Miami-Dade County Public Schools

RICHMOND HEIGHTS MIDDLE SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Richmond Heights Middle School’s mission is to provide an enriching learning environment which fosters the core skills of communication, collaboration, creativity, and critical thinking through innovative instructional strategies, accountability, and high expectations in the pursuit of excellence.

Provide the school's vision statement

Richmond Heights Middle School’s vision is to create an environment of academic excellence which improves the skills of today’s generation of learners allowing them to adapt to the ever-changing world of technological advancements while meeting their diverse needs.

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

Francisco M. Sauri

fsauri@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

Direct and manage the instructional program and supervise operations and personnel at the campus level. Ensures that the school’s vision and mission align with the district’s initiatives.

Leadership Team Member #2

Employee's Name
Akera Singleton

aklathan@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

Assist the principal with operational systems, curricula decisions, and personnel at the campus level. Ensures that the school's vision and mission align with the district's initiatives.

Leadership Team Member #3

Employee's Name
Danielle Ellis

dellis@dadeschools.net

Position Title
ELL Compliance Specialist

Job Duties and Responsibilities

Ensures the school's vision and mission are aligned with the district's initiatives and supports the students' needs; Ensures compliance with federal and state regulations related to English Language Learner (ELL) programs and services. Collects and analyzes data related to ELL student demographics, performance, and progress. Conducts regular assessments and evaluations to identify areas of improvement and make recommendations for program enhancements.

Leadership Team Member #4

Employee's Name
Brittney Chin-Wong

bcwong@dadeschools.net

Position Title
Reading Coach

Job Duties and Responsibilities

Ensures that the school's vision and mission are aligned with the district's initiatives and supports the students' needs. Uses literacy and diagnostic assessments to support ELA teachers to drive instruction by optimizing best learning practices.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan was developed through a collaborative process involving school leaders, staff, families, students, and community partners. The leadership team began by reviewing data and identifying priority areas.
Teachers and staff contributed through meetings and surveys, shaping strategies for instruction and professional development. Parents and families shared input via advisory councils and surveys, highlighting communication and support needs that informed family engagement plans. Students participated in focus groups and leadership councils, offering feedback on school culture, supports, and opportunities. Community and business leaders provided recommendations on career readiness and real-world connections.The School Advisory Council (EESAC) reviewed the draft and ensured all perspectives were represented. Their combined input directly influenced the goals, strategies, and action steps reflected in the final School Improvement Plan.

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 will be regularly monitored for effective implementation and impact on increasing the achievement of students with the greatest achievement gap by establishing checkpoints to analyze the results of all data points and determine the impact of teaching and learning towards the goal; the school will revise the plan, as necessary, to ensure continuous improvement by creating new action steps if the steps in place are not reaching the goal; continue identifying evidence of growth; consistently use qualitative and quantitative data as a means for monitoring students' outcomes.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**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 **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							125	107	146	378
Absent 10% or more school days							9	9	19	37
One or more suspensions							4	13	20	37
Course failure in English Language Arts (ELA)							5	6	17	28
Course failure in Math							6	10	25	41
Level 1 on statewide ELA assessment							17	21	25	63
Level 1 on statewide Math assessment							18	22	17	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							40	46	51	137
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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							31	55	59	145

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							6	4	3	13
Students retained two or more times							1	2	3	6

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							14	28	42	84
One or more suspensions								14	30	44
Course failure in English Language Arts (ELA)							6	8	2	16
Course failure in Math							10	8	14	32
Level 1 on statewide ELA assessment							30	44	58	132
Level 1 on statewide Math assessment							41	31	35	107
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							31	55	59	145

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							1	7	3	11
Students retained two or more times							1	6	2	9

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	59	64	58	52	61	53	45	56	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	53	63	59	51	60	56			
ELA Lowest 25th Percentile	55	55	52	50	51	50			
Math Achievement*	50	67	63	47	64	60	47	60	56
Math Learning Gains	51	64	62	50	63	62			
Math Lowest 25th Percentile	43	60	57	64	62	60			
Science Achievement	49	59	54	36	56	51	39	55	49
Social Studies Achievement*	59	77	73	68	75	70	60	72	68
Graduation Rate									
Middle School Acceleration	62	78	77	59	73	74	76	74	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	60	62	53	59	58	49	52	50	40

*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	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	541
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
54%	54%	54%	55%	34%		56%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	50%	No		
Black/African American Students	52%	No		
Hispanic Students	54%	No		
Economically Disadvantaged Students	50%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	59%		53%	55%	50%	51%	43%	49%	59%	62%			60%
Students With Disabilities	41%		48%	47%	41%	52%	45%	15%	50%				
English Language Learners	47%		56%	55%	49%	53%	50%	23%	57%	50%			60%
Black/African American Students	57%		53%	65%	44%	45%	38%	46%	59%	61%			
Hispanic Students	58%		52%	50%	55%	53%	45%	51%	57%	62%			60%
Economically Disadvantaged Students	58%		55%	59%	45%	45%	35%	44%	53%	53%			52%

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	52%		51%	50%	47%	50%	64%	36%	68%	59%			59%
Students With Disabilities	25%		40%	61%	23%	41%	55%	25%	39%	42%			
English Language Learners	35%		48%	45%	52%	51%	59%	27%	50%	64%			59%
Black/African American Students	50%		47%	47%	37%	45%	64%	20%	64%	39%			
Hispanic Students	51%		52%	49%	53%	53%	65%	43%	73%	66%			60%
White Students					60%								
Economically Disadvantaged Students	50%		48%	45%	44%	50%	65%	32%	71%	61%			62%

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	45%				47%			39%	60%	76%			52%
Students With Disabilities	20%				30%			33%	40%				
English Language Learners	36%				51%			33%	61%	73%			55%
Black/African American Students	36%				39%			23%	46%	65%			
Hispanic Students	53%				53%			53%	69%	79%			54%
White Students	55%				60%								
Economically Disadvantaged Students	40%				42%			33%	57%	76%			62%

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	6	58%	62%	-4%	60%	-2%
ELA	7	44%	62%	-18%	57%	-13%
ELA	8	50%	60%	-10%	55%	-5%
Math	6	46%	64%	-18%	60%	-14%
Math	7	48%	54%	-6%	50%	-2%
Math	8	18%	60%	-42%	57%	-39%
Science	8	44%	46%	-2%	49%	-5%
Civics		51%	74%	-23%	71%	-20%
Algebra		76%	59%	17%	54%	22%
Geometry		73%	58%	15%	54%	19%

2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

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

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

Most Improvement

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

The greatest improvements from 2023 to 2025 were in ELA and Science achievement. ELA proficiency increased from 45% in 2023 to 59% in 2025, a 14-point gain, including a 7-point increase from the prior year. Science rose from 39% in 2023 to 49% in 2025, a 10-point gain overall and a 13-point increase from 2024 to 2025.

These gains were supported by several contributing factors. Teachers consistently used benchmark-aligned lesson plans guided by Instructional Focus Calendars (IFCs), which ensured pacing and alignment across classrooms. Instructional coaching supported teachers with model lessons, real-time feedback, and planning that emphasized explicit instruction of grade-level standards. In ELA, Reciprocal Teaching and peer learning strategies were embedded into small groups, enabling students to strengthen comprehension and critical thinking skills by leading discussions and applying strategies like predicting, clarifying, question generating, and summarizing. In Science, increased access to hands-on labs provided opportunities for students to apply content knowledge to real-world investigations.

Additional supports amplified this progress. Before- and after-school tutoring programs provided targeted intervention, while i-Ready and other computer-based tools extended practice beyond the classroom. Teachers also engaged in collaborative planning sessions where data from formative assessments were reviewed, leading to responsive adjustments in instruction. Together, these efforts fostered greater student engagement and consistent improvement in both ELA and Science.

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 lowest performance during the 2024–2025 school year was in 8th grade Mathematics, where only 18% of students scored proficient, compared to 35% in 2023–2024, marking a sharp 17-point decline. This performance was significantly below the district average of 60% and the state average of 57%. The data highlights a concerning downward trend in middle school math proficiency that contrasts with growth in other subject areas such as ELA and Science.

Contributing factors included gaps in alignment between daily instruction and benchmark expectations, as well as the challenge of ensuring consistent remediation for students still developing foundational skills. Instructional strategies such as small-group practice and scaffolded lessons were used, but fidelity varied, resulting in uneven opportunities for students to engage deeply with grade-level math standards. In addition, attendance patterns limited consistent participation in both core math instruction and supplemental interventions for some students.

This trend underscores a growing disparity between students in advanced courses and those in the general math track. The sharp year-to-year decline points to the need for increased focus on benchmark-aligned instruction, small-group remediation, and consistent progress monitoring. Expanding math interventions during the school day and leveraging tutoring support before and after school will be essential strategies to reverse this decline and close the performance gap for 8th grade mathematics.

Greatest Decline

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

The greatest year-to-year declines were in Middle School Acceleration and Civics. Middle School Acceleration dropped from 77% in 2023–2024 to 62% in 2024–2025, a 15-point decline, while Civics fell from 68% to 59%, a 9-point decline. Although 8th grade Math shows the lowest performance and largest gap, the SIP accountability data confirm that the steepest year-to-year declines were in Acceleration and Civics.

Several factors contributed to these results. For Acceleration, scheduling, student placement, and ongoing supports influenced access and success in advanced coursework. While students were enrolled in Algebra and Geometry, structures for early identification, sustained mentoring, and targeted interventions were not consistently embedded, which impacted overall success rates. In Civics, instruction included critical thinking and peer learning, but alignment to benchmarks was inconsistent, and students had fewer opportunities to apply knowledge through document-based questions and source analysis, which are essential for success on state assessments.

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 greatest gaps compared to state averages in 2024–2025 were in 8th grade Mathematics and Civics. In Math, only 18% of students scored proficient compared to 57% statewide, a 39-point gap, while in Civics, 51% of students were proficient compared to 71% statewide, a 20-point difference.

Contributing factors include the need for more deliberate tailoring of instructional strategies to the demands of each subject. In Math, benchmark alignment was in place, but more emphasis is needed on spiral review of foundational standards, scaffolded practice, and fluency-building. In Civics, the instructional program incorporated peer learning and questioning strategies, but student practice with document-based analysis and benchmark-aligned assessments was limited. Additionally, differences in instructional pacing and access to supplemental supports contributed to the performance gap.

EWS Areas of Concern

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

Reflecting on the Early Warning Systems data, one priority focus area is the proportion of students performing at the lowest levels on statewide assessments. In 2024–2025, 132 students scored at Level 1 in ELA and 107 students scored at Level 1 in Math, highlighting the importance of continuing targeted instructional practices that strengthen core reading and mathematics skills. In addition, another area of concern is the number of students identified with two or more early warning indicators, totaling 145 students. These indicators include factors such as attendance, suspensions, and course performance. Addressing multiple indicators in a coordinated way ensures that students remain engaged and supported across both academic and non-academic areas.

Contributing factors include inconsistent attendance that reduced access to instruction and interventions, as well as the compounding impact of multiple indicators for some students. Students with more than one indicator benefit most when schools provide coordinated, cross-team supports that address academic, behavioral, and engagement needs simultaneously.

Highest Priorities

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

For the 2025–2026 school year, Richmond Heights Middle School’s top priority is strengthening outcomes in Mathematics and Middle School Acceleration. The 2024–2025 data indicate that only 18% of 8th grade students were proficient in Math, compared to 57% statewide, reflecting the largest performance gap across all subjects. At the same time, Middle School Acceleration decreased from 77% in 2023–2024 to 62% in 2024–2025, marking the most significant year-to-year decline. Addressing both components together ensures that students not only build the foundational math skills required for success but also receive the preparation and supports necessary to succeed in advanced coursework.

A second priority is improving Civics proficiency, which decreased from 68% in 2023–2024 to 59% in 2024–2025 and remains 20 points below the state average of 71%. Strengthening Civics instruction will require consistent benchmark alignment, greater use of document-based questions and primary source analysis, and structured peer discussions that promote critical thinking.

The third priority is sustaining growth in ELA and Science, where steady gains demonstrate the effectiveness of the school's instructional practices. ELA proficiency increased from 45% in 2023 to 59% in 2025, a 14-point gain, while Science improved from 39% in 2023 to 49% in 2025, a 10-point increase. These successes were driven by the use of Reciprocal Teaching, peer learning structures, hands-on labs, and data-driven reteaching cycles. Maintaining these practices and continuing to refine benchmark-aligned instruction will ensure these upward trends persist.

Finally, the school will remain focused on supporting students identified through the Early Warning Systems (EWS) data, which recorded 132 students at Level 1 in ELA, 107 students at Level 1 in Math, and 145 students with two or more indicators. Coordinated supports—including mentoring, attendance initiatives, small-group intervention, tutoring, and the use of programs such as i-Ready—will ensure students with multiple indicators receive the resources and interventions necessary to accelerate their progress.

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

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 2024-2025 data for FAST ELA/Math and other subject areas (Science and Civics) in Grade 6 ELA, learning gains ranged from 62% to 70%, showing strong performance. However, Grade 7 and Grade 8 dropped to 47% and 61%, respectively, indicating a need for more targeted support. In Math, while Grade 6 posted 67% - 70% learning gains, Grade 8 fell sharply to 15% with Grade 7 at 47%. Additionally, Science and Civics proficiency levels were 44% and 51%, which remain below district targets. This focus on differentiation is essential because it addresses diverse learner profiles and helps close achievement gaps. By tailoring instruction through small group interventions, scaffolded tasks, and flexible assessments, the school aims to ensure all students, especially those in the lowest 25%, make meaningful progress. This need was identified based on a review of the previous year's data which showed flat or declining growth in certain grade levels and subjects. Differentiation will enhance student engagement, increase access to grade level content, and support learning gains across all subgroups.

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.

Based on 2024–2025 data, gains were observed in subjects where Differentiated Instruction was implemented. For the 2025–2026 school year, the school will increase the consistency and fidelity of DI across all content areas. By Spring 2026 (PM3/EOC assessments), achievement scores will improve as follows: a five-percentage-point increase in ELA proficiency, a ten-percentage-point increase in Math proficiency, a six-percentage-point increase in Science proficiency, and a seven-percentage-point increase in Social Studies proficiency compared to 2024–2025 results.

Monitoring

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

Administration will ensure follow-up on Differentiated Instruction (DI) during collaborative meetings to support consistent implementation. Classroom observations and lesson plan reviews will be conducted to monitor DI planning and execution. Additionally, data chats will be held regularly to track student progress across all subjects and to adjust instruction as needed.

Person responsible for monitoring outcome
Francisco Sauri

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:
Differentiated Instruction is a research-based strategy that supports learning gains by addressing the diverse academic needs of students through varied instructional methods. By adjusting content, process, and assessments based on student readiness, interests, and learning profiles, teachers can provide targeted support that promotes engagement, closes learning gaps, and accelerates academic growth. This approach ensures all students have equitable access to grade-level standards and the opportunity to achieve measurable progress.

Rationale:
The 2024–2025 data show strong learning gains in Grade 6 ELA (62%–70%) and Math (67%–70%), but significant declines in the upper grades, with Grade 7 ELA at 47%, Grade 8 ELA at 61%, Grade 7 Math at 47%, and Grade 8 Math at 15%, while Science (44%) and Civics (51%) remain below district targets. These disparities highlight the need for targeted instructional strategies. Differentiated Instruction will be used to address these gaps by tailoring content, process, and assessments to meet diverse student needs. Through small group instruction, scaffolded tasks, and flexible assessments, this approach will support increased engagement, equitable access to grade-level content, and measurable learning gains, particularly among students in the lowest 25%.

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
Analyze Student Data to Drive Differentiated Instruction

Person Monitoring:	**By When/Frequency:**
Francisco Sauri	September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monitoring will occur bi-weekly in collaborative planning and after each assessment cycle, with

administrators and instructional coach will reviewing data use. This ensures instruction is consistently responsive to student needs and aligned to benchmarks.

Action Step #2
Group Students by Skill Level and Learning Need

Person Monitoring:
Brittney Chin-Wong

By When/Frequency:
September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will regroup students every 2–3 weeks using formative data, with coach reviewing grouping strategies during planning sessions. This allows flexible placement that targets skill gaps and accelerates learning growth.

Action Step #3
Remediate Skills within Small-Group Instruction

Person Monitoring:
Francisco Sauri

By When/Frequency:
September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Small-group remediation will be observed through lesson plans and classroom walk-throughs on a weekly basis. This direct support helps students strengthen foundational skills needed for grade-level success.

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

Area of Focus Description and Rationale

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

According to the 2025 FAST PM3 data, 59% of students were proficient in ELA, 50% in Mathematics, 49% of 8th-grade students in Science, and 59% of 7th-grade students in Social Studies. While Grade 6 demonstrated relative strength, continued challenges exist in upper grades and content-area proficiency.

A key contributing factor has been inconsistent implementation of benchmark-aligned instruction across grade levels and subject areas. Standards were not always taught at the appropriate achievement level, and students were not consistently exposed to the highest levels of rigor within the standards. This created gaps in clarity and expectations, limiting students' ability to fully master grade-level content. Additionally, variability in instructional practices and personnel changes in core content areas have contributed to uneven student performance.

To address these needs, Richmond Heights Middle School will prioritize benchmark-aligned instruction supported by Instructional Coaching and Collaborative Planning. Through modeling,

feedback, and targeted professional development, teachers will strengthen lesson design and delivery, ensuring consistency, equity, and access to rigorous content. This approach is expected to improve engagement, raise expectations, and increase measurable proficiency outcomes across ELA, Math, Science, and Social Studies, particularly in the lowest-performing grades and subgroups

Measurable Outcome

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

By Spring 2026 (FAST PM3/EOC assessments), Richmond Heights Middle School will achieve measurable increases in student proficiency across all core content areas through the implementation of benchmark-aligned instruction supported by Instructional Support and Coaching. Specifically, ELA proficiency will increase to 65%, Mathematics proficiency to 60%, and Science and Social Studies proficiency will each improve by 6–10 percentage points from the 2025 baseline (49% in Science and 59% in Social Studies). Differentiated, benchmark-aligned instruction and consistent coaching will also ensure that students in Grades 7 and 8, as well as those in the lowest-performing subgroups, make meaningful learning gains, resulting in stronger overall achievement and narrowing of performance gaps across subjects.

Monitoring

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

The implementation of benchmark-aligned instruction will be monitored through weekly collaborative planning, bi-weekly lesson plan reviews, and classroom walk-throughs conducted by administrators and instructional coaches, who will provide feedback and model lessons to ensure fidelity. The impact will be measured using formative assessments, i-Ready data, and FAST PM results, with progress reviewed during monthly leadership and department meetings. Regular data chats with teachers and students will guide adjustments to instruction and interventions, ensuring that targeted supports in ELA, Math, Science, and Social Studies lead to measurable gains and progress toward the school's proficiency goals.

Person responsible for monitoring outcome

Francisco Sauri

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:

Instructional Support and Coaching is a collaborative process where educators set measurable goals

to improve instructional practices and student outcomes. Through focused coaching cycles, teachers receive targeted support that enhances lesson planning, delivery, and reflection. Coaches use both student-centered and teacher-centered strategies to guide instructional decisions, promote professional growth, and increase student engagement and achievement. This ongoing support ensures that instruction remains aligned with benchmarks and is responsive to student needs

Rationale:
Instructional Support and Coaching is a strategic approach designed to ensure that students receive high-quality, benchmark-aligned instruction that promotes mastery of grade-level standards and beyond. Through targeted coaching, teachers are equipped with effective instructional practices and ongoing professional support. This enables them to gradually release responsibility to students, fostering independent learning and reducing reliance on external assistance over time.

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
Align Lesson Plans to Benchmarks

Person Monitoring:
Francisco Sauri

By When/Frequency:
September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will design daily and weekly lesson plans aligned to state standards using the Instructional Focus Calendars (IFCs). Reading coach and department chairs will support teachers during planning sessions to ensure lessons include grade-level expectations, scaffolds, and aligned assessments. Administrators will review lesson plans bi-weekly and conduct walk-throughs to verify alignment. Student formative assessment data will be analyzed monthly to measure whether alignment results in improved mastery of benchmarks.

Action Step #2
Provide Ongoing Instructional Coaching and Modeling

Person Monitoring:
Francisco Sauri

By When/Frequency:
September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The reading coach and department chairs will provide model lessons, co-teaching, and real-time feedback to strengthen teacher practice. Coaching will focus on explicit instruction, scaffolding strategies, and use of benchmark-aligned materials. Implementation will be tracked through coaching logs and classroom observations. Impact will be measured by student progress on i-Ready diagnostics, interim assessments, and FAST PM benchmarks.

Action Step #3
Facilitate Weekly Collaborative Planning Sessions

Person Monitoring:
Francisco Sauri

By When/Frequency:
September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Departments chairs and reading coach will meet weekly with team to analyze student data, adjust instructional plans, and share best practices for benchmark-aligned instruction. Coach and department chairs will guide discussions to ensure instruction reflects standards and addresses student needs. Agendas and meeting notes will document the integration of data into planning. Impact will be monitored through learning gains on classroom assessments and evidence of differentiation observed in administrative walk-throughs.

Area of Focus #3

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

According to the 2025 FAST data for Richmond Heights Middle School, mathematics proficiency remains below district levels in 6th, 7th, and 8th grade. School wide proficiency improved to 45% in 2025, up from 41% in 2024. 6th grade proficiency increased from 38% in 2024 to 46% in 2025, showing growth but still 19 points below the district's 65%. This significant gap indicates a need for strengthened core instruction and targeted support in foundational math skills. In 7th grade, proficiency rose from 39% in 2024 to 46% in 2025 but remains 18 points below the district's 64%. The limited growth signals that instructional practices and interventions need further refinement to meet student needs. 8th grade proficiency decreased significantly from 35% in 2024 to 18% in 2025, while the district average is 46%. This dramatic decline highlights an urgent need for intensive intervention and support.

Foundational gaps in 6th grade hinder students' ability to master increasingly complex math standards in higher grades. Addressing these gaps early prevents future deficits in middle and high school math. 7th grade is a pivotal year for pre-Algebra concepts. Weak proficiency at this stage jeopardizes readiness for 8th grade and high school coursework. 8th grade proficiency determines students' preparedness for high school math pathways. Low proficiency threatens on-time graduation and future college and career readiness. Data from prior years confirms that these challenges are persistent rather than isolated, making mathematics a critical area of focus in 2025-2026 SIP.

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.

According to 2024–2025 data, 45% of students demonstrated proficiency in Mathematics, reflecting a 4-percentage-point increase from the previous year. With the implementation of effective math instruction and the Gradual Release of Responsibility model, proficiency is projected to increase by an additional 15 percentage points, resulting in 60% of students achieving proficiency by Spring 2026 (PM3/EOC assessment).

Monitoring

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

The Administrative Team of Richmond Heights Middle School will conduct quarterly data chats, monitor and assess the math baseline data as well as the math topic tests, and follow-up with classroom visitations to ensure benchmarks are being remediated during rotations. Administrators will review lesson plans for evidence of differentiated instruction and the gradual release model being implemented. Data Analysis of math topic tests and mid-year assessment will be reviewed monthly. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating progress. Extended learning opportunities will be provided to those students who are not showing adequate progress.

Person responsible for monitoring outcome

Akera Singleton

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:

Within the Targeted Element of effective math instruction, our school will focus on the Evidence based Intervention of: Gradual Release of Responsibilities Model (GRRM). The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

Rationale:

Gradual Release of Responsibilities Model (GRRM) will: • Address foundational gaps by providing structured modeling and guided practice to help students build skills progressively. • Increase student engagement and ownership by building confidence through gradually releasing responsibility,

enabling students to feel confident at each step. • Improve learning gains as GRRM ensures that students actively practice and apply content.

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
Staff Training on GRRM

Person Monitoring:
Akera Singleton

By When/Frequency:
September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team will provide comprehensive professional development on the Gradual Release of Responsibility Model to all math teachers. Training will include data on the impact of GRRM, modeling of each phase with examples. Lesson planning with feedback and strategies for differentiating GRRM for struggling learners, including the L25. Monitoring will include pre and post training surveys, lesson plan reviews for evidence of GRRM structures and walkthroughs to observe implementation fidelity.

Action Step #2
Develop and Implement GRRM-Aligned Lesson Plans

Person Monitoring:
Akera Singleton

By When/Frequency:
September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Encourage all math teachers to design lesson plans structured around the GRR phases: I Do (Teacher modeling), We Do (Guided practice), You Do Together (Collaborative learning), You Do Alone (Independent practice). Additionally, collaborative planning sessions will help teachers integrate rigorous math content and problem-solving into GRR lessons. Monitoring will include weekly lesson plan feedback from administration and student work samples reviewed for evidence of skills practice at varying levels of independence.

Action Step #3
Conduct Regular Instructional Walkthroughs

Person Monitoring:
Akera Singleton

By When/Frequency:
September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators' weekly classroom walkthroughs focused specifically on: identifying the presence of each GRRM phase during instruction, the level of student engagement, the effective use of questioning and scaffolding strategies. Monitoring will include maintaining logs of walkthrough observations, providing immediate feedback to teachers with specific next steps, and tracking improvements in instructional practices over time through comparative walkthrough data.

IV. Positive Learning Environment

Area of Focus #1

Other: Celebrating Students

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 2024–2025 School Climate Survey revealed that only 39% of students reported liking coming to school, underscoring the need to improve student engagement and sense of belonging. This data highlights the importance of creating an environment where students feel valued, recognized, and motivated to attend regularly. Contributing factors include limited opportunities for student recognition, inconsistent implementation of incentive programs, and a lack of diverse, student-centered activities that connect learning to student interests.

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.

Previously, 39% of students agreed with the statement, *"I like coming to my school."* With the implementation of the Celebrating Students initiative, an additional 25% of students will strongly agree, resulting in 64% of students expressing this sentiment by the 2026 School Climate Survey.

Monitoring

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

The Leadership Team of Richmond Heights Middle School will develop a detailed plan of recognition events by grade level and department. The plan, along with attendance data, will be reviewed during Leadership Team, Department, and Grade Level Team Leader meetings.

Person responsible for monitoring outcome

Francisco Sauri

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:

Celebrating Successes is when student accomplishments are given special recognition and

achievements are publicly celebrated allowing for encouragement from all stakeholders.

Rationale:
Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

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
Implement a Celebrating Success Team

Person Monitoring:
Francisco Sauri

By When/Frequency:
September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Assemble a Celebrating Success Team to include administration, grade level team leaders, and student services staff. As a result, the team will plan, coordinate, and monitor student recognition events.

Action Step #2
Assemble a Celebrating Success Team

Person Monitoring:
Akera Singleton

By When/Frequency:
September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Form a team including administration, grade-level team leaders, and student services staff to plan and coordinate recognition events. The team will review academic data (ELA 59%, Math 50%, Science 49%, Civics 59%) along with behavioral data (referrals, suspensions, attendance trends) to set recognition priorities. Team agendas, attendance logs, and event planning calendars will document implementation. The impact will be measured by participation rates in recognition events and improvements in both academic and behavior data.

Action Step #3
Establish Clear Recognition Criteria Aligned to Data

Person Monitoring:
Akera Singleton

By When/Frequency:
September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop recognition categories that celebrate growth in proficiency, learning gains, and improvements in behavioral indicators such as attendance, positive referrals, and reductions in disciplinary incidents. Criteria will be tied to FAST PM data, i-Ready growth, and behavior monitoring systems. Recognition lists will be reviewed quarterly for accuracy and inclusivity. The impact will be tracked by the number

of students recognized academically and behaviorally, alongside shifts in subgroup data and behavior records.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Disseminating the school improvement plan to stakeholders is crucial for transparency, engagement, and effective implementation. The methods for which the school improvement plan is disseminated are through written translations of the plan in languages commonly spoken by parents in the school community. Another method is offering interpretation services during meetings and events where the school improvement plan is discussed and presented. We organize regular meetings and workshops specifically designed to share information about the school improvement plan and provide updates and progress with faculty, parents, and stakeholders through our EESAC meetings and faculty meetings. We utilize online platforms and communication tools, such as the school website and Schoology, to share information pertaining to the SIP to provide updates on progress, translation features are incorporated that allow parents to access information in their preferred language. Additionally, we use email and/or text messages communication systems to reach out to parents and keep them informed in a language they understand. We also collaborate with local community organizations, cultural groups, or parent associations representing various language backgrounds. These partnerships help disseminate information about the SIP and progress through their networks, ensuring that parents who may not be engaged through traditional means can still access the information. Finally, we establish feedback mechanisms that allow parents to provide input on the SIP and progress through surveys and by attending EESAC meetings. Our SIP is available online at Title I – Richmond Heights Middle

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)).

To build positive relationships with parents, families, and community stakeholders, the school creates a warm and welcoming environment by ensuring staff members greet parents and families warmly, provide clear directions and assistance, and demonstrate genuine interest in their engagement. The school plans and hosts regular events, workshops, and meetings that encourage families to actively participate in their child's education.
Effective communication channels are established to keep parents informed of student progress, school events, and important updates. Parents and families are also given opportunities to serve on advisory committees where they can provide input on school policies, decision-making, and curriculum development, demonstrating that the school values their perspectives and involvement.
In addition, partnerships are cultivated with community organizations, businesses, and local leaders to enhance support for students and families. The school implements culturally responsive practices that honor and celebrate the diverse backgrounds of its students and families by incorporating diverse literature and resources, recognizing cultural traditions, celebrating cultural events and holidays, and providing opportunities for families to share their cultural heritage with the school community.
The Family Engagement Plan is available online. The school strengthens its academic program by offering accelerated and advanced courses for students who demonstrate high academic potential or mastery of subjects. This approach helps students access rigorous content, prepares them for future academic success, and ensures they are appropriately challenged.

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)).

To strengthen the academic program, increase learning time, and provide an enriched and accelerated curriculum for our ESSA groups, our school regularly reviews the existing curriculum to ensure it aligns with current educational standards and best practices. We implement strategies to accommodate the diverse needs of students, such as differentiated instruction. This approach involves tailoring teaching methods, content, and activities to meet the varying academic levels, learning styles, and interests of students. By individualizing instruction, the school can provide an enriched and accelerated curriculum for all learners. Learning is expanded beyond traditional school hours by offering extended learning opportunities. We utilize technology as a tool for enhancing the academic program and providing an enriched curriculum. Technology integration helps infuse blended

learning, allowing students to progress at their own pace and explore advanced topics. Offering accelerated and advanced courses for students who demonstrate high academic potential or mastery of subjects helps students reach their full academic potential. Ongoing professional development opportunities for teachers are offered to enhance their instructional practices and stay updated on the latest research-based strategies. By continuously supporting and equipping teachers with the necessary tools and knowledge, the school ensures high-quality instruction and an enriched curriculum. We consistently seek to collaborate with community organizations, businesses, and higher education institutions to provide additional resources and expertise to enrich the curriculum. Leveraging external resources and partnerships with the University of Miami, Zoo Miami and Miami Gear UP, we offer unique learning experiences and expose students to real-world applications of their academic studies.

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 development of our school improvement plan in coordination and integration with other federal, state, and local services, resources, and programs is crucial to creating a comprehensive and holistic approach to student success. As a school, we engage in collaborative planning with various stakeholders, including and not limited to district representatives and region staff. This involves attending regular meetings, sharing data, and discussing goals and strategies to align efforts and maximize impact. We also conduct a thorough needs assessment to identify areas where the school can benefit from the services, resources, and programs available under ESSA. Under ESSA, we ensure we explore the various programs and funding streams available, such as Title I, to support school improvement efforts. For example, we use Title I funds to provide targeted academic support for economically disadvantaged students. In collaboration with the district, we partner with the Sandy Hook Promise Organization to implement a violence prevention program to develop strategies that create safe and supportive learning environments. Under the National School Lunch Program and the School Breakfast Program, students are provided with free breakfast and lunch to support their overall health and academic performance. Our school works collaboratively with Project UP-START Program to address the needs of students experiencing homelessness or housing instability. We also establish mechanisms for data sharing and collaboration across these various programs/services to ensure a coordinated and integrated approach. By sharing relevant data and information, the school and partnering agencies can monitor progress, identify areas for improvement, and make data-driven decisions to support student achievement and well-being. This collaborative effort can

contribute to improved outcomes and the overall success of the school community.

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)).

To ensure students are well-rounded beyond academic subjects, our school employs a multifaceted approach. We encourage students to participate in outdoor Learning. We recognize the power of nature in promoting mental health. Outdoor education reduces stress and anxiety. Activities like nature-inspired writing, storytelling, and drama take place amidst natural surroundings, fostering creativity. While in Science and Technology, we engage students in biodiversity to make observations to develop spatial thinking skills. These experiences bridge classroom learning with real-world exploration.

In addition, our students' service provides Metacognitive Strategies: Teaching students effective learning techniques which empowers them to apply these skills both inside and outside the classroom. Students have the opportunity to practice across settings: consistent practice reinforces skills. We involve parents and community members, ensuring students apply their learning beyond school walls. Our commitment is to create well-rounded individuals ready to thrive in all aspects of life.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

To prepare students for postsecondary opportunities and the workforce, schools employ several strategies: our students take high school credits, which will allow them to take college courses in high school. Expanding access to programs that connect academic learning to real-world applications and expose students to different career fields. Bridging K-12 systems with college and industry preparation programs ensures equitable opportunities for all students. Career-connected learning engages youth, preparing them for rewarding careers and lifelong success. We foster intentional collaboration and innovative pathways, and our school empowers students to thrive in a rapidly changing workforce.

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)).

Early intervention is crucial for optimal development, and in supporting students' growth. By acting early and accessing appropriate services, we can positively impact children’s lives and set them on a path toward success. Our PBIS framework works for all students by focusing on positive behavioral interventions and systems to achieve important behavior changes.

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)).

By providing ongoing support for new teachers through mentoring and induction programs. These programs help teachers acclimate to their roles, understand school culture, and develop effective teaching practices. We offer continuous professional development opportunities for teachers. These job embedded professional development include workshops, conferences, online courses, and collaborative learning experiences. Effective professional development enhances teaching skills and keeps educators up-to-date with best practices. The focus is on how to support teachers using Data to make data-informed Instruction decisions.

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor 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**

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