

Miami-Dade County Public Schools

# JOE HALL ELEMENTARY 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

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### A. School Mission and Vision

#### Provide the school's mission statement

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The mission of Joe Hall Elementary community is to create a dynamic learning environment of the highest quality in which all students will acquire the knowledge, skills, and desire to become life-long learners and successful participants in the global community.

#### Provide the school's vision statement

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Joe Hall Elementary School is committed to providing students with exemplary instruction that will prepare them to become productive members of society in the 21st century.

### 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

Christina R. Barcinas

cbarcinas@dadeschools.net

###### Position Title

Principal

###### Job Duties and Responsibilities

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A Principal oversees the planning, organizing, and administering of the educational functions which are essential to the operation of a responsive, effective, and efficient instructional environment that provide the maximum opportunity for student growth.

1. Oversee day-to-day school operations
2. Manage school logistics and budgets
3. Set learning goals for students and teachers based on state curriculum

4. Monitor and report on teacher performance
5. Present data from school performance to board members
6. Research new resources and techniques to improve teaching
7. Interview and hire school personnel
8. Review and implement school policies
9. Provide guidance and counseling to teachers
10. Handle emergencies and school crises
11. Organize school events and assemblies
12. Ensure a safe and clean environment for students

## **Leadership Team Member #2**

### **Employee's Name**

Zusel Aguiar

zaguiar@dadeschools.net

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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Assists the principal in planning, organizing, and administering the educational functions at the school level which are essential to the operation of a responsive, effective, and efficient instructional environment that provide the maximum opportunity for student growth. Performs activities necessary to provide a quality educational program.

1. Provides direction to the Leadership Team comprised of Data Analyst, Educational Specialist, Reading Coaches, Department Chairpersons, and Team Leaders.
2. Assists the principal in working collaboratively with the Educational Excellence School Advisory Council (EESAC) to identify school wide needs and implement plans to meet identified needs which support the school improvement plan.
3. Assists the principal in implementing set procedures as outlined in the labor contract for observation and remediation of instructional personnel.
4. Assists in implementation of the total instructional program, enforcing standards relative to continuous student progress, achievement, and promotion.
5. Assists the principal in focusing on increased student achievement gains for continuous school improvement and on assessment of student achievement.
6. Assists the principal in the development and implementation of the master schedule.
7. Assists the principal in explaining and enforcing policies, methods, and procedures and working cooperatively with students, parents, staff, and community agencies to ensure appropriate behaviors within the learning environment.
8. Assists the principal in the assignment, training, supervision and evaluation of instructional

materials.

9. Assists the principal with the implementation and the determination of the effects of the individualized professional development plans for all instructional personnel and its link to improved student performance.

10. Assists the principal with the establishment and maintenance of a positive collaborative relationship with students' families to increase student achievement.

11. Assists the principal for enforcing standards relative to continuous student progress, achievement, and promotion and in determining promotion eligibility for all students.

### **Leadership Team Member #3**

#### **Employee's Name**

Hilda Montes

hmontes@dadeschools.net

#### **Position Title**

School Counselor

#### **Job Duties and Responsibilities**

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The elementary school counselor is responsible for supporting students' academic, social, and emotional development. They provide individual and group counseling, develop and implement programs to promote positive behavior, and assist students in overcoming personal and academic challenges. Additionally, they collaborate with teachers, parents, and administrators to create a supportive learning environment, address any issues affecting student well-being, and ensure students have the resources they need to succeed. Will spearhead attendance incentives outlined in SIP.

### **Leadership Team Member #4**

#### **Employee's Name**

Kelly Esquivel

kesquivel@dadeschools.net

#### **Position Title**

EESAC Chairperson

#### **Job Duties and Responsibilities**

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An elementary EESAC (Educational Excellence School Advisory Council) Chairperson is responsible for leading the council in developing and implementing school improvement plans. They facilitate meetings, ensure active participation from all stakeholders, and coordinate efforts to enhance the educational environment. Additionally, they oversee the allocation of resources, monitor progress

towards goals, and maintain compliance with district and state guidelines. The chairperson also serves as a liaison between the school community and administration to promote collaboration and continuous improvement.

## **Leadership Team Member #5**

### **Employee's Name**

Georgina Kelly

gkelley@dadeschools.net

### **Position Title**

ESOL Coordinator

### **Job Duties and Responsibilities**

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An elementary ESOL (English for Speakers of Other Languages) Chairperson is responsible for overseeing the ESOL program, ensuring compliance with educational standards and regulations, and supporting the language development of English language learners. They collaborate with teachers to implement effective instructional strategies, provide professional development, and monitor student progress. Additionally, they engage with parents and the community to foster a supportive environment, advocate for necessary resources, and facilitate communication between all stakeholders to enhance student success. Will assist with the implementation of student Reading Interventions.

## **Leadership Team Member #6**

### **Employee's Name**

Jessica Ben-Hain

jbenhain@dadeschools.net

### **Position Title**

PLST PD Leader

### **Job Duties and Responsibilities**

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The Professional Development Leader is responsible for planning and coordinating training sessions for teachers and staff, assessing their developmental needs, supporting the implementation of new strategies in the classroom, evaluating the effectiveness of professional development activities, and staying updated on the latest educational trends and best practices.

## **Leadership Team Member #7**

### **Employee's Name**

Liane Suarez

Isuarez13@dadeschools.net

**Position Title**

PLST Lead Mentor

**Job Duties and Responsibilities**

The Lead Mentor is responsible for guiding and supporting new and experienced teachers, providing feedback on teaching practices, fostering a collaborative learning environment, assisting with curriculum development, and promoting professional growth through regular mentoring sessions and workshops.

**Leadership Team Member #8**

**Employee's Name**

Alice Baz-Gonzalez

abazgonzalez@dadeschools.net

**Position Title**

PLST Curriculum Expert

**Job Duties and Responsibilities**

The School Curriculum Expert is responsible providing guidance to teachers on the effective use of instructional resources provided by the district, ensuring effectiveness of the curriculum, and ensuring it meets the diverse needs of all students.

**Leadership Team Member #9**

**Employee's Name**

Sintia James

sintiajames@dadeschools.net

**Position Title**

PLST Digital Innovator

**Job Duties and Responsibilities**

The school Digital Innovator is responsible for integrating technology into the curriculum, providing training and support to teachers on digital tools, developing and implementing technology-based learning initiatives, ensuring the effective use of digital resources, and staying updated on emerging educational technologies to enhance the learning experience.

## 2. Stakeholder Involvement

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

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

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The Educational Excellence School Advisory Council (EESAC) is responsible for decision-making related to the implementation of the School Improvement Plan (SIP). EESAC's function is to bring together all stakeholders, including the school leadership team, teachers, staff, parents, students, and community leaders, to involve them in decisions affecting instruction and program delivery. EESAC reviews the school's performance on each accountability indicator, analyzes data to decide priorities, and selects appropriate interventions. Stakeholder input is gathered through surveys, meetings, and collaborative sessions, ensuring their feedback is integral to the SIP development process.

## 3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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The school leadership team will gather data related to school improvement efforts to share at EESAC, leadership, and faculty meetings. These data points will be used to ensure continuous improvement towards standards mastery. School leaders will collect and share data monthly from classroom walkthroughs, student progress-monitoring exams, common planning minutes/input, staff feedback, and parental and community input.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>85.2%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A</b> <b>2023-24: A</b> <b>2022-23: A</b> <b>2021-22: A</b> <b>2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
School Enrollment	63	64	74	74	57	72				404
Absent 10% or more school days	0	5	8	5	5	3				26
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	0	3	4	0	2				9
Course failure in Math	0	1	2	5	0	2				10
Level 1 on statewide ELA assessment	0	0	0	7	4	8				19
Level 1 on statewide Math assessment	0	0	0	7	1	8				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)	7	9	16	16	12	16				76
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	8	7	4	0	0				25

#### 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	4	6	11	10	5	13				49

#### Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year	1	1	1	3	0	2	0			8
Students retained two or more times	0	0	0	0	0	1	0			1

**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	9	5	5	4					29
One or more suspensions										0
Course failure in English Language Arts (ELA)			3	3		2				8
Course failure in Math	1	2	4			2				9
Level 1 on statewide ELA assessment				3	5	8				16
Level 1 on statewide Math assessment				1	5	4				10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	12	22	26							60
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	10	8	7	3						28

**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	8	11	12	7	10					48

**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	3						5
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*	71	65	59	67	63	57	62	60	53
Grade 3 ELA Achievement	68	65	59	53	63	58	61	60	53
ELA Learning Gains	70	65	60	65	64	60			
ELA Lowest 25th Percentile	46	62	56	63	62	57			
Math Achievement*	75	72	64	80	69	62	73	66	59
Math Learning Gains	64	66	63	74	65	62			
Math Lowest 25th Percentile	46	59	51	71	58	52			
Science Achievement	66	63	58	61	61	57	57	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	66	63	64	64	61	66	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	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	578
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
64%	66%	64%	65%	51%		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	46%	No		
English Language Learners	70%	No		
Hispanic Students	64%	No		
Economically Disadvantaged Students	57%	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	71%	68%	70%	46%	75%	64%	46%	66%					72%
Students With Disabilities	48%	45%	57%	35%	55%	50%	35%	33%					53%
English Language Learners	71%	64%	77%	63%	80%	72%	50%	78%					72%
Hispanic Students	71%	67%	71%	44%	75%	64%	48%	66%					72%
Economically Disadvantaged Students	66%	65%	65%	41%	65%	55%	29%	60%					68%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	67%	53%	65%	63%	80%	74%	71%	61%					64%
Students With Disabilities	22%		63%		48%	81%	90%						44%
English Language Learners	62%	43%	68%	61%	79%	70%	85%	53%					64%
Hispanic Students	67%	53%	64%	61%	80%	74%	70%	62%					63%
Economically Disadvantaged Students	66%	56%	62%	62%	77%	72%	67%	64%					55%

## 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	62%	61%			73%			57%					66%
Students With Disabilities	41%	33%			44%			50%					55%
English Language Learners	64%	67%			75%			58%					67%
Hispanic Students	62%	61%			73%			57%					67%
Economically Disadvantaged Students	60%	54%			71%			59%					74%

## 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.

SUBJECT	GRADE	SCHOOL	2024-25 SPRING		STATE	SCHOOL - STATE
			DISTRICT	SCHOOL - DISTRICT		
ELA	3	66%	60%	6%	57%	9%
ELA	4	72%	59%	13%	56%	16%
ELA	5	71%	60%	11%	56%	15%
Math	3	73%	69%	4%	63%	10%
Math	4	79%	68%	11%	62%	17%
Math	5	69%	62%	7%	57%	12%
Science	5	66%	56%	10%	55%	11%

### III. Planning for Improvement

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

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

##### Most Improvement

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

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The data that showed the most improvement was the Grade 5 Science Proficiency of which 66% increased by 16% points from the previous year, from 50% to 66%. This improvement was achieved through the implementation of a STEM lab, which allowed all grade levels to attend during the inquiry lab weekly

##### Lowest Performance

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

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The data that showed the lowest performance was the Math L25, which averaged 46%, which is concerning when compared to the District average of 61%. The decline was evidenced in consist DI and Tier 2 and Tier 3 Math interventions of students in the L25

##### Greatest Decline

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

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The data that showed the greatest decline included the Math L25 dropped from 71% to 46% in 2025. This indicates that Tier 2 and Tier 3 interventions are not consistent and implemented with fidelity.

##### Greatest Gap

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

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The most significant gap was in overall Reading proficiency for 25, where Joe Hall achieved an average of 46% when compared to the state average of 55%.

##### EWS Areas of Concern

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

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Early Warning Indicators of concern include 76 students with a substantial reading deficiency and 26 students with attendance below 90%. These data points are concerning because a substantial reading deficiency can hinder academic progress across all subjects, while low attendance can lead

to gaps in learning and decreased engagement, both of which can negatively impact overall student achievement and success.

**Highest Priorities**

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

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1. Increasing Reading Proficiency in Grades Kindergarten-3
2. Increasing Reading Learning Gains for L25 in Grades 3-5.
3. Increasing Math Learning Gains for L25 in Grades 3-5.
4. Improving Student Attendance
5. Maintaining Science Proficiency in Grade 5.

## 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 Collaborative Planning

#### 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.

The FAST PM3 Performance Analysis (2025) revealed that ELL had a reading proficiency rate of 14% and SWD had a proficiency rate of 36%. This indicates a critical need to enhance reading skills with these subgroups. Additionally, STAR ELA Reading data for Grades K-2 showed that 47% of students scored proficient. Considering student academic data and the contributing factors identified—particularly the building of teacher capacity specifically related to research based learning—we will implement the ELA requirements as outlined by RAISE.

#### 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.

No Answer Entered

#### Monitoring

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

Administration will support and collaborate with the lead teacher in developing this resource and participate in planning and informal professional learning sessions. In addition, the leadership team will conduct data chats, adjust intervention groups based on progress monitoring data, and follow-up with walkthroughs.

#### Person responsible for monitoring outcome

Dr. Christina R. Barcinas, Principal, Ms. Zusel Aguiar, 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:**

Content-Lead Collaborative Planning using B.E.S.T. Standards refers to designated time during the school day when multiple teachers or teaching teams come together to collaborate. Its core purpose is to foster professional learning, shared insights, and joint efforts that enhance the quality of standards-aligned lessons, instructional practices, and student achievement. Effective standards-based lessons should include clear objectives, engaging activities, and assessments aligned to grade-level standards. Collaborative Planning strengthens teacher collaboration and promotes meaningful dialogue, constructive feedback, and continuous improvement of instructional materials, units, and resources.

**Rationale:**

Effective Content-Lead Collaborative Planning using B.E.S.T. Standards provides instructional personnel; including administrators, with dedicated time to thoughtfully design Tier 1 and small group differentiated instruction. This planning time also fosters informal professional learning, helping to build teacher capacity. Additionally, it serves as a platform for data-driven discussions that inform instructional decisions and adjustments. These benefits are why this evidence-based intervention was selected.

**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**

Professional Learning

**Person Monitoring:**

Jessica Ben-Hain - PLST/PLGL

**By When/Frequency:**

Quarterly

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

Provide a professional learning opportunity to teachers on effectively implementing intervention. Implementation will be monitored through teachers participating in professional development, sign- in sheets, and PowerPoint and agenda.

**Action Step #2**

Data Chats

**Person Monitoring:**

Dr. Christina R. Barcinas, Principal, Ms. Zusel Aguiar, Assistant Principal

**By When/Frequency:**

Quarterly

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

Administration and teachers will engage in a data chats utilizing FAST PM1 data to determine the needs of students and make shifts where needed. To monitor this action step: Administration will create a data chat schedule and meet with the teachers as well as take part in the collaborative planning sessions dedicated to making these changes.

**Action Step #3**

Data Driven Shifts

**Person Monitoring:**Content Area Leads, Dr. Christina R. Barcinas,  
Principal, Ms. Zusel Aguiar, Assistant Principal**By When/Frequency:**

Monthly

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

ELA instructors, along with content lead teachers will collaborate using historical data, including the previous year's FAST PM3 and i-Ready PM2 results, to make shifts and select appropriate instructional resources. To support and monitor this process, administrators will participate in collaborative planning sessions and conduct classroom walkthroughs.

**Area of Focus #2**

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.

The FAST PM3 Performance Analysis (2025) revealed that ELL had a reading proficiency rate of 14% and SWD had a proficiency rate of 36%. This indicates a critical need to enhance reading skills with these subgroups and indicates a persistent gap in foundational literacy and comprehension skills. Additionally, STAR ELA Reading data for Grades K-2 showed that 47% of students scored proficient. Considering student academic data and the contributing factors identified—particularly the building of teacher capacity specifically related to research based interventions—we will implement the ELA requirements as outlined by RAISE.

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

Interventions relating to Reading/ELA will be implemented with fidelity.

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

Interventions relating to Reading/ELA will be implemented with fidelity.

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

Through the consistent implementation of reading intervention, we aim to achieve a five percentage point increase in the number of kindergarten through second grade students reaching grade-level proficiency in reading on the 2025–2026 FAST PM3 assessment, compared to their performance on the FAST PM1 assessment.

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

Our school aims to increase ELA L25 learning gains in grades 3-5 from a baseline of 48% to in 2024-2025 to at least 53% by the 2025-2026 school year, as measured by the FAST assessment.

**Monitoring**

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

Administration will support and collaborate with the lead teacher in developing this resource and participate in planning and informal professional learning sessions. In addition, the leadership team will conduct data chats, adjust intervention groups based on progress monitoring data, and follow-up with walkthroughs.

**Person responsible for monitoring outcome**

Dr. Christina R. Barcinas, Principal, Ms. Zusel Aguiar, 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:**

Utilize Reading Horizons Elevate and Discover for students in grades 3 through 5 with reading difficulties focusing on decoding, fluency, and comprehension; through direct instruction and adaptive software. It will be monitored utilizing skill checks entered into student trackers.

**Rationale:**

Our school aims to increase ELA L25 learning gains in grades 3-5 from a baseline of 48% to in 2024-2025 to at least 53% by the 2025-2026 school year, as measured by the FAST assessment. Specifically, we plan to increase 4th grade ELA LG L25 from 70% to 75%, and 5th ELA LG L25 from 36% to 41%, reflecting a data-based measurable outcome for each grade level.

**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**

Professional Learning

**Person Monitoring:****By When/Frequency:**

Jessica Ben-Hain - PLST/PLGL

Quarterly

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

Provide a professional learning opportunity to teachers on effectively implementing intervention. Implementation will be monitored through teachers participating in professional development, sign-in sheets, and PowerPoint and agenda.

**Action Step #2**

Data Trackers

**Person Monitoring:**

Dr. Christina R. Barcinas, Principal, Ms. Zusel Aguiar, Assistant Principal

**By When/Frequency:**

Monthly

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

Create a school data tracker. A school-wide data tracker will be developed to closely monitor student academic progress. This data will be discussed during Leadership team meetings.

**Action Step #3**

Intervention Liaison

**Person Monitoring:**

Sintia James - Intervention Liaison

**By When/Frequency:**

Monthly

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

Teachers will conduct interventions daily. The intervention liaison will plan and meet with the intervention teachers monthly to ensure lesson plans are aligned to the district guide. Instructional Delivery will be monitored to ensure lessons are implemented with fidelity, and feedback will be provided as needed.

**Area of Focus #3**

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

**Instructional Practice specifically relating to Differentiation****Area of Focus Description and Rationale**

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

According to the 2024-2025 FAST Assessment Results, only 44% of students demonstrated learning gains in the L25 of Mathematics, this data trails both District and State averages and indicates a persistent gap in foundational computation and application skills.

**Measurable Outcome**

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

Our school aims to increase Mathematics L25 learning gains in grades 3-5 from a baseline of 44% to in 2024-2025 to at least 49% by the 2025-2026 school year, as measured by the FAST assessment. Specifically, we plan to increase 4th grade Mathematics LG L25 from 56% to 61%, and 5th Mathematics LG L25 from 33% to 38%, reflecting a data-based measurable outcome for each grade level.

### **Monitoring**

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

Review of implementation and progress will be monitored through monthly data chats to analyze formative assessments and i-ready diagnostic results. FAST PM assessments will be utilized to track incremental progress toward learning gains at each grade level. Instructional walk-throughs will be used to ensure fidelity to DI Progress Monitoring.

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

Dr. Christina R. Barcinas, Principal, Ms. Zusel Aguiar, 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:**

Implementation of Differentiated Instruction will utilize the District Pacing Guides. This implementation structure includes strategies used to reteach, as well as reinforce a previously taught skill.

### **Rationale:**

Differentiated Instruction tailors instruction to meet individual student needs, by building conceptual understanding, scaffolding, and problem solving through real world connections.

### **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**

Mini DI Refresher Session

### **Person Monitoring:**

### **By When/Frequency:**

Alice Baz-Gonzalez, Math Liaison

Monthly

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

Provide a professional learning opportunity to teachers on effectively implementing DI. Implementation will be monitored through teachers participating in professional development, sign-in sheets, PowerPoint and agenda.

**Action Step #2**

Vertical Planning Sessions

**Person Monitoring:**

Alice Baz-Gonzalez

**By When/Frequency:**

Monthly

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

The mathematics liaison will plan and meet with the teachers monthly to ensure lesson plans are aligned to the district guide. Instructional Delivery will be monitored to ensure differentiated instruction is implemented with fidelity, using data to align lessons to meet the needs of students. The administrators will monitor the implementation of DI plans through classroom walkthroughs.

**Action Step #3**

Data Chats

**Person Monitoring:**

Christina Barcinas & Zusel Aguiar

**By When/Frequency:**

Quarterly

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

Teachers will be invited to participate in Leadership Fall Data Chats. These Data Chats will include analysis of the data to determine strengths and opportunities for improvement.

## **IV. Positive Learning Environment**

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### **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.

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According to the 2025 Student Attendance on Power Bi, 12% of students were absent 31 days or more when compared to the District of 7%. Also, 26% of students were absent between 16-30 days when compared to the District average of 20%. Based on the data and the identified contributing factors of: an increase of excessive student absences, we will implement the Targeted Element of Awards and Incentives.

#### **Measurable Outcome**

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

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If we successfully implement Attendance Initiatives, the number of students with chronic attendance issues will decrease by 2 percentage-points as indicated in Power BI attendance reports by June, 2025.

**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.

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Student attendance will be monitored daily, with intervention actions applied according to the Attendance Action Plan. The targeted student status form will be reviewed monthly to identify and support targeted students. Ongoing monitoring will ensure timely interventions, helping to improve attendance rates and positively impact student achievement outcomes.

**Person responsible for monitoring outcome**

Hilda Montes, School Counselor

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Within the targeted element of Early Warning Systems, our school will implement Attendance Initiatives to achieve measurable outcomes. These initiatives include attendance incentives designed to encourage students to attend school regularly. To monitor the impact of these interventions, student attendance will be tracked daily, and intervention actions will be applied according to the Attendance Action Plan. Monthly reviews of the targeted student status form will help identify and support students needing additional assistance, ensuring that the initiatives are effectively improving attendance and student achievement.

**Rationale:**

The rationale for selecting this strategy is based on evidence showing that regular attendance is crucial for academic success and overall student engagement.

**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**

Attendance Action Plan

**Person Monitoring:**

Hilda Montes

**By When/Frequency:**

Bi-Weekly

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

An Attendance Review Committee will be formed to develop a School Wide Attendance Action Plan and will be shared at a Faculty Meeting.

**Action Step #2**

Attendance is Cool- Homeroom Attendance Incentive

**Person Monitoring:**

Hilda Montes

**By When/Frequency:**

Bi-Weekly

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

Attendance is Cool is a homeroom attendance incentive program. Teachers will receive a strip of paper with the word 'attendance.' Each day the class has perfect attendance, they will color in one letter. Once the word is completely colored, the class will celebrate with an ice pop party for achieving 10 days of perfect attendance. The impact of this action step will be monitored by tracking daily attendance and ensuring that the incentive program is consistently applied across all homerooms.

**Action Step #3**

Incentives for Students with Chronic Attendance Issues

**Person Monitoring:**

Hilda Montes

**By When/Frequency:**

Bi-Weekly

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

An individual attendance incentive plan will be developed for students with 10 or more absences during Attendance Review Committee Meetings. The school will monitor the impact of this action by tracking attendance records and evaluating improvements in student attendance rates. Regular follow-up meetings will be held to assess the effectiveness of the incentive plan and make necessary adjustments based on student feedback and attendance data.

**Area of Focus #2**

**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.

No Answer Entered

**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.

No Answer Entered

**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.

No Answer Entered

**Person responsible for monitoring outcome**

**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:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**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**

**Person Monitoring:**

**By When/Frequency:**

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

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

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

#### Dissemination Methods

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

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

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The School Improvement Plan (SIP) is disseminated to stakeholders using regular communication channels. The official plan is available at this link. The SIP is communicated in a manner that is easily understood by the audience. It is shared in August during the opening of the school faculty meeting, EESAC meeting, and Annual Title I Parent Meeting. Students are informed of the SIP during morning announcements. These communications allow the leadership team to summarize the improvement plan and seek stakeholder support and engagement. The SIP is also available in the Title I Family Center.

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

*List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).*

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The Title I Family Engagement Plan for Joe Hall is available at [www.joehall.dadeschools.net](http://www.joehall.dadeschools.net). This plan promotes regular, two-way communication with school staff, activities that involve students and engage families in school events, and assistance to parents in understanding topics such as state academic standards. It fosters a partnership between the school, parents, and the community to improve student academic achievement. Building positive relationships with school stakeholders can offer diverse perspectives and new ways of thinking about issues. It also ensures that decisions made by the school are responsive to community needs

**Plans to Strengthen the Academic Program**

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

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Title I funds will assist in strengthening the academic program at the school. These funds will provide supplemental instructional resources to support key academic areas of focus, such as Reading and Science. Additionally, Title I will provide resources to support attendance incentives and parental involvement. These efforts aim to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum.

**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)).

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Not Applicable.

## **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)).

The school ensures the improvement of students' skills outside academic subjects by providing counseling, school-based mental health services, specialized support services, and mentoring programs. Additionally, extracurricular activities and family and community engagement are encouraged.

#### **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)).

An annual career day is held to expose students to various professions and industries, providing them with valuable insights.

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The 2025-2026 School-Based Alternatives to Suspension Plan aims to reduce disruptive behavior and suspensions while fostering a positive school culture. It includes schoolwide incentive programs, in-school counseling interventions, and mediation alternatives for students. The plan also details professional development for faculty on corrective strategies and emphasizes student-centered alternatives to suspension, encouraging parental and community involvement.

#### **Professional Learning and Other Activities**

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

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

The school provides professional learning activities for teachers and paraprofessionals to enhance instruction and data use from academic assessments. These activities include data chats, professional development on data-driven instruction, collaborative planning sessions, and targeted training in high-need subjects. Additionally, the school implements mentorship programs and offers incentives to recruit and retain effective teachers, ensuring a supportive and effective teaching environment.

**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).

To assist preschool children in transitioning to elementary school, the school employs strategies such as using The Florida CLASS Assessment (Classroom Assessment Scoring System) to evaluate and improve teacher-child interactions. Additionally, the school organizes orientation sessions, classroom visits, and parent workshops to familiarize children and their families with the new environment, ensuring a smooth and supportive transition.

## **VI. ATSI, TSI and CSI Resource Review**

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

### **Process to Review the Use of Resources**

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

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No Answer Entered

### **Specifics to Address the Need**

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

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No Answer Entered

## VII. Budget to Support Areas of Focus

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

No

**BUDGET**  
Plan Budget Total

**ACTIVITY**

**FUNCTION/  
OBJECT**   **FUNDING  
SOURCE**   **FTE**

**AMOUNT**

0.00