ERNEST R. GRAHAM K-8 ACADEMY

2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

At Ernest R Graham K-8 Academy, we provide high quality education so that all students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

Provide the school's vision statement

We, the faculty and staff at Ernest R Graham K-8 Academy, are committed to provide educational excellence for all students.

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
Barbara Viñas

bvinas@dadeschools.net

Position Title
Principal

Job Duties and Responsibilities

Principal of Ernest R Graham K-8 Academy, who oversees all operations within our school. She creates a safe learning environment, sets performance goals both for students and teachers, and oversees the implementation of programs and the monitoring of academic progress.

Leadership Team Member #2

Employee's Name
Tania Gutierrez

tvalle@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

Assistant Principal of Ernest R Graham K-8 Academy, who oversees all operations within our school. She creates a safe learning environment, sets performance goals both for students and teachers, and oversees the implementation of programs and the monitoring of academic progress.

Leadership Team Member #3

Employee's Name
Rosa Sanchez

rfluty@dadeschools.net

Position Title
Instructional Coach

Job Duties and Responsibilities

Instructional Reading Coach of Ernest R Graham K-8 Academy, she oversees the implementation of Reading programs and the monitoring of academic progress in the primary level. She provides professional development presenting the latest evidence-based instructional practices and supporting teachers and administration with the goal of increasing student achievement, and building teacher capacity.

Leadership Team Member #4

Employee's Name
Mildred Valdes

mildredvaldes@dadeschools.net

Position Title
Instructional Coach

Job Duties and Responsibilities

Instructional Reading Coach of Ernest R Graham K-8 Academy, she oversees the implementation of reading programs and the monitoring of academic progress in the intermediate level. She provides professional development presenting the latest evidenced based instructional practice and supporting teachers and administration with the goal of increasing student achievement and building teacher capacity.

Leadership Team Member #5

Employee's Name
Sandra Alemany

sandyalemany@dadeschools.net

Position Title
Math Support

Job Duties and Responsibilities

Math & Science Support Specialist at Ernest R Graham K-8 Academy, she oversees the implementation of Math and Science programs and the monitoring of academic progress. She provides professional development presenting current evidence-based Math instructional practices and supporting teachers and administration with the goal of increasing student achievement, and building teacher capacity.

Leadership Team Member #6

Employee's Name
Caridad Morales

cmorales2@dadeschools.net

Position Title
ELL Compliance Specialist

Job Duties and Responsibilities

ELL Compliance Specialist of Ernest R Graham K-8 Academy, she oversees the implementation of ELL programs and the monitoring of academic progress. She provides best practices and supports teachers with the goal of increasing student achievement and building teacher capacity.

2. Stakeholder Involvement

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

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

The School Improvement Plan (SIP) development process is a collaborative effort that involves various stakeholders to ensure a comprehensive and effective strategy for enhancing the school's

performance and achieving its goals. Here's how the process typically unfolds, with a focus on involving different stakeholders and utilizing their input: - The school leadership team, usually consisting of the principal, assistant principals, and instructional coaches, determines which stakeholders should be involved in the SIP development process. This commonly includes teachers, school staff, parents, and may extend to business leaders in the community. - The school leadership team initiates communication with identified stakeholders to inform them about the SIP development process and its importance. Clear communication channels are established to keep stakeholders informed about meetings and opportunities for input. - Surveys are distributed to stakeholders to gather their perspectives on the school's strengths, weaknesses, opportunities, and threats. This helps identify areas for improvement. - The collected input is analyzed by the school's leadership team and stakeholders. Common themes, concerns, and suggestions are identified, and data is synthesized into actionable insights. - Based on the synthesized input, the leadership team drafts SIP goals, strategies, and action plans that address the identified areas for improvement. - The draft SIP is presented to stakeholders for feedback and validation through faculty meetings and EESAC meetings. This ensures that the proposed goals and strategies align with the stakeholders' expectations and needs. - The feedback received is carefully considered, and necessary revisions are made to the SIP. The final version of the SIP is then approved by the school leadership team and submitted for review. - Once approved, the SIP is put into action. Progress is regularly monitored, and adjustments are made as needed. Stakeholders remain engaged through periodic updates and continued opportunities for input. Involving various stakeholders ensures that the SIP reflects a comprehensive understanding of the school's challenges and opportunities, as well as the diverse perspectives and expertise of those invested in the school community. This collaborative approach fosters a sense of ownership and

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)).

Monitoring the School Improvement Plan (SIP) for effective implementation and its impact on student achievement is crucial for ensuring that the school is making progress toward its goals, especially in addressing the achievement gap among students. Here's how the monitoring and revision process take place: - Regular data collection is essential to track progress. This includes academic performance data, standardized test scores, classroom assessments, attendance rates, behavior data, and any other relevant metrics. Data is disaggregated to identify specific subgroups, including students with the greatest achievement gaps. - Regular meetings are held with the school leadership

team, teachers, and other stakeholders to review the data. These meetings serve as opportunities to discuss progress, successes, challenges, and areas where improvements are needed. - The data is compared against the State's academic standards to assess whether students are meeting the expected learning outcomes. This helps identify areas where the achievement gap is prominent and requires focused attention. - The school's leadership team assesses the effectiveness of the strategies outlined in the SIP. This includes examining whether the chosen approaches are appropriate, relevant, and aligned with the specific needs of student population. - Feedback from teachers, students, parents, and community members is collected to gain insights into the impact of the SIP on student achievement. This qualitative input complements the quantitative data analysis. - If the SIP reveals the need for enhanced teacher skills or instructional approaches, targeted professional development is provided to ensure educators are equipped to address the unique needs of students, particularly those with achievement gaps. - Regular communication with stakeholders ensures transparency and keeps the school community informed about the progress, adjustments, and ongoing efforts to address the achievement gap. - The SIP is periodically reviewed to evaluate the overall effectiveness of the revisions and the progress made in addressing the achievement gap. This informs future iterations of the plan. By following this process, the school maintains a continuous improvement cycle, where the SIP is a dynamic document that evolves in response to data, stakeholder input, and changing educational contexts. This iterative approach helps ensure that the school remains focused on its goal of increasing student achievement and closing the achievement gap.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **PK-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**95.2%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **HISPANIC STUDENTS (HSP)** **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	86	87	115	134	129	120	109	105	129	1,014
Absent 10% or more school days	0	9	11	7	1	4	4	3	5	44
One or more suspensions	0	0	0	0	0	0	0	2	4	6
Course failure in English Language Arts (ELA)	0	1	1	7	4	4	0	1	0	18
Course failure in Math	0	0	10	6	3	5	3	1	0	28
Level 1 on statewide ELA assessment	0	0	0	30	27	21	18	14	16	126
Level 1 on statewide Math assessment	0	0	0	12	10	19	6	8	7	62
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	11	21	39	37	46	39	34	47	281
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	10	11	9	5	0	0	0	0	39

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	31	54	110	87	99	70	63	79	604

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	0	0	0	15	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	1	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		9	10	6	1	2	5	3	5	41
One or more suspensions								2	4	6
Course failure in English Language Arts (ELA)				8	3	3		1		15
Course failure in Math			8	6	4	4	3	1		26
Level 1 on statewide ELA assessment				8	36	31	27	23	24	149
Level 1 on statewide Math assessment				3	22	20	24	7	8	84
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		21	37	50						108
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		6	7	12	11					36

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		7	14	23	37	33	35	28	28	205

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				8					1	9
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*	64	67	61	67	65	58	65	61	53
Grade 3 ELA Achievement	56	65	62	67	63	59	78	58	56
ELA Learning Gains	67	66	61	67	64	59			
ELA Lowest 25th Percentile	61	58	55	62	58	54			
Math Achievement*	75	69	62	74	68	59	69	63	55
Math Learning Gains	70	65	60	76	66	61			
Math Lowest 25th Percentile	67	59	53	79	63	56			
Science Achievement	55	62	57	56	60	54	56	56	52
Social Studies Achievement*	85	82	74	86	79	72	81	77	68
Graduation Rate		81	72		78	71		76	74
Middle School Acceleration	77	79	75	62	77	71	69	75	70
College and Career Acceleration		75	56		76	54		73	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	76	64	61	77	64	59	63	62	55

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	753
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
68%	70%	69%	72%	43%		67%

* 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	49%	No		
English Language Learners	64%	No		
Hispanic Students	69%	No		
Economically Disadvantaged Students	67%	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	64%	56%	67%	61%	75%	70%	67%	55%	85%	77%			76%
Students With Disabilities	35%	29%	53%	64%	49%	69%	67%	18%					57%
English Language Learners	50%	42%	64%	61%	72%	71%	72%	45%	76%	79%			76%
Hispanic Students	65%	57%	68%	61%	75%	70%	68%	55%	85%	77%			76%
Economically Disadvantaged Students	60%	54%	64%	57%	74%	72%	70%	55%	80%	73%			75%

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%	67%	67%	62%	74%	76%	79%	56%	86%	62%			77%
Students With Disabilities	31%		52%	60%	41%	65%	70%	24%	75%				57%
English Language Learners	55%	60%	64%	63%	70%	80%	83%	49%	79%	50%			77%
Hispanic Students	67%	67%	67%	62%	75%	76%	80%	56%	85%	62%			77%
Economically Disadvantaged Students	64%	61%	67%	58%	72%	73%	76%	56%	80%	67%			76%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	65%	78%			69%			56%	81%	69%			63%
Economically Disadvantaged Students	63%	78%			70%			58%	78%	63%			61%
Hispanic Students	65%	79%			70%			56%	81%	69%			65%
English Language Learners	56%	74%			67%			54%	72%	53%			65%
Students With Disabilities	37%	40%			45%			43%	53%				52%

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

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

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

| | | 2024-25 SPRING | | | | |
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	48%	60%	-12%	57%	-9%
ELA	4	51%	59%	-8%	56%	-5%
ELA	5	51%	60%	-9%	56%	-5%
ELA	6	55%	62%	-7%	60%	-5%
ELA	7	65%	62%	3%	57%	8%
ELA	8	58%	60%	-2%	55%	3%
Math	3	58%	69%	-11%	63%	-5%
Math	4	75%	68%	7%	62%	13%
Math	5	51%	62%	-11%	57%	-6%
Math	6	79%	64%	15%	60%	19%
Math	7	64%	54%	10%	50%	14%
Math	8	67%	60%	7%	57%	10%
Science	5	41%	56%	-15%	55%	-14%
Science	8	52%	46%	6%	49%	3%
Civics		78%	74%	4%	71%	7%
Algebra		94%	59%	35%	54%	40%

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 data component that showed the most improvement was Algebra 1. For the 2023-2024 school year 78% of students achieved proficiency. For the 2024-2025 school year, 94% of students achieved proficiency. This is an increase of 16%.

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 data component that showed the lowest performance was 3rd grade ELA. A contributing factor to last year's low performance was a cohort of students who had previously demonstrated lower academic achievement and a change in staff members.

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

The data component that showed the greatest decline was 5th Grade Math. For the 2023-2024 school year 66% of our students achieved proficiency. For the 2024-2025 school year 51% of our students
achieved proficiency. This is a 15% decline. A factor that contributed to this decline is that there was an influx of new students that were academically low and had behavioral issues.

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

The data component that had the greatest gap when compared to the state average was 3rd grade ELA with a proficiency of 56% as compared to the state average of 62%, a 6 percent negative difference. A decline of six percentage points can be attributed to limited teacher capacity. Additionally, a significant number of students demonstrated deficiencies in foundational skills, further contributing to the gap.

EWS Areas of Concern

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

Based on the EWS data for the 2024-2025 school year on Power Bi, 32% of students have a substantial reading deficiency in grades K-8 as compared to 29% for the 2023-2024 school year. It is an increase of 3% of students demonstrating a substantial reading deficiency in grades K-8.

Highest Priorities

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

During the 2025-2026 school year the highest priorities for school improvement are building teacher capacity, student attendance, increase proficiency in ELA, Math, Civics, and Science (all accountable areas) and improving school climate and culture.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

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

According to the 2025 ELA FAST PM3 data there was a difference of 7 percentage points as compared to the district average. Our school's average in grades 3-8 is 54% as compared to the district average of 61%. Although there is a slight increase when comparing our math data from 67% proficiency in 2024 to 69% in 2025, there were some drops and remains an area of concern.

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 the Targeted Element of Differentiation with a focus on Differentiated Instruction, an additional 3% (for a total of 57%) of 3-8 grade students will score at grade level or above in the area of ELA on the FAST ELA PM3 and an additional 1% (for a total of 70%) in the area of Math on the FAST Math PM 3.

Monitoring

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation and setting high standards for all students are evident during instruction. Administrators will conduct walkthroughs and review lesson plans for indication of differentiation especially for identified subgroups. Instructional delivery will be monitored to ensure that lessons result in high-quality instruction. Feedback will be provided as needed. Data Analysis of formative assessments will be reviewed monthly to observe student progress during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on Ongoing Progress Monitoring.

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

Rationale:
The evidence-based strategy of differentiated instruction was chosen as it addresses students' individual needs and at the same time holds the teacher accountable for maintaining high expectations for all students as the teacher can tailor examples to match students' readiness levels. Differentiation will assist in accelerating the learning gains of our 8th grade students as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.

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
Walkthroughs by Administration

Person Monitoring:	By When/Frequency:
Barbara Viñas	August 11, 2025 - September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will conduct weekly walkthroughs. During walkthroughs, focus will be placed on observing DI in action with evidence of student engagement and understanding. As a result of the weekly walkthroughs by administrators, informal evidence of standard-based instruction and desired student outcomes will be gathered in order to provide the needed support to teachers allowing an increase in the effectiveness of Differentiated Instruction in ELA and Math.

Action Step #2
Professional Learning for Teachers

Person Monitoring:
Tania Gutierrez

By When/Frequency:
August 11, 2025-September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide professional learning for teachers on effectively implementing differentiated instruction and setting high expectations for all students. Focus will be placed on the grouping of students for instruction based on relevant student data. As a result, teachers will be able to identify appropriate resources for student success.

Action Step #3
Development of Lesson Plans addressing student needs.

Person Monitoring:
Tania Gutierrez

By When/Frequency:
September 26, 2025 - weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will develop lesson plans that will address students' needs to address Differentiation in Instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect differentiation within the whole group instruction as well as within small groups using all available resources.

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.

Based on the 2025 ELA FAST data, 57% of students in Kindergarten through 2nd grade scored below the 50th percentile, and 50% of students in grades 3-5 are proficient, we have determined that effective implementation of Differentiation is a critical need.

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

Based on the 2025 ELA FAST data, 57% of students in Kindergarten through 2nd Grade scored below the 50th percentile, we have determined that effective implementation of Differentiation is a critical need to address Standards-Based Collaborative Planning.

Kindergarten 55% of students scored below the 50th percentile.
1st Grade 59% of students scored below the 50th percentile.
2nd Grade 62% of students scored below the 50th percentile.

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

Based on the 2025 ELA FAST data, 50% of students in grades 3-5 are proficient, we have determined that effective implementation of Differentiation is a critical need to address Standards-Based Collaborative Planning.

3rd Grade 48% of students were proficient.
4th Grade 51% of students were proficient.
5th Grade 51% of students were proficient.

Grades K-2: Measurable Outcome(s)

If Standards-Based Collaborative Planning is implemented effectively, then there will be an increase of 5 percentage points from 41 to 46 percent of students in K-2 will pass Progress Monitoring (PM3) Assessment.

Grades 3-5: Measurable Outcome(s)

If Standards-Based Collaborative Planning is implemented effectively, then there will be an increase of 5 percentage points from 50 to 55 percent of students in 3-5 will score a level 3 or above on the Progress Monitoring(PM3) Assessment .

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

Student progress will be monitored by The Leadership Team: Barbara A. Viñas, Principal, Tania Gutierrez, Assistant Principal, Ms. Rosa Sanchez, Reading Coach for K-3rd grade, Ms. Mildred Valdes, Reading Coach for Grades 4-8th, and ELA teachers throughout the year will be using bi-weekly reading assessments, i-Ready Reading Diagnostic Assessments, and FAST assessments. Based on the data from these assessments, adjustments will be made to students' needs through the use of Differentiated Instruction and Research Based reading strategies to increase student proficiency. The Leadership Team will conduct quarterly data chats to monitor and discuss student progress. Push-in support will be provided for students as need

Person responsible for monitoring outcome
Tania Gutierrez, TValle@dadeschool.net

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

Description of Intervention #1:
Standards-Based Collaborative Planning will be implemented for the ELA teachers, to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons will include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning is a collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively. Within the targeted area of Standards Based Collaborative Planning, our school will effectively implement this practice across all grade levels to address students academic needs which will positively impact student success.

Rationale:
This strategy was selected to specifically address individual student needs. Teachers will continuously plan collaboratively standard based lessons to improve standards-aligned lesson quality, instructional effectiveness, and student achievement.

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
Literacy Coach

Person Monitoring:	**By When/Frequency:**
Rosa Sanchez, Rfluty@dadeschools.net	August 14, 2025-September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Literacy Coach in conjunction with the Literacy Leadership Team will facilitate collaborative planning across all grade levels (K-5). The Literacy Coach in collaboration with the Literacy Leadership Team will work throughout the school year with teachers to plan effectively for standard driven instruction and implementation of Differentiated Instruction that addresses student needs. Teachers will be assisted with grouping students in flexible groups based on data from bi-weekly assessments, i Ready Diagnostics and FAST assessments. During Collaborative Planning, the Literacy Coach will introduce Making Text Connections; a reading comprehension strategy that helps students find meaning in a text by connecting it to their background knowledge which can be divided into three categories: Text-to-Self: The connections readers make to their own knowledge and previous experiences. Text-to-Text: The connections readers make to another piece of written text. Text-to-World: The connections readers make to the community and world around them.

Action Step #2
Leadership Walk Throughs

Person Monitoring:	**By When/Frequency:**
Tania Gutierrez, TValle@dadeschools.net	August 14, 2025-September 26, 2025

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

step:
The literacy leadership team will conduct walk-throughs to view anchor charts in classrooms as well as student journals and notebooks and provide constructive feedback to teachers based on their observations, highlighting strengths and offering suggestions for improvement.

Action Step #3
Teacher Reflection

Person Monitoring:	**By When/Frequency:**
Tania Gutierrez, TValle@dadeschools.net	August 14, 2025-September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will leverage assessment data to plan instruction with a clear focus on desired learning outcomes. The insights gained from FAST, i-Ready, and Topic Assessments will guide the creation of purposeful and effective anchor charts that support student understanding and reinforce key concepts.

Area of Focus #3

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 Science data there was a difference of 13 percentage points as compared to the district average. Our school's average in Science is 47% as compared to the district average of 60%.

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.

If differentiation through small group instruction is implemented effectively, then the fifth grade students' proficiency will increase in Science by a minimum of 5 percentage points (for a total of 52%) as evidenced by the 2026 Science Assessment.

Monitoring

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

The Leadership Team: Barbara A. Viñas, Principal and Ms. Ana Herrera, Assistant Principal will monitor student progress by using Science assessments, Edusmart, and informal assessments that will lead to ongoing adjustments to flexible groups. In addition, The Leadership Team will conduct quarterly data chats to monitor and discuss student progress, conduct Common Planning Sessions

with 5th grade Science Teachers in order to adjust groups based on current Science Assessments to ensure lessons are rigorous, Science Framework in being implemented with fidelity, as well as Science Labs.

Person responsible for monitoring outcome
Ana Herrera

Evidence-based Intervention:

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

Description of Intervention #1:
Differentiated Instruction will be implemented for effective teaching that involves providing different students with different avenues to maximize their learning through content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale:
This strategy was selected to specifically address individual student needs. Teachers will continuously update small groups based on data, adjust instructional plans/delivery, and assign individual Edusmart lessons aligned to the science standards and benchmarks.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Create coaching/collaborative planning schedules for science

Person Monitoring:	By When/Frequency:
Sandra Alemany	August 14, 2025 - September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The science coach will create coaching and collaborative planning schedules for teachers by first evaluating the specific needs and goals of the science curriculum and aligning them with teachers' professional development requirements. The coach will design a structured schedule that incorporates regular planning sessions, where teachers can collaborate on lesson design, share best practices, and address challenges. This schedule will also include periodic coaching meetings for individualized support and feedback, ensuring that teachers receive targeted assistance to enhance their instructional strategies. By fostering a collaborative environment and providing consistent, focused support, the science coach will help teachers effectively implement innovative science practices and improve student learning outcomes.

Action Step #2
Create Focus Calendars for Science

Person Monitoring:	**By When/Frequency:**
Sandra Alemany	August 14, 2025 - September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The science teacher and administration will develop a focus calendar for teachers by first assessing the specific science needs and goals of their students and then aligning these with the school's overall science objectives. This calendar will outline key instructional themes, targeted strategies, and professional development sessions, ensuring a structured approach to enhancing science instruction throughout the academic year. By scheduling regular check-ins and integrating ongoing assessments, the calendar will support teachers in refining their techniques and tracking progress, ultimately fostering a collaborative environment dedicated to improving student science outcomes.

Action Step #3
Differentiated Instruction

Person Monitoring:	**By When/Frequency:**
Tania Gutierrez	August 14, 2025-September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The science teacher and administration will develop a focus calendar for teachers by first assessing the specific science needs and goals of their students and then aligning these with the school's overall science objectives. This calendar will outline key instructional themes, targeted strategies, and professional development sessions, ensuring a structured approach to enhancing science instruction throughout the academic year. By scheduling regular check-ins and integrating ongoing assessments, the calendar will support teachers in refining their techniques and tracking progress, ultimately fostering a collaborative environment dedicated to improving student science outcomes.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

As evidenced by student attendance in Power Bi, 36% of students had eleven or more absences in the 2024-2025 school year. This is an increase of 4 percentage points compared to the 2023-2024 school year. This will be an area of focus as consistent student attendance is essential for students' academic success

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

By promoting a positive school culture where attendance is essential to the students' educational development, a 5% decrease in absenteeism will be reflective among students with eleven or more absences resulting in an increase in academic success.

Monitoring

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

The Leadership Team: Barbara A. Viñas, Principal, Tania Gutierrez, Assistant Principal, and Ms. Frances Vasquez, School Counselor will monitor teachers attendance and verify attendance report on a daily basis for accuracy. Teachers will also notify the school counselor for students with chronic tardies or absences to be referred for services and support.

Person responsible for monitoring outcome
Frances Vasquez (262359@dadeschools.net)

Evidence-based Intervention:

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

Description of Intervention #1:
Celebrate Student Success will be implemented when student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more and take ownership of their educational development.

Rationale:
Encourage participation in school traditions by faculty and students to create a positive school culture. Implement strategic attendance initiatives include close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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
Quarterly Celebrations

Person Monitoring:
Frances Vasquez (262359@dadeschools.net)

By When/Frequency:
August 11, 2025-September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Quarterly celebrations will be held to recognize students with perfect attendance to motivate students to attend school daily.

Action Step #2
Perfect Attendance Tracker

Person Monitoring:
Frances Vasquez (262359@dadeschools.net)

By When/Frequency:
August 14, 2025-September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During the first quarter, each homeroom class will begin using a Perfect Attendance tracker. This initiative is designed to encourage consistent attendance, leading to a reduction in student absences and an increase in the number of homerooms achieving perfect attendance.

Action Step #3
Parent Involvement

Person Monitoring:
Francis Vasquez (262359@dadeschools.net)

By When/Frequency:
August 14, 2025-September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During the first quarter, the counselor will make daily contact with the parents or guardians of students who are absent to verify the reason for their absence and encourage a timely return to school. This proactive approach will help us maintain a strong attendance rate and ensure students remain engaged in their learning.

Action Step #4
Values Matters Miami and "Do the Right Thing"

Person Monitoring:
Frances Vasquez (262359@dadeschools.net)

By When/Frequency:
August 14, 2025-September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Promoting student pride and boosting attendance during the first quarter by recognizing students through initiatives such as Values Matter Miami and the "Do the Right Thing" program. These recognitions celebrate positive behavior and character, reinforcing a culture of excellence and belonging.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

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

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

Disseminating the School Improvement Plan (SIP) and Schoolwide Program Plan(SWP) to various stakeholders is crucial to ensure transparency, collaboration, and shared understanding of the school's goals and progress. Here's a plan or protocol for effectively sharing the SIP and SWP: - Utilize a mix of communication channels to reach different stakeholder groups: - Create a dedicated section on the school's website where the SIP, SWP, and related updates are posted. - Send regular email updates to parents, staff, and community members, including summaries of progress and links to the full documents. - Include SIP and SWP updates in the school's newsletters, which can be distributed digitally or in print. - Share key highlights, progress updates, and relevant information on the school's social media platforms. - Host in-person meetings to provide detailed explanations of the SIP and SWP and answer questions from stakeholders. - Provide clear, concise summaries of the SIP and SWP in a language that parents can easily understand. Translate documents if needed and use visual aids to simplify complex information. - Just as the school's SIP and SWP are subject to continuous improvement, the dissemination strategy should also be refined based on stakeholders' feedback and changing needs.

The link to our school's website where the SIP is made publicly available is: ernestrgrahamk8.net/title-i/

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)).

Building positive relationships with parents, families, and other community stakeholders is essential for creating a supportive and engaged school environment that aligns with the school's mission and meets the needs of students. Here's a comprehensive approach to achieving this goal: - Create a warm and inviting atmosphere within the school where parents, families, and community members feel comfortable and valued. This includes friendly staff interactions, welcoming signage, and inviting spaces for meetings and events. - Establish clear and consistent communication channels to keep parents informed about school activities, student progress, and important events. This could include newsletters, school messengers, up-to-date information on the school website, and sharing highlights on social media. - Plan events that encourage families to be actively involved in their child's education: • Curriculum nights where parents can learn about the academic programs and teaching methods. • Family workshops on topics like homework help, study skills, and parent engagement strategies. • Arts and sports exhibitions showcasing student talents and achievements. - Invite parents to participate in school activities as volunteers or event organizers. This involvement fosters a sense of ownership and investment in the school community. - Create a dedicated space within the school where parents and families can access resources, materials, and information related to education, parenting, and community services (Parent Resource Center). - Collaborate with local businesses, organizations, and community leaders to establish mutually beneficial partnerships that enhance the educational experience. - Recognize and celebrate the accomplishments of students, parents, and community members. Such as awards ceremonies, appreciation events, and sharing success stories in school communications. - Offer workshops and seminars, through the Parent Academy, on topics relevant to parenting and student success, such as effective communication, study strategies, homework help, FAST Testing, and ESE: Dyslexia. By implementing these strategies, the school can create a positive and inclusive environment where parents, families, and community stakeholders are actively engaged and work collaboratively to support student's academic, social, and emotional growth. This strong partnership between the school and its broader community contributes to the overall success of the students and the fulfillment of the school's mission.

The link to the webpage where the PFEP is made available publicly is: ernestrgrahamk8.net/titlei/

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)).

Strengthening the academic program, increasing learning time, and providing an enriched and accelerated curriculum are critical components of improving student outcomes. Here's a comprehensive plan that outlines how the school intends to achieve these goals: 1. Curriculum Enhancement: • Collaborate with teachers, curriculum specialists, and educational experts to review and update the curriculum to align with current educational standards and best practices. • Identify key areas for improvement based on data analysis and student performance assessments. • Develop rigorous and relevant units of study that challenge students and foster critical thinking skills. 2. Differentiated Instruction: • Implement differentiated instruction strategies to cater to diverse student learning styles and abilities. • Provide targeted support for struggling students and advanced options for those who need additional challenges. • Utilize formative assessments to continuously adjust teaching methods and adapt to individual student needs. 3. Extended Learning Opportunities: • Establish before-school, after-school, and Saturday Academy programs, and EOC Bootcamps that offer additional academic support, tutoring, and enrichment activities. • Utilize technology platforms and online resources to extend learning beyond traditional classroom hours. 4. Professional Development for Teachers: • Provide ongoing professional development for teachers focused on innovative teaching methodologies, curriculum design, and assessment techniques. • Encourage collaboration and sharing of best practices among educators to enhance overall instructional quality. 5. Data-Driven Decision-Making: • Regularly analyze student assessment data to identify areas of improvement and areas of excellence. • Use data to tailor instruction, allocate resources effectively, and refine the curriculum to meet the needs of individual students and subgroups. 6. Technology Integration: • Leverage educational technology to enhance learning experiences, facilitate personalized learning paths, and provide access to digital resources that supplement the curriculum (IXL and Accelerated Reader). By implementing these strategies, the school aims to create a dynamic and enriched academic environment that promotes student achievement, encourages exploration, and supports students in reaching their highest potential. This comprehensive approach will help ensure that students receive a high-quality education that prepares them for success in their future endeavors.

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)).

 Programs Supported Under ESSA:
-Title I: Ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education. The schoolwide plan integrates Title I resources to support academic achievement.

-Title II: Focuses on improving teacher and principal quality. Professional development activities are coordinated to enhance instructional practices.

-Title III: Supports English learners through language instruction educational programs, ensuring these students meet the same challenging state academic standards.

Violence Prevention Programs:

-Schools collaborate with local law enforcement and community organizations to implement violence prevention and intervention programs. These initiatives aim to create a safe and supportive learning environment.

Nutrition Programs:

-Integration with federal nutrition programs like the National School Lunch Program (NSLP) and School Breakfast Program (SBP) ensures students have access to healthy meals, which is crucial for their academic performance and overall well-being.

Housing Programs:

-Schools work with local housing authorities and organizations to support homeless students and those in unstable housing situations. Programs like the McKinney-Vento Homeless Assistance Act provide resources to ensure these students have access to education.

Head Start Programs:

-Coordination with Head Start programs helps ensure a smooth transition for children from early childhood education to elementary school. This includes sharing data and aligning curricula to support continuous learning.

Career and Technical Education (CTE) Programs:

-Integration with CTE programs provides students with practical skills and knowledge in various trades and professions. This includes offering courses that align with industry standards.

Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Activities:

-Our school identifies for CSI under Section 1111(d) develop and implement improvement plans that address specific areas of need. These plans are integrated into the broader schoolwide plan to ensure a cohesive approach to school improvement.

Development Process

Needs Assessment:

-Conduct a comprehensive needs assessment to identify the strengths and weaknesses of the school. This involves collecting and analyzing data on student performance, school climate, and other relevant factors.

Stakeholder Involvement:

-Engage a diverse group of stakeholders, including parents, teachers, administrators, community members, and students, in the planning process. Their input ensures the plan addresses the needs of the entire school community.

Resource Alignment: -Align resources from various programs to support the goals of the schoolwide plan. This includes coordinating funding, personnel, and other resources to maximize their impact. Implementation and Monitoring:

-Develop a detailed implementation plan with specific actions, timelines, and responsible parties. Regularly monitor progress and adjust as needed to ensure the plan is effectively addressing the identified needs.

Evaluation and Continuous Improvement:

-Evaluate the effectiveness of the plan through ongoing data collection and analysis. Use this information to make informed decisions and continuously improve the plan to better meet the needs of our students. By integrating these various programs and resources, Ernest R Graham K-8 Academy can create a comprehensive and effective plan that supports student success and addresses the unique needs of their community.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Ensuring comprehensive support services outside of academic subject areas is essential for promoting students' well-being, social-emotional development, and overall success. Here's how the school can implement counseling, mental health services, specialized support, mentoring, and other strategies: 1. School Counseling Department: - Trained school counselors who provide individual and group counseling to address students' personal, social, and emotional needs. - Offer guidance on academic planning. - Collaborate with teachers and parents to develop strategies for students' academic and personal success. 2. School-Based Mental Health Services: - Offer on-site mental health services through our Mental Health Coordinator. - Provide regular mental health screenings to identify students in need of support. - Offer group sessions to address issues such as anxiety, depression, and trauma. 3. Specialized Support Services: - Identify students with special needs and create Individualized Education Plans (IEPs) or 504 Plans that outline personalized strategies and accommodations. - Collaborate with special education teachers, speech therapists, occupational therapists, and other specialists to provide targeted interventions. 4. Social-Emotional Learning (SEL) Programs: - Integrate SEL into the curriculum to teach students skills like self-awareness, self-regulation, empathy, and responsible decision-making. - Offer workshops and activities that enhance students' emotional intelligence and interpersonal skills. 5. Positive Behavior Interventions and Supports (PBIS): - Implement a PBIS framework that promotes positive behaviors and establishes a safe and supportive school culture. - Use a tiered approach to provide behavioral interventions and supports based on individual student needs. 7. Parent and Family Engagement: - Provide resources and workshops for parents to support their children's social-emotional development and mental health. - Facilitate open communication channels between parents and school staff to address students' needs. 8. Multi-Tiered Support Systems: - Implement a multi-tiered system of support that provides varying levels of intervention based on the severity of students' needs. - Regularly assess students' progress and adjust interventions as necessary. 9. Data-Informed Interventions: - Use data from assessments, behavioral observations, and teacher feedback to identify students who need additional support. - Develop intervention plans based on data-driven insights. By implementing these strategies, the school creates a nurturing and supportive environment that addresses students' social, emotional, and mental well-being. These efforts not only enhance students' skills outside of academic

subject areas but also contribute to their overall development and success.

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)).

Under the Elementary and Secondary Education Act (ESEA) Section 1114(b)(7)(iii)(II), Ernest R Graham K-8 Academy prepares students for postsecondary education and the workforce through various initiatives. 1. Career and Technical Education (CTE) Programs: -CTE program provides students with practical skills and knowledge in specific trades or professions. These programs often include hands-on training and helping students gain real-world experience and industry certifications. 2. Honors and Advanced Classes: -Our middle school offers honors or advanced classes in core subjects like math, science, English, and social studies. These classes cover material in greater depth and at a faster pace, helping students develop the skills needed for high school AP courses. 3. Cambridge Course Offering: -The Cambridge Lower Secondary is designed to prepare middle school for future academic success and rigorous coursework in high school. The program emphasizes critical thinking, problem-solving, and independent learning skills. These are essential for success in higher education and beyond 4. Gifted and Talented Programs: -Ernest R Graham K-8 Academy has programs for gifted and talented students that provide advanced coursework and enrichment activities. These programs can include specialized classes, independent study projects, and participation in academic competitions like SECME, Robotics, Code Art, and Future Business Leaders of America competitions. 5. Awareness and Guidance: -College and Career Counseling: Schools provide counseling services to help students understand their postsecondary options, including college and career pathways Career Fair: School host events that bring in professionals from various fields to speak with students about career opportunities and the skills needed to succeed in those careers. These initiatives aim to equip students with the skills, knowledge, and experiences necessary to succeed in their postsecondary education and future careers.

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)).

A schoolwide tiered model for preventing and addressing problem behavior, along with early intervention services, is an evidence-based framework commonly used in educational settings to support students' behavioral and academic needs. This model aligns with the principles outlined in the Individuals with Disabilities Education Act (IDEA) and promotes a proactive and systematic approach to addressing behavioral challenges. - Tiered Structure: The model consists of multiple tiers

that progressively offer more intensive interventions based on the students' needs. • Tier 1 - Universal Supports: This is the foundation of the model and involves strategies that benefit all students. It includes creating a positive and supportive school environment, teaching behavioral expectations explicitly, and implementing proactive classroom management techniques. Teachers and staff receive professional development on these practices. • Tier 2 - Targeted Interventions: Students who require additional support beyond Tier 1 receive targeted interventions. These interventions are provided in small groups or individually and focus on specific behaviors. Examples include social skills training, mentoring programs, and check-in/checkout systems. Data collection helps monitor progress and determine the effectiveness of interventions. • Tier 3 - Intensive Interventions: A smaller group of students who continue to struggle despite Tier 1 and Tier 2 interventions receive more intensive and individualized support. This might involve a Functional Behavior Assessment (FBA) to identify the underlying causes of behavior and the development of a Behavior Intervention Plan (BIP). Interventions are tailored to the individual student's needs.

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)).

 Professional learning and development activities for teachers, paraprofessionals, and other school personnel play a crucial role in improving instruction, utilizing academic assessment data effectively, and addressing teacher recruitment and retention challenges, especially in high-need subjects. These activities aim to enhance educators' skills, knowledge, and practices, ultimately leading to improved student outcomes and a more supportive learning environment. Here are a few examples: 1. Professional Development for Instruction Improvement: Educators participate in workshops, seminars, and courses that focus on various instructional strategies, pedagogical techniques, and subject-specific content knowledge. These activities help teachers adapt to evolving educational trends, incorporate technology into teaching, and implement research-based teaching methods. 2. Data Literacy Training: Educators receive training on how to interpret and use data from academic assessments effectively. They learn how to identify student strengths and weaknesses, track progress, and make data-informed instructional decisions. Data literacy training helps teachers tailor their teaching approaches to meet individual student needs. 3. Collaborative Learning Communities: Teachers engage in collaborative learning communities where they share best practices, discuss challenges, and work together to find solutions. These communities can be grade-level teams, subject specific groups, or professional learning communities (PLCs) that encourage ongoing dialogue and reflection. 4. Coaching and Mentoring: Experienced educators or instructional coaches provide one-on-one or small-group support to their colleagues. Coaching and mentoring help educators refine their instructional strategies, receive feedback, and implement personalized

improvement plans. 5. Professional Development on Classroom Management: Professional development workshops cover effective classroom management techniques, including behavior management, creating positive classroom environments, and fostering student engagement. These skills are vital for maintaining an effective learning environment. 6. Teacher Induction Programs: Newly hired teachers, including those in high-need subjects, participate in comprehensive induction programs. These programs provide support, mentorship, and additional training to help new teachers acclimate to their roles and improve their instructional practices. 7. Professional Growth Plans (DPGT): Educators develop individualized professional growth plans that outline their career goals, areas for improvement, and strategies to enhance their teaching skills. Administrators support these plans through targeted professional development opportunities. Incorporating these professional learning and development activities can help create a more effective and skilled educator workforce, improve student achievement, and address the challenges of recruiting and retaining teachers in high-need subjects.

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)).

Transitioning from early childhood education programs to local elementary school programs is a significant step for preschool children. To ensure a smooth and successful transition, we employ various strategies that focus on both the academic and socio-emotional aspects of the child's development. Here are some common strategies that we use to assist our Pre-K children in this transition: 1. Orientation and Familiarization: We organize orientation sessions for both parents and children to visit the elementary school environment before the actual transition. This helps children become familiar with the new surroundings, classrooms, and teachers. 2. Collaboration Between Programs: Pre-K and Kindergarten teachers collaborate to align curriculum and teaching strategies. This ensures that the transition is seamless and that children can build upon what they have learned in Pre-K. 3. Buddy Systems or Peer Support: Assigning 5th-grade students as buddies to incoming kindergarten students can provide a sense of security and a friendly face in the new environment. This helps ease anxiety and builds a supportive community. 4. Parent Involvement: We involve parents in the transition process by providing information about the elementary school curriculum, routines, and expectations. Workshops and meetings help parents understand their role in supporting their child's adjustment. 5. Consistent Routines and Expectations: We aim to maintain consistent routines and expectations between the Pre-K class and elementary school environments. This reduces anxiety by providing a sense of familiarity. By implementing these strategies, we can create a supportive and welcoming environment that eases the transition for preschool children and sets them up for success as they embark on their elementary school journey.

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