Miami-Dade County Public Schools

CORAL WAY K-8 CENTER

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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 30

V. Title I Requirements (optional) 33

VI. ATSI, TSI and CSI Resource Review 36

VII. Budget to Support Areas of Focus 37

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

Our mission is to provide our students with opportunities to develop a better sense of the world (past, present, future) around them, while establishing an educational setting that moves both teachers and students into an international arena to create a multicultural and interactive learning environment, focusing on improving student achievement.

Provide the school's vision statement

Coral Way K-8 Center aspires to develop leaders who contribute to the well-being of society as they progress to positions of increasing responsibilities through experience and personal growth. There is a spirit of united purpose and equal worth. In this international setting, we are developing citizens of the world where bi-literate communication and technology are integral components of our teaching and learning environment providing our stakeholders with the tools for success in our global society. We
strive to make a difference in the lives of all who enter here-students, teachers, parents, and community members.

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

Barbara M. Martin

bmmartin@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

-Instructional Leader
-Engage Stakeholders
-Support Curriculum
-Oversee operations of the school
-Monitor student achievement
-Maintains a safe learning environment
-Monitor and allocate resources to improve achievement

Leadership Team Member #2

Employee's Name
Dionisio de la Torre

deebats@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

-Oversee the instructional program in Middle School
-Middle School Curriculum
-Intervention/Intensive Reading
-Tutoring

Leadership Team Member #3

Employee's Name
Sheilys Garcia

sgarcia@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

-Oversee the instructional program
-LEA SPED coordinator
-Oversee SPED program
-Oversee ELL Program
-Elementary Curriculum
-Intervention
-Master Schedules

Leadership Team Member #4

Employee's Name
Susana C. Martin

scmartin@dadeschools.net

Position Title
Lead Teacher/School Assessment Coordinator

Job Duties and Responsibilities

-Curriculum Support for Bilingual Program
-International Studies Program Coordinator
-Maintain the school's webpage
-School Assessment Coordinator

Leadership Team Member #5

Employee's Name
Patricia Jimenez

pjimenez@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

-Oversees Community School Program
- School Operations/Maintenance

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.

Involving stakeholders and soliciting their input is crucial in developing an effective School Improvement Plan (SIP). By involving stakeholders from the outset and throughout the development of the SIP, we are able to gather valuable insights but also build a sense of collective responsibility

and commitment to achieving shared goals. We have formal, informal and collaborative conversations with stakeholders during grade level
meetings, faculty meetings, and EESAC meetings. We gather and analyze the feedback received from stakeholders and look for common themes, concerns, and suggestions that emerge from different groups. Once the SIP is developed, we communicate it back to stakeholders and regularly engage with stakeholders to update them on the progress and seek ongoing feedback.

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)).

Monitoring the School Improvement Plan (SIP) for effective implementation and impact on student achievement, especially for those with the greatest achievement gaps, involves a structured approach to assessment and adaptation. We will define specific, measurable goals aligned with state academic standards. We will implement a systematic approach to collect relevant data on a regular basis and analyze it with the Leadership Team to assess progress toward our goals with teachers during weekly grade level meetings. We will establish mechanisms for stakeholders (teachers, students, parents and community members) to provide ongoing feedback on the SIP implementation. We will have regular meetings, such as EESAC meetings, with stakeholders to review progress reports and discuss feedback received. Based on the data analysis and stakeholder feedback, we will identify specific areas of the SIP that may need revision based on grade level standards. We will collaboratively develop revised action steps that address identified areas for improvement and continue to monitor progress using the same data-driven approach. By integrating these monitoring and revision strategies into the SIP process, we will ensure that their efforts are targeted effectively towards increasing student achievement and closing achievement gaps.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**62.8%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: A** **2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	71	89	92	131	127	105	130	87	120	952
Absent 10% or more school days	1	9	3	14	9	6	12	24	0	78
One or more suspensions	0	0	0	0	0	2	10	2	4	18
Course failure in English Language Arts (ELA)	0	1	2	16	3	5	0	1	1	29
Course failure in Math	0	2	4	7	11	14	0	0	0	38
Level 1 on statewide ELA assessment	0	0	0	17	14	10	24	13	21	99
Level 1 on statewide Math assessment	0	0	0	8	9	11	25	14	17	84
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	2	17	28	20	20	45	29	50	216
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	4	10	5	3	0	0	0	0	24

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	3	10	25	18	15	31	21	40	164

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	1	1	5	2	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	1	1

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	90	103	144	138	127	140	104	134	105	1,085
Absent 10% or more school days	1	10	10	10	5	5	2	5	6	54
One or more suspensions			1		3			7	5	16
Course failure in English Language Arts (ELA)		3	3	7	10	2	2		1	28
Course failure in Math		2	13	10	4	9	5	1		44
Level 1 on statewide ELA assessment				18	19	10	14	22	15	98
Level 1 on statewide Math assessment				10	10	8	19	27	9	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	10	9	15	36	27	17	29	33	25	201
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	12	8	4	1					29

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	7	13	28	22	14	19	28	18	154

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	4	3	9				1	3	21
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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	71	69	64	69	67	61	66	65	58
Grade 3 ELA Achievement	69	65	64	64	65	62	65	63	59
ELA Learning Gains	69	66	62	68	66	61	68	64	59
ELA Lowest 25th Percentile	62	58	55	63	58	55	67	58	54
Math Achievement*	70	71	64	70	69	62	65	68	59
Math Learning Gains	62	65	61	64	65	60	64	66	61
Math Lowest 25th Percentile	56	57	52	58	59	53	64	63	56
Science Achievement	67	65	60	76	62	57	63	60	54
Social Studies Achievement*	76	84	77	77	82	74	85	79	72
Graduation Rate		79	77		81	72		78	71
Middle School Acceleration	85	82	79	72	79	75	76	77	71
College and Career Acceleration		79	61		75	56		76	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					64	61		64	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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	687
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
69%	68%	68%	69%	67%	49%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	59%	No		
Hispanic Students	68%	No		
White Students	75%	No		
Economically Disadvantaged Students	64%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	71%	69%	69%	62%	70%	62%	56%	67%	76%	85%			
Students With Disabilities	35%	19%	61%	61%	28%	53%	43%	40%	47%				
English Language Learners	53%	49%	65%	62%	62%	62%	55%	49%	53%	83%			
Hispanic Students	69%	66%	68%	62%	69%	63%	57%	66%	76%	85%			
White Students	81%	90%	69%		79%	56%							
Economically Disadvantaged Students	65%	53%	68%	67%	62%	55%	52%	63%	77%	79%			

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	69%	64%	68%	63%	70%	64%	58%	76%	77%	72%			70%
Students With Disabilities	31%	14%	51%	57%	31%	45%	47%	48%	56%				71%
English Language Learners	50%	45%	66%	62%	59%	61%	60%	47%	67%	67%			70%
Hispanic Students	68%	61%	68%	63%	69%	63%	58%	74%	76%	70%			70%
White Students	82%		70%		82%	70%		94%					
Economically Disadvantaged Students	63%	54%	63%	58%	65%	61%	51%	71%	70%	65%			68%

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	66%	65%	68%	67%	65%	64%	64%	63%	85%	76%			67%
Students With Disabilities	36%	40%	58%	57%	24%	55%	62%	35%	65%				50%
English Language Learners	45%	48%	61%	62%	47%	57%	64%	42%	69%	54%			67%
Hispanic Students	65%	63%	67%	67%	64%	63%	63%	62%	84%	73%			66%
White Students	81%		70%		76%	83%		77%					
Economically Disadvantaged Students	61%	58%	63%	65%	59%	60%	66%	56%	85%	71%			64%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	68%	64%	4%	60%	8%
ELA	4	68%	64%	4%	60%	8%
ELA	5	78%	65%	13%	61%	17%
ELA	6	67%	67%	0%	62%	5%
ELA	7	70%	67%	3%	62%	8%
ELA	8	62%	65%	-3%	60%	2%
Math	3	77%	72%	5%	66%	11%
Math	4	87%	71%	16%	65%	22%
Math	5	70%	67%	3%	62%	8%
Math	6	53%	67%	-14%	60%	-7%
Math	7	41%	58%	-17%	53%	-12%
Math	8	54%	65%	-11%	61%	-7%
Science	5	80%	59%	21%	60%	20%
Science	8	53%	49%	4%	52%	1%
Civics	7	77%	79%	-2%	77%	0%
Algebra	8	87%	85%	2%	84%	3%

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?

Specific data component and improvement: Grade 8 Mathematics showed the most significant improvement, increasing by 19 percentage points, from 35% proficiency in 2024-2025 to 54% proficiency in 2025-26.

The school conducted a needs assessment survey to guide targeted professional development and established a consistent cycle of data analysis. Teachers implemented differentiated instruction and progress monitoring, utilizing supplemental resources such as i-Ready Mathematics and IXL Learning Mathematics.

The substantial 19 point jump in proficiency scores serves as clear evidence that the targeted interventions, use of remedial resources, and the focus on data-driven instructional practices were effect for this group.

Lowest Performance

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

Grade 7 had the lowest performance with only 41% of the students achieving proficiency. Low performance was largely due to inconsistent data analysis of topic assessment data and inconsistently applied targeted feedback.

There is a concerning downward trend in this area, as proficiency fell from 54% in the previous year to 41%, and the school continues to perform significantly below the district average of 58% and the state average of 53%.

Greatest Decline

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

Grade 7 mathematics represented the greatest decline, dropping by 13 percentage points (from 54% to 41%).

The decline was driven by a lack of consistent, data driven instructional practices, insufficient analysis of formative data, and limited opportunities for immediate student feedback.

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.

Grade 7 Mathematics had the largest gap, falling 12 percentage points below the state average (41% school vs. 53% state).

This gap was cause by a lack of rogorous instructional practices, inconsistent application of differentiated instruction, and a failure to effectively use assessment data to adapt teaching strategies in real time.

The gap in 7th grade Mathematics has widened; in the previous year (2024-2025), the school was actually 4 percentage points above the state average (54% vs 50%), meaning there has been a 16 point negative swing relative to the state.

EWS Areas of Concern

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

The number of third grade students with a substantial reading deficiency is a primary concern, involving 53 students (41%), which is an increase of nine students from the prior year. These literacy concerns most heavily impact incoming third and fourth graders.

Additionally, early literacy gaps hinder foundational skill building, putting these students at high risk for future academic failure and potentially dragging down overall school performance in ELA and Math.

Highest Priorities

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

1. Elevate 7th grade Mathematics Performance: Address the 13 point decline by implementing rigorous, data driven interventions and collaborative planning.
2. Improve the 8th grade ELA Proficiency. Halt the decline in 8th grade literacy (from 71% to 62%) through targeted interventions and enhanced curriculum rigor.
3. Strengthen Early Literacy Interventions: Target the 41% of incoming 4th graders with reading deficiencies to close the gaps.
4. Reduce Student Absenteeism: Continue to implement "Celebrate Successes" and "Are you in your seat?" and other initiatives to lower the absenteeism rate by at least 5%.
5. Foster Structured Teacher Collaboration: Ensure all departments engage in weekly, standrards

aligned collaborative planning sessions to improve instructional capacity and use of data.

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 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.

According to the 2025-2026 F.A.S.T. Mathematics Assessment Results (PM3 data), our school is making it a top priority to improve math proficiency for the upcoming 8th grade students, as proficiency scores dropped from 54% in the 2025 year to 41% in the 2026 year. This significant decline can be directly attributed to a lack of consistent, data driven practices. We identified several key contributing factors such as insufficient data analysis, inconsistent differentiated instruction, and limited opportunities for student feedback. By targeting these specific issues, we aim to establish a more effective learning environment and improve student outcomes for our 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.

Our school aims to increase our incoming Grade 8 Mathematics proficiency rate from a baselne of 41% to at least 61% by the end of the 2026-2027 school year as measured by the FAST Assessment. This increase will align with the state's average proficiency for 8th grade Mathematics students.

Monitoring

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

Implementation and progress will be rigorously monitored by the Leadership Team through quarterly data consultations, participation in instructional walkthroughs, and weekly collaborative planning sessions designed to ensure the continuous delivery of standards-aligned instruction. Additionally, the Leadership Team will systematically review monthly formative assessment data—such as Topic Assessments—during department meetings to analyze student performance trends, evaluate growth metrics, and ensure sustained academic progress across targeted learning standards.

Person responsible for monitoring outcome
Dionisio de la Torre, 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:
Ongoing Progress Monitoring (OPM) is a systemic process of regularly assessing student performance on targeted skills to evaluate growth over time and inform instructional decisions. It ensures that instruction and interventions are responsive, timely, and aligned to student needs, particularly within Tier 1 and Tier 2 students.

Rationale:
The evidence-based strategy of Ongoing Progress Monitoring was chosen as it provide concrete data that allows educators to make informed decisions about instructional grouping and strategies to be used. Progress Monitoring ensures that all students are on track to meet academic standards and educational goals without falling behind. Both students and teachers are held accountable for consistent improvement and promoting a culture of achievement. Ongoing Progress Monitoring in Math is vital for ensuring that students are continually progressing, receiving the support they need, and ultimately succeeding in their math education.

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
Ongoing Progress Monitoring

Person Monitoring:	**By When/Frequency:**
Dionisio de la Torre, Assistant Principal	August 10 - September 25, 2026 weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To monitor student progress and support data-informed instruction, the faculty and administration will implement a standardized Schoolwide Data Chat protocol as a core component of the Ongoing Progress Monitoring process. This instrument will facilitate the systematic recording and critical analysis of formative assessment data during quarterly consultations involving grade-level teams and the Leadership Team. By utilizing this framework, educators can evaluate student performance metrics, pinpoint learning deficits, and design targeted remediation or enrichment interventions. Dionisio de la Torre will evaluate the efficacy of this initiative by reviewing completed data forms during collaborative planning sessions to verify the fidelity and execution of planned instructional strategies.

Action Step #2

Collaborative Planning Sessions

Person Monitoring:
Dionisio de la Torre, Assistant Principal

By When/Frequency:
August 10, 2026- September 25, 2026, bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Mathematics department will engage in structured collaborative planning sessions to refine instructional pacing, develop standards-aligned curricula, and implement diverse pedagogical strategies tailored to student needs. These sessions will prioritize data-driven analysis to inform differentiated instruction and structure targeted, classroom-based remediation. To provide administrative support and maintain coherence with institutional goals, the Leadership Team, specifically Dionisio de la Torre, will periodically participate in these planning meetings to monitor alignment and evaluate progress toward long-term academic benchmarks.

Action Step #3
Data Driven Decision Making

Person Monitoring:
Dionisio de la Torre, Assistant Principal

By When/Frequency:
August 10, 2026- September 25, 2026, bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our school will implement a rigorous process of post-assessment data analysis after the administration of each topic test. Dionisio de la Torre, Assistant Principal, will participate in collaborative data chat sessions with teaching staff to disaggregate and interpret test results. This collaborative review will inform the strategic deployment of differentiated instructional interventions, ensuring that targeted remediation is provided to those students identified to have areas of non mastery.

Area of Focus #2

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.

RAISE: According to the 2026 FAST PM3 data, 51% of our second grade students scored at or above proficiency on the ELA STAR Reading Assessment. Sixty six (66%) of our first grade students scored at or above proficiency on the STAR Reading Assessment. Forty four percent (44%) of our Kindergarten students scored at or above proficiency on the STAR Early Literacy assessment. Based on this data and the identified contributing factors of students lacking a strong reading foundation, inconsistent use of differentiated instruction and lack of rigor in instructional strategies in Kindergarten, we will implement the Targeted Element of Differentiated Instruction with a focus on instructional delivery and remedial differentiated instruction.

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

At Coral Way K-8 Center, the instructional practice we will implement in Reading/ELA for grades K-2 is Diferrentiated Instruction. Teachers will provide small/group and individualized lessons, use leveled text, and integrate phonics, vocabulary, and comprehension strategies to meet each students' needs. This approach ensures that students who need additional practice and support can work toward meeting grade/level expectations, While students who are ready for enrichment continue to be challanged.

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

At Coral Way K-8 Center, the instructional practive we will implement in Reading/ELA for grades 3-5 is Differentiated Instruction. Teachers will use flexible grouping, leveled texts, and targeted skill building in areas such as comprehension, vocabulary, phonics and writing to address the diverse needs of our students. This approach will provide additinal support for students who need help reaching grade/level standards while also offering enrichment opportunities for students who are ready to extend their learning.

Grades K-2: Measurable Outcome(s)

WIth the implementation of Differentiated Instruction in Reading, our Kindergarten students will score at least 50% proficiency on the STAR Early LIteracy PM3 State Assessment. Our first grade students will increase by 16 points for a total of 60% proficiency on the STAR Reading PM3 State Assessments.
Our incoming second grade ELA proficiency will increase by 2 points for a total of 68% proficiency on STAR Reading PM3 State Assessments.

Grades 3-5: Measurable Outcome(s)

WIth the implementation of Differentiated Instruction in Reading, our incoming third grade students will increase their score by 9 points for a total of 60% proficiency on the FAST ELA PM3 State Assessment. Our incoming fourth grade students will increase their score by 2 points for a total of 70% proficiency on the FAST ELA Reading PM3 State Assessment. Our incoming fifth grade students will increase by 7 points for a total of 75% proficiency on the FAST ELA Reading PM3 State Assessments.

Monitoring

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

The Leadership Team will participate in collaborative planning sessions to ensure that rigorous Standards Based Lessons are planned for each identified group. In addition, materials will be aligned

to the needs of each group using the supplemental phonics materials. The team will also monitor student data to ensure growth is evident from the Early Literacy and Reading STAR PM1 to PM2 Assessments. The team will consistently review lesson plans to ensure differentiated instruction is planned for and implemented during classroom walkthroughs. Successful implementation of these practices will positively impact Reading student achievement in Kindergarten and First grade.

Person responsible for monitoring outcome
Barbara M. Martin, 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:
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-base 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:
The evidence based strategy of Standards Based Collaborative Planning was chosen as it addresses the need for our teachers to analyze student data to effectively plan data driven instruction. Teachers will share successful instructional practices in an effort to improve instructional delivery and student reading skills. After analyzing data to plan for small group Differentiated Instruction, teachers will identify standards aligned material and resources to utilize that will support individual student needs.

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
Differentiated Instruction

Person Monitoring:
Sheilys Garcia, Assistant Principal

By When/Frequency:
August 10, 2026-September 25, 2026, weekly

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

The Leadership Team will prioritize the implementation of Differentiated Instruction in Reading for Kindergarten, First and Second Grade with a particular focus on small group instruction that targets phonemic awareness. Leveraging the district's supplemental phonics program, our approach will ensure that each student receives tailored instruction that meets their unique learning needs. Teachers will be equipped with carefully crafted student groups, appropriate resources, and lesson plans that reflect differentiation, both within whole group setting and small group instruction. This strategic emphasis will foster a more personalized and effective learning experience, empowering students to achieve greater success in Reading.

Action Step #2
Collaborative Planning

Person Monitoring:
Barbara M. Martin Principal

By When/Frequency:
August 10, 2026- September 25, 2026, weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Leadership Team will actively engage in Collaborative Planning Sessions scheduled from August 13 - October 16, 2026. During this period, the team will participate and oversee the Kindergarten, First Grade, and Second Grade Reading Planning sessions, ensuring that Differentiated Instruction is thoughtfully planned and seamlessly integrated into lessons. This collaborative approach will provide teachers with the support and resources necessary to effectively teach their students. By prioritizing these efforts, we anticipate a significant improvement in Reading achievement for our first and second grade students.

Action Step #3
Classroom Walkthroughs

Person Monitoring:
Barbara M. Martin, Principal

By When/Frequency:
August 10- September 25, 2026, weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Leadership Team will conduct classroom walkthroughs on a weekly basis. Reading Language Arts lesson plans will be reviewed to ensure that Differentiated Instruction is being planned for and implemented to meet the needs of all students. Constructive feedback will be provided consistently during collaborative planning sessions.

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.

According to the 2025-2026 F.A.S.T. Mathematics Assessment Results (PM3 data), our school is making it a top priority to improve math proficiency for the incoming 7th grade students. These students attained 53% proficiency which is 14 points below the 2026 district proficiency rate and 7

points below the state average. This difference can be directly attributed to a lack of consistent, data driven practices. We identified several key contributing factors such as insufficient data analysis, inconsistent differentiated instruction, and limited opportunities for student feedback. By targeting these specific issues, we aim to establish a more effective learning environment and improve student outcomes for our 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.

Our school aims to increase our incoming Grade 7 Mathematics proficiency rate from a baseline of 53% to at least 60 % by the end of the 2026-2027 school year as measured by the FAST Assessment. This increase will align with the state's average proficiency for 7th grade Mathematics students.

Monitoring

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

Implementation and progress will be rigorously monitored by the Leadership Team through quarterly data consultations, participation in instructional walkthroughs, and weekly collaborative planning sessions designed to ensure the continuous delivery of standards-aligned instruction. Additionally, the Leadership Team will systematically review monthly formative assessment data—such as Topic Assessments—during department meetings to analyze student performance trends, evaluate growth metrics, and ensure sustained academic progress across targeted learning standards.

Person responsible for monitoring outcome

Dionisio de la Torre, 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:

Ongoing Progress Monitoring (OPM) is a systemic process of regularly assessing student performance on targeted skills to evaluate growth over time and inform instructional decisions. It

ensures that instruction and interventions are responsive, timely, and aligned to student needs, particularly withing Tier 1 and Tier 2 students.

Rationale:
The evidence-based strategy of Ongoing Progress Monitoring was chosen as it provide concrete data that allows educators to make informed decisions about instructional grouping and strategies to be used. Progress Monitoring ensure that all students are on track to meet academic standards and educational goals without falling behind. Both students and teachers are held accountable for consistent improvement and promoting a culture of achievement. Ongoing Progress Monitoring in Math is vital for ensuring that students are continually progressing, receiving the support they need, and ultimately succeeding in their math education.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1
Collaborative Planning Sessions

Person Monitoring:
Dionisio de la Torre, Assistant Principal

By When/Frequency:
August 10- September 25, 2026, Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Mathematics department will engage in structured collaborative planning sessions to refine instructional pacing, develop standards-aligned curricula, and implement diverse pedagogical strategies tailored to student needs. These sessions will prioritize data-driven analysis to inform differentiated instruction and structure targeted, classroom-based remediation. To provide administrative support and maintain coherence with institutional goals, the Leadership Team, specifically Dionisio de la Torre, will periodically participate in these planning meetings to monitor alignment and evaluate progress toward long-term academic benchmarks

Action Step #2
Ongoing Progress Monitoring

Person Monitoring:
Dionisio de la Torre, Assistant Principal

By When/Frequency:
August 10 - September 25, 2026, bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To monitor student progress and support data-informed instruction, the faculty and administration will implement a standardized Schoolwide Data Chat protocol as a core component of the Ongoing Progress Monitoring process. This instrument will facilitate the systematic recording and critical analysis of formative assessment data during quarterly consultations involving grade-level teams and the Leadership Team. By utilizing this framework, educators can evaluate student performance metrics, pinpoint learning deficits, and design targeted remediation or enrichment interventions. Dionisio de la Torre will evaluate the efficacy of this initiative by reviewing completed data forms during collaborative planning sessions to verify the fidelity and execution of planned instructional

strategies

Action Step #3
Data Driven Decision Making

Person Monitoring:
Dionisio de la Torre, Assistant Principal

By When/Frequency:
August 10 - September 25, 2026 bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our school will implement a rigorous process of post-assessment data analysis after the administration of each topic test. Dionisio de la Torre, Assistant Principal, will participate in collaborative data chat sessions with teaching staff to disaggregate and interpret test results. This collaborative review will inform the strategic deployment of differentiated instructional interventions, ensuring that targeted remediation is provided to those students identified to have areas of non mastery.

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.

According to the 2025-2026 attendance data results on PowerBi a concerning number of students, 31% were absent 11 or more days. This high rate of absenteeism significantly hinders student learning and academic progress. This high rate of absenteeism follows the Miami Senior HIgh School Feeder Pattern goal of addressing absenteeism for the 2026-2027 school year. In response to this critical issue, we will implement the targeted strategy of Celebrating Successes to boost student attendance througout the 2026-2027 school year. By recognizing and rewarding consistent attendance, we aim to create a positive school culture that motivates students to be present, engaged and ready to learn every day. This initiative is a vital step toward ensuring that all students have the opportunity to reach their full potential.

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 Celebrating Successes with a strategic focus on improving student attendance, we anticipate a measureable impact on reducing absenteeism. Our goal for the 2026-2027 school year is to decrease the percentage of student that are absent 11 or more days by 5%, bringing the total down to 26%. Through consistent recognition and rewarding

good attendance, we aim to foster a culture of committment and engagement, ensuring that more students are in school and actively participating in their education. This focused effort will play a crucial role in enhancing academic outcomes and overall student success.

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 and our School Counselors will diligently review daily student attendance bulletins to identify students with excessive absences and intervene with targeted support and encouragement. Recognizing that chronic absenteeism significantly hinders academic progress, they will provide personalized assistance to help students overcome attendance challenges. By closely monitoring attendance patterns and implementing incentive programs to motivate students to be present in school, we are committed to improve our attendance rates this school year. This proactive approach will not only boost student engagement but also have a positive impact on their academic performance and overall success.

Person responsible for monitoring outcome

Parastou Eftekhari, Elementary Counselor and Monica Mitchell, Middle School Counselor

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 measure including home visits, counseling, and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:

The evidence-based strategy of Strategic Attendance Initiatives was selected for its dual impact for both attendance and academic achievement. Additionally, the Miami Senior High School Feeder Pattern Goal is Attendance. By promoting positive and proactive approaches to improving student attendance, this strategy ensures that more students are consistently present in school. Increased attendance contributes to enhanced academic performance, as students that are regularly in class benefit from instruction and engagement. Through these initiatives, we aim to create a supportive environment that fosters both regular attendance and academic success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1
Celebrating Student Success

Person Monitoring:
Dionisio de la Torre, Assistance Principal

By When/Frequency:
August 10 - September 25, 2026, quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To enhance student attendance and mitigate chronic tardiness, the Leadership Team will implement an incentive-based initiative for middle school students. Those who achieve perfect attendance or maintain a record of fewer than three absences and three tardies per nine week grading period will earn the privilege to participate in a "Middle School Fun Day." This afternoon of interactive activities is strategically designed to promote student engagement and reinforce the value of punctuality and consistent presence, thereby maximizing instructional time and academic achievement.

Action Step #2
Celebrating Student Success

Person Monitoring:
Barbara M. Martin, Principal

By When/Frequency:
August 10- September 26, 2026, weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Leadership Team will continue to utilize "Are You In Your Seat?" initiative to promote punctuality and attendance school-wide. During live morning announcements, once a week, on Mondays or Fridays, a student's name will be randomly drawn. If the selected student is present and on time, they will receive special recognition and a reward during morning announcements. This positive reinforcement strategy is designed to motivate students and foster a school-wide culture that values consistent attendance and punctuality.

Action Step #3
Counseling and Supporting Students with Attendance Issues

Person Monitoring:
Parastou Eftekhari, Elementary Counselor and Monica Mitchell, Middle School Counselor

By When/Frequency:
August 10 - September 26, 2026, daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Counselor and Leadership Team are committed to support students facing attendance challenges at our school. Our counselors will provide tailored counseling services to address personal, social, and/or emotional issues that may impact student's attendance. Through this support, our students will cultivate essential interpersonal and conflict resolution skills fostering resilience and self-confidence. Ultimately, this initiative aims to inspire our students to attend school regularly and actively participate in school related activities, enhancing their educational experience.

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.

n/a

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)).

n/a

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)).

n/a

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)).

n/a

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)).

n/a

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)).

n/a

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)).

n/a

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)).

n/a

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

n/a

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).

n/a

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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