



Miami-Dade County Public Schools

HIBISCUS ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (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

To be the preeminent provider of the highest quality education that empowers all students to be productive lifelong learners and responsible global citizens.

Provide the school's vision statement

We provide a world class education for every student.

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

Maria Hardwick

MJones4@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

The title role of the Principal is to provide leadership, guidance and instruction within the school. The Principal's primary goal is to create and sustain effective educational programs within the school that fosters the advancement of education and learning within the school. The Principal will oversee data chats with teachers and students as well as collaborative planning meetings and programs.

Leadership Team Member #2

Employee's Name

Carol Jeffrey

cjeffrey@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Leadership Team Member #3

Employee's Name

Dyamon Burgess

340122@dadeschools.net

Position Title

Counselor

Job Duties and Responsibilities

To enhance the learning process and promote the academic, social/ emotional, and development of all students. The School Counselor will also assist with MTSS process, developing, implementing and managing school guidance programs, work with students in individual, small group and classroom settings, assist and support students and parents with creating an academic plan for students education.

Leadership Team Member #4

Employee's Name

Beatrice Pierresaint

bpierresaint@dadeschools.net

Position Title

ELL Compliance Specialist

Job Duties and Responsibilities

The ELL compliance liaison will provide feedback to school administrators regarding compliance as well as required ESOL coding verification and schedule. The ELL compliance specialist will monitor the progress of all ESOL students and former students from the previous 2 years.

Provide instructional supports to teachers of ESOL students. Assist with facilitating best practices and ESOL accommodations and strategies. Maintain all ESOL program data and assist with ELL testing.

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 school engages a broad range of stakeholders in the development of the School Improvement Plan (SIP) to ensure it reflects the needs and priorities of the entire school community. The School Leadership Team (SLT), including administrators, teachers, and support staff, collaborates to analyze academic and behavioral data, identify areas of focus, and develop targeted action steps. Parents and families provide input through surveys, meetings, and workshops, offering perspectives on student needs, school climate, and resource priorities. Community and business leaders are consulted to identify partnerships and resources that can support school initiatives. Stakeholder input is incorporated into the SIP to guide the selection of evidence-based interventions, strategies for family engagement, and plans to strengthen instruction, ensuring the plan is comprehensive, actionable, and aligned with student achievement goals.

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 School Improvement Plan (SIP) will be regularly monitored through **data-driven review cycles** that assess both implementation fidelity and student outcomes. Administrators, the counselor, and teachers will analyze formative and summative assessment data, attendance, and behavioral indicators to measure progress, with particular attention to students with the greatest achievement gaps. Implementation will be tracked through classroom observations, lesson plan reviews, and progress monitoring of interventions. Stakeholder feedback from teachers, families, and community partners will be collected through surveys, EESAC meetings, and planning discussions, and the SIP will be revised as needed to adjust strategies, allocate resources, and refine action steps. This

continuous monitoring and revision process ensures the plan remains responsive, effective, and focused on increasing student achievement across all groups.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
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) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: B 2022-23: C 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	58	59	63	68	48	60	48			404
Absent 10% or more school days	0	3	5	3	2	3				16
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	0	6	15	1	2				24
Course failure in Math	0	0	4	8	0	0				12
Level 1 on statewide ELA assessment	0	0	0	10	6	5				21
Level 1 on statewide Math assessment	0	0	0	2	10	4				16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	5	12	20	8	20				73
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	4	7	1	3	0				17

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	2	2	10	15	7	9				45

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	4	1	1	4	0	2				12
Students retained two or more times	0	0	0	0	0	0				0

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		3	5	3	1	3				15
One or more suspensions										0
Course failure in English Language Arts (ELA)			4	16		2				22
Course failure in Math			3	7						10
Level 1 on statewide ELA assessment				6	5	12				23
Level 1 on statewide Math assessment				5	5	5				15
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	25						29
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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			2	11	3	10				26

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				6						6
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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*	59	65	59	58	63	57	48	60	53
Grade 3 ELA Achievement	57	65	59	62	63	58	55	60	53
ELA Learning Gains	68	65	60	66	64	60			
ELA Lowest 25th Percentile	77	62	56	59	62	57			
Math Achievement*	67	72	64	54	69	62	49	66	59
Math Learning Gains	68	66	63	52	65	62			
Math Lowest 25th Percentile	50	59	51	48	58	52			
Science Achievement	54	63	58	53	61	57	28	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	78	66	63	58	64	61	39	63	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	578
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	57%	48%	58%	23%		56%

* 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	49%	No		
English Language Learners	66%	No		
Black/African American Students	63%	No		
Hispanic Students	69%	No		
Economically Disadvantaged Students	63%	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	59%	57%	68%	77%	67%	68%	50%	54%					78%
Students With Disabilities	24%		69%		29%	62%							60%
English Language Learners	52%	70%	60%	73%	65%	65%							78%
Black/African American Students	61%	58%	67%	71%	67%	66%	44%	56%					79%
Hispanic Students	53%		70%		67%	80%							73%
Economically Disadvantaged Students	58%	53%	71%	75%	66%	67%	40%	54%					79%

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	58%	62%	66%	59%	54%	52%	48%	53%		58%
Students With Disabilities	19%		27%		19%	27%				
English Language Learners	48%	67%	63%	55%	48%	53%		50%		58%
Black/African American Students	58%	63%	66%	70%	55%	54%	50%	52%		63%
Hispanic Students	55%		62%		36%	46%				43%
Economically Disadvantaged Students	57%	68%	64%	63%	51%	47%	47%	50%		59%

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	48%	55%			49%			28%					39%
Students With Disabilities	18%				27%								
English Language Learners	31%				38%			27%					60%
Black/African American Students	47%	55%			47%			27%					58%
Hispanic Students	64%				64%								
Economically Disadvantaged Students	45%	52%			47%			32%					57%

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	47%	60%	-13%	57%	-10%
ELA	4	60%	59%	1%	56%	4%
ELA	5	43%	60%	-17%	56%	-13%
Math	3	71%	69%	2%	63%	8%
Math	4	52%	68%	-16%	62%	-10%
Math	5	49%	62%	-13%	57%	-8%
Science	5	45%	56%	-11%	55%	-10%

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 2025 Data indicates the FAST Math Proficiency compared to the 2024 FSA Math increased 10 percentage point. The actions implemented at the school are the following: Extended Learning opportunities were provided to students with additional support through interventions, after school and Saturday school tutoring, which help students towards their proficiency goals. Corrective Feedback through the use of Data Trackers allowed students to track progress on topic assessments and become accountable for their learning, which helped students increase their understanding of math skills. Standards Aligned Instruction in math allowed for teachers to plan effective lessons targeted to the standards. Additionally, a Curriculum Support Specialist provided instructional support and professional development that showed an increase on student performance on PM1 through PM3.

Lowest Performance

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

In comparing the 2024 academic school year to the 2025 academic school year, the Grade 5 cohort showed the lowest performance with only 43% of the students scoring a level 3, 4, 5. This was a result of students having gaps in foundational skills. Many students never mastered phonics, decoding, fluency, or basic grammar and continued to struggle although teachers focused on intervention daily within the grade level.

Greatest Decline

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

The 2025 Data indicates that the fifth grade ELA Proficiency is at 43%, compared to the 2024 ELA proficiency that was at 55%. This was a 12 percentage point decrease. Although, Instructional Support, Co-Teaching, Data - Driven Instruction, and administrative support was provided during ELA common-planning to build teacher capacity, students experienced a double digit decline.

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.

In reviewing the 2025 Data, it is apparent that our greatest gap is among our fifth grade students in ELA Reading. The data showed that only 43% were proficient when compared to the states proficiency average of 54%.

The lack of a reading instructional coach was a contributing factor that led to a 12 percentage point decrease on the 2025 FAST ELA Reading assessment.

EWS Areas of Concern

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

Our EWS data indicates that students with an ELA deficiency is a major concern. It's essential that we improve in this area because strong literacy skills are the foundation for academic success, communication, and lifelong learning.

Highest Priorities

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

1. Increase proficiency in ELA among 3rd and 5th grade
2. Student Attendance
3. School Climate and Culture

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 Federal Percent of Points Index our students in grade 3 and grade 5 scored 49 and 43 percentage points in ELA, which did not meet the required criteria of 50% or above proficiency on statewide assessments. Based on this data and the identified contributing factors of high number of Level 1 and 2 students whose foundational readiness levels limit their ability to master grade level tasks/content, we will implement evidence based interventions with a focus on setting high expectations and aligned instructional delivery.

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

K–2 instruction will focus on building foundational literacy skills through explicit, systematic teaching of phonological awareness, phonics, fluency, vocabulary, and comprehension aligned to the B.E.S.T. Standards. Teachers will use multisensory approaches, small-group targeted instruction, and scaffolded supports to address the needs of students with disabilities and other at-risk learners.

Progress monitoring (i-Ready/FAST) will guide reteaching and interventions, with additional time and intensity provided for Level 1 and 2 students. High-yield strategies such as structured literacy routines, interactive read-alouds, and gradual release of responsibility will be used to accelerate growth and close achievement gaps.

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

Grades 3–5 instruction will focus on strengthening comprehension, vocabulary, and fluency through standards-aligned lessons and structured literacy practices. Teachers will use small-group instruction, scaffolded supports, and progress monitoring data (i-Ready/FAST) to target specific skill gaps, with intensified interventions for Level 1 and 2 students to accelerate proficiency.

Grades K-2: Measurable Outcome(s)

By the end of the 2025–2026 school year, at least 50% of K–2 students will demonstrate growth toward grade-level proficiency in Reading/ELA, as measured by i-Ready/FAST progress monitoring and teacher-based assessments. This represents an increase of at least 10 percentage points from the 2024–2025 baseline and will reflect improvement in foundational skills such as phonics, fluency, vocabulary, and comprehension.

Grades 3-5: Measurable Outcome(s)

By the end of the 2025–2026 school year, at least 50% of students in grades 3–5 will demonstrate proficiency or significant growth in Reading/ELA, as measured by FAST statewide assessments and progress monitoring data. This reflects an increase of at least 10 percentage points from the 2024–2025 baseline and will indicate improvement in comprehension, vocabulary, and fluency aligned to grade-level standards.

Monitoring

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

To ensure progress toward increasing ELA proficiency for students from 47% and 43% to at least 50%, the school will implement regular data-driven monitoring cycles. Teachers will analyze formative and summative assessment data to track students' performance, adjust small-group and individualized instruction, and provide targeted interventions. Progress will also be reviewed bi-weekly in grade-level meetings, with the administration observing classroom implementation, reviewing lesson plans, and evaluating student work samples. Bi-weekly benchmark assessments will measure overall impact, allowing the school to determine whether interventions are effectively increasing ELA proficiency for students and make timely adjustments as needed.

Person responsible for monitoring outcome

Carol Jeffrey, Assistant Principal (cjeffrey@dadeschools.net)

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:

The school will implement flexible/strategic grouping using leveled texts and explicit comprehension strategies for students. This intervention provides targeted, skill-focused instruction that addresses individual student needs in decoding, fluency, vocabulary, and comprehension. Teachers will regularly monitor student progress through formative assessments, running records, and comprehension checks, with adjustments made during weekly grade level meetings and bi-weekly benchmark reviews.

Rationale:

Research shows that flexible/strategic grouping is highly effective in improving literacy outcomes for students with disabilities by providing individualized support and repeated practice on critical skills. Given that 47% of grade 3 students and 43% of grade 5 students are currently proficient in ELA and the goal is 50%, this intervention directly addresses skill gaps, allows for differentiated instruction, and provides a structured approach to accelerate learning and improve overall proficiency.

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

Conduct Data Analysis and Grouping

Person Monitoring:

Maria Hardwick, Principal
(pr2401@dadeschools.net)

By When/Frequency:

August 14, 2025 - September 26, 2025

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

The school will analyze assessment data—including formative checks, benchmark results, and reading fluency measures—to identify skill gaps for students. Based on this analysis, students will be placed into flexible small groups targeting decoding, fluency, vocabulary, and comprehension. The Leadership Team will review group placements for accuracy and effectiveness, monitoring growth through ongoing formative assessments, running records, and bi-weekly benchmark data.

Action Step #2

Deliver Targeted Small-Group Instruction

Person Monitoring:

Carol Jeffrey, Assistant Principal

By When/Frequency:

August 14, 2025 - September 26, 2025

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

Teachers and special education staff will provide targeted small-group guided reading sessions 3–5 times per week using leveled texts and explicit comprehension strategies. Instruction will address individual student needs, with adjustments made based on ongoing formative assessments and teacher observations. Administrators will monitor implementation through classroom observations, lesson plan reviews, and student work samples.

Action Step #3

Monitor Progress and Adjust Instruction

Person Monitoring:

Maria Hardwick, Principal
(pr2401@dadeschools.net)

By When/Frequency:

August 14, 2025 - September 26, 2025

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

Teachers will regularly review formative assessment data, running records, and comprehension checks to evaluate student growth. During weekly grade-level meetings and bi-weekly benchmark

reviews, instructional groups will be adjusted, reteaching provided, and interventions intensified for students not making adequate progress. The school will track the impact by monitoring skill mastery, i-Ready/FAST growth, and improvements in decoding, comprehension, and grade-level reading proficiency.

Area of Focus #2

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Our Area of Focus is improving Science proficiency for all students across all relevant grade levels. While our data shows steady improvement over the past three years—46% proficiency in 2023, 50% in 2024, and 54% in 2025—46% of students are performing below Level 3. This indicates that a significant portion of our student population continues to struggle with mastering scientific concepts, applying inquiry skills, and demonstrating understanding of grade-level standards.

The rationale for this focus is based on prior-year data and identified contributing factors, including gaps in foundational scientific knowledge, limited opportunities for hands-on inquiry and experimentation, and challenges with academic vocabulary and comprehension of science content. By implementing evidence-based instructional strategies, providing differentiated supports, and monitoring student progress regularly, the school aims to accelerate growth, increase proficiency, and ensure that all students are able to meet grade-level Science standards.

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 2025–2026 school year, at least 65% of students will demonstrate proficiency in Science, as measured by statewide assessments and school-based benchmark data. This represents an increase of 11 percentage points from the 2024–2025 baseline and reflects measurable growth in students' understanding of scientific concepts, inquiry skills, and mastery of grade-level standards.

Monitoring

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

The implementation and impact of the Science Area of Focus will be monitored through multiple measures to ensure students are progressing toward the desired outcome. Teachers will use

formative assessments, classroom observations, and student work samples to track skill development in scientific concepts, inquiry skills, and academic vocabulary.

Grade-level teams will meet to review assessment data and discuss instructional adjustments. Additionally, benchmark assessments and interim statewide Science assessments will be analyzed bi-weekly and quarterly to measure growth toward proficiency. The Leadership Team will review this data regularly to ensure interventions are effective, provide targeted support where needed, and adjust instructional strategies to address gaps, ensuring that the goal of 65% proficiency by the end of the year is achieved.

Person responsible for monitoring outcome

Carol Jeffrey, 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:

The school will implement hands-on, inquiry-based science instruction, explicit science vocabulary and concept instruction, and flexible grouping with differentiated support. Teachers will provide structured experiments and activities aligned to grade-level standards, directly teach academic science vocabulary, and group students strategically based on formative assessment data. Targeted small-group instruction and scaffolded supports will address gaps in content knowledge, inquiry skills, and vocabulary to accelerate learning for students performing below Level 3.

Rationale:

Research demonstrates that active, inquiry-based learning deepens conceptual understanding and promotes engagement in Science. Direct instruction of academic vocabulary improves comprehension and application of scientific concepts. Flexible grouping allows for differentiated, targeted instruction, ensuring that students with varying proficiency levels receive the support they need. By combining these evidence-based practices, the school can address persistent gaps in Science proficiency, accelerate growth, and move toward the measurable outcome of at least 65% of students achieving proficiency by the end of the 2025–2026 school year.

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

Conduct Data Analysis and Grouping

Person Monitoring:

Maria Hardwick, Principal
(pr2401@dadeschools.net)

By When/Frequency:

August 14, 2025 - September 26, 2025

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

The school will analyze formative assessments, benchmark results, and classroom performance data to identify students' specific gaps in scientific concepts, inquiry skills, and academic vocabulary. Based on this analysis, students will be placed into flexible small groups to receive targeted, differentiated instruction that addresses their individual learning needs. The effectiveness of group placements will be monitored through ongoing formative assessments, student work samples, and classroom observations. Grade-level teams will review data to ensure that students are making progress within their groups, and the Leadership Team will review benchmark and interim assessment data to determine if groupings are effectively supporting growth toward the goal of 65% proficiency in Science.

Action Step #2

Deliver Targeted, Hands-On Science Instruction

Person Monitoring:

Carol Jeffrey, Assistant Principal

By When/Frequency:

August 14, 2025 - September 26, 2025

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

Teachers and science staff will implement inquiry-based lessons, hands-on experiments, and explicit instruction of academic science vocabulary during science blocks. Instruction will be differentiated and delivered in small groups based on students' specific skill gaps in scientific concepts, inquiry skills, and vocabulary. Lessons will align to grade-level standards and incorporate scaffolded supports to ensure all students can access and engage with the content. The school will monitor implementation through classroom observations, review of lesson plans, and student work samples. Progress will be tracked using formative assessments, benchmark data, and performance on science-related tasks. Grade-level teams will meet weekly to review data and make instructional adjustments, ensuring that targeted instruction is effectively addressing skill gaps and moving students toward the measurable outcome of 65% proficiency in Science.

Action Step #3

Monitor Progress and Adjust Science Instruction

Person Monitoring:

Maria Hardwick, Principal
(pr2401@dadeschools.net)

By When/Frequency:

August 14, 2025 - September 26, 2025

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

Teachers will regularly review formative assessments, benchmark results, student work samples, and classroom observations to evaluate student growth in scientific concepts, inquiry skills, and vocabulary. Based on these data, instructional groups will be adjusted, reteaching will be provided, and targeted interventions will be intensified for students not making adequate progress. The school will track student progress through weekly grade-level meetings, bi-weekly data reviews, and quarterly benchmark assessments. Adjustments to instruction and group placements will be documented, and the Leadership Team will review overall trends to ensure that interventions are effective and that students are progressing toward the measurable outcome of 65% proficiency in Science.

Area of Focus #3

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.

Our Area of Focus is improving Math proficiency for all students across all relevant grade levels. School data shows that 58% of students scored at Level 3, 4, or 5 in 2025, an increase from 48% in 2024, indicating growth in student achievement. Despite this improvement, 42% of students remain below grade-level proficiency, which affects their ability to successfully engage with grade-level mathematics concepts, problem-solving, and application of mathematical reasoning.

The rationale for this focus is based on prior-year data and identified contributing factors, including gaps in foundational math skills, difficulty with multi-step problem-solving, and limited opportunities for differentiated, targeted practice. By implementing evidence-based instructional strategies, targeted interventions, and ongoing progress monitoring, the school aims to accelerate learning, address skill gaps, and increase overall math proficiency for all students.

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 2025–2026 school year, at least 65% of students will demonstrate proficiency in Math, as measured by statewide assessments and school-based benchmark data. This represents an increase of 12 percentage points from the 2025 baseline and reflects measurable growth in students' foundational skills, problem-solving abilities, and mastery of grade-level math standards.

Monitoring

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

The implementation and impact of the Math Area of Focus will be monitored through multiple measures to ensure students are progressing toward proficiency. Teachers will use formative assessments, exit tickets, classwork, and student work samples to track mastery of foundational skills, problem-solving strategies, and grade-level standards.

Grade-level teams will meet weekly to review assessment data and adjust instruction as needed. Additionally, benchmark assessments and interim statewide Math assessments will be analyzed bi-

weekly or quarterly to measure growth. The Leadership Team will review this data regularly to ensure interventions are effective, provide targeted support where necessary, and adjust instructional strategies to address skill gaps, supporting the goal of 70% proficiency by the end of the school year.

Person responsible for monitoring outcome

Carol Jeffrey, 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:

To improve Math proficiency for all students, the school will implement the following evidence-based interventions: Targeted Small-Group Math Instruction – Teachers will provide differentiated, small-group instruction based on student performance on formative and benchmark assessments. Lessons will focus on foundational skills, multi-step problem solving, and application of grade-level standards. Explicit Instruction of Mathematical Concepts and Strategies – Teachers will deliver direct instruction in key concepts, procedures, and problem-solving strategies, using visual models, manipulatives, and guided practice to strengthen understanding. Flexible Grouping and Progress Monitoring – Students will be grouped strategically based on assessment data to receive targeted support. Instructional groups will be adjusted regularly based on ongoing formative assessment results to ensure interventions meet students' needs.

Rationale:

Research shows that small-group, targeted instruction accelerates learning by addressing individual skill gaps, while explicit teaching of mathematical concepts and problem-solving strategies improves comprehension and application. Flexible grouping ensures students receive instruction at the appropriate level of challenge and support. By implementing these evidence-based strategies, the school can address persistent gaps in Math proficiency, strengthen foundational skills, and increase the percentage of students meeting grade-level standards.

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

Conduct Data Analysis and Flexible Grouping

Person Monitoring:

Maria Hardwick, Principal
(pr2401@dadeschools.net)

By When/Frequency:

August 14, 2025 - September 26, 2025

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

step:

During this period, teachers and grade-level teams will analyze formative assessments, benchmark results, and classroom data to identify student skill gaps in foundational math concepts, problem-solving, and computation. Based on this analysis, students will be placed into flexible, small instructional groups to target their specific learning needs. The Leadership Team and grade-level chairs will monitor the effectiveness of group placements through review of assessment data, student work samples, and classroom observations. Weekly grade-level meetings will include discussion of student progress within groups, and adjustments to groupings will be made as needed to ensure students are receiving appropriate support to accelerate growth toward the measurable outcome of 65% proficiency in Math.

Action Step #2

Deliver Targeted Small-Group and Explicit Math Instruction

Person Monitoring:

Carol Jeffrey, Assistant Principal

By When/Frequency:

August 14, 2025 - September 26, 2025

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

Teachers and math staff will implement differentiated, small-group instruction based on students' identified skill gaps. Lessons will focus on foundational math concepts, problem-solving strategies, and grade-level standards using explicit teaching methods, manipulatives, visual models, and guided practice. Instruction will be adjusted to meet students' needs and ensure active engagement and mastery of concepts. Implementation will be monitored through classroom observations, review of lesson plans, and analysis of student work samples. Formative assessments, benchmark assessments, and exit tickets will be used to track student progress. Weekly grade-level meetings will review data, and instructional adjustments will be made as needed to ensure students are progressing toward the measurable outcome of 65% proficiency in Math.

Action Step #3

Monitor Progress and Adjust Instruction

Person Monitoring:

Maria Hardwick, Assistant Principal

By When/Frequency:

August 14, 2025 - September 26, 2025

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

Teachers will regularly review formative assessments, benchmark results, student work samples, and classroom observations to evaluate student growth in foundational math skills, problem-solving, and grade-level standards. Based on this data, instructional groups will be adjusted, reteaching provided, and targeted interventions intensified for students not making adequate progress. The Leadership Team and grade-level chairs will review student progress bi-weekly during grade-level meetings and during administrative data chats. Adjustments to instruction and group placements will be documented, and ongoing progress monitoring will ensure that interventions are effective and that students are advancing toward the measurable outcome of 65% proficiency in Math.

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.

A review of PowerBI reveals that 27% of our students had 10 or more absences on 2025 compared to 34% in 2024. Although attendance has shown a 7 percentage point improvement, this continues to be an area of focus because consistent presence in school ensures that children have full access to instruction, practice, and the support needed to master grade-level skills.

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.

Promoting a positive school culture with student attendance as the focal point, a 5 percentage point decrease in absenteeism will be reflected among students with ten or more absences in 2026. This will result in an increase in our academic scores.

Monitoring

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

The Leadership Team: Maria Hardwick, Principal, Carol Jeffrey, Assistant Principal, and Dyamon Burgess, School Counselor will monitor teachers' attendance and verify the attendance report daily for accuracy. Teachers will also notify the school counselor of students with chronic tardies or absences so that they may be referred for services and support.

Person responsible for monitoring outcome

Dyamon Burgess (340122@dadeschools.net)

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:

The school will implement a tiered attendance intervention that combines positive incentives for consistent attendance with proactive family engagement. Students with regular attendance will be recognized through quarterly celebrations, certificates, and small rewards, while students with attendance challenges will have families contacted for conferences or support meetings to address barriers such as transportation, health, or other challenges. Attendance data will be monitored weekly, and trends will be reviewed during bi-weekly leadership meetings to ensure interventions are effective and adjustments are made as needed.

Rationale:

Research shows that combining positive reinforcement with family engagement is an effective evidence-based strategy for improving student attendance. Recognition motivates students to attend consistently, while family engagement addresses underlying barriers that contribute to chronic absenteeism. Implementing this intervention ensures that all students have increased opportunities for learning, reduces absenteeism, and supports the school in meeting state and federal attendance targets.

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

Monitor and Analyze Attendance Data

Person Monitoring:

Dyamon Burgess (340122@dadeschools.net)

By When/Frequency:

August 14, 2025 - September 26, 2025

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

Tracking daily attendance will identify students with frequent absences or emerging patterns of tardiness. Attendance reports will then be reviewed weekly by the counselor to measure reductions in unexcused absences and identify trends over time.

Action Step #2

Quarterly Celebrations

Person Monitoring:

Dyamon Burgess (340122@dadeschools.net)

By When/Frequency:

August 14, 2025 - September 26, 2025

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

The school will hold quarterly celebrations to recognize students with strong or improved attendance through certificates, assemblies, or small rewards. Attendance records will be reviewed before and after each celebration to track improvements in student attendance and engagement.

Action Step #3

Family Engagement and Support

Person Monitoring:

Dyamon Burgess (340122@dadeschools.net)

By When/Frequency:

August 14, 2025 - September 26, 2025

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

The school will actively engage families of students with attendance concerns through phone calls, conferences, and home visits as needed. Staff will work collaboratively with families to identify barriers—such as transportation, health issues, or other challenges—and provide guidance, resources, or referrals to ensure students can attend school consistently. The school counselor will monitor the effectiveness of family engagement by tracking documented communications, meeting notes, and referrals. Attendance trends for students whose families are engaged will be analyzed

monthly to determine whether interventions are improving daily attendance and reducing chronic absenteeism.

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.

Disseminating the School Improvement Plan (SIP) to various stakeholders is essential for transparency and engagement. To meet the requirement of providing information in a language parents can understand, it's important to consider diverse language needs and use plain language when creating the SIP document. The SIP is available on our school's website at: hibiscuselementaryschool.net/title-i/ and in our main office. An EESAC schedule is also created and shared with parents so that they may attend meetings. Parents and community stakeholders are provided an opportunity to evaluate the SIP's effectiveness and modify action steps as results are monitored throughout the school year.

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)).

The school plans to build positive relationships with parents, families, and community stakeholders by maintaining regular, open communication through newsletters, phone calls, emails, and conferences. Families will be actively engaged in school events, workshops, and volunteer opportunities to support student learning and well-being. Additionally, the school will provide consistent updates on student progress and achievements, collaborate with community organizations to meet student needs, and foster a welcoming environment where parents feel valued as partners in fulfilling the school's

mission.

The school's Parental Family Engagement Plan (PFEP) is publicly available on the school's website. To access the PFEP, please visit the school's official website at hibiscuselementaryschool.net/title-i/ and navigate to the "Title I Documents" section, where the plan is typically posted for public viewing.

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)).

The school plans to strengthen the academic program by implementing targeted, data-driven instruction, with a specific focus on ELA, to address the recent 12-percentage-point decline in student performance when compared to other students in the school district. Teachers will use regular assessments to identify skill gaps and differentiate instruction through small groups, guided practice, and individualized support. To increase the amount and quality of learning time, the school will extend learning opportunities through structured intervention blocks, enrichment activities, and focused literacy centers. Additionally, an accelerated and enriched curriculum will be provided through project-based learning, advanced reading materials, and integrated cross-curricular activities to challenge students and promote higher-order thinking skills. These strategies will ensure that students receive a rigorous, engaging, and responsive academic experience that supports growth in ELA and all core subjects.

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) is developed through collaboration with federal, state, and local programs to ensure a comprehensive approach that addresses both academic and non-academic needs of students. The plan aligns with initiatives supported under the Elementary and Secondary Education Act (ESEA), integrating resources from violence prevention programs, nutrition services, housing assistance, Head Start, adult education, and career and technical education programs. Additionally, the SIP coordinates with schools implementing CSI (Comprehensive Support and Improvement) or TSI (Targeted Support and Improvement) activities, ensuring that strategies are consistent, mutually reinforcing, and designed to improve student outcomes. By leveraging these partnerships and resources, the school creates a holistic system of support that addresses barriers to

learning, strengthens academic instruction, and promotes equity for all students.

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)).

The school ensures that students receive comprehensive support beyond the classroom through counseling, school-based mental health services, and specialized support programs. Through the **Healthy Me** program, students access social-emotional learning lessons that build skills such as self-awareness, emotional regulation, and responsible decision-making. Additionally, partnerships with the **Jessie Trice Community Health System** provide on-site mental health services, including individual and group counseling, crisis intervention, and behavioral support. The school also offers mentoring services, peer support programs, and enrichment activities to foster students' personal growth, resilience, and positive social development. These initiatives work together to address students' non-academic needs, promote well-being, and enhance their readiness to engage fully in learning.

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)).

N/A

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)).

The school implements a schoolwide tiered model to prevent and address problem behavior through a framework that includes universal supports, targeted interventions, and individualized strategies. At **Tier 1**, all students receive instruction in positive behavioral expectations, social-emotional learning, and schoolwide routines to promote a safe and supportive environment. **Tier 2** provides small-group interventions and mentoring for students who demonstrate emerging behavioral challenges, while **Tier 3** offers individualized support plans, counseling, and coordination with specialists for students

with persistent or severe behaviors. These services are aligned and coordinated with activities under the Individuals with Disabilities Education Act (IDEA) to ensure that students with disabilities receive early intervening services and supports tailored to their unique needs. The integrated approach promotes positive behavior, reduces disciplinary incidents, and supports academic engagement for all students.

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)).

The school provides ongoing professional learning for teachers, paraprofessionals, and other staff to enhance instructional practices and the effective use of academic assessment data. Training focuses on data-driven instruction, differentiated strategies, literacy and numeracy interventions, and the integration of technology to support student learning. Additionally, the school offers mentoring, coaching, and collaborative planning opportunities to support teacher growth, particularly in high-need subjects such as ELA and mathematics. Recruitment and retention efforts include professional development pathways, recognition programs, and access to resources that foster a supportive and effective teaching environment. These initiatives ensure that staff are equipped to meet diverse student needs and drive continuous academic improvement.

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)).

The school employs a variety of strategies to support preschool children as they transition from early childhood education programs to elementary school. These strategies include orientation sessions, transition visits, and family engagement workshops to familiarize children and families with school routines, expectations, and resources. Preschool and kindergarten teachers collaborate to share assessment data, developmental information, and individualized learning plans to ensure continuity of instruction. Additionally, the school provides social-emotional readiness activities, literacy and numeracy skill-building, and mentoring support to help children adjust successfully to the academic and social demands of elementary school. These coordinated efforts promote a smooth transition, reduce anxiety, and lay the foundation for long-term 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.

The school collaborates with the district to review the use of resources through regular data meetings, budget reviews, and program evaluations. Staff and administrators analyze student achievement data, attendance, and other performance indicators to ensure resources are allocated effectively to address identified needs. The district provides guidance and oversight to confirm that funding, staffing, and instructional materials support targeted interventions, enrichment programs, and strategies that improve student outcomes, while adjustments are made as needed to maximize impact.

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).

To address identified needs in ELA and overall academic growth, the school will utilize targeted instructional resources and programs, including small-group guided reading materials, literacy intervention software (such as i-Ready), and leveled classroom libraries. The rationale for these resources is based on recent assessment data, which showed a 12-percentage-point decline in ELA proficiency and gaps in reading comprehension and fluency. These resources will be implemented throughout the school year, with progress monitored through quarterly assessments and ongoing formative checks, ensuring that interventions are timely and responsive to student needs.

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