

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 6
 - D. Early Warning Systems 7
- II. Needs Assessment/Data Review 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup..... 15
 - E. Grade Level Data Review 18
- III. Planning for Improvement..... 19
- IV. Positive Learning Environment 28
- V. Title I Requirements (optional)..... 31
- VI. ATSI, TSI and CSI Resource Review 40
- VII. Budget to Support Areas of Focus 41

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

At M. A. Milam K-8 Center, we strive to provide an atmosphere that nurtures our learners from their early stages of development through their formative adolescent years. Our teachers and staff establish a positive educational environment for students by enhancing academic achievement, developing social and communication skills, and promoting independence and mutual respect. We strive to work together with our parents and community, knowing that this collaboration helps cultivate the whole child.

Provide the school's vision statement

Our vision at M. A. Milam K-8 Center is to empower all learners to excel in their academic goals, demonstrate strong core values, and become productive members of the global community.

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

Anna Hernandez

Annamhernandez@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

The role of a principal is to provide strategic direction in the school system. Principals assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer budgets, hire and evaluate staff, and oversee facilities.

Leadership Team Member #2

Employee's Name

Nidia Garcia

NidiaGarcia@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal discusses student behavior and academic challenges with parents, implements school safety procedures ensuring compliance, handles disciplinary issues, observes and evaluates teachers, provides meaningful feedback and support to teachers regarding curriculum standards and learning materials, monitors attendance, tracks performance and attendance systems, trains faculty and staff, and creates school schedules.

Leadership Team Member #3

Employee's Name

Robert Canal

rcanal1@dadeschools.net

Position Title

Mathematics Coach

Job Duties and Responsibilities

The math coach works with teachers to improve instructional practices by providing support aligned with curriculum standards, analyzing student data to inform instruction, modeling effective teaching strategies, and facilitating professional development. The coach collaborates with educators to develop and refine lesson plans, supports the implementation of high-quality learning materials, and helps build teacher capacity through ongoing feedback and coaching. Additionally, the math coach works to foster a school-wide culture of continuous improvement in mathematics achievement by promoting data-driven decision-making and encouraging the use of best practices in math instruction.

Leadership Team Member #4

Employee's Name

Yissel Veiguela

veiguela@dadeschools.net

Position Title

Reading Coach

Job Duties and Responsibilities

The reading coach works with teachers to implement ELA curriculum, provide instructional materials, ensure program implementation, and monitor the fidelity of the ELA intervention program.

Leadership Team Member #5

Employee's Name

Lorena Liscano

liscano@dadeschools.net

Position Title

Counselor

Job Duties and Responsibilities

The counselor offers guidance to students relating to academic, personal/social, and career development. Additionally, the counselor provides group counseling sessions to address student needs.

Leadership Team Member #6

Employee's Name

Christina Herrera

c_herrera@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal discusses student behavior and academic challenges with parents, implements school safety procedures ensuring compliance, handles disciplinary issues, observes and evaluates teachers, provides meaningful feedback and support to teachers regarding curriculum standards and learning materials, monitors attendance, tracks performance and attendance systems, trains faculty and staff, and creates school schedules.

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 EESAC of M. A. Milam K-8 Center includes all required stakeholders. All stakeholders are included via regularly scheduled EESAC, faculty, leadership, department, grade-level, and PTSA meetings. Feedback is solicited and recorded at each meeting.

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)).

Administration will meet with instructional coaches and counselors monthly for progress checks. The leadership team will conduct regular walkthroughs and data analysis to monitor implementation and progress.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	91.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) 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>	2024-25: B 2023-24: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	68	90	98	112	99	104	129	142	131	973
Absent 10% or more school days			14	8	15	3	9	8	13	70
One or more suspensions								2		2
Course failure in English Language Arts (ELA)					13	1	3	7	11	35
Course failure in Math					10	8	2	16	8	44
Level 1 on statewide ELA assessment					7	24	46	53	55	185
Level 1 on statewide Math assessment					3	12	37	48	38	138
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			18	37						55
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			4	2	19	6				31

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			4	4	29	26	49	58	58	228

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				9	0	0	0	6	3	18
Students retained two or more times				1	1	0	0	3	2	7

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		14	8	15	3	9	8	13	11	81
One or more suspensions							2			2
Course failure in English Language Arts (ELA)				13	1	3	7	11	14	49
Course failure in Math				10	8	2	16	8	16	60
Level 1 on statewide ELA assessment				7	24	46	53	55	45	230
Level 1 on statewide Math assessment				3	12	37	48	38	32	170
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		18	37	56						111
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		4	2	19	6					31

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		4	4	29	26	49	58	58	55	283

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				7			1	5	1	14
Students retained two or more times							1	1	1	3

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	67	61	54	65	58	53	61	53
Grade 3 ELA Achievement	52	65	62	53	63	59	46	58	56
ELA Learning Gains	62	66	61	56	64	59			
ELA Lowest 25th Percentile	61	58	55	48	58	54			
Math Achievement*	61	69	62	61	68	59	57	63	55
Math Learning Gains	63	65	60	61	66	61			
Math Lowest 25th Percentile	54	59	53	51	63	56			
Science Achievement	43	62	57	47	60	54	44	56	52
Social Studies Achievement*	72	82	74	74	79	72	70	77	68
Graduation Rate		81	72		78	71		76	74
Middle School Acceleration	65	79	75	60	77	71	69	75	70
College and Career Acceleration		75	56		76	54		73	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	74	64	61	71	64	59	48	62	55

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	660
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
60%	58%	56%	60%	43%		61%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners	53%	No		
Hispanic Students	60%	No		
Economically Disadvantaged Students	59%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	53%	52%	62%	61%	61%	63%	54%	43%	72%	65%			74%
Students With Disabilities	32%		53%	71%	38%	52%	48%	29%	57%				51%
English Language Learners	44%	50%	60%	60%	56%	63%	53%	30%	56%	41%			74%
Hispanic Students	53%	51%	62%	61%	61%	63%	54%	44%	71%	65%			74%
Economically Disadvantaged Students	51%	54%	63%	65%	57%	61%	52%	42%	72%	63%			71%

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	54%	53%	56%	48%	61%	61%	51%	47%	74%	60%			71%
Students With Disabilities	19%		40%	50%	23%	45%	36%	13%	63%				34%
English Language Learners	45%	48%	52%	48%	52%	58%	53%	41%	58%	29%			71%
Hispanic Students	54%	52%	57%	49%	61%	61%	51%	47%	74%	61%			71%
Economically Disadvantaged Students	50%	53%	53%	46%	60%	61%	48%	43%	68%	58%			70%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	53%	46%			57%			44%	70%	69%			48%
Students With Disabilities	40%	21%			43%			38%	68%				44%
English Language Learners	43%	46%			52%			34%	60%	43%			55%
Hispanic Students	53%	47%			58%			44%	69%	70%			55%
Economically Disadvantaged Students	48%	39%			56%			39%	72%	67%			50%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	43%	60%	-17%	57%	-14%
ELA	4	54%	59%	-5%	56%	-2%
ELA	5	37%	60%	-23%	56%	-19%
ELA	6	43%	62%	-19%	60%	-17%
ELA	7	47%	62%	-15%	57%	-10%
ELA	8	44%	60%	-16%	55%	-11%
Math	3	58%	69%	-11%	63%	-5%
Math	4	54%	68%	-14%	62%	-8%
Math	5	37%	62%	-25%	57%	-20%
Math	6	48%	64%	-16%	60%	-12%
Math	7	46%	54%	-8%	50%	-4%
Math	8	64%	60%	4%	57%	7%
Science	5	35%	56%	-21%	55%	-20%
Science	8	29%	46%	-17%	49%	-20%
Civics		61%	74%	-13%	71%	-10%
Biology		81%	74%	7%	71%	10%
Algebra		93%	59%	34%	54%	39%
Geometry		90%	58%	32%	54%	36%

2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE

Algebra * data suppressed due to fewer than 10 students or all tested students scoring the same.

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement in the 2025 FAST PM3 was grade 8 ELA (+13%) and grade 4 Math (+11%). The support from the district, the instructional review camps held prior to the test dates, and the highly effective teachers in the grade level were new actions that contributed to the increase.

Lowest Performance

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

The data component that showed the lowest proficiency performance in the 2025 FAST PM 3 was 42% in grade 5 ELA and 42% in grade 5 Math. Contributing factors leading to these results may be attributed to a large ESOL population that just made the 2-year mark for proficiency in grade 5. A 35% ESOL population of less than 2 years in Math grade 5 and new personnel in the subject/grade level is another cause for the lowest performance.

Greatest Decline

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

The data component that showed the greatest decline in the 2025 FAST PM 3 was from the prior year was grade 5 ELA (-13%) and grade 5 Science (-11%.) In both cases, new personnel, about 25% of the students working below grade level and a need for better understanding of the BEST standards item-type format may have been contributing factors.

Greatest Gap

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

The data component that had the greatest gap in the 2025 FAST PM 3 when compared to the state average was grade 5 ELA (-19%) and grade 5 Math (-20%.) Contributing factors leading to these results are a significant portion of the ESOL population reached their two-year mark & counted toward proficiency.

EWS Areas of Concern

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

Data from the EWS indicate that student attendance is a potential area of concern.

Highest Priorities

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

1. Increase proficiency in ELA and Science.
2. Emphasis on Differentiated Instruction.
3. Emphasis on Collaborative Planning.
4. Improve Student Attendance.
5. Professional learning of BEST standards.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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 2025 FAST PM3 data, an average of 44% of students in grades K-5 were proficient in ELA as compared to the district average of 56%. We will implement the Targeted Element of Standards-Based Collaborative Planning based on the data and the following identified contributing factors: influx of English Language Learners (ELL students), increase in class size, new instructional personnel, and a substitute teacher for half the school year.

It is a need because the average percentage points of proficient students in grades K-5 in ELA is 12 percentage points below the district.

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

To follow are the percentages of students in kindergarten through grade 2, based on 2024-2025 coordinated screening and progress monitoring system data, who are not on track to score level 3 or above on the statewide, standardized ELA assessment: 52% of kindergarten students scored a Level 1 or 2 on Early Literacy FAST PM3, 53% of grade 1 students scored a Level 1 or 2 on the STAR FAST PM 3, and 66% of grade 2 students scored a Level 1 or 2 on the STAR FAST PM3.

We will implement the Targeted Element of Standards-Based Collaborative Planning based on the data and the following identified contributing factors: influx of English Language Learners (ELL students), increase in class size, and a substitute teacher for half of the school year.

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

To follow are the percentages of students who scored below level 3 on the 2024-2025 statewide, standardized ELA assessment. Identification criteria include each grade that has 50% or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment. 63% of grade 5 students scored levels 1 and 2 on the FAST PM3.

We will implement the Targeted Element of Standards-Based Collaborative Planning based on the data and the following identified contributing factors: influx of English Language Learners (ELL students), increase in class size and new instructional personnel. It is a need because the average percentage points of proficient students in grades 3-5 is 45% in ELA, 15 percentage points below the district.

Grades K-2: Measurable Outcome(s)

With the implementation of the Targeted Element of Standards-Based Collaborative Planning, with a focus on effective lesson planning and academic rigor, we will decrease the percentage of level 1 and 2 students by 3 percentage points in grades K-2 (from 52% in K, 53% in grade 1, and 66% in grade 2) in the area of ELA on the 2026 STAR FAST PM3.

Grades 3-5: Measurable Outcome(s)

With the implementation of the Targeted Element of Standards-Based Collaborative Planning, with a focus on effective lesson planning and academic rigor, we will decrease the percentage of level 1 and 2 students by 3 percentage points in grades 3-5 (from 45% in grades 3-5) in the area of ELA on the 2026 FAST PM3.

Monitoring

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

Instructional coaches will facilitate weekly Standards-Based Collaborative Planning sessions by grade levels to study the upcoming standards and plan lessons that specifically meet the respective standards. Teachers will brainstorm ideas and share best practices regarding appropriate resources, meaningful activities, and effective instructional delivery that are aligned to the respective standards. The Leadership Team will attend these planning sessions and follow up with regular walkthroughs to ensure that standards-based instruction is evident.

Person responsible for monitoring outcome

Yissel Veigueta, Reading Coach

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:

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to

bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale:

By implementing the Targeted Element of Standards-Based Collaborative planning, instructional outcomes will improve. The outcomes will improve as instruction, activities, and assessments will align with BEST Standards, best preparing students for the FAST PM3.

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

Schedule

Person Monitoring:

Christina Herrera, Assistant Principal

By When/Frequency:

September 26, 2025

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

Create a weekly schedule for Standards-Based Collaborative Planning sessions for the ELA department by grade level. The assistant principal will create and disseminate the schedule. The leadership team will observe these planning sessions and classroom instruction.

Action Step #2

Session Protocols

Person Monitoring:

Christina Herrera, Assistant Principal

By When/Frequency:

September 26, 2025

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

Establish protocols for these planning sessions to include objectives, roles, agenda, and follow-up actions.

Action Step #3

Weekly Sessions

Person Monitoring:

Yissel Veiguera, Reading Coach

By When/Frequency:

September 26, 2025

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

Conduct weekly Standards-Based Collaborative Planning sessions in the ELA department by grade levels.

Area of Focus #2

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

Instructional Practice specifically relating to Differentiation

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.

According to the 2025 FAST PM3 data, an average of 44% of students in grades 3-8 were proficient in ELA as compared to the district average of 61%. We will implement the Targeted Element of Differentiated Instruction based on the data and the following identified contributing factors: influx of English Language Learners (ELL students), increase in class size, and new instructional personnel. It is a need because the average percentage points of proficient students in grades 3-8 in ELA is 17 percentage points below the district.

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.

With the implementation of the Targeted Element of Differentiated Instruction in ELA, with a focus on consistent delivery of individualized instruction, an additional 3% (for a total of 47%) in grades 3-8 will score at grade-level or above in the area of ELA on the 2026 FAST PM3.

Monitoring

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

The Leadership Team will conduct progress monitoring data chats, review lesson plans for indication of differentiated instruction, and follow-up with regular walkthroughs to ensure quality differentiated instruction is taking place. The teachers will adjust groups based on current data in real time. Data Analysis of formative assessments will be reviewed monthly to observe progress. We will utilize a tracking system to monitor OPM data. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome

Nidia Garcia, Assistant 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:

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:

By implementing the Instructional Practice of Differentiated Instruction, instructional outcomes will improve. The evidenced-based strategy of Differentiated Instruction was chosen as it addresses students' individual needs as instructional material and delivery are tailored to match students' readiness levels.

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

Professional Learning

Person Monitoring:

Yissel Veiguela, Reading Coach

By When/Frequency:

September 26, 2025

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

Provide professional learning for teachers on effectively implementing Differentiated Instruction and setting high standards for students. The reading coach will monitor teachers' PD attendance.

Action Step #2

Data Analysis

Person Monitoring:

Yissel Veiguela, Reading Coach

By When/Frequency:

September 26, 2025

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

Conduct data analysis of OPM assessments and create fluid groups based on most current data. The reading coach will monitor during common planning.

Action Step #3

Walkthroughs

Person Monitoring:

Christina Herrera, Assistant Principal

By When/Frequency:

September 26, 2025

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

Conduct regular walkthroughs to ensure quality instruction. The leadership team with monitor by conducting regular walkthroughs to ensure quality differentiated instruction is taking place.

Area of Focus #3

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

Instructional Practice specifically relating to Instructional Coaching

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.

According to the 2025 FAST PM3 data, an average of 53% of students in the lowest 25 percentile in grades 3-8 made learning gains in mathematics as compared to the district average of 61%. We will implement the Targeted Element of Instructional Coaching based on the data and the following identified contributing factors: influx of English Language Learners (ELL students), increase in class size, and new instructional personnel.

It is a need because the average percentage points of students in the lowest 25 percentile in grades 3-8 who made learning gains in mathematics is 8 percentage points below the district.

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.

With the implementation of the targeted element of instructional coaching in mathematics, with a focus on effective lesson planning and academic rigor, an additional 3% (for a total of 56%) of students in the lowest 25 percentile in mathematics will make learning gains.

Monitoring

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

The mathematics coach will be responsible for providing professional development to include but not limited to effective questioning, rigor as it applies to targeting the ALD level 4/5 questions, analysis of data to identify weaknesses, and differentiate instruction. The coach will model class lessons, implement class walkthroughs, and debrief with teachers. The coach will be monitored by the Assistant Principal.

Person responsible for monitoring outcome

Christina Herrera, Assistant 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:

Instructional coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching cycles focus on the identified goal and increase the achievements and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale:

By implementing the Instructional Practice of Instructional Coaching, instructional outcomes will improve. The evidenced-based strategy of Instructional Coaching was chosen as it increases the achievements and engagement of every student by bringing out the best performance of every teacher.

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

Professional Learning

Person Monitoring:

Robert Canal, Math Coach

By When/Frequency:

September 26, 2025

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

Provide professional learning for teachers on effective questioning and setting high standards for students. The mathematics coach will monitor teachers' PD attendance.

Action Step #2

Model

Person Monitoring:

Robert Canal, Math Coach

By When/Frequency:

September 26, 2025

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

Model effective questioning in the classroom. The administration will monitor during walkthroughs and/or observations.

Action Step #3

Walkthroughs

Person Monitoring:

Robert Canal, Math Coach

By When/Frequency:

September 26, 2025

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

Conduct regular walkthroughs to observe the use of effective questioning and debrief with teachers.

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.

During the 2024-2025 school year, there were 59% of students who had 10 or less absences. Improving student attendance is a crucial need as student attendance directly correlates to student achievement.

Measurable Outcome

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

With the implementation of attendance initiatives, with a focus on increasing the number of days students attend school, the number of students who have 10 or less absences will increase by 3% (62%) as compared to the 59% who had 10 or less absences during the 2024-2025 school year.

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.

Counselors will monitor the daily attendance bulletin and Power Bi attendance data to connect with families who struggle with attendance, identify the root cause for absences, and create a plan of action to ensure students are able to be present daily. The Leadership Team will provide incentives to encourage regular school attendance.

Person responsible for monitoring outcome

Nidia Garcia, Assistant 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:

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:

By implementing attendance initiatives, student attendance will improve; consequently, students will receive quality instruction, and academic achievement will improve.

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

Communication

Person Monitoring:

Nidia Garcia, Assistant Principal

By When/Frequency:

September 26, 2025

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

Communicate expectations to all stakeholders via school letters, orientations, parent conferences, Open House, school website, and social media platforms. The assistant principal will monitor implementation by creating correspondence, as well as scheduling and facilitating meetings.

Action Step #2

Absence Analysis

Person Monitoring:

Lorena Liscano, Counselor

By When/Frequency:

September 26, 2025

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

Connect to families who struggle with attendance to identify the root cause of absences and create a plan of action to ensure students are able to be present daily. The counselor will monitor plans and attendance data.

Action Step #3

Referrals

Person Monitoring:

Lorena Liscano, Counselor

By When/Frequency:

September 26, 2025

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

Communicate expectations to all stakeholders via school letters, orientations, parent conferences, Open House, school website, and social media platforms. The assistant principal will monitor implementation by creating correspondence, as well as scheduling and facilitating meetings. Connect to families who struggle with attendance to identify the root cause of absences and create a plan of action to ensure students are able to be present daily. The counselor will monitor plans and

attendance data. Refer families to appropriate agencies to receive needed services. The counselor will monitor plans and attendance data.

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.

milam.dadeschools.net

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)).

Our school is committed to fostering strong partnerships with parents, families, and community stakeholders to support student success and fulfill our mission. We recognize that collaborative relationships are essential to creating a positive and inclusive learning environment. To achieve this, we will:

Maintain Open Communication: Provide consistent updates through multiple platforms, including the school website, social media, and parent portals. We will ensure timely communication regarding student progress, school events, and initiatives.

- Engage Families in Decision-Making: Offer opportunities for parents and stakeholders to participate in EESAC and parent-teacher organizations, ensuring their voices are included in planning and improvement efforts.
- Host Family Engagement Events: Organize academic nights, workshops, and cultural events to strengthen the home-school connection and provide resources that empower families to

support student learning.

- **Build Community Partnerships:** Collaborate with local businesses, organizations to enhance educational programs and secure resources for students and families.
- **Promote a Welcoming School Environment:** Create a culture where families and stakeholders feel valued and respected by providing customer service training for staff, celebrating diversity, and addressing concerns promptly and professionally.

Through these strategies, we will establish meaningful, sustained partnerships that contribute to student achievement and advance the school's mission.

The school's PFEP can be found at milam.dadeschools.net.

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)).

Our school is dedicated to enhancing academic rigor and maximizing student achievement by strengthening instructional practices, increasing the amount and quality of learning time, and ensuring access to enriched and accelerated curriculum opportunities. The following strategies will guide our efforts:

1. Strengthening the Academic Program

- **Data-Driven Instruction:** Utilize ongoing formative and summative assessments to monitor student progress, identify learning gaps, and inform targeted interventions.
- **Standards-Based Instruction:** Ensure alignment of all lessons and assessments with state standards and grade-level benchmarks.
- **Professional Development:** Provide teachers with continuous training in evidence-based instructional strategies, differentiated instruction through common planning and department meetings.

2. Increasing the Amount and Quality of Learning Time

- **Extended Learning Opportunities:** Offer before-school and after-school tutoring programs focused on remediation and enrichment.
- **Maximized Instructional Time:** Protect core instructional blocks from unnecessary interruptions and utilize technology-based platforms for additional practice outside of school hours.

3. Providing a Rich and Accelerated Curriculum

- **Advanced Academic Opportunities:** Expand access to gifted, honors, and advanced

coursework for eligible students, including acceleration options in core subjects.

- Enrichment Activities: Provide extracurricular programs such as dance, arts, and literacy clubs to enhance student engagement development.

4. Targeted Support and Interventions

- Multi-Tiered System of Supports (MTSS): Implement tiered interventions for academic and behavioral needs, ensuring individualized support.
- Small Group Instruction: Deliver targeted instruction for students performing below grade level to accelerate growth.
- Instructional Coaching: Provide ongoing coaching and feedback for teachers to strengthen classroom practices and ensure effective delivery of rigorous content.

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)).

This plan has been developed in alignment with federal, state, and local initiatives to ensure a comprehensive approach to improving student achievement and well-being. The school collaborates with various programs and agencies to maximize resources, eliminate duplication of services, and address the academic and non-academic needs of students and families.

Key integration efforts include:

- Federal and State Programs: Align school improvement strategies with Title I and Title III programs to provide supplemental instructional resources, professional development, and services for English Language Learners.
- Comprehensive Support and Improvement (CLS) Activities: Coordinate with district support teams to implement targeted interventions for identified subgroups and ensure accountability measures are met.
- Mental Health Services: Follow district initiatives to provide anti-bullying programs, counseling services, and crisis intervention supports.
- Nutrition Programs: Collaborate with the district's Food and Nutrition Department to provide access to healthy meals and snacks that support students' physical well-being and readiness to learn.
- Early Childhood: Establish transition activities for students entering kindergarten to ensure school readiness and a smooth adjustment to the elementary setting.

- Family Support Services: Work with community organizations to connect families with housing assistance, adult education programs, and workforce development resources when needed.

Through these coordinated efforts, the school ensures that academic, behavioral, and family needs are addressed in a cohesive manner, maximizing the impact of all available resources to fulfill the school's mission and improve student outcomes.

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)).

Our school is committed to supporting the whole child by addressing academic and behavioral needs. We recognize that developing skills beyond core academics is critical for student success. To ensure this, we provide the following services and strategies:

1. School-Based Counseling and Mental Health Services

- Certified School Counselors: Deliver individual and group counseling sessions focused on social-emotional development, conflict resolution, and coping skills.
- Mental Health Coordinators: Collaborate with district mental health professionals to provide on-site therapy, crisis intervention, and referrals for intensive services.
- Prevention Programs: Implement school-wide programs that promote mental wellness, resilience, and emotional regulation.

2. Specialized Support Services

- Multi-Tiered System of Supports (MTSS): Provide tiered interventions addressing academic, behavioral, and social-emotional needs.
- Behavioral Support Plans: Develop individualized strategies and monitoring plans for students requiring additional behavioral assistance.

3. Extracurricular and Enrichment Opportunities

Clubs and Leadership Programs: Encourage participation in student government, service clubs, and enrichment activities that build confidence and teamwork.

By integrating these strategies and services, our school ensures that students receive the tools, resources, and support needed to thrive both inside and outside the classroom.

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)).

Our school is committed to ensuring that students are prepared for success beyond our school by increasing awareness of postsecondary education pathways, workforce opportunities, and career readiness skills. To achieve this, we will implement the following strategy:

Career Awareness and Exploration

- Career Guidance and Counseling: School counselors provide career planning sessions, interest inventories, and guidance on aligning academic choices with career goals.
- Workplace Readiness Skills: Integrate soft skills training (e.g., communication, collaboration, problem-solving) into classroom instruction and extracurricular activities.

Through these efforts, our school ensures that students are equipped with the knowledge, skills, and credentials necessary to pursue secondary education.

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)).

Our school employs a comprehensive, school-wide tiered system of supports (MTSS) designed to promote positive behavior, prevent discipline issues, and provide early interventions for students who need additional assistance. This model is aligned and coordinated with services provided under the Individuals with Disabilities Education Act (IDEA) to ensure equitable access and compliance.

1. Tiered Framework for Behavior Support

Tier 1: Universal Prevention

- Implement school-wide Positive Behavioral Interventions and Supports (PBIS) to teach and reinforce clear behavior expectations.
- Establish consistent classroom routines, proactive strategies, and positive reinforcement across all grade levels.

Tier 2: Targeted Interventions

- Offer small-group counseling sessions for students exhibiting at-risk behaviors.
- Use behavior contracts, check-in/check-out systems, and mentoring programs to provide additional guidance and accountability.
- Track student progress through behavior monitoring tools and adjust interventions as needed.

Tier 3: Intensive Supports

- Develop individualized behavior intervention plans (BIPs) for students with significant behavioral challenges.
- Coordinate closely with special education teams to align supports with Individualized Education Programs (IEPs) under IDEA.
- Engage mental health professionals for crisis intervention and therapeutic services when necessary.

2. Early Identification and Intervention

- Utilize universal screeners and data from discipline referrals, attendance, and academic performance to identify students in need of support.
- Conduct Functional Behavioral Assessments (FBA) for students requiring intensive interventions.
- Provide early intervention services and wraparound supports in collaboration with families, special education staff, and community agencies.

3. Coordination with IDEA Services

- Align MTSS processes with IDEA mandates to ensure that students with disabilities receive appropriate accommodations and individualized supports.
- Ensure that interventions at all tiers are documented and progress is monitored to inform decisions regarding eligibility for special education services when appropriate.

Through this coordinated, tiered approach, the school ensures that all students, including those with disabilities, receive proactive, equitable, and responsive behavioral supports that contribute to a safe and positive learning environment.

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)).

Our school is committed to providing ongoing professional learning and targeted support for teachers, paraprofessionals, and all school personnel to enhance instructional quality, ensure effective use of data, and strengthen efforts to recruit and retain highly effective educators, especially in high-need subject areas.

1. Professional Learning to Improve Instruction

- Standards-Based Instruction Training: Provide workshops on aligning lessons, assessments, and instructional practices to state standards and grade-level expectations.
- Differentiated Instruction and Inclusive Practices: Train staff on strategies to meet diverse student needs, including English Language Learners, students with disabilities, and gifted learners.
- Classroom Management and Engagement: Offer sessions on Positive Behavioral Interventions and Supports (PBIS), trauma-informed practices, and strategies to increase student engagement.

2. Use of Data from Academic Assessments

- Data-Driven Instruction Workshops: Facilitate training on analyzing formative, summative, and diagnostic assessment data to identify learning gaps and adjust instruction.
- Progress Monitoring Tools: Provide training on digital platforms and tools for tracking student performance and implementing timely supports.

3. Recruitment and Retention of Effective Teachers

- Mentoring and Induction Programs: Pair new teachers with experienced mentors to provide guidance, coaching, and support during their first years.
- Professional Growth Opportunities: Offer leadership pathways, stipends for advanced certifications, and opportunities to attend conferences and specialized training.
- Positive School Culture: Foster a collaborative and supportive environment that values teacher input, celebrates successes, and promotes work-life balance to improve retention.

Through these professional learning initiatives and retention strategies, the school ensures a highly skilled, motivated staff that leverages data to drive instruction and meets the needs of all learners.

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)).

Our school recognizes the importance of a smooth transition from early childhood education programs to the elementary setting. To support this process and promote school readiness, we implement the following strategies:

1. Collaboration with Early Childhood Programs

Joint Transition Planning: Conduct meetings between preschool and kindergarten teachers to discuss curriculum alignment, developmental milestones, and effective instructional strategies.

2. Kindergarten Orientation and Readiness Activities

- Transition Events: Host orientation sessions and school tours for incoming students and families to familiarize them with the school environment, routines, and expectations.
- Parent Workshops: Provide sessions for families on preparing children socially, emotionally, and academically for kindergarten.

Through these coordinated strategies, the school ensures a positive start to elementary education, reducing transition-related challenges and setting the foundation for academic success.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI 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.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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