

Miami-Dade County Public Schools

SUMMERVILLE ADVANTAGE ACADEMY



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

Summerville Advantage Academy exists as an International Learning Environment, which develops adaptive and active learners who embrace the exploration of other cultures as well as their own ancestral heritage through the utilization of art, music, and literature to excel and achieve academic heights.

Provide the school's vision statement

The vision for Summerville Advantage Academy is to provide students with a challenging and rigorous curricula enabling students to be well prepared for secondary education and life through adherence to an unwavering mission, shared purpose, and clearly articulated goals. Students experience a cross curricula instructional approach using the new Florida B.E.S.T. Standards in ELA and mathematics and the standards in science. The "Summerville Sharks are always on our "A" game" will serve as the school "mantra" this year and improvement will be facilitated and measured through a systematic and total organizational approach to leadership and management using the Florida Continuous Improvement Model (FCIM).

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

Marjorie Lopez

921369@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

The principal oversees the development of the School Improvement Plan (SIP), guides the leadership team into developing the goals, monitors progress towards achieving the goals, and ensures that the faculty and staff work together with the school community to effectively implement the SIP schoolwide.

Leadership Team Member #2

Employee's Name

Joanie Moreno

956811@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal facilitates and monitors the the implementation of action steps to accomplish the goals, monitors student achievement data and provides feedback on areas in need of improvement to improve instruction.

Leadership Team Member #3

Employee's Name

Anaeli Arbesu

aarbesu@charterk12.com

Position Title

Instructional Coach

Job Duties and Responsibilities

The instructional coach meets with grade level teachers on a weekly basis to plan instruction in reading and math and to monitor implementation of action steps towards improving student achievement in these core subject areas. She analyzes student achievement data and provides instructional support to teachers and interventionists by facilitating professional development based on areas of need.

Leadership Team Member #4

Employee's Name

Tabitha Collins

tcollins@charterk12.com

Position Title

ESOL/Test Coordinator

Job Duties and Responsibilities

The ESOL / Testing Coordinator coordinates and monitors the student assessment program and the English for Speakers of Other Languages (ESOL) program. She ensures that all students participate in the schoolwide progress-monitoring program and analyzes student achievement results with the goal of informing and improving instruction.

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

Ailette Mendoza

amendoza@charterk12.com

Position Title

STEM Teacher

Job Duties and Responsibilities

The STEM teacher meets with grade level teachers on a weekly basis to plan instruction in science and to monitor implementation of action steps towards improving student achievement in science. She analyzes student achievement data and provides instructional support to teachers facilitating professional development based on areas of need. She also oversees STEM programs and instruction in science.

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 leadership team analyzes data from state-mandated assessments in reading, math, and science

on an annual basis. To measure the effectiveness of the instructional program, school leaders compare the school's performance averages to the district and state averages. Feedback is provided to school stakeholders during faculty meetings, Governing Board meetings, and Educational Excellence School Advisory Council (EESAC) meetings. The EESAC is comprised of teachers, school staff, business community, parent and student representatives. Upon review, school leaders elicit feedback from individual grade-levels in the development of school improvement goals which are achievable. Grade-levels also identify action steps which will make the biggest impact towards achievement of the goals. Once the goals and action steps are identified, they are communicated to all school stakeholders during faculty meetings, Governing Board and EESAC meetings. The SIP is then reviewed, discussed, and submitted to the Educational Excellence School Advisory Council (EESAC) for approval. Upon approval, the plan is published on the FLDOE website and printed copies are made available for parents in the school's Title 1 Parent Resource Center.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP is regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards by disaggregating student performance data results from the FAST progress-monitoring assessments in reading and math at the beginning, middle and end of the year (PM1, PM2, and PM3). Student achievement in writing and science is also monitored using baseline and growth assessments at the beginning and middle of the year. Students with the greatest achievement are scheduled to receive interventions on a regular basis based on need. They are also placed on a Progress Monitoring Plan (PMP) and parent conferences are held to inform the parents of the academic plan to address the students' needs. If student results do not reflect improvement based on the PM1 and PM2 assessments, school leadership will take action to implement steps to alter the plan as necessary.

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implement steps to alter the plan as necessary.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	92.9%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	1	70	56	4	23	37				191
Absent 10% or more school days	1	70	56	4	22	37				190
One or more suspensions										0
Course failure in English Language Arts (ELA)	1	6	5	2	4	3				21
Course failure in Math	1	2	8	2	10	7				30
Level 1 on statewide ELA assessment	1	70	56	1	20	33				181
Level 1 on statewide Math assessment	1	70	56	1	14	28				170
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	5	10	1	0	1				18
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	0	0	1	0	1				3

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	70	56	4	13	26				170

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	4	10	1	0	1				17
Students retained two or more times	0	0	0	0	0	1				1

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	2	9	20		5	14				50
One or more suspensions				1						1
Course failure in English Language Arts (ELA)	3	2	2	7	5	3				22
Course failure in Math	2		2	8	4	6				22
Level 1 on statewide ELA assessment				7	10	13				30
Level 1 on statewide Math assessment				3	5	6				14
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	5	1						7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				1						1

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	54	57	9	16	21				161

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	4	2	4	6						16
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*	66	67	61	61	65	58	58	61	53
Grade 3 ELA Achievement	60	65	62	65	63	59	57	58	56
ELA Learning Gains	73	66	61	58	64	59			
ELA Lowest 25th Percentile	84	58	55	55	58	54			
Math Achievement*	71	69	62	67	68	59	58	63	55
Math Learning Gains	70	65	60	59	66	61			
Math Lowest 25th Percentile	69	59	53	50	63	56			
Science Achievement	68	62	57	65	60	54	39	56	52
Social Studies Achievement*		82	74		79	72		77	68
Graduation Rate		81	72		78	71		76	74
Middle School Acceleration		79	75		77	71		75	70
College and Career Acceleration		75	56		76	54		73	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	65	64	61	82	64	59	56	62	55

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	626
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
70%	62%	59%	56%	39%		51%

* 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	51%	No		
English Language Learners	65%	No		
Black/African American Students	65%	No		
Hispanic Students	70%	No		
Economically Disadvantaged Students	69%	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	66%	60%	73%	84%	71%	70%	69%	68%					65%
Students With Disabilities	36%	45%	67%		59%	50%							50%
English Language Learners	54%	40%	76%	84%	68%	68%	68%	60%					65%
Black/African American Students	60%		55%		60%	80%		71%					
Hispanic Students	67%	60%	75%	85%	73%	68%	68%	68%					64%
Economically Disadvantaged Students	64%	63%	74%	81%	68%	73%	68%	68%					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	61%	65%	58%	55%	67%	59%	50%	65%		82%
Students With Disabilities	41%		27%		53%	64%				53%
English Language Learners	55%	64%	58%	61%	68%	62%	58%	59%		82%
Black/African American Students	65%		59%		59%	41%		82%		
Hispanic Students	61%	66%	57%	55%	69%	61%	49%	62%		82%
Economically Disadvantaged Students	57%	64%	52%	50%	65%	52%	48%	59%		78%

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	58%	57%			58%			39%					56%
Students With Disabilities	32%				53%								
English Language Learners	50%	48%			59%			40%					81%
Black/African American Students	63%	65%			61%			50%					
Hispanic Students	57%	57%			59%			38%					82%
Economically Disadvantaged Students	59%	56%			58%			40%					79%

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	58%	60%	-2%	57%	1%
ELA	4	54%	59%	-5%	56%	-2%
ELA	5	72%	60%	12%	56%	16%
Math	3	71%	69%	2%	63%	8%
Math	4	63%	68%	-5%	62%	1%
Math	5	70%	62%	8%	57%	13%
Science	5	68%	56%	12%	55%	13%

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?

Based on the Spring 2025 PM3 data, the data component which showed the most improvement was the ELA learning gains of the lowest 25% in grades 3-5. . According to the 2025 data, 84% of students in the lowest quartile made learning gains as compared to 55% in 2024, an increase of 29 percentage points. The learning gains in this area were among the top 5% in the state. The actions taken by the school included a schoolwide focus on reading achievement for all students with a focus on passing two lessons per week using the research-based i-Ready program with fidelity.

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 which showed the lowest performance on the state-mandated assessments was grade 4 reading, specifically in ELA proficiency at 54% which is 5% below the district average of 59% and 2% below the state average of 56%.

Contributing factors to the low performance in this area include teachers who lacked experience with providing rigorous instruction necessary to challenge students who entered 4th grade at high proficiency levels of 4 and/or 5 on the grade 3 FAST reading assessment. Lack of administrative oversight and focus to support the fourth grade team in this area were also contributing factors to the low performance in this area.

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 which showed the greatest decline on the state-mandated assessments was grade 4 math specifically in math proficiency at 63% in 2025 which declined from 64% in 2024. The school average was also 5% below the district average of 68%.

Contributing factors to the low performance in this area included an experienced math teacher who returned to the military in January 2025. Replacement teachers lacked experience with providing rigorous math instruction necessary to challenge students who entered 4th grade at high proficiency levels of 4 and/or 5 on the grade 3 FAST math assessment.

Greatest Gap

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

The data component which showed the greatest gap was in grade 4 reading, specifically in ELA proficiency at 54% which is 5% below the district average of 59% and 2% below the state average of 56%. As previously stated, contributing factors to the low performance in this area include teachers who lacked experience with providing rigorous instruction necessary to challenge students who entered 4th grade at high proficiency levels of 4 and/or 5 on the grade 3 FAST reading assessment. Lack of administrative oversight and focus to support the fourth grade team in this area were also contributing factors to the low performance in this area.

EWS Areas of Concern

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

After reflecting on the EWS for the current students, one area of concern is 32 students with 10% or more absences during the 2024-2025 school year, which is equal to missing 18 days of school. These same students are tardy on a daily basis, often missing out on reading/language arts instruction which is usually scheduled during the morning block of the day. Absenteeism is an area that as a school we are always working on improving. Students with chronic absenteeism miss out on consistent instruction to develop basic skills, and those who are in the primary grades fall behind in fundamental reading skills. This gap in student learning negatively impacts progress at subsequent grade levels, if steps are not taken to improve and to address student attendance.

Highest Priorities

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

The highest priorities for school improvement include 1) proficiency in reading; 2) proficiency in math; 3) proficiency in science; 4) professional learning for teachers, 5) parent involvement.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Based on the Spring 2025 PM3 results of the FAST Star Early Literacy, 69% of kindergarten students scored at or above level 3 in reading, exceeding the district average of 55% and the state average of 56%.

Based on the Spring 2025 PM3 results of the FAST Star Reading, 63% of grade 1 and 2 students scored at or above level 3 in reading, exceeding the district and state averages of 55%.

Based on the 2025 PM3 FAST data in reading, 66% of students in grades 3-5 demonstrated proficiency in reading, exceeding both the district average of 62% and the state average of 61% for students in grades 3-5.

Although reading proficiency in grades K-2 and grade 5 increased significantly, there was a decline in reading proficiency among grade 3 and grade 4 students. Reading proficiency in grade 3 declined from 65% in 2024 to 60% in 2025. Reading proficiency in grade 4 remained at 54% continuing the decline of 8% from the year below. Grade 4 proficiency remained below (-5) the district average of 59% and below (-2) the district average of 56%. Proficiency in reading among grade 3 and 4 students is identified as an ongoing crucial need in order to maintain adequate comprehension of the standards and objectives in all subject areas as students progress from one grade-level to the next. School leaders recognize the need for a targeted action plan to address the decline in reading achievement in these grade-levels.

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.

Kindergarten: After instruction in reading, 70% of students will score at or above level 3 on the PM3 FAST Star Early Literacy assessment in May 2026 as compared to 69% in May 2025.

First Grade: After instruction in reading, 72% of students will score at or above level 3 on the PM3 FAST Star Reading assessment in May 2026 as compared to 67% in May 2025.

Second Grade: After instruction in reading, 70% of students will score at or above level 3 on the PM3 FAST Star Reading assessment in May 2026 as compared to 60% in May 2025.

Third Grade: After instruction in reading, 65% of students will score at or above level 3 on the PM3 FAST Reading assessment in May 2026 as compared to 60% in May 2025.

Fourth Grade: After instruction in reading, 65% of students will score at or above level 3 on the PM3 FAST Reading assessment in May 2026 as compared to 54% in May 2025.

Fifth Grade: After instruction in reading, 75% of students will score at or above level 3 on the PM3 FAST Reading assessment in May 2026 as compared to 72% in May 2025.

Monitoring

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

School leaders will conduct classroom walk-throughs, informal observations, common planning by grade levels and bi-monthly

PLC meetings with the instructional coach will provide support to teachers on instructional strategies and professional development. Growth monitoring reports from i-Ready will assist in identifying those students that could be possibly declining and to assist in maintaining those students at proficiency and above increasing not declining. FAST PM1/PM2 student performance reports and data results from iReady diagnostic assessments will also assist in identifying instructional areas which need support in identifying students with significant reading deficiencies as well as identifying students who are performing above grade-level for enrichment purposes.

Person responsible for monitoring outcome

Marjorie Lopez

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:

Teachers will use the I Do, We Do, You Do gradual release method to model for students; use questioning techniques to check for student understanding; implement small groups instruction and

employ repetition and practice activities for students to master the objectives. The school also use i-Ready as a supplemental resource to support differentiated instruction for individual students by remediating reading deficiencies.

Rationale:

Students in the primary grades require "Show and Tell" modeling concepts to explain and then demonstrate how students will do a task, whether a physical or thinking task. Teachers also need to question frequently to check for student understanding by asking for feedback from students in various ways. Finally, repetition and practice through assigned work out of class and work during class provides opportunities for feedback to and from students.

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 Using High-Yield Strategies

Person Monitoring:

Anny Arbesu

By When/Frequency:

Ongoing through June 2026

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

During the 90-minute reading block, teachers will utilize high-yield reading strategies across all grade levels to include small group differentiated instruction for identified students, text features, close reads, class novels and higher order questioning throughout the day.

Action Step #2

Remediate Learning Gaps

Person Monitoring:

Tabitha Collins

By When/Frequency:

Ongoing through June 2026

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

Teachers will ensure that students pass 2 lessons per week (80% or higher) using i-Ready MYPath lessons to remediate gaps in learning for students performing below grade-level and to provide stretch/enrichment lessons for students performing above grade level. Teachers will also use my toolbox and remediate during the 30-minute MTSS block. Teachers will also use i-Ready growth monitoring to identify students and provide additional interventions and resources to help maintain students which are at a level 3 or above.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Based on the Spring 2025 PM3 results of the FAST Star Math, 83% of kindergarten students scored at or above level 3 in math, exceeding the district average of 57% and the state average of 54%.

Based on the Spring 2025 PM3 results of the FAST Star Math, 68% of grade 1 and 2 students scored at or above level 3 in math, exceeding the district average of 64% and the state average of 60%%.

Based on the 2025 PM3 FAST data in math, 71% of students in grades 3-5 demonstrated proficiency in reading, exceeding both the district average of 69% and the state average of 63% for students in grades 3-5.

Although math proficiency in grades K-3 and grade 5 increased significantly, there was a decline in math proficiency among grade 4 students. Math proficiency in grade 4 declined slightly from 64% in 2024 to 63% in 2025. Grade 4 proficiency remained below (-5) the district average of 68% and above (+1) the state average of 56%. Proficiency in math among grade 3 and 4 students is identified as an ongoing crucial need to maintain problem-solving skills and mastery of the standards and objectives as students' progress from one grade-level to the next. School leaders recognize the need for a targeted action plan to address the decline in math achievement in these grade-levels.

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.

Kindergarten: After instruction in math, 85% of students will score at or above level 3 on the PM3 FAST Star Math assessment in May 2026 as compared to 83% in May 2025.

First Grade: After instruction in math, 85% of students will score at or above level 3 on the PM3 FAST Star Math assessment in May 2026 as compared to 91% in May 2025.

Second Grade: After instruction in math, 82% of students will score at or above level 3 on the PM3 FAST Star Math assessment in May 2026 as compared to 69% in May 2025.

Third Grade: After instruction in math, 75% of students will score at or above level 3 on the PM3 FAST Math assessment in May 2026 as compared to 70% in May 2025.

Fourth Grade: After instruction in math, 70% of students will score at or above level 3 on the PM3 FAST Math assessment in May 2026 as compared to 63% in May 2025.

Fifth Grade: After instruction in math, 75% of students will score at or above level 3 on the PM3 FAST Math assessment in May 2026 as compared to 72% in May 2025.

Monitoring

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

School leaders will conduct classroom walk-throughs, informal observations, and participate in common planning sessions by grade levels. The school will also schedule bi-monthly PLC meetings with the instructional coach will provide support to teachers on instructional strategies and professional development. Growth monitoring reports from i-Ready will assist in analyzing and identifying those students that could be possibly declining and to assist in maintaining those students at proficiency and above increasing not declining. FAST PM1/PM2 data results will also assist in analyzing and identifying instructional areas which need support and in identifying students who can possibly decline and maintaining those students that are already proficient.

Person responsible for monitoring outcome

Marjorie Lopez

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:

Teachers will use the I Do, We Do, You Do gradual release method to model for students; use questioning techniques to check for student understanding; implement small groups instruction and employ repetition and practice activities for students to master the objectives. The school also acquired i-Ready as a supplemental resource to support differentiated instruction for individual students by remediating math deficiencies.

Rationale:

Students in the primary grades require "Show and Tell" modeling concepts to explain and then demonstrate how students will do a task, whether a physical or thinking task. Teachers also need to question frequently to check for student understanding by asking for feedback from students in various ways. Finally, repetition and practice through assigned work out of class and work during class provides opportunities for feedback to and from students.

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 Manipulatives

Person Monitoring:

Anny Arbesu

By When/Frequency:

Ongoing through May 2026

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

Teachers will use math manipulatives that allow students to grasp abstract math concepts or ideas through hands-on activities. During center rotations and whole group lessons, teachers will use math manipulatives (base-10 blocks, counters, clock dials, coins, paper money, playdoh, etc.) as concrete objects that allow students to grasp abstract math concepts or ideas through hands-on activities.

Action Step #2

Reflex Math - Fact Fluency

Person Monitoring:

Anny Arbesu

By When/Frequency:

Ongoing through May 2026

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

Teachers will use Reflex Math to support student mastery of basic facts in addition, subtraction, multiplication, and division and to recognize students who achieve 100% fluency on a monthly basis.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Based on the 2025 science data, 68% of our grade 5 students demonstrated proficiency in science which exceeded the District and State proficiency average of 62%.

Although science achievement in grade 5 improved, science proficiency is identified as an ongoing crucial need in order to maintain proficiency levels in grade 5 students who scored at or above proficiency.

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.

After instruction in science, 70% of students will meet or exceed the district and state average on the grade 5 science assessment in Spring 2026 as compared to 68% in Spring 2025.

Monitoring

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

Student progress and learning gains in science will be monitored using quarterly science assessments from SAVVAS realize and the MDCPS science baseline. Student achievement will be monitored on a quarterly basis to give time for instruction to make an impact. Teachers will also monitor progress in science through weekly assessments using JJs Boot Camp and the Elevate science curriculum. Students will participate in science lessons and activities during the STEM Lab block.

Person responsible for monitoring outcome

Ailette Mendoza

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The STEM teacher is conducting STEM lessons with a focus on the scientific method, vocabulary, and hands-on experience during the STEM Lab block incorporated into the master schedule. The school also purchased JJs Boot Camp books for students in grade 4 and 5 as a supplemental resource to target science skills to prepare for the grade 5 science test. Grade 4 and 5 science teachers received professional development in best practices on the use of this resource. Teachers were also provided with professional development in the STEM technology (Active Floor, VR goggles) to increase science education. The school is also partnering with educators from Deering Estate to implement a "Nurturing Educational Stewards of Today and Tomorrow" NESTT program where students engage in hands-on science experiments once a month.

Rationale:

In the STEM lab, the teacher will explain, share and model science concepts and then demonstrate how students will do a task, whether a physical or thinking task. In science it may be "thinking out loud" to show students and also teachers how to process information or it may be a physical demonstration. By involving students in multiple opportunities for science education (Deering, STEM class, JJs Boot Camp, etc.) teachers can check student understanding by asking for feedback in various ways e.g. ask students what they understand and observe how various resources are structured to help them learn.

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

JJs Boot Camp

Person Monitoring:

Ailette Mendoza

By When/Frequency:

Ongoing through May 2026

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

Teachers in grades 4 and 5 will use JJs Boot Camp and the C-E-R method to support test preparation for the grade 5 science test and to enhance student understanding of concepts in science.

Action Step #2

NESTT Program with Deering Estate

Person Monitoring:

Ailette Mendoza

By When/Frequency:

Ongoing through May 2026

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

Through our partnership with N.E.S.T.T. program educators from Deering Estate, grade 5 students will participate in monthly hands-on STEAM projects and science experiments with a focus on the scientific method and science vocabulary.

IV. Positive Learning Environment

Area of Focus #1

Other: Parent Involvement and Community Engagement

Area of Focus Description and Rationale

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

The school elected its first full PTSO board during the 2024-2025 school year comprised of parents who volunteered to serve as PTSO President, Vice President, Treasurer, and Secretary. The school had not had a functioning PTSO since the 2018-2019 school year. Although the PTSO sponsored numerous activities to raise funds, encourage parent involvement, and increase parent involvement, membership in the PTSO was less than 5% of the school population (18 families) and attendance at events was less than 10% of the total school population (<42) based on PTSO sign-in sheets.

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.

After introduction of the PTSO board and marketing of the school activities, PTSO membership will increase from 5% (18 families) in 2024-2025 to 10% (33 families) in 2025-2026 as measured by the PTSO membership.

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.

School leaders will work in partnership with the PTSO board to develop activities to increase parent involvement in the school. Teachers will join the PTSO to model and increase meaningful parent communication and interaction with parents during the 2025-2026 school year. Parent involvement will be measured by the number of parents who sign in on school activity logs.

Person responsible for monitoring outcome

Joanie Moreno, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The Title I facilitator will host quarterly parent academy meetings to inform parents about strategies they can use to help their children at home. School leaders will work in partnership with the PTSO board to develop activities to increase parent involvement in the school. Teachers will join the PTSO to model and increase meaningful parent communication and interaction with parents during the 2025-2026 school year.

Rationale:

Parent Involvement is a vital aspect to the academic success of students and clearly impacts all aspects of a school. This is an area of focus for the 2025-2026 school year to increase parent involvement.

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

Parent Involvement and PTSO Membership

Person Monitoring:

Joanie Moreno, Assistant Principal

By When/Frequency:

May 2026

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

School leaders will attend monthly PTSO meetings, provide space and resources for PTSO activities before, during, and after school hours, and facilitate marketing of PTSO membership efforts to encourage parents to join and actively participate in the PTSO. The PTSO will provide complimentary membership to all school employees to increase faculty and staff participation in PTSO events after school hours.

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.

The School Improvement Plan (SIP) is available for the public at www.summervilleadvantageacademy.com. An overview of the SIP and the school improvement goals for student achievement are highlighted for all stakeholders during the school's annual Title I meeting in both English and Spanish. It is also available in print for all stakeholders in the school lobby within the Parent Resource Center or upon request at the front desk. Progress towards the SIP goals is shared and disseminated during quarterly Governing Board and EESAC meetings which includes representatives from all school stakeholder groups. Translation services are available upon request.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The school's Parental Family Engagement Plan (PFEP) is made publicly available at www.summervilleadvantageacademy.com

Summerville Advantage Academy builds positive relationships with parents, families, and other stakeholders through ongoing meetings and activities which are posted on the monthly calendar available on the school webpage at www.summervilleadvantageacademy.com. Students, families, and volunteers have the opportunity to provide feedback on school activities and operations through

the Educational Excellence School Advisory Council (EESAC) throughout the year. As such, each school year begins with an Open House and Title 1 meeting (notifications and invitations in English, Spanish, and Creole) to address the following: a description and explanation of the school's curriculum; information on the forms of academic assessments used to measure student progress, and information on the proficiency levels students are expected to meet. The agenda also includes an explanation on the school's Parent and Family Engagement Plan and an explanation on how parents can become involved in the school's programs. School leaders also host regular parent academies and an annual "Bring Your Parents to Class" day where parents receive hands-on training in how to read academic reports and computer training on how to access the FAST Parent portal. The parent meetings and events have been scheduled at a variety of times (mornings and evenings) to accommodate a variety of parent work schedules/availability. The school also plans to have multiple activities that allow the parents to interact with the teachers, community members and the school leadership team. In order to increase stakeholder engagement and promote a welcoming environment, the school offers multiple forms of communication with families through emails, phone calls and Powerschool (email, phone, text), social media, and the school website.

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)).

Given student need at all grade-levels, teachers will adhere to a schoolwide focus on proficiency in reading which is the foundation for student achievement in all subject areas. Students will read silently upon entry to the classroom prior to the start of each day. Common planning and PLC meeting planning blocks have been included on the master schedule so grade-levels can maintain a focus on consistently implementing differentiated instruction by using supplemental resources, technology, instructional materials, and professional development to maintain reading proficiency and math proficiency at or above both the District and State levels. The school will continue the use of the i-Ready program as a supplemental resource in reading and math to support student achievement in this area. The STEM teacher position was added once again this school year to the instructional program as it was essential component in the increase of student achievement in 5th grade science (68%) exceeding the district and state averages in grade 5 science. The interventionist and ESE teacher are assigned to work with

students who demonstrate a substantial reading deficiency as defined in Pursuant to Section 1008.25, F.S. The instructional coach and the STEM resource teacher focus on modeling in the classroom, lesson planning, data reviews with teachers, and professional learning during weekly PLC meetings. Accountability measures are used to ensure students receive consistent learning opportunities within their daily schedules and instructional materials are reviewed for alignment to

benchmarks. Parents are included in the educational program of the school on a regular basis during quarterly parent meetings to disseminate information on student achievement and during monthly parent academy meetings.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The SIP goals in this plan are supported by federal, state and local resources which support education of the "whole child" to include the CEP program which provides free breakfast and lunch to all children; Project Upstart with a focus on homelessness; the free Homework Help & Tutoring Program with MDPLS which provides academic support; the New World Reading Program which provides free books to level 1/2 students; and the Heiken Vision program which provides free eye exams/glasses based on need. This year we are also providing free dental services to families through a partnership with the "Big Smiles" program which provides free dental exams and checkups.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The school employs a mental health specialist who is available to provides services and counseling upon referral and parent consent for counseling. A minimum of 80% of school based personnel complete the Youth Mental health First Aid (YMHFA) training to aid in the identification of students for addressing social, emotional, behavioral and mental health problems. Implementation of SEL curriculum will assist all school stakeholders in supporting the meantal health needs of all students and will improve students' skills outside the academic subject areas. School based mental health service providers will utilize a referral process to identify students in need of assistance and plan, coordinate and collaborate in ensuring these student's receive needed services.

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)).

Not applicable

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)).

Summerville implements a positive behavior support system that focuses on students' successes and positive behaviors. The schoolwide discipline plan requires frequent communication with parents via parent phone calls, in-person conferences and administrative referrals if inappropriate behaviors escalate. During parent conferences, informal behavior intervention plans and strategies may be put in place to work on any behavior concerns. If these strategies or plans are unsuccessful in remediating student behavior, a Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP) will be implemented after a request for assistance in alignment with the school's MTSS/RTI

framework. Regular MTSS/RTI committee and grade-level meetings will help identify students not making progress. Teachers also initiate Progress Monitoring Plans (PMP's) and school leaders schedule students into Tier II and Tier III interventions as needed. Frequent parent communication using Clever messaging, the student portal, and possible retention meetings will be held to monitor students and the strategies implemented to ensure academic success in Reading, Language Arts, and Math. Level 1 Students in Reading or Math are identified and placed in Tier II or Tier III interventions where progress will be monitored weekly using a research-based program.

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)).

In addition to weekly PLC meetings, school leaders recognize the importance of a systemic process for enabling professional learning. To support this key component of quality school improvement, teachers are provided with high quality professional learning from the CSA curriculum and instruction team, instructional coaches, the MDCPS professional learning team, and school administration. Teachers also register for classes at Cognia Learning, Miami-Dade College and Beacon Learning to complete the requirements for attaining and/or maintaining their professional certification.

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)).

School leaders invite directors and program managers from local preschools to an annual spring breakfast so they can observe the school program in action and inform parents about the educational program available at Summerville Advantage Academy.

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.

Not applicable.

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).

Not applicable.

VII. Budget to Support Areas of Focus

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

Yes

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