

Miami-Dade County Public Schools

ENEIDA M. HARTNER ELEM. 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

Our school celebrates individuality, diversity, and creativity. We focus on incorporating technology, and providing opportunities for students to collaborate, communicate, and think critically about real-world problems.

Provide the school's vision statement

Our vision is to educate global citizens for the 21st century.

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 L. Paul

Marialpaul@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

Leads teachers and staff in ensuring a quality educational environment is maintained while overseeing the daily activities and operations within the school. Main duties involve supervising staff and ensuring the school environment is safe for all students and staff members; overseeing the implementation of school policies; and, helping teachers maximize their teaching potential in order to maximize student learning.

Leadership Team Member #2

Employee's Name

Anailene Marban

Amarban@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists the principal in leading teachers and staff in providing a quality educational environment while assisting with daily operations and activities within the school. Main duties involve supporting the implementation of school improvement initiatives; supporting and supervising teachers and staff; and, providing instructional leadership to improve teaching and learning outcomes.

Leadership Team Member #3

Employee's Name

Patricia Castro-Sanchez

Pcsanchez@dadeschools.net

Position Title

ESOL Teacher/Chairperson, PD Liaison

Job Duties and Responsibilities

Instructs K-5 students in Reading/Language Arts/Writing, Math, Science, and Social Science. Prepares lessons and assesses students' progress towards grade level standards. Maintains attendance and grading records as required by the district. Maintains discipline in the classroom and meets with parents to discuss students progress. Participates in faculty meetings as well as participates in professional development. Ms. Sanchez currently teaches ESOL to grade 2-5 students.

Leadership Team Member #4

Employee's Name

Niurka Garcia

Ngarcia@dadeschools.net

Position Title

PLST Teacher Leader, Grade 2 Teacher

Job Duties and Responsibilities

Instructs K-5 students in Reading/Language Arts Writing, Math, Science, and Social Science. Prepares lessons and assesses students' progress towards grade level standards. Maintains attendance and grading records as required by the district. Maintains discipline in the classroom and meets with parents to discuss students progress. Participates in faculty meetings as well as participates in professional development. Ms. Garcia currently teaches second grade.

Leadership Team Member #5**Employee's Name**

Janyce Deglado

Jdelgado@dadeschools.net

Position Title

PLST Teacher Leader, Grade 2 Teacher

Job Duties and Responsibilities

Instructs K-5 students in Reading/Language Arts/Writing, Math, Science, and Social Science. Prepares lessons and assesses students' progress towards grade level standards. Maintains attendance and grading records as required by the district. Maintains discipline in the classroom and meets with parents to discuss students progress. Participates in faculty meetings as well as participates in professional development. Ms. Delgado currently teaches second grade.

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 includes diverse stakeholders such as administrators, teachers, parents, students, and community members in the processing of developing the annual School Improvement Plan (SIP). The Educational Excellence School Advisory Council (EESAC) is essential to this process by engaging stakeholders and gathering valuable input essential for creating a SIP that aligns with the school's vision and addresses specific challenges. Ongoing communication and feedback are key to ongoing

school improvement development and implementation.

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's EESAC is charged with the progress monitoring of the SIP goals and strategies. A review of the SIP progress-monitoring data is conducted at every meeting. Data analysis includes student achievement data in Reading and Math as well as evidence of strategy implementation. SIP reviews are conducted in the fall, winter, and spring and used to develop/modify action steps to ensure continuous improvement. SIP end-of-year reviews are conducted to solicit feedback in regards to achievement of the SIP goals and strategies. Additionally, formative and summative school data is used to develop new goals and initiatives for the upcoming school year.

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	ATSI
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: C 2023-24: C 2022-23: C 2021-22: C 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	41	53	71	86	59	63				373
Absent 10% or more school days	0	5	2	1	4	3				15
One or more suspensions					1	1				2
Course failure in English Language Arts (ELA)			9	24	17	7				57
Course failure in Math			15	22	12	5				54
Level 1 on statewide ELA assessment				27	21	10				58
Level 1 on statewide Math assessment				24	15	9				48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	6	8	10	33	22	22				101
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	8	9	13	7	0				38

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	1	5	14	36	24	16				96

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	1			9	1					11
Students retained two or more times				1		1				2

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	2		2					7
One or more suspensions										0
Course failure in English Language Arts (ELA)			8	25	14	7				54
Course failure in Math			15	22	11	5				53
Level 1 on statewide ELA assessment				9	12	16				37
Level 1 on statewide Math assessment				7	13	14				34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	9	23	37						70
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		5	11	21	8					45

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	1	5	17	34	21	21				99

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	1			9						10
Students retained two or more times				1						1

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*	40	65	59	43	63	57	34	60	53
Grade 3 ELA Achievement	40	65	59	45	63	58	38	60	53
ELA Learning Gains	47	65	60	61	64	60			
ELA Lowest 25th Percentile	57	62	56	59	62	57			
Math Achievement*	55	72	64	47	69	62	48	66	59
Math Learning Gains	59	66	63	49	65	62			
Math Lowest 25th Percentile	35	59	51	39	58	52			
Science Achievement	61	63	58	36	61	57	35	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	63	66	63	55	64	61	35	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)	ATSI
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	457
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
51%	48%	42%	48%	35%		57%

* 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	34%	Yes	1	
English Language Learners	49%	No		
Black/African American Students	46%	No		
Hispanic Students	50%	No		
Economically Disadvantaged Students	50%	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	40%	40%	47%	57%	55%	59%	35%	61%					63%
Students With Disabilities	14%	19%	38%		38%	46%		27%					56%
English Language Learners	37%	38%	50%	55%	52%	60%	44%	45%					63%
Black/African American Students	25%		37%		63%	58%							
Hispanic Students	40%	39%	50%	55%	53%	58%	35%	59%					62%
Economically Disadvantaged Students	37%	39%	40%	50%	58%	60%	33%	67%					63%

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	43%	45%	61%	59%	47%	49%	39%	36%		55%
Students With Disabilities	26%	17%	59%		34%	56%				55%
English Language Learners	37%	41%	61%	56%	43%	51%	50%	29%		55%
Black/African American Students	45%		36%		55%	50%				
Hispanic Students	42%	43%	66%	61%	44%	51%	42%	32%		54%
Economically Disadvantaged Students	48%	47%	62%		48%	48%	45%	39%		58%

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	34%	38%			48%			35%					35%
Students With Disabilities	18%	25%			32%			38%					48%
English Language Learners	21%	21%			46%			29%					56%
Black/African American Students	50%				42%			40%					
Hispanic Students	28%	37%			48%			34%					57%
Economically Disadvantaged Students	38%	37%			45%			38%					43%

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	38%	60%	-22%	57%	-19%
ELA	4	31%	59%	-28%	56%	-25%
ELA	5	36%	60%	-24%	56%	-20%
Math	3	42%	69%	-27%	63%	-21%
Math	4	52%	68%	-16%	62%	-10%
Math	5	60%	62%	-2%	57%	3%
Science	5	46%	56%	-10%	55%	-9%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was grade 5 Math proficiency. Grade 5 Math proficiency was 71%, a 42 percentage point increase from 29% in 2024. Actions taken in this area include extended day tutorials, use of bell ringers and spiral reviews, and incorporation of IXL for extra practice.

Another data component that showed significant improvement was grade 5 Science proficiency. Grade 5 Science proficiency was 61%, a 25-percentage point increase from 36% in 2024. Science proficiency has trended between 35-36% since 2022. Science proficiency was above the district's average of 56%. Actions taken in this area included departmentalization in science, extended day tutorials, STEM club, and increased exposure to consistent hands-on labs and science investigations.

Grade 5 ELA proficiency showed notable improvement. Grade 5 ELA proficiency was 47%, a 14-percentage point increase from 33% in 2024. Actions taken in this area include extended day tutorials and the implementation of the Accelerated Reader program.

Lowest Performance

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

The data component that showed the lowest performance was Math learning gains of the lowest twenty-fifth percentile. Only 35% of students achieved learning gains, a 4-percentage point decrease from 39% in 2024. Contributing factors to the observed decline in Math performance among these students include limited progress-monitoring, insufficient resource allocation and prioritized support.

Further analysis of grade level data revealed that Grade 4 demonstrated the lowest performance in ELA. Grade 4 ELA proficiency was 33%, a 22-percentage point decrease from 55% in 2024. Student disengagement and study habits are significant contributing factors to the observed decline in reading performance among fourth grade students.

Additionally, grade 3 ELA performance was 40%, a 5-percentage point decrease from 45% in 2024. Contributing factors to the decline in performance include deficits in foundational skills that have hindered overall fluency and comprehension.

Greatest Decline

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

The data component that showed the greatest decline from last year was ELA learning gains. Forty-seven percent of the students achieved ELA learning gains, a 14-percentage point decrease from 61% in 2024. Contributing factors to the observed decline in ELA performance among students included limited progress-monitoring, student disengagement, and deficits in fluency/comprehension skills.

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 4 ELA achievement had the greatest gap when compared to the state average. The percent of students scoring at/above proficiency in the state was 56%, while the school scored 23 percentage points below at 33%. Factors that may have contributed to the gap in student performance include the need to strengthen analytical reading skills, student-engagement, and opportunities for practice.

EWS Areas of Concern

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

EWS data indicates that 101 grade 3-5 students have been identified with a substantial Reading deficiency and 57 students have course failures in Reading in grades 2-5.

Reading proficiency on the administration of the 2025 FAST ELA assessment remains an area of concern as 40% of students scored at proficiency on the grade 3-5 FAST ELA. Reading proficiency has been below 50% since 2018 and our goal continues to be to increase reading proficiency to 50%.

Highest Priorities

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

#1: Reading: Focus on enhancing foundational skills instruction in grades K-2 to prepare students to read fluently by grade 3.

#2: L25% Students: Prioritize support and resource allocation to those students in the lowest twenty-fifth percentile in Reading and Math to increase learning gains.

#3: Mathematics: Continue to strengthen numeracy skills to free-up mental resources needed for higher level thinking and complex processes needed to solve multi-step word problems.

#4: Enhance instructional delivery through the incorporation of instructional strategies that maximize student engagement.

#5: Writing: Focus on building analytical writing skills in grades 3-5 to prepare students to write cohesive expository and argumentative essays.

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.

RAISE/ELA is a highest priority instructional practice due to less than half (40%) of students scoring at proficiency, 20 percentage points below the district's average of 60% and 16 percentage points below the state's average of 56%. Reading is a fundamental skill that serves as the gateway to all other learning and a cornerstone of personal, academic, and professional success.

A preponderance of research supports the use of small-group, differentiated instruction for struggling readers as a key strategy for closing achievement gaps and accelerating academic growth. Small-group instruction was selected as the area of focus due to its benefits and effectiveness.

In kindergarten and first grade, small group instruction will focus on foundational literacy skills. Groups will be formed based on students' proficiency in phonological awareness, phonics, and early decoding.

In second and third grade, small group instruction will incorporate foundational literacy skills and shift to building reading fluency, accuracy, and comprehension.

In fourth and fifth grade, small group instruction will expand to more complex comprehension, vocabulary, and written response to text.

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

According to the 2025 Star ELA K-2 data, the median percentile rank was 48%. The median percentile rank in kindergarten was 48%; in first grade was 52%, and in second grade was 35%. It is imperative that students score at/or above the 60th percentile in order demonstrate reading proficiency by third grade.

Based on the data and the identified contributing factors of a high percentage of ELL, limited grade level readiness, and deficiencies in vocabulary/background knowledge, we will implement the targeted element of Small Group Instruction.

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

According to the 2025 FAST PM3 data, grade 3-5 ELA proficiency was 40%, 20 percentage points below the district's average of 60% and 16 percentage points below the state's average of 56%.

Based on the data and the identified contributing factors of a high percentage of students with limited English proficiency and schoolwide deficiencies in fluency/comprehension skills, we will implement the targeted element of Small Group Instruction.

Grades K-2: Measurable Outcome(s)

If the targeted element of RAISE/ELA is successfully implemented, grade K-2 ELA instruction will be strengthened, resulting in at least a 5 percentage point increase in proficiency and learning gains on the 2026 FAST PM3.

Grades 3-5: Measurable Outcome(s)

If the targeted element of RAISE/ELA is successfully implemented, grade 3-5 ELA instruction will be strengthened, resulting in at least a 5 percentage point increase in proficiency and learning gains on the 2026 FAST PM3.

Monitoring

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

Small group/Differentiated instruction will be monitored for implementation and impact through weekly walkthroughs by the leadership team. The Leadership Team (Maria L. Paul, Principal; Anailene Marban, Assistant Principal) will meet weekly to plan for and monitor the implementation of professional learning and instructional support initiatives at the school. The administration will conduct weekly walkthroughs to monitor that professional learning initiatives are being incorporated into lesson plans and instruction.

Person responsible for monitoring outcome

Maria L. Paul, Principal; Anailene Marban, 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:

Small-group instruction is an evidence-based strategy in which a teacher intentionally works with a small, flexible group of students to provide explicit, targeted, differentiated instruction based on their shared needs. This approach is rooted in a continuous cycle of data collection, analysis, and responsive teaching, allowing educators to address specific skill deficits and accelerate student learning more effectively than in a whole-class setting.

Rationale:

Research supports the use of small-group, differentiated instruction for struggling readers as a key strategy for closing achievement gaps and accelerating academic growth. Small-group instruction was selected as the area of focus due to its benefits and effectiveness.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning (ELA)

Person Monitoring:

Maria L. Paul, Principal

By When/Frequency:

September 26, 2025

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

Provide professional learning on high impact/high engagement instructional techniques and small group instruction to include grouping students based on data. As a result, teachers will incorporate strategies that result in increased student engagement and deeper conceptual understanding.

Action Step #2

Small Group/Differentiated Instruction

Person Monitoring:

Maria L. Paul, Principal

By When/Frequency:

September 26, 2025/Weekly

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

Incorporate small group differentiated ELA instruction a minimum of three times per week schoolwide. As a result, students will receive targeted, individualized support, leading to accelerated learning.

Action Step #3

Foundational Skills Progress-Monitoring

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

Anailene Marban, Assistant Principal

September 26, 2025/Biweekly

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

Progress-monitor foundational skills acquisition in K-2 classes twice per month. As a result, learning gaps will be identified and targeted interventions will be provided, ensuring students are fluent readers by third grade.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

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

According to the 2025 FAST PM3 data, grade 3-5 SWD ELA proficiency was 34%. Based on the data and the identified contributing factors of insufficient opportunities for practice, skills mastery, and remediation, we will implement the targeted element of Extended Learning Opportunities. Extended Learning Opportunities provides additional opportunities for students to receive additional targeted support.

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.

If the targeted element of Extended Learning Opportunities is successfully implemented, academic skills in core subjects will be strengthened and proficiency in ELA, Math, and Science will increase by at least 5 percentage points on the 2026 FAST ELA PM3.

Monitoring

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

The Leadership Team (Maria L. Paul, Principal; Anailene Marban, Assistant Principal;; Patricia Sanchez, PD Liaison; Janyce Delgado, Teacher Leader; Niurka Garcia, Teacher Leader) will meet monthly to review ELA data of L25% and SWD to allocate support as needed. The administration will conduct weekly walkthroughs to monitor the implementation of instructional scaffolds, interventions, and extended-learning opportunities to provide feedback and support.

Person responsible for monitoring outcome

Maria L. Paul, Principal (MariaLPaul@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:

Extended-Learning Opportunities, Interventions, and Instructional Scaffolds are evidenced-based interventions designed to support diverse learner needs. Extended-Learning Opportunities take place outside the standard school day and aim to provide additional academic support. Small-group interventions are designed to supplement core instruction with specialized support to help close learning gaps. Instructional Scaffolds are temporary supports provided to help students master new concepts or skills that are initially beyond their independent capabilities. These supports may include visual aids, guided practice, graphic organizers, or explicit instruction that are gradually removed as the student's understanding increases. These evidenced-based interventions are being implemented to ensure our most fragile learners can access the curriculum and achieve success.

Rationale:

Struggling learners benefit from a learning environment where they are explicitly taught and provided with opportunities to practice and apply the newly acquired skill to promote long-term learning. Providing students with targeted support and extended-learning support will help students overcome barriers and address gaps in their knowledge. Interventions provide time to strategically reteach weak standards and provide students with multiple practice experiences throughout the year that will help them better grasp and retain the concept long-term.

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

Baseline Data Conversations

Person Monitoring:

Maria L. Paul, Principal

By When/Frequency:

September 26, 2025

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

Conduct data conversations in grades 3-5 that to discuss baseline data and identify students in the lowest 25th percentile in Reading and Math to target for extended-day tutorials. As a result, more consistent progress-monitoring of our most fragile learners and SWD will be supported.

Action Step #2

Instructional Focus Calendar

Person Monitoring:
Maria L. Paul, Principal

By When/Frequency:
September 26, 2025

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

Develop an instructional focus calendar which delineates skills and resources that will be utilized during extended-day tutorials that commence in the fall. As a result, students will receive more targeted support during extended-day tutorials.

Action Step #3
Instructional Scaffolds

Person Monitoring:
Anailene Marban, Assistant Principal

By When/Frequency:
September 26, 2025

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

Teachers will participate in professional learning on instructional scaffolding strategies to support students with disabilities in their general education classroom. As a result, SWD students will be able to organize their thoughts, process new information, and complete assignments that they might otherwise find overwhelming.

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.

The data component that showed the lowest performance was Math learning gains of the lowest twenty-fifth percentile. Only 35% of students achieved learning gains, a 4-percentage point decrease from 39% in 2024. Contributing factors that may have contributed to the decline in student performance include the need for more ongoing practice to help in long-term skills retention, deficits in numeracy skills and math fact fluency. Based on the data and the identified contributing factors, we will implement the targeted element of Technology Integration, the Gradual Release Model (GRM), and Interactive Learning Environment.

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.

If the targeted element of Math is successfully implemented, grade 3-5 Math instruction will be enhanced and proficiency and learning gains on the 2026 FAST PM3 will increase by at least 5 percentage points.

Monitoring

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

The Leadership Team (Maria L. Paul, Principal; Anailene Marban, Assistant Principal) will meet weekly to plan for and monitor the implementation of professional learning and instructional support initiatives at the school. The administration will conduct weekly walkthroughs to monitor that professional learning initiatives are being incorporated into lesson plans and instruction.

Person responsible for monitoring outcome

Maria L. Paul, Principal; Anailene Marban, 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:

Technology Integration, the Gradual Release Model (GRM), and Interactive Learning Environment are evidenced-based strategies that provide robust frameworks for supporting and enhancing math learning. Interactive Learning Environment emphasizes active student participation, collaboration, and hands-on experiences over passive learning methods, designed to promote engagement and foster a deeper understanding of mathematical ideas. The Gradual Release Model is a structured instructional framework that systematically shifts cognitive responsibility from the teacher to the student, building a bridge from explicit instruction to independent application. Technology integration helps make abstract mathematical concepts tangible, providing personalized learning experiences that promote deeper engagement.

Rationale:

Research supports the use of these evidenced-based interventions to support and accelerate academic growth in Mathematics. These evidenced-based interventions were selected due to the dynamic learning experiences they create which foster active engagement in mathematics which deepen their conceptual understanding.

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

Math Fact Fluency

Person Monitoring:

Anailene Marban, Assistant Principal

By When/Frequency:

September 26, 2025/Monthly

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

Commence utilization of the "Fluency Flight" digital program to enhance math fact fluency in grades 2-5 classrooms. As a result, students will develop computational automaticity and confidence in mathematical problem-solving.

Action Step #2

Math Foundational Skills

Person Monitoring:

Anailene Marban, Assistant Principal

By When/Frequency:

September 26, 2025/Monthly

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

Provide professional learning and commence utilization of "One Classroom" digital program in grades 4-5 to builds math foundational skills. As a result, students will gain a deeper conceptual understanding of essential math skills and improved problem-solving abilities.

Action Step #3

Collaborative Planning

Person Monitoring:

Anailene Marban, Assistant Principal

By When/Frequency:

September 26, 2025/Monthly

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

Grade K-5 teachers will participate in collaborative math planning to collectively prepare engaging lessons that maximize student learning outcomes. As a result, teachers will collectively analyze student data, refine teaching methods, and design cohesive learning experiences that support math instruction.

IV. Positive Learning Environment

Area of Focus #1

Other: Stakeholder Engagement/Satisfaction

Area of Focus Description and Rationale

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

Based on data from the school climate survey 82% of teachers like working at the school and 63% believe staff morale is high at the school. The contributing factors of limited stakeholder engagement indicate the need for the targeted element of stakeholder engagement and satisfaction. A school culture where all stakeholders feel valued and satisfied, garners support and increased commitment to the school community. It is important to continue to cultivate a school culture where all stakeholders feel welcomed, valued, and supported. Within the targeted element of Stakeholder Engagement/Satisfaction, our school will focus on Celebrating Successes, School Spirit, and Family Involvement.

Measurable Outcome

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

If the targeted element of Stakeholder Engagement/Satisfaction is successfully implemented, results of the 2026 school climate survey will demonstrate a 10 percentage point increase in agreement that staff moral is high, from 63% to 73%.

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 L. Paul, Principal; Anailene Marban, Assistant Principal; Patricia Sanchez, PD Liaison; Janyce Delgado, Teacher Leader; Niurka Garcia, Teacher Leader) along with the EESAC and PTA will collaborate to identify and address areas of need and provide support. The administration will collect feedback via surveys to monitor efficacy of school culture initiatives.

Person responsible for monitoring outcome

Maria L. Paul Principal (MariaLPaul@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:

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

Rationale:

Building a positive school culture/environment requires the involvement and commitment of all stakeholders. Taking measures to ensure the school community feels welcomed, valued, and supported is needed in order to maximize motivation and commitment and sustain a school culture of ongoing improvement.

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

School Calendar of Events/Activities

Person Monitoring:

Anailene Marban, Assistant Principal

By When/Frequency:

September 26, 2025

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

The leadership team will meet to develop and publish a calendar of school activities that promote student and family involvement.

Action Step #2

Student/Teacher Acknowledgement

Person Monitoring:

Maria L. Paul, Principal

By When/Frequency:

September 26, 2025/Quarterly

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

Increase recognition of students/teachers to boost motivation and morale.

Action Step #3

Honor Roll Assemblies/Celebrations

Person Monitoring:

Anailene Marban, Assistant Principal

By When/Frequency:

September 26, 2025/Quarterly

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

Hold quarterly honor roll award assemblies and celebrations to celebrate students' efforts and promote family involvement.

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.

1. School message/email to families
2. Plan presented/discussed at EESAC meetings and Faculty Meetings
3. SIP Summary devised to provide stakeholders with a one page summary of plan
4. Flyer sent home with families with link and QR code to view final published plan
5. Final published plan posted on school website (eneidamhartner.org)
6. Teachers send a Class Dojo message to families with link to plan
7. Hardcopies of plan available onsite at Parent Resource Center.

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)).

In the School Culture and Environment area of focus, our school plans to strengthen Stakeholder Commitment and Satisfaction through the research-based interventions of School Spirit/Branding, Communication/Relations, Customer Service, and Celebrate Successes.

School Culture and Environment is embedded into the School Improvement Plan (SIP). Action steps were developed focused on building positive relationships with all stakeholders to include parents,

teachers, students, and the collective school community were incorporated. Communication is key to soliciting support and ensuring families feel valued and welcomed. Our school communicates with stakeholders through a variety of methods including automated school messages/emails, social media posts, school website (www.eneidamhartner.org), flyers sent home with students, and phone calls.

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)).

In the Instructional Practice area of focus, our school plans to strengthen Professional Learning and Student Engagement through the research-based interventions of job-embedded learning and academic vocabulary instruction. Meaningful job-embedded learning will build teacher capacity will strengthen instruction and improve learning outcomes across subject areas and increasing student engagement opportunities will improve learning outcomes.

To address the needs of the underperforming ESSA Subgroups (ELL, SWD, Hispanic, Black, Economically Disadvantaged), our school plans to strengthen Differentiation through the research-based interventions of interactive learning environment, interventions, and extended learning opportunities. At-risk learners benefit from varied activity formats and modalities that engage them in meaningful practice and learning. Opportunities for additional practice, remediation, and individualized support are essential to their academic achievement. In the RAISE area of focus, our school plans to strengthen ELA through the research-based interventions of standards-based planning, professional learning, and district curriculum support personnel/resources. Literacy provides the foundation needed for all learning. Building knowledge through a schoolwide focus on explicit and meaningful vocabulary instruction will enhance students' ability to comprehend what is read

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)).

Coordination of federal, state, and local resources and programs that support implementation of the SIP include: Title I funds are utilized to provide academic support and learning opportunities and acquire instructional resources that reinforce existing curriculum, technology, and parental

involvement. Additionally, Title I provides support and resources to families in transition. Title III funds are utilized to provide academic support and learning opportunities for English Language Learners and acquire instructional resources that reinforce learning.

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)).

Miami-Dade County Public Schools (M-DCPS) provides a comprehensive network of services to support students' well-being and development beyond traditional academics. The Department of Mental Health Services coordinates school and community resources, offering a multi-tiered system of support that includes prevention, wellness promotion, and interventions. This includes individual and group counseling, crisis intervention, and referrals to community agencies. M-DCPS also employs a team of certified and licensed mental health professionals, such as school counselors, social workers, and psychologists, at school sites.

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)).

To prepare students for postsecondary career/workforce readiness, our school incorporates activities that spark students' interests and broaden their understanding of various careers. The school's annual career fair aims to inspire students and help them see the connection between their education and future career possibilities. Additionally, the school emphasizes the importance of foundational skills, such as teamwork, problem-solving, and communication, which are essential in any career.

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 behaviors. At the foundational level, the school establishes clear expectations and routines, promotes positive behavior through recognition and rewards, and integrates social-emotional learning into the curriculum.

For students who require additional support, more targeted interventions are employed to include

behavioral support plans, more intensive support to include specialized staff, and close collaboration with parents and caregivers.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Our school fosters a culture of ongoing professional growth and support. Teachers participate in ongoing professional learning to improve instruction. Schoolwide data is analyzed to identify areas of need and identify professional learning needs. Professional learning activities focus on innovative teaching strategies, differentiated instruction, and the integration of technology in the classroom. These sessions also cover the analysis and application of data from academic assessments to inform instruction and improve student outcomes.

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 Transition to Kindergarten Program provides technical assistance and support to all stakeholders involved in the transition of children from early childhood education programs to kindergarten. Orientations, tours, field- trips, and readiness tips are provided to help families prepare their children for success in kindergarten.

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 utilizes district adopted instructional materials to instruct students. Processes are in place at the state and district level to review and approve resources that meet identified student needs.

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).

Tier 1 instructional materials Reading Wonders, Big Ideas Math, and Ellevest Science. Tier 2-3 instructional materials include Reading Horizons. Additionally, supplemental instructional technology resources vetted by the district to address learner needs include i-Ready, Imagine Learning, IXL, and Accelerated Reader.

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