

Miami-Dade County Public Schools

# HUBERT O. SIBLEY K-8 ACADEMY



## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

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

## SIP Authority

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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)

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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

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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

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## A. School Mission and Vision

### Provide the school's mission statement

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We are dedicated to collaboratively creating diverse, high-quality educational experiences that address the academic, social, and developmental needs of all students and stakeholders.

### Provide the school's vision statement

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A community where all children feel loved, respected, and encouraged to develop to their fullest potential.

## 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

Chandrell Larkin

clarkin@dadeschools.net

##### Position Title

Principal

##### Job Duties and Responsibilities

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Manages the entire operation of the school, including overseeing the teachers, staff, student learning and the safety of the students.

#### Leadership Team Member #2

##### Employee's Name

Angelica Bryant

289157@dadeschools.net

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Through coordination with the principal, enforces the school's policies and helps set goals and objectives for both instruction and extracurricular activities.

**Leadership Team Member #3**

**Employee's Name**

Sade Brailsford

sbrailsford@dadeschools.net

**Position Title**

Magnet Lead Teacher

**Job Duties and Responsibilities**

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Provides instructional leadership in the design, development, and implementation of the unique magnet curriculum; teaches some portion of the course offerings in the program and/or provides demonstration teaching for the school staff.

**Leadership Team Member #4**

**Employee's Name**

Wendy Brown

wbrown01@dadeschools.net

**Position Title**

Teacher

**Job Duties and Responsibilities**

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Responsible for teaching students based on national curriculum guidelines within their specialist subject areas.

**Leadership Team Member #5**

**Employee's Name**

Michelle Gaviria

mgaviria@dadeschools.net

**Position Title**

Teacher

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### **Job Duties and Responsibilities**

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Responsible for teaching students based on national curriculum guidelines within their specialist subject areas.

## **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.*

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The stakeholders involved in building the School Improvement Plan are the Principal, Mrs. Larkin, Assistant Principal, Ms. Bryant, Magnet Lead Teacher, Ms. Brailsford, Teacher Leaders and our Counselor, Ms. Burden. The School Advisory Council meets monthly to review and provide input in developing the School Improvement Plan. The principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team building and morale boosting activities. The Assistant Principal will monitor other programs and help ensure all information is shared with stakeholders promptly. Teacher leaders and counselors provide student support.

## **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)).

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The Principal's role is to monitor and oversee all the schools's initiatives and respond to concerns. The Assistant Principal will monitor action steps and assist in ensuring all information is shared with stakeholders promptly. The Leadership Team will conduct quarterly data chats, teachers will adjust groups based on current data in real-time, and administration will follow-up with regular walkthroughs to ensure the action steps are being followed. The Leadership Team will also meet at the beginning of year and midyear review to discuss any revisions or to add any additional action steps.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>COMBINATION PK-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: B 2023-24: C 2022-23: C 2021-22: B 2020-21:</b>

## 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	62	79	77	83	71	82	145	135	105	839
Absent 10% or more school days	0	6	5	4	1	2	3	2	5	28
One or more suspensions	0	0	0	0	0	0	2	7	2	11
Course failure in English Language Arts (ELA)			12	5	8	1	5			31
Course failure in Math			1	5	9	2	4	7	2	30
Level 1 on statewide ELA assessment				24	15	16	21	16	20	112
Level 1 on statewide Math assessment				11	15	14	18	13	13	84
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	11	8	30	19	27	45	37	33	218
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	15	6	8	9					41

#### 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	3	5	8	27	21	18	22	24	24	152

**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	0	0	7	1	0	1	0	0	10
Students retained two or more times	0	0	0	1	1	0	1	0	2	5

**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		7	5	3	1	2	4	2	7	31
One or more suspensions							2	5	2	9
Course failure in English Language Arts (ELA)			13	7	7	1	6	1		35
Course failure in Math			2	6	8	2	5	9	2	34
Level 1 on statewide ELA assessment				11	8	25	35	33	35	147
Level 1 on statewide Math assessment				7	9	22	43	28	34	143
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		31	13	32						76
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		15	1	13	7					36

**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		15	9	19	12	27	41	37	43	203

**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				11						11
Students retained two or more times				2			1		1	4

## 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*	58	67	61	52	65	58	48	61	53
Grade 3 ELA Achievement	45	65	62	56	63	59	53	58	56
ELA Learning Gains	63	66	61	57	64	59			
ELA Lowest 25th Percentile	62	58	55	50	58	54			
Math Achievement*	55	69	62	51	68	59	42	63	55
Math Learning Gains	60	65	60	56	66	61			
Math Lowest 25th Percentile	68	59	53	60	63	56			
Science Achievement	52	62	57	35	60	54	37	56	52
Social Studies Achievement*	80	82	74	69	79	72	47	77	68
Graduation Rate		81	72		78	71		76	74
Middle School Acceleration	78	79	75	68	77	71	74	75	70
College and Career Acceleration		75	56		76	54		73	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	45	64	61	41	64	59	36	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	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	666
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
61%	54%	49%	53%	38%		48%

\* 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	47%	No		
English Language Learners	55%	No		
Black/African American Students	59%	No		
Hispanic Students	64%	No		
Economically Disadvantaged Students	61%	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	58%	45%	63%	62%	55%	60%	68%	52%	80%	78%			45%
Students With Disabilities	31%		58%	69%	31%	58%	56%	36%					38%
English Language Learners	43%	53%	58%	57%	48%	63%	74%	39%	71%	59%			45%
Black/African American Students	57%	42%	62%	66%	53%	60%	66%	53%	79%	76%			38%
Hispanic Students	58%	53%	64%	50%	60%	66%	79%	48%	84%	86%			56%
Economically Disadvantaged Students	60%	48%	65%	68%	53%	57%	64%	54%	78%	80%			41%

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%	56%	57%	50%	51%	56%	60%	35%	69%	68%			41%
Students With Disabilities	33%	20%	65%	60%	32%	58%	56%	8%					18%
English Language Learners	36%	50%	50%	43%	44%	51%	57%	18%	63%	33%			41%
Black/African American Students	51%	58%	57%	51%	49%	54%	58%	34%	68%	68%			36%
Hispanic Students	53%	50%	59%	44%	55%	63%	70%	38%	72%	67%			49%
Economically Disadvantaged Students	50%	57%	55%	51%	49%	55%	57%	32%	67%	58%			38%

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	48%	53%			42%			37%	47%	74%			36%
Students With Disabilities	12%				15%								50%
English Language Learners	41%	50%			41%			33%	12%				41%
Black/African American Students	47%	52%			42%			38%	52%	89%			34%
Hispanic Students	56%				42%			35%	36%				63%
Economically Disadvantaged Students	48%	51%			40%			38%	53%	75%			37%

## 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	43%	60%	-17%	57%	-14%
ELA	4	52%	59%	-7%	56%	-4%
ELA	5	53%	60%	-7%	56%	-3%
ELA	6	58%	62%	-4%	60%	-2%
ELA	7	61%	62%	-1%	57%	4%
ELA	8	45%	60%	-15%	55%	-10%
Math	3	60%	69%	-9%	63%	-3%
Math	4	50%	68%	-18%	62%	-12%
Math	5	49%	62%	-13%	57%	-8%
Math	6	50%	64%	-14%	60%	-10%
Math	7	53%	54%	-1%	50%	3%
Math	8	20%	60%	-40%	57%	-37%
Science	5	42%	56%	-14%	55%	-13%
Science	8	38%	46%	-8%	49%	-11%
Civics		76%	74%	2%	71%	5%
Biology		100%	74%	26%	71%	29%
Algebra		62%	59%	3%	54%	8%
Geometry		100%	58%	42%	54%	46%
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
Algebra						

*\* data suppressed due to fewer than 10 students or all tested students scoring the same.*

### III. Planning for Improvement

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#### 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?

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According to our 2024-2025 data, the most significant improvement among our data components was Science, with a 13-percentage-point increase from 35% to 48% in the 2024-2025 school year. This growth can be attributed to several initiatives, including hosting quarterly STEM nights, implementing Unit Plans, ensuring completion of essential labs at each grade level, providing targeted interventions, and conducting a Science boot camp

##### **Lowest Performance**

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

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According to our 2024–2025 data, the lowest-performing component was 3rd grade ELA, with a proficiency rate of 43%. We believe this outcome is largely due to gaps in foundational skills, as well as challenges with classroom management, student behavior, and overall classroom culture. Additionally, inconsistent use of data to plan and implement differentiated instruction with fidelity contributed to the lack of progress in meeting the diverse needs of all learners.

##### **Greatest Decline**

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

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According to our 2024–2025 data, the lowest-performing component was 3rd grade ELA, with a proficiency rate of 43%, a decline of 12% from the 2023-2024 school year. We believe this outcome is largely due to gaps in foundational skills, as well as challenges with classroom management, student behavior, and overall classroom culture. Additionally, inconsistent use of data to plan and implement differentiated instruction with fidelity contributed to the lack of progress in meeting the diverse needs of all learners.

##### **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.

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Based on our 2024–2025 data, 3rd grade ELA demonstrated the largest gap compared to the state

average. Our school's 3rd grade ELA proficiency was 45%, which is 17 percentage points below the state average of 62%. We attribute this gap primarily to deficiencies in foundational skills, along with challenges related to classroom management, student behavior, and overall classroom culture. Additionally, inconsistent use of data to plan and implement differentiated instruction with fidelity contributed to the lack of progress in meeting the diverse needs of all learners.

### **EWS Areas of Concern**

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

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A review of our Early Warning System (EWS) data highlights the need to strengthen ELA and Math instruction in our primary grades, with particular focus on first grade. When compared to district data and other Tier 1 schools, our overall median percentile ranks in grades K–2 fall below the district averages. Additionally, 3rd grade ELA proficiency remains a significant area of concern.

### **Highest Priorities**

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

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Hubert O. Sibley K-8 Academy is committed to improving academic outcomes in K–2 Math and ELA, 3rd grade ELA, and ensuring continued success for students identified as English Language Learners (ELL) and Students with Disabilities (SWD) across all subject areas. This year, our primary goal is to ensure the consistent implementation of differentiated instruction, with teachers utilizing effective materials and research-based teaching strategies. We will continue to encourage teacher participation in professional development focused on these key areas, while also fostering collaboration through the sharing of best practices—particularly those that support the needs of ELL and SWD students. In addition, we plan to implement a structured intervention schedule and begin providing targeted remediation and enrichment opportunities earlier in the school year.

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

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

### Area of Focus #1

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

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

#### Area of Focus Description and Rationale

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

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The decision to strengthen reading comprehension through differentiated instruction was informed by data from the 2024–2025 school year. Results showed that 57% of third-grade students scored below Level 3 on the FAST PM3 Reading assessment. Additionally, over 50% of students in each K–2 grade level scored below Level 3 in Reading on the STAR ELA PM3 assessment. Mastering reading comprehension empowers students to more effectively access and engage with the curriculum. As a foundational skill, it directly influences achievement in subjects like science, social studies, and mathematics, where understanding directions, questions, and informational texts is essential. Students with strong reading comprehension are better equipped to meet future academic challenges and seize educational opportunities. By prioritizing this critical skill, we support overall academic growth and reinforce our commitment to helping every student reach their full potential.

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

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Our school will implement the Targeted Element of Differentiation in response to the significant number of students not on track to achieve a Level 3 or above on the statewide standardized assessment. Foundational skill development, particularly in early literacy, is a critical area of need. STAR assessment data shows that only 48% of Kindergarten and 2nd grade students, and just 35% of 1st grade students, scored at a proficient level. These results indicate that we are not adequately meeting the diverse learning needs of our students. To address this, we will strengthen our ability to differentiate instruction based on individual student levels. By providing appropriate scaffolding and targeted support, we aim to ensure all students can access grade-level content and build the foundational skills necessary for long-term academic success.

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

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Our school will implement the Targeted Element of Differentiation, with a specific focus on the percentage of students scoring below Level 3 on the 2025 ELA FAST assessment. 2024-2025 PM3

FAST ELA assessment data revealed that 57% of third-grade students, 48% of fourth-grade students, and 47% of fifth-grade students scored below this benchmark. These numbers clearly indicate that we are not fully meeting the diverse needs of our learners. To address this gap, we will strengthen our capacity to build foundational skills through targeted interventions and differentiated instruction tailored to individual student needs. Our goal is to ensure that every student receives the appropriate support to succeed. By providing strategic scaffolding, we aim to help all students access grade-level content and make meaningful progress toward proficiency.

### **Grades K-2: Measurable Outcome(s)**

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If differentiated instruction is implemented consistently and effectively, students in grades K–2 will demonstrate a minimum increase of 5 percentage points in Reading, as evidenced by the 2025-2026 PM3 STAR ELA assessment.

### **Grades 3-5: Measurable Outcome(s)**

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If differentiated instruction is implemented consistently and effectively, students in grades 3-5 will demonstrate a minimum increase of 5 percentage points in Reading, as measured by the 2025-2026 PM3 FAST ELA assessment.

### **Monitoring**

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

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The leadership team will conduct quarterly data chats, during which teachers will promptly adjust instructional groups based on the most current student data. In addition, the administration will carry out regular walkthroughs to ensure that high-quality, standards-aligned, and differentiated instruction is consistently implemented across all classrooms.

### **Person responsible for monitoring outcome**

Angelica Bryant (289157@dadeschools.net)

### **Evidence-based Intervention:**

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

### **Description of Intervention #1:**

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

**Rationale:**

Differentiated Instruction will ensure that teachers utilize current, relevant, and standards-aligned data to plan and tailor lessons that meet the diverse needs of their students. As new data becomes available, teachers will continuously refine their instructional strategies, groupings, and lesson delivery to provide targeted support and promote student growth.

**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**

Use data to create student groups for small group instruction.

**Person Monitoring:**

Angelica Bryant (289157@dadeschools.net)

**By When/Frequency:**

08/14-09/26/2025

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

The assistant principal and instructional coach will collaborate with teachers to analyze the 2024–2025 FAST data and organize student groups based on the findings.

**Action Step #2**

Planning for differentiated instruction

**Person Monitoring:**

Angelica Bryant (289157@dadeschools.net)

**By When/Frequency:**

08/14-09/26/2025

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

The assistant principal and instructional coach will collaborate with teachers to analyze standards mastery using the bi-weekly ELA assessments and determine the most appropriate instructional materials to use for differentiated instruction.

**Action Step #3**

Common Planning

**Person Monitoring:**

Angelica Bryant (289157@dadeschools.net)

**By When/Frequency:**

08/14-09/26/2025

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

The assistant principal and instructional coach will meet weekly with each grade-level ELA team for collaborative planning centered on reading instructional frameworks, pacing guides, toolbox materials, and best practices to ensure effective classroom instruction.

**Area of Focus #2**

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

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

### **Area of Focus Description and Rationale**

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

---

Although ESSA subgroup data shows that performance among our Students with Disabilities (SWD) increased from 39% in 2023–2024 to 47% in 2024–2025, the results remain close to the 41% threshold. After reviewing available data, we have determined that continued focus on data-driven instruction for this subgroup is essential. While progress has been made in meeting their unique learning needs, there is still significant room for growth. To close this gap, we must further strengthen our ability to differentiate instruction using data that reflects the diverse levels of our students. By doing so, we can provide targeted scaffolding that enables all SWD learners to access grade-level content and make continued progress toward proficiency.

### **Measurable Outcome**

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

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Through the consistent implementation of differentiated instruction, the Students with Disabilities subgroup is expected to achieve a minimum increase of 5 percentage points in both ELA and Math performance as evidenced by the 2025-2026 PM3 FAST Reading and Math assessments.

### **Monitoring**

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

---

The instructional coach will meet weekly with the ESE teacher to analyze student data and support the selection of effective, appropriate instructional materials. Administration will conduct regular walkthroughs to ensure high-quality instruction is being delivered consistently.

### **Person responsible for monitoring outcome**

Angelica Bryant (289157@dadeschools.net)

### **Evidence-based Intervention:**

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

#### **Description of Intervention #1:**

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of

students.

**Rationale:**

Differentiated instruction, particularly when driven by data, empowers teachers to design meaningful lessons that address the diverse learning needs of their students. By analyzing student performance data and consistently monitoring progress, educators can identify those who are not on track to achieve a Level 3 or higher. This targeted approach enables teachers to tailor instruction to specific areas of need and implement timely interventions, ensuring that all learners receive the support necessary to succeed.

**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**

Student Grouping

**Person Monitoring:**

Angelica Bryant (289157@dadeschools.net)

**By When/Frequency:**

08/14-09/26/2025

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

The instructional coach will meet with both the ESE and general education teachers to analyze FAST PM1 data and strategically group students to support effective small-group instruction.

**Action Step #2**

Collaborative Planning

**Person Monitoring:**

Angelica Bryant (289157@dadeschools.net)

**By When/Frequency:**

08/14-09/26/2025

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

The instructional coach will meet weekly with teachers for collaborative planning focused on instructional frameworks, pacing guides, toolbox resources, strategies to support Students with Disabilities (SWD), and best practices in curriculum implementation

**Action Step #3**

Standard aligned differentiated instruction

**Person Monitoring:**

Angelica Bryant (289157@dadeschools.net)

**By When/Frequency:**

08/14-09/26/2025

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

The instructional coach will meet with teachers to analyze standards using bi-weekly ELA assessments and topic-based math assessments, and to determine the appropriate instructional materials to support differentiated instruction.

## Area of Focus #3

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

### Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale

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

---

According to the 2024–2025 PM3 FAST data, 3rd-grade English Language Arts (ELA) proficiency declined significantly, dropping from 55% in 2023–2024 to 43%—a 12 percentage point decrease and well below the district average of 61%. This decline signals a critical need for improvement to ensure our 3rd grade students are on track for continued academic success. Recognizing the foundational role of literacy in overall achievement, we plan to implementing proactive, data-driven instruction and strategies to address this this area of focus effectively.

#### 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 consistently implementing data-driven differentiated instruction, our 3rd-grade students will achieve a minimum 10 percentage point increase in their ELA proficiency, as evidenced by the 2025-2026 FAST PM3 ELA assessment.

#### Monitoring

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

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The leadership team will hold quarterly data chats and weekly collaborative planning sessions. These meetings will help teachers make immediate adjustments to instructional groups based on the most current assessment data. Our focus will be on delivering personalized instruction and differentiated learning materials, integrating evidence-based practices to meet every student's diverse needs. To maintain consistency and quality, administrators will conduct regular walkthroughs, to ensure that for high-quality, standards-aligned, and differentiated instruction is consistently delivered.

#### Person responsible for monitoring outcome

Angelica Bryant (289157@dadeschools.net)

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

**Rationale:**

Through differentiated instruction, teachers will use current, relevant, and standards-aligned data to inform both whole-group and small-group lesson planning, allowing for personalized instruction that meets individual student needs. This is an ongoing, responsive approach in which teachers continuously refine their instructional strategies and delivery based on newly available data.

**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**

Create small groups

**Person Monitoring:**

Angelica Bryant (289157@dadeschools.net)

**By When/Frequency:**

08/14-09/26/2025

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

The instructional coach will meet with teachers to strategically break down the 2025-2026 FAST PM1 ELA data and pinpoint student groups for small group instruction.

**Action Step #2**

Common Planning

**Person Monitoring:**

Angelica Bryant (289157@dadeschools.net)

**By When/Frequency:**

08/14-09/26/2025

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

The assistant principal and instructional coach will meet with teachers for strategic collaborative planning, focusing on ELA instructional frameworks, pacing guides, curriculum best practices, and relevant toolbox materials.

**Action Step #3**

Planning for differentiated instruction

**Person Monitoring:**

Angelica Bryant (289157@dadeschools.net)

**By When/Frequency:**

08/14-09/26/2025

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

The assistant principal and instructional coach will meet with teachers to dissect standards using ELA biweekly assessment data, then determine appropriate instructional materials for differentiated instruction.

## IV. Positive Learning Environment

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### Area of Focus #1

Other: Staff Morale

#### 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 culture survey, only 54% of teachers agree that staff morale is high at our school location. This is a 15% decrease from our 2023-2024 culture survey feed back from staff.

#### Measurable Outcome

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

---

If we successfully support teachers, we will increase the percentage of teachers who agree that staff morale is high from 54% to 65%, as measured by the 2025-2026 culture survey feedback from staff.

#### 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 monitor staff morale through staff surveys, feedback from staff meetings, and participation in morale-boosting activities like recognition programs and team-building events. School leaders will also check in regularly with teachers to listen to concerns and make improvements as needed. By keeping track of staff morale and making changes based on feedback, we aim to create a more positive and supportive work environment. When teachers feel valued and supported, they are more motivated and focused, which leads to better teaching and stronger relationships with students. This, in turn, helps improve student achievement across the school.

#### Person responsible for monitoring outcome

Angelica Bryant (289157@dadeschools.net)

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

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

**Rationale:**

The rationale for selecting Celebrate Successes as a strategy is supported by research showing that employee recognition programs lead to increased job satisfaction, higher engagement, and improved performance. Additionally, studies highlight that two-way communication and inclusive decision-making play a critical role in boosting staff morale and improving retention.

**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**

Celebrate Successes

**Person Monitoring:**

Angelica Bryant (289157@dadeschools.net)

**By When/Frequency:**

08/14-09/26/2025

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

Spotlight teacher's achievements during monthly faculty meetings, morning announcements, on bulletin boards, and through social media to celebrate their successes.

**Action Step #2**

Monthly Team-Building and Wellness Activities

**Person Monitoring:**

Angelica Bryant (289157@dadeschools.net)

**By When/Frequency:**

08/14-09/26/2025

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

The Leadership Team, in collaboration with the Social Committee, will plan optional activities such as potlucks, wellness challenges, and themed dress days to foster a sense of community and help reduce staff stress.

**Action Step #3**

Communication

**Person Monitoring:**

Angelica Bryant (289157@dadeschools.net)

**By When/Frequency:**

08/14-09/26/2025

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

The Leadership Team will establish regular two-way communication channels to actively involve staff

in decision-making and ensure their concerns are addressed promptly.

## V. Title I Requirements (optional)

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### 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.

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<https://hubertosibley.org>

The school improvement plan is presented at faculty meetings, curriculum council meetings, and EESAC meetings, giving all stakeholders the chance to review and offer feedback.

#### 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)).

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<https://hubertosibley.org>

Hubert O. Sibley K-8 Academy will focus on the evidence-based strategy of family engagement to boost parental participation in school-wide activities throughout the year. The principal will host monthly coffee breaks via Zoom to connect with parents and share updates on upcoming events. Our Community Involvement Specialists will hold informational meetings on topics that meet parents' needs. Additionally, we will hold a PM3 FAST Night to help educate parents about upcoming testing.

**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)).

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Hubert O. Sibley K-8 Academy will strengthen our academic program by focusing on standards-based, data-driven planning during collaborative sessions. This ensures educators are aligned on essential grade-level content and student needs, leading to more effective lessons and improved student outcomes. By working together, teachers will meticulously integrate best practices into their lessons, aligning instruction with specific learning targets and student data. This unified approach guarantees that all students receive the essential grade-level content and skills necessary for their 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)).

---

To boost student success, we're providing a range of educational services. These include extended learning opportunities, summer programs, and before and after-school tutoring. We'll also offer additional tutorials during winter and spring recesses to ensure students have continuous support.

## 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)).

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Counselors at Hubert O. Sibley K-8 Academy engage with students one-on-one to develop personalized strategies aimed at improving student wellness. Additionally, they deliver classroom lessons focused on anti-bullying.

#### 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)).

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Hubert O. Sibley provides accelerated courses for our secondary students, including Algebra 1, Geometry, Biology, and Physical Science. These advanced courses enable students to earn high school credits while in middle school.

#### 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)).

---

Hubert O. Sibley has put in place a comprehensive school-wide discipline plan to effectively handle behavioral issues. As part of this plan, teachers are expected to contact parents first to discuss and address disciplinary concerns. If the behavior persists, teachers will submit a referral to administration. The administration will then respond with appropriate actions based on the offense and the Student Code of Conduct guidelines.

#### 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)).

---

Hubert O. Sibley K-8 Academy offers enriching professional learning opportunities aimed at improving teaching practices and the effective use of data during professional development days. Additionally, we focus on standards-based and data-driven instruction during our collaborative planning sessions, where teachers analyze assessments and plan both differentiated and whole-group instruction to meet the diverse needs of their 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)).

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Hubert O. Sibley K-8 Academy offers a program called Kinder Rocks, which gives parents of preschoolers important information about our kindergarten program and teachers. Additionally, our Magnet Lead Teacher visits local preschools to share details and answer questions about our kindergarten offerings

## VI. ATSI, TSI and CSI Resource Review

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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.

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To meet the needs of students with disabilities, we engage in a collaborative process that involves the use of data, ongoing planning, and targeted support. We analyze student performance data, IEP goals, and progress monitoring results to identify specific areas of need. Through collaborative planning sessions with teachers, and ESE specialists, we develop strategies that include differentiated instruction and targeted interventions. We also review the allocation and effectiveness of instructional materials to ensure they align with student needs. Extended learning opportunities and accommodations are implemented as needed, and adjustments are made based on continuous monitoring and feedback of students progress monitoring assessments.

### 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).

---

Student data will be used to identify areas where students with disabilities may need additional support. During data chats, teachers and support staff will collaborate to review this information, identifying both strengths and areas for growth. These discussions will include administrators, instructional coaches, general education teachers, and ESE teachers, and will focus on interpreting data to develop targeted, differentiated instructional plans using best practices for each student. As new data becomes available, we will continuously review and adjust these plans to meet evolving student needs. In addition, we will provide extended learning opportunities such as before and after school tutoring, Winter Break Academy, Spring Break Academy, and Saturday Academy. These programs will offer focused instruction in key subject areas to help students with disabilities receive the additional support they need to succeed.

Timeline: 08/14-09/30/2025, with quarterly data chats to determine if adjustments are needed based on new data throughout the 2025-2026 school year.

## VII. Budget to Support Areas of Focus

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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