

Miami-Dade County Public Schools

FRANK CRAWFORD MARTIN K-8 CENTER



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

All stakeholders are committed to the advancement of students' academic, emotional, social and physical well being within a supportive, creative and flexible environment in which children learn to think globally and act compassionately

Provide the school's vision statement

Frank C. Martin International K-8 Center provides students with an internationally recognized curriculum. This challenging curriculum incorporates world-class standards that empower students to actively participate in the learning process and acquire and exhibit positive attitudes. Students strive to become model citizens of our diverse world.

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

Elianeys Basulto

247915@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

Oversees all aspects of the school curriculum and the implementation of the School Improvement Plan (SIP). Guides the leadership team in making data-informed curricular decisions and identifying areas of instructional focus. This includes leading instructional walkthroughs to identify professional development needs for teachers and academic needs for students. The role also involves facilitating

data discussions and collaborating with teachers to develop targeted strategies that address the specific needs of all learners.

Leadership Team Member #2

Employee's Name

Robert Hoel

rhoel1@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Provides comprehensive support to the principal in overseeing the school's curriculum and implementing the School Improvement Plan (SIP), including the presentation of the plan's goals and action steps to both the EESAC and faculty. The position involves conducting instructional walkthroughs with the leadership team to identify areas of academic need, then assisting the principal in developing targeted strategies and providing instructional guidance to teachers to address student needs.

Leadership Team Member #3

Employee's Name

Don Mcknight Jr.

drmcknight@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Provides comprehensive support to the principal in the strategic oversight of the school's curriculum and the effective implementation of the School Improvement Plan (SIP). The role involves conducting instructional walkthroughs with the leadership team to systematically identify specific academic needs and areas for improvement in instruction. Based on the data and observations gathered, this individual then collaborates with the principal to develop and implement targeted strategies and provides ongoing instructional guidance and coaching to teachers to ensure these initiatives successfully address student needs.

Leadership Team Member #4

Employee's Name

Katheryn Capodiferro

kcapodiferro@dadeschools.net

Position Title

Magnet Lead Teacher

Job Duties and Responsibilities

This position provides comprehensive support to the administrative team in all aspects of the school's International Baccalaureate (IB) program and the strategic development of the School Improvement Plan (SIP). The role involves ensuring the SIP's goals and action steps are fully integrated with the inquiry-based, conceptual framework of the IB program. Working in close collaboration with the leadership team, she provides ongoing support to teachers, helping them to effectively implement SIP action steps in a manner that reinforces IB pedagogical principles, thereby creating a cohesive and purposeful approach to both curriculum and school-wide improvement.

Leadership Team Member #5

Employee's Name

Melissa Williams

MLWilliams@dadeschools.net

Position Title

Instructional Coach

Job Duties and Responsibilities

Plays a pivotal role in the successful implementation of the School Improvement Plan (SIP) by providing targeted instructional coaching and support to faculty. The role involves working directly with teachers to enhance instructional practices, which includes co-planning lessons, modeling new teaching strategies, and providing constructive feedback. Additionally, collaborates with faculty to compile and analyze a range of academic data, from formative assessments to student performance on key benchmarks. This data-driven approach is essential for monitoring progress toward yearly SIP goals, allowing for timely strategic adjustments and the development of targeted interventions to ensure all learners are meeting their objectives.

Leadership Team Member #6

Employee's Name

Kamisha Coats

CounselorCoats@dadeschools.net

Position Title

School Counselor

Job Duties and Responsibilities

This role provides essential support to the administrative team for the implementation of the School Improvement Plan (SIP) by focusing on non-academic factors that directly impact student achievement and well-being. A core responsibility is the oversight of the Multi-Tiered System of Supports (MTSS) and all Social and Emotional Learning (SEL) initiatives. These efforts are critical for fostering a positive school culture and providing targeted interventions that are vital for achieving SIP goals. Furthermore, as the designated Project Upstart liaison, this individual ensures that the unique needs of homeless students are met, helping to remove barriers to learning and promote student attendance as a key component of the SIP's commitment to equity and academic success for all students.

Leadership Team Member #7**Employee's Name**

Chale Rackley

Chalerackley@dadeschools.net

Position Title

School Counselor

Job Duties and Responsibilities

This role provides essential support to the administrative team for the implementation of the School Improvement Plan (SIP) by focusing on non-academic factors that directly impact student achievement and well-being. A core responsibility is the oversight of the Multi-Tiered System of Supports (MTSS) and all Social and Emotional Learning (SEL) initiatives. These efforts are critical for fostering a positive school culture and providing targeted interventions that are vital for achieving SIP goals.

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.

Over the summer, school leadership and selected faculty convene to analyze recent academic and school culture data. This collaborative process culminates in a draft School Improvement Plan (SIP),

which is first shared with all faculty and staff via email and then presented at the initial regular faculty meeting of the new school year. The draft is subsequently presented to the Educational Excellence School Advisory Council (EESAC) at its first meeting, where feedback is solicited and incorporated into the final revision. Following a district review process, the final SIP is submitted to the School Board for approval. Once approved, the plan is published on the school's website for all stakeholders to review.

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 leadership team and EESAC will regularly review the School Improvement Plan (SIP), adhering to district deadlines. This review will involve analyzing student performance data, such as assessment scores and attendance, to measure progress toward the SIP's goals. The SIP will be a standing item on the agenda for both monthly faculty meetings and quarterly EESAC meetings, where progress toward goals will be presented. During Phases III and IV, the school's leadership will formally review the action steps, assess their effectiveness in achieving goals, and add new steps as necessary.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	83.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: B 2022-23: B 2021-22: A 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	53	55	73	64	66	83	63	60	80	597
Absent 10% or more school days	1	6	5	5	1	3	3	3	3	30
One or more suspensions	0	0	0	0	0	2	1	9	3	15
Course failure in English Language Arts (ELA)	0	0	2	0	1	0	1	4	3	11
Course failure in Math	0	0	1	0	4	0	5	2	6	18
Level 1 on statewide ELA assessment				3	7	9	6	7	3	35
Level 1 on statewide Math assessment				2	3	16	7	7	4	39
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	3	7	9	18	13	14	8	73
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			4	2	2					8

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	1	3	4	7	14	11	12	6	59

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	1	0	0	0	1	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		8	5	5	1	3	3	3	3	31
One or more suspensions		1				2	1	9	3	16
Course failure in English Language Arts (ELA)			2		1		1	4	3	11
Course failure in Math			1	1	3		5	2	6	18
Level 1 on statewide ELA assessment				2	3	14	12	6	5	42
Level 1 on statewide Math assessment					2	12	14	7	10	45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			7	5						12
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		3	2	1						6

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	2	1	7	11	9	7	38

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				2						2
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	70	67	61	67	65	58	61	61	53
Grade 3 ELA Achievement	79	65	62	79	63	59	65	58	56
ELA Learning Gains	65	66	61	66	64	59			
ELA Lowest 25th Percentile	57	58	55	66	58	54			
Math Achievement*	63	69	62	56	68	59	59	63	55
Math Learning Gains	58	65	60	44	66	61			
Math Lowest 25th Percentile	51	59	53	47	63	56			
Science Achievement	54	62	57	52	60	54	43	56	52
Social Studies Achievement*	57	82	74	75	79	72	79	77	68
Graduation Rate		81	72		78	71		76	74
Middle School Acceleration	83	79	75	80	77	71	83	75	70
College and Career Acceleration		75	56		76	54		73	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	68	64	61	71	64	59	61	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	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	705
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	64%	65%	67%	52%		66%

* 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	52%	No		
English Language Learners	67%	No		
Black/African American Students	62%	No		
Hispanic Students	68%	No		
Economically Disadvantaged Students	60%	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	70%	79%	65%	57%	63%	58%	51%	54%	57%	83%			68%
Students With Disabilities	54%		64%	67%	48%	50%	50%	31%					
English Language Learners	75%		65%		79%	65%		50%					68%
Black/African American Students	65%	78%	65%	58%	58%	57%	51%	47%	58%	81%			
Hispanic Students	79%	82%	57%	50%	74%	52%		66%		84%			70%
Economically Disadvantaged Students	69%	69%	62%	56%	62%	56%	49%	51%	46%	82%			

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	67%	79%	66%	66%	56%	44%	47%	52%	75%	80%			71%
Students With Disabilities	33%		50%	50%	17%	23%	36%						
English Language Learners	67%		74%		70%	52%							71%
Black/African American Students	63%	77%	65%	64%	51%	43%	46%	43%	72%	76%			
Hispanic Students	76%	82%	68%	67%	67%	50%	53%	68%	78%	84%			68%
White Students	100%		75%		67%	50%							
Economically Disadvantaged Students	64%	73%	63%	69%	50%	42%	46%	47%	72%	79%			

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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	61%	65%			59%			43%	79%	83%			61%
Students With Disabilities	21%				33%								
English Language Learners	67%				54%								
Black/African American Students	55%	56%			56%			40%	72%	83%			
Hispanic Students	71%	88%			60%			41%	90%	74%			
Multiracial Students	75%				83%								
White Students	88%				100%								
Economically Disadvantaged Students	58%	54%			53%			35%	74%	84%			

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	78%	60%	18%	57%	21%
ELA	4	65%	59%	6%	56%	9%
ELA	5	55%	60%	-5%	56%	-1%
ELA	6	66%	62%	4%	60%	6%
ELA	7	68%	62%	6%	57%	11%
ELA	8	83%	60%	23%	55%	28%
Math	3	80%	69%	11%	63%	17%
Math	4	79%	68%	11%	62%	17%
Math	5	47%	62%	-15%	57%	-10%
Math	6	50%	64%	-14%	60%	-10%
Math	8	51%	60%	-9%	57%	-6%
Science	5	47%	56%	-9%	55%	-8%
Science	8	43%	46%	-3%	49%	-6%
Civics		56%	74%	-18%	71%	-15%
Biology		86%	74%	12%	71%	15%
Algebra		76%	59%	17%	54%	22%
Geometry		82%	58%	24%	54%	28%

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?

Frank C. Martin Elementary School demonstrated significant improvement in math, particularly in grades 3-8, where all but one grade level maintained or showed growth. Fourth-grade proficiency saw the most dramatic increase, jumping 34% from 45% in 2024 to 79% in 2025. The sixth-grade cohort also improved, rising from 46% proficiency in fifth grade (2024) to 50% in sixth grade (2025). Overall, school-wide math proficiency increased by 6%, from 56% in 2024 to 62% in 2025. These gains are attributed to the collaborative efforts of the math teachers, who consistently reviewed data, assisted students with goal-setting, monitored assessments, and effectively utilized district-provided supplemental programs.

Lowest Performance

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

According to 2025 data, Science remains the area of lowest performance, despite an 11% increase in proficiency since 2023, rising from 43% to 54%. Significant gains were seen in specific grades, with fifth-grade proficiency increasing from 41% to 47% and eighth-grade proficiency rising dramatically from 24% in 2024 to 43% in 2025. Additionally, Biology proficiency improved by 6%, reaching 86%. The low proficiency rates in fifth-grade Reading (55%) and Math (46%) pose a challenge to effectively teaching the science standards. Science instruction relies heavily on these skills, requiring students to comprehend complex texts, interpret data from graphs and charts, and perform calculations and the foundational weakness in these areas directly impacted the proficiency. The trends remain positive as teachers utilize the District assessments to monitor progress.

Greatest Decline

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

The most significant decline in proficiency was observed in 7th Grade Civics, which experienced a 19% decrease from 74% in 2024 to 55% in 2025. This steep regression is linked to inconsistent student participation in progress monitoring assessments. The lack of comprehensive data from these assessments limits the ability of teachers to identify specific standards where students were

struggling, thereby preventing timely and targeted reteaching.

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 most significant positive gap was demonstrated in Grade 3 Language Arts, where proficiency exceeded the state average by 17 percentage points. According to the 2025 assessment, 79% of third-graders scored proficient, compared to the state average of 62%. This success is attributed to a deliberate focus on the subject; the third-grade schedule prioritizes the Reading/Language Arts block early in the day, before special areas and lunch. Additionally, teachers consistently follow the district pacing guide to ensure all standards are covered and effectively use instructional programs like iReady and Reading Wonders to achieve high levels of proficiency.

EWS Areas of Concern

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

Based on the data provided, two potential areas of concern are attendance and substantial reading deficiency. Both the 2023-2024 and 2024-2025 attendance data show a significant number of students with attendance below 90%. While the total number has decreased slightly from 33 to 30, it remains a concern, especially in grades K, 1, 2, and 4 in the most recent year. Chronic absenteeism can negatively impact academic performance across all subjects. The number of students with a substantial reading deficiency is high in both years, totaling 70 in 2023-2024 and 73 in 2024-2025. This is a critical issue as strong reading skills are foundational for success in all subjects. The problem appears to be particularly concentrated in the early elementary grades (K-3), where a significant number of students are identified with this deficiency.

Highest Priorities

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

1. Science (5th Grade and 8th Grade)
2. Math (6th Grade)
3. Civics (7th Grade)
4. Reading (3rd Grade)
5. Math Learning Gaines (All Grades)

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 Differentiation, Math

Area of Focus Description and Rationale

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

According to the 2025 FAST PM 3 data, math proficiency remains an area of significant concern despite an overall school-wide increase from 56% in 2024 to 62% in 2025. This gain was primarily driven by a remarkable improvement in fourth grade, which saw proficiency jump from 45% in 2024 to 79% in 2025, surpassing the District average of 69%. However, this success was not mirrored across all grade levels. Most other grades demonstrated minimal or no growth compared to the previous year. For example, the fifth-grade cohort showed limited progress, moving from 45% proficiency as fourth-graders to only 46% proficiency, while achieving just 47% learning gains. Performance in high school courses was mixed, with Algebra I EOC proficiency increasing from 68% to 76%, while Geometry proficiency increased from 73% to 82%. Based on this analysis and the identified need for greater growth, the school will prioritize setting high mathematics expectations and enhancing instructional delivery strategies during the math block. To address the limited gains in proficiency, the school will implement a targeted focus on differentiation in math instruction across grades 3-8.

Measurable Outcome

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

Our school aims to increase Math proficiency in Grades 3-8 from a baseline of 62% in 2024 - 2025 to at least 70% by the end of the 2025-2026 school year as measured by the FAST assessment. Specifically we plan to increase Grade 3 and 4 proficiency to 82% for 2026. We plan to increase Grade 5, 6, and 8 proficiency to 55%. Our Algebra I scores will increase to 80% and Geometry increase to 85%.

Monitoring

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

The Leadership Team will conduct meaningful instructional walkthroughs to identify teachers who

would benefit from targeted math coaching. They will monitor the effective implementation of the math instructional block, the use of differentiated instruction, and the utilization of mathematic resources. To support this effort, administration will facilitate regular data chats to analyze district topic assessment results and plan for remediation. Based on feedback from walkthroughs and insights from data chats, teachers will adjust their instruction to be specifically tailored to student needs, creating a continuous feedback loop designed to positively impact student achievement.

Person responsible for monitoring outcome

Elianeys Basulto

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:

Implementation of flexible grouping is a strategy used to meet curricular goals, engage students, and address individual needs. This approach utilizes both teacher-led and student-led groups to overcome the disadvantages of static ability grouping. Teacher-led groups are efficient for introducing material and providing common instruction or individual attention. In contrast, student-led groups empower students to control their own learning, which fosters divergent thinking and encourages personal responsibility. This evidence based intervention will be monitored through classroom walkthroughs. During the Mathematics block, administrators will observe small instructional groups occur.

Rationale:

Flexible grouping allows teachers to provide targeted, differentiated instruction by adapting to students' specific learning needs and performance data. This tailored approach ensures that every student receives the precise support necessary to close individual gaps, thereby accelerating learning and increasing overall math proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Review FAST PM1 and iReady AP1 Data to identify Math needs and develop groups.

Person Monitoring:

Elianeys Basulto

By When/Frequency:

September 27, 2025/ Monthly

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

The administration and instructional coach will facilitate purposeful data chats with math teachers at the conclusion of FAST PM1 and iReady AP1. During these collaborative sessions, the team will analyze student performance data to identify specific learning needs and work directly with teachers to develop initial flexible groups based on those needs. They will also identify and align targeted resources and remediation strategies for each group. Implementation of these instructional strategies will be monitored not only through participation in the data chats, but also through instructional walkthroughs conducted by the leadership team to observe the effective use of flexible groups and differentiated instruction in the classroom.

Action Step #2

Assign iReady and IXL lessons based upon student needs.

Person Monitoring:

Melissa Williams

By When/Frequency:

September 27, 2025/ Weekly

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

The instructional coach will systematically monitor student usage of key math intervention programs by regularly accessing both the iReady and IXL platforms. The coach will analyze student data to track time on task, lesson completion rates, individual progress, and proficiency gains. This data will be used to identify students who are excelling and those who require additional support. The coach will then use these insights to facilitate data-driven conversations with teachers, helping them to adjust flexible grouping strategies, personalize instruction, and select targeted resources to ensure that the use of these platforms translates into tangible gains in math proficiency.

Action Step #3

Conduct student chats after initial topic assessments.

Person Monitoring:

Melissa Williams

By When/Frequency:

September 27, 2025/ Monthly

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

After each topic assessment, students will conduct data chats as a process of self-reflection to take ownership of their learning. Students will analyze their performance, pinpoint specific learning gaps, articulate a personal goal for improvement, and create an actionable plan to address their needs. This process will be monitored by teachers who will review students' reflection sheets for specific and actionable goals. Administrators and instructional coaches will also monitor the strategy's consistent implementation during walkthroughs, ensuring it effectively promotes student ownership and guides future instruction.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction, 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.

According to the 2024-2025 Science Assessments, overall proficiency stood at 54%, which is 6% lower than the average for other Tier 1 schools. Performance was particularly low in Grade 5 (47% proficiency) as compared to 52% in all Tier 1 schools and Grade 8 (43% proficiency) as compared to 77% in all Tier 1 schools. Since these assessments measure both academic knowledge and critical thinking skills, the school anticipates that as students develop the proficiencies necessary for success in Science, corresponding increases will follow in the area of Math.

Measurable Outcome

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

Our school aims to increase Science proficiency in Grades 5 & 8 from a baseline of 54% in 2024 - 2025 to at least 65% by the end of the 2025-2026 school year as measured by the Science assessments. Specifically we plan to increase 5th Grade Science Proficiency to 60% and 8th Grade Science proficiency to 50%. Additionally, Biology proficiency will remain at least 86%.

Monitoring

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

The leadership team will conduct regular instructional walkthroughs to monitor the implementation of district pacing guide and utilization of resources aligned to Science standards. Monitoring will also include use of the Science Lab and inclusion of hands on, inquiry based lessons. Progress toward the desired proficiency outcomes will be rigorously monitored throughout the school year. Interim science assessments will be administered to track student growth toward the 60% school-wide goal and the specific grade-level targets of 55% for Grade 5 and 50% for Grade 8. The final measure of success will be the year-end science assessment, which will determine if the school has met or exceeded its proficiency goals. The Biology proficiency will be monitored to ensure it remains at or above the 86% target.

Person responsible for monitoring outcome

Elianeys Basulto

Evidence-based Intervention:

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

Description of Intervention #1:

The school will utilize the evidence based intervention of Formative Assessment process. Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' self- assessment, reflection, and attainment of curricular learning targets/goals (Smarter

Balanced Assessment Consortium, 2013). After each topic assessment, the instructional coach will pull Performance Matters reports to track participation and progress of students. During data chats, the teachers will identify trends and standards in need of reteaching.

Rationale:

Formative assessment process builds students' metacognition, increases students' motivation, resulting in self-regulated, lifelong learners. Some common classroom formative assessments include: summaries, quick-writes, reflections, checklists, charts, graphic organizers, visual representations, and short quizzes, aligned to content standards. The formative assessments provide teachers with real time data in order to adjust instruction as needed.

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

Students will participate in the District Science Baseline assessment.

Person Monitoring:

Chale Rackley

By When/Frequency:

September 27, 2025/ Monthly

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

The school leadership team will develop an assessment calendar designed to maximize gather accurate student data. The test chairperson will keep attendance records for assessment participation.

Action Step #2

Students will create interactive student notebooks to be used for the school year.

Person Monitoring:

Elianeys Basulto

By When/Frequency:

September 27, 2025/ One Time

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

By September 27, 2025, all 5th and 8th-grade students will develop and maintain an interactive science notebook to be utilized as a key learning tool throughout the 2025-2026 school year. The implementation and usage of these notebooks will be monitored during administrative walkthroughs, where specific checks will occur to assess for completion, organization, and evidence of student engagement in inquiry-based learning.

Action Step #3

Assigning and debriefing Science interim assessments.

Person Monitoring:

Melissa Williams

By When/Frequency:

September 27, 2025/ Monthly

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

The school will assign District science interim assessments according to the pacing calendar.

Following each assessment, teachers will conduct a collaborative debriefing process to analyze the data. During this debrief, grade-level teams will identify specific learning gaps, pinpoint common misconceptions, and review high-yield questions to determine re-teaching priorities. This data-driven analysis will inform a plan for targeted instruction and remediation. The administration and instructional coach will facilitate and participate in the debrief meetings to ensure that actionable plans are developed. Subsequently, they will conduct instructional walkthroughs to observe the implementation of re-teaching strategies and differentiated instruction in the classroom.

Area of Focus #3

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

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

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 FAST PM 3 data, here is a clearer breakdown of the reading proficiency results and the school's planned response.

Reading proficiency for students in grades 3-8 increased from 67% in 2024 to 69% in 2025. On the PM3 assessment, the median percentile rank for students in grades K-2 was 71, which is significantly higher than the district median of 43 and the Tier 1 median of 52.

According to the FLDOE report, second grade remains an area of concern, as only 49% of students earned a Level 3 or above on the STAR PM3. This is in contrast to 80% of kindergarten students and 76% of first graders who met this benchmark. In grades 3-5, all grade levels reported above 50% for Level 3 or higher. Specifically, third graders scored 78%, fourth graders 64%, and fifth graders 55%.

The area of greatest concern is the incoming sixth-grade cohort for the 2025-2026 school year, as 45% of these students are currently working below grade level in reading.

To address the limited gains in proficiency and the specific areas of concern, the school will prioritize scheduling reading interventions. Additionally, the school plans to implement a targeted focus on differentiation during the reading block to promote greater student growth.

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

K-2 reading intervention is a targeted instructional practice designed to provide additional support students who are at risk of falling behind their peers. Interventions will utilize District approved programs and involve explicit, systematic instruction in foundational reading skills like phonemic awareness and phonics, delivered in small groups during Foreign Language time. The Reading

intervention program will allow teachers to group students according to their needs and provide targeted skill based lessons on phonemic awareness, phonics, sight word recognition and vocabulary. From there, the whole group lessons will provide the comprehension strategies necessary to develop meaning from assigned text.

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

3-5 reading intervention is a targeted instructional practice designed to provide additional support students who are at risk of falling behind their peers. Interventions will utilize District approved programs and involve explicit, systematic instruction in foundational reading skills delivered in small groups during Foreign Language time. The Reading intervention program will allow teachers to group students according to their needs and provide targeted skill based lessons on sight word recognition, vocabulary development and fluency building. From there, the whole group lessons will provide the comprehension strategies necessary to develop meaning from assigned text.

Grades K-2: Measurable Outcome(s)

Reading proficiency in Grades K-2 will increase from a baseline median percentile rank of 71% in the 2024-2025 school year to at least 75% by the end of the 2025-2026 school year, as measured by the STAR PM3 assessment. Specifically, second-grade proficiency will increase from 49% in 2025 to 55% in 2026. Kindergarten proficiency is targeted to increase to 82% and first-grade proficiency to 78%, also as measured by the STAR PM3.

Grades 3-5: Measurable Outcome(s)

Reading proficiency in Grades 3-5 will increase from a baseline of 66% in the 2024-2025 school year to at least 70% proficiency by the end of the 2025-2026 school year, as measured by the FAST PM3 assessment. Specifically, fifth-grade proficiency will increase from 55% in 2025 to 60% in 2026. Third-grade proficiency will increase to 80% and fourth-grade proficiency will increase to 68%, also as measured by the FAST ELA PM3 Assessment.

Monitoring

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

The Leadership Team will conduct meaningful instructional walkthroughs to monitor the effective implementation of the reading instructional block, the use of differentiated instruction, and the utilization of literacy resources. To support this effort, administration will facilitate regular data chats to analyze district topic assessment results and plan for remediation. Based on feedback from walkthroughs and insights from data chats, teachers will adjust their instruction to be specifically tailored to student needs, creating a continuous feedback loop designed to positively impact student achievement.

Person responsible for monitoring outcome

Elianeys Basulto

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:

Annotating text and summarization Annotating Text is a key tool for close reading that helps students uncover patterns, notice important words, and identify main points. This is an active learning strategy that improves comprehension of text and retention of information. Summarization teaches the student how to write summaries of what they read. The student is shown how to delete unimportant information, group similar ideas, decide on or invent topic sentences, and list supporting details. These procedures culminate in a short paragraph that reflects the most important information. Annotation will be utilize across each grade level as appropriate to develop active thinking during reading process. During classroom walkthroughs, members of the leadership team will review student generated work and look for text annotations.

Rationale:

Annotating and summarizing texts are critical strategies for reading intervention because they directly address the core components of reading comprehension. Annotating transforms reading from a passive activity into an active process, forcing students to engage with the text, identify key information, and make connections. This active engagement improves their understanding and retention of the material. Summarization then builds on this foundation by teaching students to distinguish between essential and unimportant information, synthesize ideas, and articulate the main points in their own words. Together, these skills provide a robust framework for students to not only understand what they read but also to process and retain it, which is essential for long-term academic success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Identification and scheduling of Intervention Students

Person Monitoring:

Robert D. Hoel

By When/Frequency:

September 27, 2025/ Monthly

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

The assistant principal will give the registrar the intervention rosters for each grade level. During the first week, teachers will observe students and make any necessary adjustments to their intervention placements. The assistant principal will then monitor these placements and ensure each group has

the necessary resources.

Action Step #2

PM 1 Data Chats

Person Monitoring:

Elianeys Basulto

By When/Frequency:

September 27, 2025/ Monthly

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

Following the FAST PM1 assessment, the principal will lead data chats with each grade level. The purpose of these discussions is to identify students who need intervention and to adjust the intervention rosters accordingly. The team will also pinpoint Tier 2 and Tier 3 students for extended learning opportunities. The principal will then monitor the placement of all students on intervention and tutoring rosters to ensure they are receiving the correct support.

Action Step #3

Training for teachers on Reading Comprehension Strategies

Person Monitoring:

Melissa Williams

By When/Frequency:

September 27, 2025/ Once for each grade level

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

The Literacy Leadership team will develop a K-5 reading comprehension strategy focused on annotating and summarizing text. The instructional coach will then meet with each grade level during their common planning sessions to review the strategy and provide implementation suggestions. To ensure consistent support, the coach will maintain a sign-in sheet for each visit, and a member of the administrative team will attend these meetings.

IV. Positive Learning Environment

Area of Focus #1

Other: Student Interventions

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 School Climate Survey, only 34% of surveyed teachers agreed with the statement, "when my student(s) exhibit early warning indicators or disruptive behaviors, they are provided interventions." This data suggests that the majority of teachers (66%) do not believe these students are getting the necessary support and their exists potential disconnect in the school's response to student behavior and academic struggles. As a result, students will continue to struggle without the targeted support they need to get back on track. This survey response indicates a need to assist teachers with MTSS supports.

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.

The school's objective is to raise staff satisfaction with our intervention process. We aim for a 41% increase, ensuring that at least 75% of surveyed staff report that students showing early warning signs or disruptive behaviors are provided with interventions.

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.

To effectively monitor whether an increase in staff perception leads to improved student achievement in a K-8 setting, the school will use both qualitative and quantitative data. During the school year, an Microsoft form can be sent to staff quarterly to determine progress toward goal. To measure the impact on students, the school will analyze key data points such as early warning indicators—like attendance and discipline referrals—and regularly use progress monitoring tools to assess student growth.

Person responsible for monitoring outcome

Robert Hoel

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:

Response to Early Warning Systems (EWS) involves establishing a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school. Response to EWS utilizes predictive data, identifies off-track or at-risk students, targets interventions, and reveals patterns and root causes. Additionally, effective Use of School and District Support Personnel ensures that support personnel are available and accessible for students and families including a clearly defined process for enlisting their help. Guidance Counselors, Community Involvement Specialists, School Psychologists, Staffing Specialist, etc. have a clear understanding of the role they play in the school's success. The school leadership team will identify those students in need of the MTSS process and track those students through each phase of the process. Teachers will be surveyed mid-way through the year regarding student supports.

Rationale:

A clear and effective response to early warning systems is crucial for identifying students at risk and providing timely, data-driven interventions to keep them on track academically and behaviorally. This proactive approach is further strengthened by the effective use of support personnel, who provide essential expertise and resources to both students and families, ensuring a comprehensive and coordinated effort to address identified needs.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Present Tier 1 support document to staff

Person Monitoring:

Robert Hoel

By When/Frequency:

September 27, 2025 / Monthly

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

During the opening of schools meeting, the teachers will be provided an overview of the MTSS system and provide a Tier 1 support document to assist teachers develop their Tier 1 classroom supports and understand how the support process works.

Action Step #2

Teacher development of Tier 1 Supports in classroom (Essential Agreements)

Person Monitoring:

Robert Hoel

By When/Frequency:

September 27, 2025/ Monthly

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

Teachers will develop Tier 1 interventions and supports with their students and display them in their classrooms. During classroom walkthroughs, the leadership team will identify evidence of Essential agreements.

Action Step #3

Administration walkthroughs to identify students in need of Tier 2 behavioral supports

Person Monitoring:

Robert Hoel

By When/Frequency:

September 27, 2025/ Weekly

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

The administration team will conduct weekly walkthroughs in all classes to assist teachers identify students needing Tier 2 interventions. The administrative team will identify students in need of supports through the MTSS process, and track their progress through progress monitoring reports.

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), Unified School Improvement Grant (UniSIG) budget, and Schoolwide Program (SWP) information will be effectively disseminated to all stakeholders. Regular communication channels such as monthly calendars and school website updates will be utilized to provide summaries of the SIP goals, interventions, and progress updates. Additionally, parent-teacher conferences and community engagement events will offer opportunities for in-person discussions, ensuring understanding and addressing questions. During PTA meetings, administration will present SIP goals and updates and engage in dialogue with any stakeholders who may have questions. Finally, the SIP will be presented to the EESAC body during its regular meetings, posted on the school website <https://fcmartink8.net/>, and copies placed in the Title 1 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)).

The school is dedicated to cultivating strong, positive relationships with parents, families, and community stakeholders to fulfill its mission and enhance student success. The schools annual meet and greet, open house, monthly PTA events, parent-teacher conferences, and family engagement workshops will be held to foster meaningful interactions and mutual understanding between educators and families. Additionally, the school will utilize digital platforms such as Schoology, Class

dojo, and the electronic gradebook to provide real-time updates on students' progress, homework assignments, and extracurricular activities. This concerted effort to build transparent and supportive relationships with stakeholders will create a harmonious and effective learning community that prioritizes the holistic development of every student. The school's family engagement plan will be posted on the school website @ <https://fcmartink8.net/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The school is committed to enhancing its academic program by implementing a multifaceted approach aimed at increasing both the quantity and quality of learning time for students while offering an enriched and accelerated curriculum. The implementation of extended learning opportunities, such as after-school tutoring programs will extend students' exposure to educational experiences. In the Area of Focus of Science, the school will strive for STEAM Gold designation and include enrichment activities during the school day as well as afterschool. The instructional coach will provide push in and pull out support for students struggling with identified benchmarks. The school will host several STEAM events that include parental participation. Additionally, the integration of technology-driven tools and project-based learning approaches will further enrich the curriculum and develop critical thinking. Through these initiatives, the school aims to provide a well-rounded and rigorous academic experience that nurtures students' intellectual growth and prepares them for future success.

How Plan is Developed

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

This plan is intricately developed through seamless coordination and integration with various Federal, State, and local services, resources, and programs. All local services will be considered when new initiatives are developed at the school site. The school will follow all District and State mandates regarding implementation of programs at the school site.

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)).

Frank C. Martin K-8 Center ensures a comprehensive range of support services by maintaining a dedicated team of trained counselors who provide both individual and group counseling to address emotional well-being, stress management, and personal development. The District Mental Health counselor maintains a consistent schedule at the school site and meets with students as needed. Outside community partnerships provide personalized support through mentorship programs such as Girl Power, 100 Black Men of South Florida, and the 5000 Role Models.

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)).

Frank C. Martin K-8 Center is dedicated to equipping students with a keen awareness of diverse pathways for their future. Through initiatives like the annual magnet fair held in October, the school actively promotes high school programs tailored for post-secondary success. The fair serves as a platform to spotlight school choice programs and opportunities through the public schools. Moreover, the school organizes two distinct occasions, Men of Distinction and Career Day, inviting accomplished professionals to engage with students directly, sharing insights from their journeys in the postsecondary workforce. By facilitating these informative interactions, Frank C. Martin K-8 Center empowers students to make informed decisions about their educational and career trajectories.

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 has established a comprehensive schoolwide tiered model to effectively prevent and address problem behavior. This model involves multiple tiers of support, starting with Tier 1 universal

strategies applied to all students, including social-emotional learning programs taught by student services staff and behavior expectations. Teachers and students develop essential agreements to set the expectations for the classroom and guide the culture in the classroom. For those needing additional supports, Tier 2 targeted interventions are provided through small-group counseling, mentorship, and behavior intervention plans. For students requiring more intensive support, Tier 3 individualized services are offered in collaboration with specialists, parents, and District resources.

Professional Learning and Other Activities

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

The school places a strong emphasis on fostering continuous professional growth among its educators and staff, which includes teachers, paraprofessionals, and other vital personnel. This commitment is evident through the regular implementation of monthly IB meetings, District workshops, and collaborative activities aimed at refining instructional techniques and promoting the effective utilization of data derived from academic assessments. After assessment periods like iReady Diagnostic Assessments, FSAT Progress Monitoring, or District Mid-Year assessments, the school's leadership team engages with each grade level or tested subject area to discern areas requiring improvement and collaboratively develops targeted solutions. Additionally, recognizing the value of skilled educators, the school takes deliberate steps to both attract and retain them. This is accomplished by cultivating a supportive environment facilitated by practices such as shared planning time and teacher mentorship programs. Through these cohesive efforts, the school ensures not only the professional development of its staff but also the delivery of exceptional education for all its students.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

The school uses various strategies to help preschool children transition smoothly from early childhood education programs to local elementary school programs. These include meet and greet session where children and their families visit the elementary school, meet the teacher, and explore the classroom. The school also creates an opportunities for the preschool and kindergarten teacher to collaborate and share information about each child's needs and strengths. Additionally, the preschoolers interact with the other members of the student body during lunch time in the cafeteria and whole school activities.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00