K–1 to strengthen students' oral language, vocabulary, listening comprehension, and narrative language skills, which are foundational to later reading comprehension and literacy success.

Rationale:

Story Champs is an evidence-based intervention that uses explicit modeling, guided practice, visual supports, and repeated opportunities for oral language practice to develop students' ability to understand, retell, and generate stories. It is available in English and Spanish so develops students' language comprehension in both languages of our dual language program.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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

Reading-endorsed, certified reading interventionist

Person Monitoring:

Mark Haggett

By When/Frequency:

By September 1/Weekly

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

Hire a certified, reading-endorsed reading interventionist to provide targeted literacy intervention, support implementation of UFLI Foundations, analyze student data, and collaborate with classroom teachers to accelerate reading achievement for students performing below grade level.

Action Step #2

Reading professional learning and instructional coaching

Person Monitoring:

Mark Haggett

By When/Frequency:

October 1/Weekly

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

Provide ongoing professional learning and instructional coaching for K–4 teachers on the effective implementation of Amplify CKLA, UFLI Foundations, and Story Champs, including explicit instruction in foundational literacy skills, small-group instruction, and data-driven instructional decision-making.

Action Step #3

Literacy PLCs

Person Monitoring:

Mark Haggett

By When/Frequency:

October 15/Monthly

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

Establish a consistent cycle of literacy data review through PLC meetings, classroom walkthroughs, and coaching observations to monitor fidelity of implementation, analyze FAST Progress Monitoring and formative assessment data, identify students needing additional support, and adjust instruction and interventions to improve reading outcomes.

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.

Third-grade mathematics has been identified as an Area of Focus to increase student achievement through consistent, high-quality Tier 1 instruction aligned to Florida's B.E.S.T. Standards. While 63% of third-grade students achieved proficiency in mathematics during the prior school year, this performance remains below the school's expectations and slightly below the district and state averages. Additionally, RCMA's other charter schools achieved 85% and 78% third-grade mathematics proficiency, demonstrating that higher levels of student achievement are attainable through strong instructional practices and effective implementation of the mathematics curriculum.

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.

Based on the 2025–2026 state assessment results, 63% of third-grade students achieved proficiency in mathematics. By the end of the 2026–2027 school year, at least 75% of 3rd and 4th grade students will score a level 3 or higher on the on the state assessment. In addition, at least 80% of 4th grade students will demonstrate learning gains in math.

Monitoring

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

Progress toward these outcomes will be monitored throughout the year using FAST Progress Monitoring, common formative assessments, and PLC data reviews to ensure timely instructional adjustments and targeted support for students.

Person responsible for monitoring outcome

Math Coach - Mandy Johnson

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:

Mulberry Community Academy will use a dedicated mathematics coach (Mandy Johnson) to strengthen Tier 1 mathematics instruction in 3rd and 4th grades.

Rationale:

Research demonstrates that sustained instructional coaching is an evidence-based practice that improves teacher effectiveness and student achievement by providing job-embedded professional learning, modeling of high-impact instructional strategies, collaborative lesson planning, data analysis, and timely feedback. The mathematics coach will work directly with teachers to strengthen standards-aligned instruction, mathematical discourse, problem-solving, and the effective use of formative assessment to increase student proficiency and learning gains.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Mulberry Community Academy will provide targeted small-group mathematics tutoring led by a certified mathematics teacher for students identified through assessment data as performing below grade level or needing additional support.

Rationale:

Small-group instruction is an evidence-based intervention that allows teachers to provide explicit, targeted instruction aligned to individual student needs, address misconceptions, and provide immediate feedback to accelerate learning. Instruction will focus on priority mathematics standards, conceptual understanding, procedural fluency, and problem-solving skills.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Create plan for math coaching support

Person Monitoring:

Ashley Johnson

By When/Frequency:

September 1/Weekly

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

Use the math coach to provide ongoing job-embedded professional learning, including classroom modeling, instructional coaching, lesson planning support, data analysis, and feedback to strengthen Tier 1 mathematics instruction aligned to Florida's B.E.S.T. Standards.

Action Step #2

Small-group math tutoring

Person Monitoring:

Mandy Johnson

By When/Frequency:

August 15/ Twice weekly

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

Implement a targeted small-group math tutoring program led by a certified teacher for students identified through FAST Progress Monitoring and formative assessment data as performing below grade level.

Action Step #3

Math PLC meetings

Person Monitoring:

Mark Haggett

By When/Frequency:

October 15/Monthly

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

Conduct biweekly PLC meetings to analyze student assessment data, monitor the implementation and effectiveness of instructional strategies and interventions, identify students requiring additional support, and make timely instructional adjustments to improve mathematics proficiency and learning gains.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Student attendance has been identified as an Area of Focus because regular school attendance is

essential to academic achievement and student success. During the 2025–2026 school year, 23% of students missed more than 10% of the school year, placing them in the chronically absent category. Chronic absenteeism reduces instructional time, limits students' opportunities to develop foundational literacy and mathematics skills, and negatively impacts academic growth and overall school performance.

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.

Based on 2025–2026 attendance data, 23% of students were chronically absent, missing more than 10% of the school year. By the end of the 2026–2027 school year, Mulberry Community Academy will reduce the percentage of chronically absent students from 23% to 10% or less.

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 student attendance Area of Focus will be monitored through weekly attendance reports, Early Warning System (EWS) data reviews, and monthly leadership team meetings to identify students at risk of chronic absenteeism. School staff will review attendance trends, monitor the effectiveness of attendance interventions, and communicate regularly with families to address barriers to consistent attendance. Students identified as at risk will receive timely supports, including family outreach, problem-solving meetings, and referrals to appropriate school or community resources when needed. Ongoing monitoring will allow the school to intervene early before attendance issues become chronic, increasing students' access to daily, high-quality instruction. Improved attendance will provide students with greater opportunities to build foundational literacy and mathematics skills, resulting in stronger academic achievement, increased learning gains, and improved overall school performance.

Person responsible for monitoring outcome

Mark Haggett--Principal

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:

MCA will implement attendance MTSS to identify and support students at risk of chronic absenteeism. Attendance data will be reviewed weekly through the Early Warning System to identify attendance concerns early. Students with emerging attendance issues will receive targeted interventions, including attendance improvement plans, individualized problem-solving meetings, and referrals to school-based or community resources.

Rationale:

MTSS provides a proactive, data-driven framework for identifying students at risk of chronic absenteeism before attendance patterns become entrenched. Regular review of attendance data through the Early Warning System enables school staff to intervene early, address barriers to attendance, and provide increasingly intensive supports based on student need.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

The school will strengthen family engagement by implementing proactive communication and family partnerships designed to improve student attendance. School staff will communicate regularly with families regarding attendance expectations, recognize improved attendance, and work collaboratively to address barriers such as transportation, health concerns, or scheduling challenges.

Rationale:

Family engagement is a key factor in improving student attendance because families have the greatest influence on establishing consistent attendance habits. Research demonstrates that consistent family outreach and collaborative problem-solving improve attendance and reduce chronic absenteeism.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Schoolwide attendance recognition program that promotes a positive school climate and reinforces the importance of daily attendance. Students and classrooms demonstrating strong or improved attendance will be recognized through incentives, celebrations, and schoolwide acknowledgments.

Rationale:

A positive school climate and the use of attendance recognition systems encourage students to develop consistent attendance habits by reinforcing the value of being present at school every day. Research has shown that positive reinforcement and recognition can improve student engagement, motivation, and school connectedness, which are associated with increased attendance and reduced chronic absenteeism. Recognizing both excellent and improved attendance helps foster a culture in which students and families understand that regular attendance is essential for academic success.

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

Student Attendance MTSS

Person Monitoring:

Mark Haggett

By When/Frequency:

September 1/Weekly

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

Review student attendance data weekly through the Early Warning System and MTSS process to identify students at risk of chronic absenteeism, monitor attendance trends, and assign timely interventions based on individual student needs.

Action Step #2

Attendance Communication

Person Monitoring:

Mark Haggett

By When/Frequency:

September 1/Weekly

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

Work with the office manager and school counselor to implement proactive family engagement practices, including regular attendance communication, parent conferences, home visits when appropriate, and collaborative attendance improvement plans to address barriers and support consistent student attendance.

Action Step #3

Attendance Recognition

Person Monitoring:

Mark Haggett

By When/Frequency:

October 1/Monthly

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

Establish a schoolwide attendance recognition program that celebrates individual students and classrooms for excellent and improved attendance through incentives, celebrations, and regular recognition to promote a positive culture of 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 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.

RCMA Mulberry Community Academy is committed to sharing the School Improvement Plan (SIP), Schoolwide Plan (SWP), and UniSIG budget with all stakeholders, including families, staff, students, community partners, and leadership. These documents will be accessible, understandable, and available in English and Spanish as needed.

The SIP will be publicly posted on the school's website at:

<https://charterschools.rcma.org/academies/mca/governance/#school-improvement-plan>

To reach families, the SIP and related plans will be presented during the annual Title I Open House, quarterly parent nights, and School Advisory Council (SAC) meetings. Family-friendly summaries will be included in monthly newsletters and sent via School Messenger. Spanish translation and oral interpretation will be provided to ensure language accessibility for all parents.

For school staff, the SIP will be reviewed during pre-service training, with progress revisited during quarterly data chats and staff meetings. Action steps and implementation progress will be discussed during PLCs to ensure alignment with instructional planning.

Students will be introduced to age-appropriate goals, such as reading growth and attendance, during morning announcements and class goal-setting discussions. Student-friendly visuals will be posted in classrooms and common areas.

Community partners and local organizations will be informed of the SIP goals and invited to support school initiatives through newsletters, volunteer outreach, and direct communication. Specific opportunities for collaboration (e.g., literacy events, attendance campaigns) will be shared based on SIP priorities.

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)).

RCMA Mulberry Community Academy is committed to fostering strong, positive relationships with parents, families, and community stakeholders as part of its mission to provide high-quality education and support for all students. The school maintains open communication with families through weekly folders, monthly newsletters, School Messenger alerts, phone calls, and bilingual communication in both English and Spanish. Teachers regularly update families on student progress through progress reports, report cards, parent-teacher conferences, and ongoing communication via phone or ClassDojo.

To build trust and engagement, the school hosts quarterly family engagement events focused on literacy, math, attendance, and social-emotional learning. These events include hands-on activities that allow families to learn strategies to support their child's learning at home. RCMA also holds annual Title I meetings, SAC meetings, and open house events where families can give input and stay informed about school goals and improvement efforts.

The school collaborates with community partners, including the United Way, Learning Resource Center, and local businesses, to expand access to enrichment opportunities, after-school support, and resources for families. RCMA Mulberry Community Academy recognizes that strong school-family-community partnerships are essential for student success, and will continue to build relationships grounded in trust, communication, and shared responsibility.

The school's Parental and Family Engagement Plan (PFEP) is publicly available on the school website at: <https://charterschools.rcma.org/wp-content/uploads/2023/05/Summary-of-PFEP-22-23.pdf>

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)).

RCMA Mulberry Community Academy will strengthen its academic program by focusing on improving

Tier 1 instruction, increasing targeted support for students performing below grade level, and using high-quality, evidence-based curricula aligned to the science of reading and state standards. This aligns directly with

Area of Focus 1: Instructional Practice ELA and **Area of Focus 2: Instructional Practice Math** from Part II of the SIP.

The school will implement the Amplify Core Knowledge Language Arts (CKLA) curriculum with fidelity in grades 1–2 to increase the rigor and alignment of ELA instruction. Daily foundational skills instruction through UFLI and Heggerty will support students in decoding, phonemic awareness, and early literacy. In math, Savvas will continue to be used to deliver high-quality instruction through problem-solving, conceptual understanding, and real-world application.

To increase the quality and amount of learning time, the school has created a master schedule that includes 120 minutes of ELA, 60 minutes of math, and 60 minutes of knowledge-building or science/ social studies content daily. All students receive daily small group instruction based on performance data, and students in Tier 2 and Tier 3 receive additional intervention time through the school's MTSS process.

Enrichment and acceleration opportunities are provided through after-school programming, summer learning experiences, and partnerships with organizations like the Learning Resource Center and United Way. These programs support remediation, early intervention, and access to advanced learning experiences, helping students close gaps and accelerate progress toward grade-level proficiency.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

The School Improvement Plan (SIP) for RCMA Mulberry Community Academy is developed through a collaborative process that includes input from school leadership, teachers, families, and community stakeholders. The plan is aligned with federal Title I requirements and is integrated with services and resources provided through local, state, and federal programs to ensure comprehensive student

support.

This plan is closely coordinated with Title I Schoolwide Program funding to support high-quality curriculum, instructional materials, and intervention programs such as Amplify CKLA, UFLI, and Story Champs. The SIP is also aligned with MTSS implementation to support early intervention and progress monitoring for all students, including English Language Learners and students with disabilities.

RCMA collaborates with the RCMA Child Development Centers (Head Start and Early Head Start programs) to ensure a smooth transition from preschool to kindergarten and to align early literacy and family engagement strategies.

While the school is not currently implementing CSI or TSI under section 1111(d), the SIP reflects an intentional focus on high-need student populations and aligns with district-level guidance and support. Family engagement efforts are coordinated through the school's PFEP and Title I activities, ensuring families have access to learning tools, academic updates, and meaningful opportunities for involvement.

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)).

RCMA Mulberry Community Academy supports students' development beyond academics through a multi-tiered system of supports (MTSS) and the development of a Positive Behavioral Interventions and Supports (PBIS) framework. The school will begin using components of Leader In Me schoolwide to

promote consistent expectations, reinforce positive behavior, and provide early support for students who need it. Students demonstrating behavioral challenges receive Tier 2 and Tier 3 interventions, including individual behavior plans and targeted support from staff.

The school partners with RCMA program staff and external agencies to help families access counseling and mental health services when appropriate. Teacher aides are trained to support behavior goals and implement interventions consistently. These efforts are intended to reduce disruptions, improve focus, and help students engage more fully in the learning environment.

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)).

As a K–4 elementary school, RCMA Mulberry Community Academy focuses on building the foundation for long-term academic success and career awareness through high expectations, academic goal-setting, and exposure to real-world connections. Teachers regularly incorporate discussions about future goals, perseverance, and leadership during classroom activities. The school hosts community guest readers and partners with local organizations to introduce students to a variety of career paths in developmentally appropriate ways.

School-wide events, including career dress-up days and college or career “spirit” days, are used to build excitement around future opportunities. These early experiences help students begin to see school as a pathway to future success and encourage them to think about who they want to become.

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)).

RCMA Mulberry Community Academy is implementing a schoolwide, tiered behavior support model through its Multi-Tiered System of Supports (MTSS) to prevent and address problem behavior. The school is actively developing a Positive Behavioral Interventions and Supports (PBIS) framework to establish consistent expectations across classrooms and non-instructional areas. Universal Tier 1 behavior expectations are taught, modeled, and reinforced through positive recognition systems. Students exhibiting behavior concerns are identified through data review and teacher referral. Tier 2 interventions may include behavior contracts, check-in/check-out systems, and increased adult support. Students requiring more intensive support receive Tier 3 interventions, which may involve individualized behavior plans, functional behavior assessments (FBAs), and behavior intervention plans (BIPs), developed in coordination with families and support staff.

These early intervening services are coordinated with special education staff and are aligned with IDEA requirements. The school uses behavior data, observation notes, and parent input to monitor progress and determine if further evaluation or support under IDEA is appropriate. This process ensures students receive appropriate support before behavior significantly interferes with their learning or that of others.

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)).

RCMA Mulberry Community Academy provides ongoing professional development to improve instruction, support data-driven decision-making, and retain highly effective teachers, particularly in high-need areas such as foundational literacy and English language development. Instructional staff, including teachers and paraprofessionals, receive training on the implementation of evidence-based curriculum programs such as Amplify CKLA, UFLI Foundations, Story Champs, and Savvas Math. Teachers engage in regular PLCs focused on reviewing STAR assessment data, planning small-group instruction, and identifying intervention needs.

To support recruitment and retention, the school provides mentoring and additional coaching for new and novice teachers. Leadership also creates opportunities for teacher leadership, shared decision-making,

and recognition of staff contributions. Title I funds are used to support professional learning materials, collaborative planning time, and coaching support to ensure staff feel equipped and supported to meet the needs of all students. RCMA MCA will also partner with Teach For America to implement a full-year professional development series.

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)).

RCMA Mulberry Community Academy works closely with RCMA Child Development Centers (Head Start and Early Head Start) to support a smooth and developmentally appropriate transition from preschool to kindergarten. The school and CDC staff collaborate to align early literacy expectations and classroom routines, and participate in joint planning meetings to discuss rising kindergarten students' strengths and needs.

Preschool children and their families are invited to campus for transition events, including school tours, meet-the-teacher sessions, and family engagement nights. Teachers share kindergarten readiness checklists and conduct outreach to ensure families understand the enrollment process and academic expectations. During the summer, many rising kindergarten students participate in Camp Ready, a school-based program designed to strengthen early literacy and social skills prior to entry. These efforts help reduce anxiety, build confidence, and ensure continuity of learning for preschoolers entering the K–4 academic setting.

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 (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.

RCMA Mulberry Community Academy works closely with the Polk District contacts to review how school resources are used to meet student needs. Use of UniSig funds was discussed on a TEAMS call on 7/22/26, and guidance was provided. Through quarterly School Improvement meetings, the Principal and district leaders analyze student performance data, subgroup trends, attendance, and intervention effectiveness. Together, they determine whether current staffing, instructional materials, intervention programs, and Title I/ESSA funds are aligned to the school's CSI goals.

The district provides guidance on adjustments to resource allocation, including intervention staffing, scheduling, professional development, and evidence-based programs. Monthly progress monitoring with district instructional coaches ensures that interventions are effective and that resources are continually aligned to student needs. This collaborative process ensures that financial, human, and instructional resources directly support the school's improvement priorities.

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).

RCMA Mulberry Community Academy will hire a Reading Intervention Teacher using UniSIG funds to provide targeted, evidence-based support for students demonstrating the greatest need in foundational literacy. This position will focus on structured phonics instruction, small-group intervention, and progress monitoring aligned to the school's CSI goals for ELA proficiency and learning gains. The Reading Intervention Teacher will collaborate with classroom teachers, the Principal, and district instructional coaches to ensure interventions are aligned to student data and implemented with fidelity.

Progress will be monitored through a defined timeline:

- **Monthly:** Review of intervention group data, attendance, and skill mastery using formative assessments.
- **Quarterly:** School-led data meetings to evaluate student growth, adjust intervention groups, and determine whether UniSIG-funded supports are producing the expected impact.
- **Mid-Year:** Formal review of student progress, intervention effectiveness, and resource

alignment; adjustments made to scheduling, materials, or instructional strategies as needed.

- **End-of-Year:** Evaluation of student outcomes relative to SIP goals and CSI requirements to determine continuation or modification of UniSIG-funded supports.

-

This structured monitoring process ensures that UniSIG resources directly address the literacy needs of Mulberry's most vulnerable students and contribute to sustained academic improvement.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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