

Miami-Dade County Public Schools

MIAMI GARDENS ELEMENTARY SCHL



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

Miami Gardens Elementary School will achieve educational excellence within a safe learning environment that is led by highly motivated and qualified teachers and staff.

Provide the school's vision statement

Miami Gardens Elementary enhances its "community of learners" by fostering an environment of high academic standards, respect for cultural diversity, and appreciation of individual differences.

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

Kathleen John-Louissaint

KjohnLouissaint@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

The role of the Principal is to ensure that all students have access to a safe learning environment where relevant and rigorous academics are taking place. Additionally, the Principal also makes sure that the staff is empowered and engaged in highly effective practices.

Leadership Team Member #2

Employee's Name

Liza Hernandez

Grunauerl@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The role of the Assistant Principal is to assist the Principal in ensuring that all students have a safe learning environment where relevant and rigorous academics are happening. Additionally, the Assistant Principal also makes sure that the staff is empowered and engaged in highly effective practices.

Leadership Team Member #3

Employee's Name

Natre Key

nkey60@dadeschools.net

Position Title

Support Personnel

Job Duties and Responsibilities

The support personnel are responsible for collaborating with teachers and the Leadership Team to provide research-based teaching strategies, best practices, and professional development in English Language Arts, math, and science. They also offer mentoring opportunities for new teachers and assist with statewide assessments and data analysis.

Leadership Team Member #4

Employee's Name

Shequilla Hall

shall1@dadeschools.net

Position Title

School Counselor

Job Duties and Responsibilities

The School Counselor will support teachers with Socio-Emotional Learning (SEL) strategies, join the Multi-Tier Support System (MTSS) Team to ensure students receive proper interventions, and communicate with parents about programs and student progress.

Leadership Team Member #5

Employee's Name

Susan Gonzalez

gsusan@dadeschools.net

Position Title

ELL Compliance Specialist

Job Duties and Responsibilities

The ELL Compliance Specialist will support the Leadership Team in making sure all English Language Learner (ELL) students get instruction based on their ESOL level. She will give teachers strategies for use in classrooms and track student progress.

Leadership Team Member #6

Employee's Name

Amy Vazquez

345437@dadeschools.net

Position Title

Teacher

Job Duties and Responsibilities

The teacher will support the Leadership Team with academic programs related to Writing and English Language Arts. She will work with the Instructional Support Personnel to ensure that best practices are shared during faculty meetings and that strategies are implemented consistently.

Leadership Team Member #7

Employee's Name

Guissela Orr

gorr7@dadeschools.net

Position Title

Teacher

Job Duties and Responsibilities

The teacher will support the Leadership Team with academic programs related to Mathematics and Science. She will work with the Instructional Support Personnel to ensure best practices are shared during faculty meetings and strategies are implemented with fidelity.

Leadership Team Member #8

Employee's Name

Genevieve Paul Henriquez

gphenr@dadeschools.net

Position Title

Teacher

Job Duties and Responsibilities

The teacher will assist the Leadership Team with academic programs related to K-2 Writing, English Language Arts, and Math. She will collaborate with the Instructional Support Personnel to ensure that best practices are shared during faculty meetings and that strategies are implemented consistently.

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.

Stakeholders are a vital part of the learning community and play a key role in providing feedback on the School Improvement Plan (SIP). The process of involving stakeholders in the SIP begins with inviting the leadership team to work together in analyzing the 2023-2024 state assessment data. During this analysis, stakeholders are encouraged to share their concerns and insights about factors influencing the data. We also engage district stakeholders by seeking their input and making necessary adjustments to improve student achievement. Once the plan is drafted, we hold an EESAC meeting to gather feedback from parents, students, staff, and business representatives. During this meeting, stakeholders have the chance to review the SIP and offer suggestions. After the EESAC committee approves it, the administrative team shares the SIP with staff at a faculty meeting, inviting their input as well. This feedback is then used to improve the action steps in the next phases of the SIP. Administrators also make sure that all staff members understand their roles in implementing the SIP through various activities. Involving these stakeholders is crucial to ensure the SIP effectively addresses the needs of Miami Gardens Elementary School's student population.

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 to ensure effective implementation and to measure its impact on increasing students' achievement of the State's academic standards, especially for those students with the largest achievement gaps. This will be achieved through ongoing data disaggregation with stakeholders and adjusting actions based on progress or lack thereof, as outlined in the SIP. These reviews will occur through grade level meetings, data chats, faculty meetings, and EESAC meetings. To promote continuous improvement, the plan will be revised by analyzing areas of concern and developing new, targeted steps that address these focus areas.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	39	33	41	46	47	50				256
Absent 10% or more school days	0	6	4	6	4	6	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	1	4	3	4	0	0	0	12
Course failure in Math	0	0	1	9	13	3	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	13	5	4	0	0	0	22
Level 1 on statewide Math assessment	0	0	0	11	1	6	0	0	0	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	4	7	17	11	13	0	0	0	53
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	2	4	4	1	0	0	0	0	12

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	0	2	4	18	12	7	0	0	0	43

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	2	2	4	0	1	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		6	4	6	3	5				24
One or more suspensions										0
Course failure in English Language Arts (ELA)			1	3	3	4				11
Course failure in Math			1	10	13	3				27
Level 1 on statewide ELA assessment				4	12	14				30
Level 1 on statewide Math assessment				4	9	6				19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		4	19	20						43
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1	5	13	4					23

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		2	8	15	18	14				57

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	1	4		1				7
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	63	65	59	70	63	57	65	60	53
Grade 3 ELA Achievement	54	65	59	64	63	58	68	60	53
ELA Learning Gains	70	65	60	71	64	60			
ELA Lowest 25th Percentile	86	62	56	73	62	57			
Math Achievement*	78	72	64	81	69	62	73	66	59
Math Learning Gains	82	66	63	84	65	62			
Math Lowest 25th Percentile	70	59	51	75	58	52			
Science Achievement	61	63	58	77	61	57	41	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	74	66	63	72	64	61	55	63	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	638
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
71%	74%	58%	55%	46%		69%

* 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	60%	No		
English Language Learners	70%	No		
Black/African American Students	68%	No		
Hispanic Students	71%	No		
Economically Disadvantaged Students	68%	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	63%	54%	70%	86%	78%	82%	70%	61%					74%
Students With Disabilities	36%		50%		64%	90%							
English Language Learners	56%	47%	73%	83%	78%	82%	80%	58%					74%
Black/African American Students	69%	58%	77%		72%	77%		57%					
Hispanic Students	59%	55%	65%	83%	81%	84%	80%	60%					74%
Economically Disadvantaged Students	58%	50%	65%	92%	73%	81%	62%	54%					79%

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	70%	64%	71%	73%	81%	84%	75%	77%		72%
Students With Disabilities	40%				60%					
English Language Learners	63%	65%	72%	69%	77%	93%	91%			72%
Black/African American Students	66%	56%	70%		80%	75%				
Hispanic Students	70%	70%	69%	67%	81%	87%	92%	75%		71%
Economically Disadvantaged Students	70%	67%	72%		82%	83%	64%	71%		70%

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	65%	68%			73%			41%					55%
Students With Disabilities	42%				58%								
English Language Learners	50%	45%			79%								44%
Black/African American Students	65%	75%			71%			40%					
Hispanic Students	62%	56%			76%			43%					43%
Economically Disadvantaged Students	62%	64%			70%			36%					43%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	49%	60%	-11%	57%	-8%
ELA	4	60%	59%	1%	56%	4%
ELA	5	50%	60%	-10%	56%	-6%
Math	3	49%	69%	-20%	63%	-14%
Math	4	90%	68%	22%	62%	28%
Math	5	76%	62%	14%	57%	19%
Science	5	50%	56%	-6%	55%	-5%

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?

Overall, the area that showed the greatest improvement was the Grade 4 FAST MATH Proficiency, which increased from 79% to 90%, a rise of 11%. This progress can be attributed to the implementation of the Saturday Academy and math academic tutoring in our before- and after-school programs. Additionally, the leadership and teachers held a quarterly data chat to focus on specific students, including those in the lowest 25%.

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 Grade 3 FAST Math and Reading Proficiency data showed the lowest performance. In both reading and math, the proficiency data was at 49%. Factors contributing to this low performance include a lack of foundational reading and math skills.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was the FAST ELA Proficiency score for Grade 5. According to the 2024 ELA FAST Proficiency score, 71% of the students were proficient, and in the 2025 ELA FAST Proficiency score, 50% of the students were proficient. This indicates a decline of 21 percentage points in proficiency. The factors that contributed to this decline were student participation in extended learning opportunities offered by the school, such as before- and after-school tutoring and Saturday Academies.

Greatest Gap

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

The data component with the greatest gap compared to the state average was the Grade 3 ELA Achievement data component. The school had an achievement percent of 54%, while the state had an achievement percent of 59%. Student attendance was a significant factor contributing to this gap.

EWS Areas of Concern

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

Early Warning Systems data indicate a need to improve overall attendance rates, particularly among students who are absent for 10% or more of the school year. Another concern involves 43 students in grades K-5 who currently show two or more early warning indicators.

Highest Priorities

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

The following areas are the top priorities for school improvement during the 2025-2026 school year:

1. Third Grade ELA Proficiency
2. K-2 ELA Proficiency
3. Student Attendance

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.

Based on the 2025 FAST STAR Literacy assessment, PM3 indicated that 52% of first-grade students and 59% of second-grade students scored below level 3 on the PM3 reading assessment. Contributing factors include limited evidence of standards-based collaborative planning, accountable talk, and participation in professional learning. We will implement the targeted element of ELA required by RAISE.

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

Based on the data and the identified contributing factors, teachers will participate in weekly standards-based collaborative planning. This will ensure that staff are using the district-approved ELA resources that are most effective in their instruction, leading to successful student learning outcomes and student achievement of the ELA standards in grades K-2.

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

Not applicable

Grades K-2: Measurable Outcome(s)

By implementing the evidence-based strategy of standards-based collaborative planning, teachers will adopt effective instructional practices. As a result, our Kindergarten through 2nd grade students will improve their overall proficiency by 20 percentile points, with 60% of students scoring at a level 3 or higher, according to the results of the 2025-2026 FAST STAR Literacy Assessment (PM3).

Grades 3-5: Measurable Outcome(s)

Not applicable

Monitoring

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

Grade Level Chairpersons will collaboratively plan with teachers to demonstrate how to apply text connection strategies and identify district-approved ELA resources to strengthen those connections, focusing on the B.E.S.T. standards. Pacing guides will be utilized, and ELA resources will be selected to offer students strategic lessons that improve learning.

Person responsible for monitoring outcome

Liza Hernandez, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale:

Standards-based collaborative planning will enable teachers to share best practices for effective instruction. This will lead to creating an engaging environment for student learning and mastery of reading skills.

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

Collaborative Planning Schedule

Person Monitoring:

Kathleen John-Louissaint, Principal

By When/Frequency:

August 11-September 26

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

Administrators will create a master schedule that facilitates teachers' participation in standards-based collaborative planning.

Action Step #2

Progress Monitoring

Person Monitoring:

Liza Hernandez, Assistant Principal

By When/Frequency:

August 11-September 26

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

Teachers will administer the ELA progress monitoring assessments to evaluate student mastery of reading standards and the effectiveness of instructional best practices from collaborative planning.

Action Step #3

Differentiated Instruction

Person Monitoring:

Natre Key, Support Personnel

By When/Frequency:

August 11-September 26

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

During standards-based collaborative planning, teachers will use their progress monitoring data to develop activities for differentiating tier instruction.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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

Based on the 2025 FAST PM 3 assessment data, third-grade students' proficiency levels declined in both reading and math. In ELA, the percentage of students who were proficient dropped from 50% to 49%. In math, proficiency decreased from 67% to 49%. Contributing factors include inconsistent implementation of reading and math intervention programs and limited teacher participation in professional learning.

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 implementing the evidence-based strategy of benchmark-aligned instruction, teachers will

implement instructional practices that align with their goals. As a result, our 3rd-grade students will improve their overall proficiency in ELA and Math by 11 percentile points, with 60% of students scoring at a level 3 or higher, according to the results of the 2025-2026 FAST ELA & Math Assessments.

Monitoring

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

Grade Level Chairpersons will collaborate with teachers to demonstrate how to apply text connection strategies and identify district-approved ELA resources that strengthen those connections, focusing on the B.E.S.T. standards. Pacing guides will be utilized, and ELA resources will be selected to provide students with strategic lessons that enhance their learning.

Person responsible for monitoring outcome

Natre Key, Support Personnel

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:

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Rationale:

Data-Driven Instruction provides a structured, evidence-based approach for teachers to effectively plan and deliver math and reading instruction. By using a cycle of assessment, analysis, and action, teachers can tailor their teaching to meet the specific needs of their students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Targeted Re-teaching

Person Monitoring:

Natre Key, Support Personnel

By When/Frequency:

August 11-September 26

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

Teachers will use assessment data to identify specific skills or standards where students struggled. Instead of re-teaching an entire unit, they will focus their instruction on those precise areas of weakness for the students who need it. This targeted approach is highly efficient and prevents students from falling further behind.

Action Step #2

School-Wide Data Chats

Person Monitoring:

Kathleen John-Louissaint, Principal

By When/Frequency:

August 11-September 26

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

Administration will hold quarterly data meetings with teachers to review student assessment performance, identify strengths and weaknesses, and set goals for improvement.

Action Step #3

Extended Learning Opportunities

Person Monitoring:

Liza Hernandez, Assistant Principal

By When/Frequency:

August 11-September 26

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

The school will offer extended learning opportunities (before and after school tutoring) based on the data collected. They will use targeted benchmarks to support students in deficient areas in reading and math.

Area of Focus #3

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

Instructional Practice specifically relating to Professional Learning**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 FAST ELA 2025-2026 assessment data, 63% of students reached proficiency. For the 2025-2026 school year, our improvement plan emphasizes professional development for all reading teachers, whether new or experienced. This initiative, informed by our 2024-2025 FAST data, aims to boost student engagement and proficiency by establishing and applying consistent instructional frameworks. We plan to accomplish this through focused professional learning.

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.

Implementing job-embedded professional development will give both new and experienced reading teachers opportunities to enhance student learning outcomes, as shown by the 2025-2026 FAST PM3 data, with a goal of increasing their ELA proficiency by 10%.

Monitoring

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

This focus area will be monitored by tracking both the implementation of new teaching strategies and their impact on students. Implementation will be confirmed through administrator walkthroughs and lesson plan reviews, while impact will be measured using student data from formative assessments and key benchmarks like the 2025-2026 FAST data. This feedback loop will ensure professional learning directly improves student proficiency.

Person responsible for monitoring outcome

Liza Hernandez, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Job-Embedded Professional Development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

Rationale:

The reason for Job-Embedded Professional Development (JEPD) is that effective teacher learning is most impactful when practical, relevant, and ongoing. JEPD is rooted in a teacher's daily practice, helping them solve real, immediate classroom problems. It encourages a cycle of improvement where teachers identify challenges, implement solutions, and reflect on results. By integrating into the workday, this approach fosters sustainable skill development and lasting instructional changes, ultimately enhancing student learning.

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 Needs Assessment Survey

Person Monitoring:

Natre Key, Support Personnel

By When/Frequency:

August 11-September 26

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

The Professional Learning Support Team will determine staff's professional learning needs by reviewing various data sources and conducting a needs assessment survey. This information will be used to create and implement effective professional learning for the teachers on District-Wide Mandatory Professional Learning Days.

Action Step #2

Professional Learning Plan

Person Monitoring:

Kathleen John-Louissaint, Principal

By When/Frequency:

August 11-September 26

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

The Professional Learning Support Team will collaborate with the administration to develop a year-long professional learning plan tailored to identified needs, and will meet regularly with the PLST to discuss ongoing participation and progress.

Action Step #3

Faculty Meeting-Teacher Corner

Person Monitoring:

Liza Hernandez, Assistant Principal

By When/Frequency:

August 11-September 26

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

During the monthly faculty meetings, we will give teachers time and resources to lead sessions where they can share the best practices and strategies they learned at district professional learning. This guarantees the content is relevant and practical for all faculty members.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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 data from Power BI, 49% of our students had 11 or more absences during the 2024-2025 school year. Ensuring consistent student attendance is essential for academic

achievement and student well-being. Regular presence in the classroom is key to developing fundamental skills, especially in the early elementary years. Addressing chronic absenteeism is crucial for improving graduation rates and helping all students reach their full potential. We will implement targeted strategies to boost student attendance and promote a culture where every school day matters.

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.

Implementing evidence-based attendance interventions will reduce the number of students with 16 or more absences by ten percentage points by the end of the 2025-2026 school year.

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.

Student attendance will be monitored through a systematic review of attendance data by teachers and a dedicated Attendance Team. This proactive tracking allows the school to quickly identify students with frequent absences and address the root causes. By removing barriers to attendance, the school ensures students are present for crucial instruction. This increased time in the classroom directly leads to improved academic outcomes, higher proficiency in core subjects, and greater student success.

Person responsible for monitoring outcome

Liza Hernandez, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Attendance Initiatives: Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:

Consistent school attendance is the foundation upon which all other academic interventions and programs are built. When students are absent, they miss critical instruction, classroom discussions, and hands-on learning opportunities, which directly affect their ability to master essential skills and succeed on assessments. Beyond academics, regular attendance is crucial for a student's social-emotional growth, fostering a sense of belonging and nurturing relationships necessary for a positive school climate.

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

Conqueror Check-in

Person Monitoring:

Liza Hernandez, Assistant Principal

By When/Frequency:

August 11-September 26

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

Ms. Hernandez will conduct a daily attendance incentive program called "Conqueror Check-In" for students. Winners who are present and in attendance for the day will receive a shout-out and reward on the morning announcements.

Action Step #2

Homeroom Attendance Competition

Person Monitoring:

Liza Hernandez, Assistant Principal

By When/Frequency:

August 11-September 26

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

Every day, the classroom with perfect attendance will receive a letter to build the word "Perfect Attendance." Once the homeroom spells out the words, they will get a reward as a class and a shout-out on the announcements.

Action Step #3

Monthly Perfect Attendance Newsletter

Person Monitoring:

Kathleen John-Louissaint, Principal

By When/Frequency:

August 11-September 26

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

At the end of each nine-week period, the administration and leadership team will recognize students who have achieved 100 percent attendance by awarding them a reward. A letter and certificate will be sent home for this recognition.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The School Improvement Plan (SIP) can be shared with stakeholders through various channels. These include posting information on the school's website, sending newsletters and messages via School Messenger to parents in clear language, holding parent meetings with translated materials and interpretation services, engaging staff through meetings and updates, partnering with local businesses and organizations, and using multiple communication methods. Additionally, the SIP and progress will be shared during monthly faculty and EESAC meetings. This comprehensive approach fosters widespread understanding and involvement while ensuring that accessible information is available to all stakeholders. Stakeholders can find all available information on our school's website at www.miamigardenselem.net.

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)).

Administrators will be easily accessible each day by being present at the start and end of each school day so parents can speak with them if they have concerns. Additionally, the administrators will ensure that parents stay informed by providing continuous communication from the school through email, flyers, letters, and/or school messenger phone calls about school events, operations, upcoming academic meetings, or activities that parents can participate in to benefit their children. Furthermore,

teachers will communicate with parents through letters, emails, phone calls, meetings, and apps on an ongoing basis regarding their child's progress. The Parent Academy will be invited to present at monthly meetings in multiple languages and formats on various topics aimed at strengthening the school-to-home connection. Stakeholders can access all available information on our website at www.miamigardenselem.net.

Plans to Strengthen the Academic Program

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

The school has created a comprehensive plan to strengthen its academic program, including increased learning time through opportunities for students to participate in extended learning experiences. It also provides opportunities for staff to engage in professional development to better understand B.E.S.T standards, along with the implementation of an enriched curriculum designed to improve student learning outcomes. The SIP details specific focus areas, goals, objectives, and strategies to meet the unique needs of the school community.

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)).

Title I funding is allocated for purchasing materials like supplemental books and other resources to support intervention and enrichment in student learning. It is also used to provide students with extended learning opportunities such as tutoring and Saturday Academy for grades 3-5.

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)).

Tier I school-wide presentations, assemblies, and programs, such as Values Matter, are conducted regularly. Tier II (small group counseling) and Tier III (individual counseling) are provided for students in need, based on data from the Early Warning System Indicators and referrals from school staff and faculty. Mentoring is offered on a case-by-case basis, utilizing strategies like CICO (Check-In/Check-Out).

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)).

The school hosts an annual career day, and teachers also provide elementary lessons that introduce students to various careers in the 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)).

Tier I school-wide presentations, assemblies, and programs, such as Values Matter, are conducted. Tier II (Small group counseling) and Tier III (individual counseling) are provided for students in need, based on data from the Early Warning System Indicators and referrals from school faculty and staff. Mentoring is offered on a case-by-case basis, utilizing strategies like CICO (check-in/checkout).

Professional Learning and Other Activities

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

ESEA Section 1114(b)(7)(A)(iii)(IV)).

The administration holds data discussions with teachers. Teachers are given opportunities to engage in professional development to improve their instructional practices. When a student shows low learning gains, the counselor is informed to help address any factors that might be hindering the student's access to education.

Strategies to Assist Preschool Children

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

The school counselor collaborates with Pre-K teachers to create strategies that help students transition to kindergarten. Students also participate in a half-day visit as kindergarteners to become familiar with the environment. Additionally, parents are invited to the school to meet the faculty and learn about the main aspects of the kindergarten program.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Not Applicable

Specifics to Address the Need

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

Not Applicable

VII. Budget to Support Areas of Focus

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

No

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