GEORGE WASHINGTON CARVER MIDDLE SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of George Washington Carver Middle School is to provide for Miami-Dade County's multicultural and multilingual population an advanced educational program. George Washington Carver Middle School will follow state standards and meet the academic standards of France, Germany, Spain, and Italy. The school will offer a curriculum to prepare students to meet the future needs of major industries, international trade, finance, and tourism.

Provide the school's vision statement

Reflecting on the needs of Miami-Dade County's diverse community, George Washington Carver Middle School, Center for International Education, will prepare all students to be multilingual and multiliterate. All stakeholders of the school will implement technological innovations to enhance the strong multilingual academic program, thus ensuring each student success in the competitive environment of the 21st century. The school will provide a rigorous, diverse curriculum that meets world-class standards for a multicultural world.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team
For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Iliana Artime

iartime@dadeschools.net

Position Title
Principal

Job Duties and Responsibilities

The Principal (Iliana Artime) oversees daily activities and operations within the school. She ensures that the state/districts academic policies and curriculum are followed, disaggregate data to promote data-driven instruction, identifies and supports rising leaders, and communicates/collaborates with stakeholders to ensure that our school community needs are being addressed.

Leadership Team Member #2

Employee's Name

Andrew Alvarez

andrewalvarez@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal (Andrew Alvarez) collaborates with the principal to ensure that the school's mission and vision are being met. Additionally, he assists the principal to ensure that the overall administration of the school flows seamlessly (discipline, academic engagement, teaching and learning, etc.). He also communicates/collaborates with stakeholders to ensure that our school community needs are being addressed.

Leadership Team Member #3

Employee's Name

Shelton Rivers

SRIVERS06@DADESCHOOLS.NET

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal (Shelton Rivers) collaborates with the principal to ensure that the school's mission and vision are being met. Additionally, he assists the principal to ensure that the overall administration of the school flows seamlessly (facility maintenance, discipline, academic engagement, teaching and learning, etc.). He also communicates/collaborates with stakeholders to ensure that our school community needs are being addressed.

Leadership Team Member #4

Employee's Name

Maria Buda

mbuda@dadeschools.net

Position Title
Lead Teacher

Job Duties and Responsibilities

Assists school principal and magnet teachers with the implementation of the magnet theme program and recruitment of students. She is also involved in recruitment (organizes and disseminates information to students, parents, community, and schools), outreach activities (acts as liaison between magnet school, other schools, and community), and identifies and completes job targets as mutually agreed upon with the administration.

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.

Our community stakeholders (school leadership team, teachers, school staff, parents, students and families, and business/community leaders) are involved in every phase of the School Improvement Process (SIP). The Educational Excellence School Advisory Council (EESAC) is responsible for overseeing the implementation of the plan's components. At different phases, the leadership team, with input from the faculty, review and makes recommendations for the SIP. During EESAC meetings, the SIP is reviewed and approved to ensure that the action steps are being implemented.

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)).

In order for the SIP to be effective and implemented with fidelity, it must be monitored continuously. During various phases of the SIP, the leadership team will: seek stakeholder input, review teacher lesson plans, review student work samples, disaggregate data (i-Ready, mid-year assessments, etc.), conduct data chats. After reviewing all available data, the leadership team, in conjunction with other stakeholders, will make recommendations (i.e. add additional action steps) to ensure that we are

making progress towards our intended goal(s).

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**24.5%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							333	324	305	962
Absent 10% or more school days							5	4	4	13
One or more suspensions							0	0	0	0
Course failure in English Language Arts (ELA)							1	0	0	1
Course failure in Math							3	0	1	4
Level 1 on statewide ELA assessment							9	1	1	11
Level 1 on statewide Math assessment							4	2	0	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							24	13	11	48
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							11	2	2	15

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							3	4	5	12
Students retained two or more times										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	5	4	15
One or more suspensions										0
Course failure in English Language Arts (ELA)							1			1
Course failure in Math							3			3
Level 1 on statewide ELA assessment							11	5	1	17
Level 1 on statewide Math assessment							4	3	9	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							13	6	4	23

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
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	94	64	58	94	61	53	89	56	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	75	63	59	77	60	56			
ELA Lowest 25th Percentile	78	55	52	85	51	50			
Math Achievement*	95	67	63	94	64	60	88	60	56
Math Learning Gains	78	64	62	78	63	62			
Math Lowest 25th Percentile	83	60	57	85	62	60			
Science Achievement	85	59	54	85	56	51	90	55	49
Social Studies Achievement*	99	77	73	98	75	70	98	72	68
Graduation Rate									
Middle School Acceleration	97	78	77	97	73	74	89	74	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	62	53	58	49	50	81	50	40

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	86%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	856
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
86%	88%	91%	84%	74%		87%

* 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	66%	No		
English Language Learners	77%	No		
Asian Students	94%	No		
Black/African American Students	94%	No		
Hispanic Students	85%	No		
Multiracial Students	81%	No		
White Students	88%	No		
Economically Disadvantaged Students	82%	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 PROGRE
All Students	94%		75%	78%	95%	78%	83%	85%	99%	97%			72%
Students With Disabilities	67%		61%		83%	61%	60%						
English Language Learners	81%		62%	72%	88%	70%	70%	65%	100%	92%			72%
Asian Students	100%		83%		100%	83%	100%	100%	100%	100%			
Black/African American Students	100%		85%	100%	96%	80%	100%		100%				
Hispanic Students	93%		74%	77%	94%	79%	82%	82%	100%	96%			69%
Multiracial Students	90%		60%		95%	80%							
White Students	95%		78%	80%	97%	75%	82%	90%	99%	99%			
Economically Disadvantaged Students	88%		72%	67%	89%	75%	75%	81%	100%	95%			95%

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	94%		77%	85%	94%	78%	85%	85%	98%	97%			
Students With Disabilities	81%		69%		94%	81%							
English Language Learners	90%		86%	91%	87%	69%	69%	65%	91%	91%			
Asian Students	97%		83%		100%	90%	89%	89%	100%	100%			
Black/African American Students	94%		76%	83%	97%	75%	100%	67%		93%			
Hispanic Students	94%		77%	84%	93%	76%	85%	85%	98%	96%			
Multiracial Students	93%		62%		93%	62%							
White Students	94%		78%	90%	96%	81%	84%	87%	98%	100%			
Economically Disadvantaged Students	95%		81%	88%	91%	78%	87%	84%	98%	95%			

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	89%				88%			90%	98%	89%			81%
Students With Disabilities	60%				93%								
English Language Learners	75%				80%			82%	96%	70%			
Asian Students	96%				100%			92%	100%	100%			
Black/African American Students	85%				88%				93%	100%			
Hispanic Students	89%				86%			92%	99%	88%			
Multiracial Students	90%				95%			92%	98%	92%			
White Students	89%				89%			89%	98%	89%			
Economically Disadvantaged Students	87%				80%			86%	98%	83%			

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	90%	62%	28%	60%	30%
ELA	7	96%	62%	34%	57%	39%
ELA	8	94%	60%	34%	55%	39%
Math	6	93%	64%	29%	60%	33%
Math	8	92%	60%	32%	57%	35%
Science	8	79%	46%	33%	49%	30%
Civics		99%	74%	25%	71%	28%
Biology		100%	74%	26%	71%	29%
Algebra		96%	59%	37%	54%	42%
Geometry		100%	58%	42%	54%	46%
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

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

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

Most Improvement

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

The Florida Assessment of Student Thinking (F.A.S.T.) proficiency data for grade 8 Mathematics (92%) showed the most improvement. There was a 5-percentage point increase from the previous year. Extended learning opportunities in Mathematics contributed to this improvement.

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 Florida Assessment of Student Thinking (F.A.S.T.) proficiency data for grade 6 ELA (90%) was the lowest performing component. There was a 4-percentage point decrease from the previous year. Teachers are well versed in teaching the standards. However, there may have been some inconsistency in assessing and reteaching (when needed) the standards.

Greatest Decline

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

The Florida Assessment of Student Thinking (F.A.S.T.) proficiency data for grade 6 ELA (90%) was the component that showed the greatest decline. The previous year's proficiency was 94%. Teachers are well versed in teaching the standards. However, there may have been some inconsistency in assessing and reteaching (when needed) the standards.

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.

George Washington Carver Middle School consistently performs significantly higher than the state of Florida in all tested areas.

EWS Areas of Concern

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

An area of concern, based on the Early Warning Signs (EWS) data, is the students with Substantial

Reading Deficiency (48).

Highest Priorities

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

ELA (Language Arts)

Mathematics

Science

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 Science

Area of Focus Description and Rationale

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

According to the 2025 Florida Assessment of Student Thinking (F.A.S.T.) data, 79 percent of grade 8 students demonstrated proficiency in Science. Although the data is significantly higher than the District (46%), it is a decrease in the percent of grade 8 students proficient (81 percent) in Science from the previous school year.

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.

With the implementation of Data-Driven Instruction (focused on improving student achievement), our school aims to increase Science proficiency in grade 8 from 79 percent to 82 percent, as measured by the Florida Assessment of Student Thinking (F.A.S.T.).

Monitoring

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

Facilitate opportunities for Science teachers to identify low performing standards / benchmarks from the Baseline Assessment.

Administrators will encourage teachers to use student data from multiple data points (i.e. baseline assessment, mid-year assessment) to differentiate learning (data-chats).

Administrators will monitor lesson plans to ensure that S.T.E.A.M. activities are included.

Person responsible for monitoring outcome
Iliana Artime

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:

The evidence-based intervention (Data-Driven instruction) was chosen because it addresses specific needs based on available data that can be used to align instruction for remediation and / or acceleration.

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

Pre-Test / Post-Test

Person Monitoring:	**By When/Frequency:**
Iliana Artime	August 14 - September 26 / Quarterly (after District, state assessment)

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

Facilitate opportunities for Science teachers to identify low performing standards / benchmarks from the Baseline Assessment. As a result, teachers can create lessons, individualize instruction, etc. to address weak standards / benchmarks.

Action Step #2

Data Chats

Person Monitoring:	**By When/Frequency:**
Iliana Artime	August 14 - September 26 / Quarterly (after District, state assessment)

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

Administrators will encourage teachers to use student data from multiple data points (i.e. baseline assessment, mid-year assessment) to differentiate learning (data-chats). As a result, teachers can plan lessons (differentiated instruction) to address student strengths and/or weaknesses.

Action Step #3

S.T.E.A.M.

Person Monitoring:
Iliana Artime

By When/Frequency:
August 14 - September 26 / Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will monitor lesson plans to ensure that S.T.E.A.M. activities are included. As a result, teachers will submit at least 1 S.T.E.A.M. activities/lessons per semester.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

According to the 2025 Florida Assessment of Student Thinking (F.A.S.T.) data, 93 percent of grade 6 students demonstrated proficiency in Mathematics. Although the data is consistent with our 3 year trend, it is a decrease in the percent of grade 6 students proficient (95 percent) in Mathematics from the previous school year.

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.

With the implementation of Data-Driven Instruction (focused on improving student achievement), our school aims to increase Mathematics proficiency in grade 6 from 93 percent to 96 percent, as measured by the Florida Assessment of Student Thinking (F.A.S.T.).

Monitoring

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

Administrators will create a Foundational Skills in Mathematics for incoming grade 6 students are not proficient in mathematics.

Teachers will use data from entry / exit tickets to gauge student understanding and provide differentiated instruction.

Administrators will conduct walkthroughs, which will include reviewing teacher lesson plans.

Person responsible for monitoring outcome
Iliana Artime

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:
The evidence-based intervention (Data-Driven instruction) was chosen because it addresses specific needs based on available data that can be used to align instruction for remediation and / or acceleration.

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
Extended Learning Opportunity

Person Monitoring:	**By When/Frequency:**
Iliana Artime	August 14 / Yearly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will create a Foundational Skills in Mathematics for incoming grade 6 students are not proficient in mathematics. As a result, students will be able to build upon basic mathematics skills and concepts.

Action Step #2
Differentiated Instruction

Person Monitoring:	**By When/Frequency:**
Iliana Artime	August 14 - September 26 / Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use data from entry / exit tickets. As a result, they will be able to gauge student

understanding and provide differentiated instruction for enrichment and/or remediation.

Action Step #3
Walk Throughs

Person Monitoring:	**By When/Frequency:**
Iliana Artime	August 14 - September 26 / Weekly

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

Administrators will conduct walkthroughs, which will include reviewing teacher lesson plans. As a result, administrators and teachers will be able to ensure that purposeful, meaningful, student-centered instruction is occurring.

IV. Positive Learning Environment

Area of Focus #1

Other: Cleanliness

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 School Climate Survey, 61 percent of the staff disagreed with the following statement - "...the school building is kept clean and in good condition."

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.

With the implementation of Consistent Protocols to Maintain a Clean and Welcoming School Environment, we aim to reduce the percent the percent of staff disagreeing with the statement (..the school building is kept clean and in good condition.) by 5 percentage points as evidenced by the 2025-2026 School Climate Survey results.

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.

Administrators will meet with Custodial Staff on a weekly basis to review any facilities concerns (safety, cleanliness, etc.).

Administrators will create a Google form for custodial staff to report facilities issues.

Administrators will create a Google form for teachers to report classroom, facilities issues for administrative review.

Person responsible for monitoring outcome
Iliana Artime

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:
Consistent Protocols to Maintain a Healthy and Safe School Environment refers to the physical environment of school buildings and school grounds as a key factor in the overall health and safety of students, staff, and visitors. School buildings and grounds must be designed and maintained to be free of health and safety hazards, to promote learning. Studies have shown that student achievement can be affected either positively or negatively by the school environment. Consistent Protocols to Maintain a Healthy and Safe School Environment must be in place to ensure food protection, sanitation, safe water supply, healthy air quality, good lighting, safe playgrounds, violence prevention, and emergency response, among other issues, that relate to the physical environment of schools.

Rationale:
The evidence-based intervention (Consistent Protocols to Maintain a Healthy and Safe School Environment) was chosen because it focuses on the physical condition of the facilities - health and safety hazards - that positively and/or negatively impact the learning environment.

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
Weekly Meetings

Person Monitoring:	**By When/Frequency:**
Iliana Artime	August 14 - September 26 / Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will meet with Custodial Staff on a weekly basis to review any facilities concerns (safety, cleanliness, etc.). As a result, custodial staff and administrators can develop a plan of action for projects and area(s) that need immediate attention.

Action Step #2
Data Collection

Person Monitoring:
Iliana Artime

By When/Frequency:
August 22 / Yearly (modify as needed)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will create a Google form for custodial staff to report facilities issues. As a result, administrators will get real-time feedback about some of the concerns that custodial staff are experiencing.

Action Step #3
Data Collection

Person Monitoring:
Iliana Artime

By When/Frequency:
August 22 / Yearly (modify as needed)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will create a Google form for teachers to report classroom, facilities issues for administrative review. As a result, administrators will be able to review the concerns and prioritize the assistance that is needed.

Area of Focus #2

Other: DISCIPLINE

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 School Climate Survey, 56 percent of staff agreed with the following statement - "...adequate disciplinary measures are used to deal with disruptive behavior." Based on the results and the identified contributing factors - implementing the Code of Student Conduct and school-wide discipline plans with fidelity - we will implement the target of Intervention to improve school-wide discipline.

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.

With the implementation of Positive Behavior Support (PBS) and a comprehensive, school-wide plan to address discipline / behavioral issues, we aim to reduce the number of disruptive behaviors, using available reports (Early Warning Signs, suspension reports, etc.) and increase the percentage of staff that agree with the disciplinary measures used to deal with disruptive behaviors by 4-percentage as evidenced by the 2026 School Climate Survey results.

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.

Develop a school-wide, progressive discipline plan.

Ensure that all teachers have a clear and concise set of classroom rules.

Facilitate grade level orientation for all students.

Person responsible for monitoring outcome
Iliana Artime

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:
Positive Behavior Support (PBS) is one of the foremost advances in schoolwide discipline. Also, it is
the emphasis on schoolwide systems of support that include proactive strategies for defining,
teaching, and supporting appropriate student behaviors to create positive school environments.
Instead of using a piecemeal approach of individual behavioral management plans, a continuum of
PBS for all students within a school is implemented in areas including the classroom and non-
classroom settings (such as hallways, buses, and restrooms). PBS is an application of a behaviorally-
based systems approach to enhance the capacity of schools, families, and communities to design
effective environments that improve the link between research-validated practices and the
environments in which teaching and learning occurs.

Rationale:
The Leadership Team will implement Positive Behavior Support (PBS) to improve and integrate data,
systems, and practices to affect positive student outcomes.

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
Discipline Plan

Person Monitoring:	**By When/Frequency:**
Iliana Artime	August 22 / Yearly (modify as needed)

**Describe the Action to Be Taken and how the school will monitor the impact of this action
step:**
Develop a school-wide, progressive discipline plan. As a result, there will be a uniform method as to

how progressive discipline will be implemented.

Action Step #2
Classroom Rules

Person Monitoring:
Iliana Artime

By When/Frequency:
August 22 / Yearly (modify as needed)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure that all teachers have a clear and concise set of classroom rules. As a result, students will garner an understanding of each teacher's expectations.

Action Step #3
Student Orientations

Person Monitoring:
Iliana Artime

By When/Frequency:
August 14 - September 26 / Yearly (refreshers as needed)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Facilitate grade level orientation for all students. As a result, students will be provided with specific behavioral expectations and the consequences for not following the Code of Student Conduct.

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.

N/A

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)).

N/A

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)).

N/A

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)).

N/A

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)).

N/A

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)).

N/A

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)).

N/A

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)).

N/A

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

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

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

N/A

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).

N/A

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