

Miami-Dade County Public Schools

# HIALEAH MIDDLE SCHOOL



## 2024-25 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 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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Students at Hialeah Middle School will be afforded a safe learning environment that fosters educational excellence, promotes a climate of mutual respect, celebrates multicultural diversity, recognizes individual and team achievements, and enables everyone to feel emotionally and socially sheltered.

### Provide the school's vision statement

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The faculty, staff, parents and community of Hialeah Middle School believe that all children can learn and be productive members of society. Together with intellectual rigor and high academic standards, Hialeah Middle School is committed to producing critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs.

## B. School Leadership Team

### 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

Lucy Trillas

#### Position Title

Principal

#### Job Duties and Responsibilities

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Provides guidance and support for administrative team, instructional team and staff in all aspects of school curriculum, safety, security and maintenance.

### Leadership Team Member #2

#### Employee's Name

Andrew Pena

#### Position Title

Digital Innovator

### **Job Duties and Responsibilities**

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Charged with enhancing teaching and learning through technology. Responsible for staff-embedded professional development, promoting innovation and research, and offering troubleshooting assistance and support.

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

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

Ubaldo Interian

#### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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Oversee the School Improvement Process alongside the principal and ensure that progress monitoring and data analysis is taking place and is being used to drive instruction.

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

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

Christine Napoles

#### **Position Title**

Magnet Lead Teacher & MINT Coordinator

### **Job Duties and Responsibilities**

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Responsible for designing, implementing, and overseeing the unique curriculum of our magnet program. Duties include recruitment/retention, staff development, curriculum planning, and program monitoring.

### **Leadership Team Member #5**

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

Dayami Gutierrez

#### **Position Title**

Science Teacher

### **Job Duties and Responsibilities**

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Key member of the Science Department, 6th grade Team Leader, and community service liaison.

## **Leadership Team Member #6**

### **Employee's Name**

Deborah Arca

### **Position Title**

ESOL Department Chair

### **Job Duties and Responsibilities**

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Oversees ESOL Program, promotes cultural awareness and responsibility, assists with instructional support and curricular requirements.

## **Leadership Team Member #7**

### **Employee's Name**

Natalie Charlot

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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Responsibilities include collaborating with teachers to develop and implement literacy programs and initiatives, ensuring that the curriculum meets the needs of all students as well as analyzing and tracking student performance data to help identify areas for improvement.

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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. (ESEA 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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Over the summer, the leadership team analyzes data from previous years and identifies trends to shape the upcoming year's School Improvement Plan (SIP). Before the Opening of School meeting, they introduce the SIP to the Curriculum Council and gather feedback from department chairs. Subsequently, the plan is presented to the entire staff. Following staff input, the team shares the plan with parents and community leaders during EESAC meetings. Throughout the year, stakeholders continue to provide insights, ensuring an ongoing and collaborative process.

### 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. (ESEA 1114(b)(3))

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The School Improvement Plan (SIP) will be regularly monitored for effective implementation and its impact on student achievement, especially for those with the greatest achievement gap. Periodic data reviews and learning walks will be conducted to assess progress and identify areas for improvement. Ongoing professional development and data chats with teachers will also take place to ensure that targeted interventions are provided. Feedback from students, parents, and the community will be sought during faculty, department, grade-level, EESAC, and Student Council meetings. The SIP will be revised following stakeholder feedback and revisions to the plan will be made accordingly.



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH</b> <b>6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>98.7%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 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>BLACK/AFRICAN AMERICAN STUDENTS (BLK)*</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>2023-24: B</b> <b>2022-23: B*</b> <b>2021-22: B</b> <b>2020-21:</b> <b>2019-20: B</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days							26	32	40	98
One or more suspensions							3	6	20	29
Course failure in English Language Arts (ELA)							15	8	5	28
Course failure in Math							24	4	19	47
Level 1 on statewide ELA assessment							108	113	141	362
Level 1 on statewide Math assessment							69	86	110	265
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

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							117	136	173	426

#### Current Year 2024-25

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	3	3	7
Students retained two or more times								2	2	2	6

**Prior Year (2023-24) 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							44	44	46	134
One or more suspensions							19	15	20	54
Course failure in ELA								3	4	7
Course failure in Math							2	4	5	11
Level 1 on statewide ELA assessment							155	138	150	443
Level 1 on statewide Math assessment							114	89	92	295
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										673

**Prior Year (2023-24) 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							112	91	97	300

**Prior Year (2023-24) 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							4	2	1	7
Students retained two or more times							2	1		3

## 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

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	52	61	53	50	56	49	49	55	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	54	60	56				54		
ELA Learning Gains Lowest 25%	50	51	50				41		
Math Achievement *	54	64	60	49	60	56	46	43	36
Math Learning Gains	58	63	62				63		
Math Learning Gains Lowest 25%	66	62	60				61		
Science Achievement *	45	56	51	54	55	49	42	54	53
Social Studies Achievement *	65	75	70	78	72	68	81	64	58
Graduation Rate								51	49
Middle School Acceleration	75	73	74	82	74	73	79	56	49
College and Career Readiness								73	70
ELP Progress	50	58	49	49	50	40	55	77	76

\*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 (FPP) 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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	569
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
57%	58%	57%	40%		56%	55%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

### C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	35%	Yes	1	
English Language Learners	50%	No		
Black/African American Students	39%	Yes	1	
Hispanic Students	58%	No		
Economically Disadvantaged Students	54%	No		

2022-23 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	44%	No		
English Language Learners	49%	No		



**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Black/African American Students	52%	No		
Hispanic Students	58%	No		
White Students	46%	No		
Economically Disadvantaged Students	55%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	45%	No		
English Language Learners	51%	No		
Native American Students				
Asian Students				

## 2021-22 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%
Black/African American Students	51%	No		
Hispanic Students	57%	No		
Multiracial Students				
Pacific Islander Students				
White Students	45%	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. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	52%		54%	50%	54%	58%	66%	45%	65%	75%			50%
Students With Disabilities	25%		41%	41%	28%	51%	64%	15%	41%	27%			17%
English Language Learners	39%		52%	50%	44%	59%	68%	21%	51%	62%			50%
Black/African American Students	34%		45%		33%	40%	38%	38%	43%				
Hispanic Students	54%		55%	50%	56%	60%	68%	46%	67%	75%			50%
Economically Disadvantaged Students	49%		53%	50%	51%	57%	63%	42%	61%	70%			44%

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	50%				49%			54%	78%	82%			49%
Students With Disabilities	31%				39%			37%	63%	58%			37%
English Language Learners	36%				38%			40%	70%	78%			33%
Black/African American Students	52%				46%			33%	76%				
Hispanic Students	49%				50%			55%	78%	83%			33%
White Students	55%				36%								
Economically Disadvantaged Students	45%				45%			50%	76%	79%			32%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	49%		54%	41%	46%	63%	61%	42%	81%	79%			55%
Students With Disabilities	27%		46%	40%	35%	59%	58%	26%	55%	55%			50%
English Language Learners	37%		49%	41%	35%	58%	61%	25%	77%	70%			55%
Native American Students													
Asian Students													
Black/African American Students	49%		57%	45%	54%	60%	54%	33%	54%	50%			
Hispanic Students	49%		54%	41%	46%	63%	61%	42%	83%	80%			55%
Multiracial Students													
Pacific Islander Students													
White Students	60%				30%								
Economically Disadvantaged Students	48%		54%	41%	45%	62%	60%	41%	81%	79%			56%

## 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	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	45%	57%	-12%	54%	-9%
Ela	7	37%	55%	-18%	50%	-13%
Ela	8	36%	54%	-18%	51%	-15%
Math	6	40%	60%	-20%	56%	-16%
Math	7	39%	49%	-10%	47%	-8%
Math	8	35%	58%	-23%	54%	-19%
Science	8	20%	42%	-22%	45%	-25%
Civics		52%	70%	-18%	67%	-15%
Biology		86%	70%	16%	67%	19%
Algebra		83%	55%	28%	50%	33%
Geometry		100%	56%	44%	52%	48%

### 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?

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The data component that showed the most improvement was the Language Arts performance of the Lowest 25% of students. This area witnessed an 8-percentage point increase. To achieve this increase, our school implemented several new actions. We introduced targeted interventions, including small group instruction, to address specific areas of need. Additionally, we provided ongoing professional development for teachers focused on effective literacy strategies and data-driven instruction. Regular data reviews and collaborative planning sessions helped ensure that interventions were adjusted based on student progress. These combined efforts led to significant gains in Language Arts for our lowest-performing students.

##### **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 component that showed the lowest performance was 8th Grade Science, which dropped by 16 percentage points. Several factors contributed to this decline. One major factor was the gap in foundational knowledge from previous grades, which impacted students' ability to grasp more complex topics. Additionally, there was reduced engagement and participation in science classes, leading to lower overall performance. The introduction of a new science team also contributed to the drop, as the transition period involved adjustments to new teaching methods and curriculum changes.

##### **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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While Science experienced the lowest performance overall, Social Studies proficiency decreased by thirteen percentage points. This drop can be attributed to the large presence of new arrivals in 7th grade and the introduction of a new Civics teacher.

##### **Greatest Gap**

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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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In 8th Grade Science, nine percent of its students achieved a level three or higher, which represented the largest disparity compared to the state's average passing rate of forty-five percent. Factors that may have contributed to this gap and trend data may be the significant number of Comprehensive Science 3 students with reading deficiencies and limited English language acquisition.

### **EWS Areas of Concern**

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

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For the 2024-2025 school year, 586 out of the 988 students slated to attend Hialeah Middle School demonstrate a substantial reading deficiency. Additionally, the 8th Grade Class will have the highest number of Level 1 students in both Reading and Math.

### **Highest Priorities**

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

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Hialeah Middle School's top five priorities for the 2024-2025 school year are:

- Increasing Science Proficiency
- Increasing Social Studies Proficiency
- Progress Monitoring/Data-Driven Decision Making
- Student-Centered Learning & Promoting Authentic Learning Experiences
- Small-Group Instruction



## **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.

### **ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/ African American Students (BLK)**

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

Include a description of your Area of Focus, 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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In our educational context, prioritizing small-group instruction allows us to better address individual student needs, specifically in underperforming subgroups such as Students with Disabilities and Black/African American students. Timely feedback during these sessions will help identified students track their progress, while allowing teachers to tailor their methods to each student's learning needs. Recognizing the importance of personalized attention and differentiated learning, we've identified small-group instruction as a critical area for enhancing student engagement and overall success in underperforming subgroups. Notably, during the 2023-2024 school year, small-group instruction significantly contributed to increased learning gains in literacy classes for the lowest 25% subgroup.

#### **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 measurable goal for the upcoming 2024-2025 academic year is to achieve a 3% point increase in all content areas and in the performance of our lowest performing subgroups, Students with Disabilities and Black/African American Students. By implementing small-group instruction, we aim to increase proficiency and learning gain data across the board. This goal reflects our commitment to the continuous growth and academic progress of all students, regardless of achievement level.

#### **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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To track our progress toward achieving a 3%-point increase in proficiency across all content areas

and in our two lowest performing subgroups, we will employ coaching cycles, targeted classroom walk-through feedback, student portfolio reviews, and department meeting minutes tracking. Continuously monitoring small-group instruction will enable us to offer timely support to teachers facing challenges implementing the initiative and will also facilitate timely tracking of student progress.

**Person responsible for monitoring outcome**

Lucy Trillas, Ubaldo Interian, and Natalie Charlot

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Within the Targeted Element of Instructional Practice with an emphasis on small-group instruction, our school will focus on the evidence-based intervention strategies of: Ongoing Progress Monitoring (OPM) - Ongoing Progress Monitoring (OPM) will be used in all core subjects to assess students' academic performance, quantify students' rate of improvement or responsiveness to instruction, and evaluate the effectiveness of instruction. Data-Driven Decision Making - Data-Driven Decision Making will be used alongside progress monitoring to make necessary and informed decisions on how to meet our student's needs specifically addressing interventions and differentiating instruction.

**Rationale:**

The interventions of Ongoing Progress Monitoring (OPM) and Data-Driven Decision-Making work in tandem to achieve our goal of improving student outcomes. OPM provides the ongoing assessment data necessary for informed decision making. By continuously monitoring students' progress and responsiveness to instruction through OPM, we gather valuable data that becomes the foundation for data-driven decision making. This data guides us in setting goals, identifying areas of improvement, and tailoring instruction and interventions to meet the individual needs of students. OPM provides the necessary feedback, while data-driven decision making allows us to leverage that feedback to make informed choices that optimize student learning and drive continuous improvement.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Targeted Professional Development Day Centered on Data Analysis

**Person Monitoring:**

Natalie Charlot

**By When/Frequency:**

August 14, 2024

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

Our initial step involves organizing a targeted professional development day focused on data pulling and analysis. This training will equip teachers with the skills to efficiently and effectively gather data. As a result, teachers will gain the confidence to pinpoint areas needing improvement and customize their instructional methods to address individual student needs, ultimately leading to targeted instruction and timely interventions. To monitor the impact of this implementation step, Ms. Charlot will assist the Professional Learning Support Team during the on-site professional development day and create additional professional development efforts accordingly.

**Action Step #2**

Bi-Weekly Common Planning Focused on Data Analysis

**Person Monitoring:**

Lucy Trillas, Ubaldo Interian, and Natalie Charlot

**By When/Frequency:**

Bi-weekly

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

Core areas will participate in bi-weekly meetings to analyze student performance data, discuss areas for intervention, and align instructional strategies with standards-based resources to meet individual student needs. To monitor the impact of this action step, the administrative team will participate in bi-weekly common planning sessions.

**Action Step #3**

Analyze FAST PM1 Data

**Person Monitoring:**

Lucy Trillas, Ubaldo Interian, and Natalie Charlot

**By When/Frequency:**

September 26, 2024

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

Core areas will work collaboratively to analyze FAST PM1 data to design small groups and to identify students that fall into the two lowest performing subgroups, SWD and Black/African American students. To monitor implementation of this action step, the administrative team will conduct classroom walkthroughs and review teacher and student data trackers.

**Area of Focus #2**

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

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

Include a description of your Area of Focus, 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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By incorporating VILS iPads into our educational framework, we aim to equip all students with the necessary tools and resources to actively engage in their learning journey. This focus was also highlighted in last year's School Improvement Plan. While the school made some progress towards its goals for this instructional practice, the transformative use of technology in the learning environment remains an area for further development.

**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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Our goal is to significantly boost the use of technology for innovative learning experiences, as reflected in teacher lesson plans, classroom observations, and student work. By reaching this measurable target, we aim to offer students greater access to interactive tools and digital resources, leading to a more engaging and enriched educational experience.

**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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Our monitoring plan for technology integration involves monitoring student engagement during classroom walkthroughs and evaluating teacher lesson plans and student work samples for evidence. Through this approach, we aim to monitor technology integration across all content areas and support teachers in effectively and consistently integrating technology.

**Person responsible for monitoring outcome**

Lucy Trillas, Ubaldo Interian, and Natalie Charlot

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Within the Targeted Element of Instructional Practice with an emphasis on Student Engagement, our school will focus on technology integration.

**Rationale:**

Technology Integration inherently facilitates active learning and problem-solving. Through technology, students can explore and engage with challenging tasks, receive individualized feedback, and gain a sense of mastery over the content. By leveraging technology, we create a dynamic learning environment that empowers students to take ownership of their learning, persist through challenges, and achieve academic success.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Targeted Professional Development Focused on Innovative Instructional Tools and Resources

**Person Monitoring:**

Natalie Charlot

**By When/Frequency:**

August 14th

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

To enhance technology integration and support teachers in utilizing innovative instructional tools, we will conduct a targeted professional development training focused on AI and other interactive teaching tools. One of the main topics of discussion will include how to create standards-aligned intervention materials by using AI tools. The training will be interactive, allowing teachers to practice hands-on and ask questions for a deeper understanding. This action step will be monitored by way of common planning initiatives and meeting minutes.

**Action Step #2**

Promoting Digital Equity Through iPads

**Person Monitoring:**

Rolando Lobato

**By When/Frequency:**

September 13, 2024

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

By the end of the first month of school, the school's Verizon Tech Team and Coach will have distributed iPads to all students whose parents completed the district's Mobile Device Agreement. iPad distribution will promote digital equity amongst all students. This action step will be monitored by the VILS Coach through Incident IQ reports.

**Action Step #3**

Incentivize iPad Check-Out and Usage

**Person Monitoring:**

Lucy Trillas, Ubaldo Interian, and Natalie Charlot

**By When/Frequency:**

September 27, 2024

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

By October 4th, 95% of the student body will have checked out a student-issued iPad. To ensure this level of participation, the administrative team will incentivize iPad checkout by offering the grade level with the highest number of participation a dress down every week during the month of September.

**Area of Focus #3**

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

**Instructional Practice specifically relating to Instructional Coaching**

**Area of Focus Description and Rationale**

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

Instructional coaching will significantly enhance learning by providing teachers with personalized support, feedback, and professional development. The instructional coach will work closely with teachers to refine their instructional strategies, leading to improved student engagement and achievement. Given the drop in proficiency noted in Science and Social Studies and the minimal increase in proficiency noted in language arts and math, instructional coaching will help address specific challenges, help foster a culture of continuous improvement and empower teachers to implement effective practices, such as benchmark-aligned instruction that can turn around student performance and ultimately school 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.

---

Our measurable goal for the upcoming 2024-2025 academic year is to achieve a 3-point increase in all content areas. By implementing instructional coaching, we aim to increase proficiency and learning gain data. This goal reflects our commitment to the continuous growth and academic progress of all students, regardless of achievement level.

### **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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To achieve the desired outcome, instructional coaching will be monitored through regular observations, feedback sessions, and data analysis. The instructional coach and the administrative team will track progress by reviewing lesson plans, conducting classroom walkthroughs, and analyzing student performance data. Ongoing monitoring will ensure that coaching strategies are effectively implemented and adjusted as needed. This continuous feedback loop will help identify areas for improvement, supports teacher growth, and ultimately leads to enhanced student achievement outcomes by ensuring that instructional practices are aligned with student needs and learning goals.

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

Lucy Trillas, Ubaldo Interian, and Natalie Charlot

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

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

To achieve the 3-point increase in proficiency across content areas, instructional support/coaching will be implemented through coaching cycles.

**Rationale:**

Although language arts and math witnessed an increase in proficiency during the 2023-2024 school year, the content areas performed below both the state and district average. Science and social studies both performed below the state and district average and experienced a drop in proficiency. Implementing instructional support/coaching across content areas will significantly enhance learning by providing teachers with personalized support, feedback, and professional development

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Instructional Support/Coaching Meetings with Admin to determine first quarter goals for each content area.

**Person Monitoring:**

Lucy Trillas, Ubaldo Interian, Natalie Charlot

**By When/Frequency:**

September 13th

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

The administrative team, instructional coach, and assigned Curriculum Support Specialist for math, language arts, science, social studies, and ESOL will meet respectively to review 2023-2024 data and to determine the first stage of support for the 2024-2025 school year.

**Action Step #2**

The instructional coach will complete a coaching cycle focused on classroom management with each new teacher.

**Person Monitoring:**

Ubaldo Interian & Natlie Charlot

**By When/Frequency:**

September 27, 2024

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

A coaching cycle on classroom management will involve the coach providing targeted support and strategies to help the new teacher establish clear expectations, routines, and effective behavior management techniques. This action step will be monitored by informal observations, behavior monitoring, and student progress on formative assessments.

**Action Step #3**

Coaching cycles in literacy focused on benchmark-aligned instruction

**Person Monitoring:**

Natalie Charlot

**By When/Frequency:**

September 27, 2024

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

The coaching cycles in literacy focused on benchmark-aligned instruction will start with setting individualized, measurable goals with at least two literacy teachers. The coach and teacher will plan instructional strategies, resources, and assessments to meet these goals. The teacher will implement the lessons with support from the coach, who will then observe and collect data on student engagement and performance. They will then review the data, discuss successes and challenges, and adjust the instruction as needed. The school will monitor the coaching cycles through regular classroom observations, data collection from assessments, and consistent feedback sessions between the coach and teacher.

## IV. Positive Culture and Environment

### Area of Focus #1

Other

#### 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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Although last year's SIP included celebrating successes as an area of focus, efforts to celebrate both student and staff successes were not upheld consistently throughout the year. 2023-2024 School Climate Survey Results further illustrate that only 49% of students believe that adults at their school "care about [them] as an individual. Celebrating student and staff successes will foster a positive school culture, boosting morale and motivation. Recognizing achievements will publicly reinforce desired behaviors and practices, encouraging excellence. This recognition will build a sense of community and belonging, leading to greater buy-in from both students and staff. As a result, individuals are more likely to engage actively and perform at higher levels, contributing to overall school improvement and 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.

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To foster a positive school culture, the school will promote student and staff successes on a monthly basis by celebrating Student of the Month (per grade level), Teacher of the Month, Top iReady Users (per grade level), and Topic Assessment Victors (per grade level). Submissions will be due on the last school day of every month and students and staff will be honored with a sweet treat by the third Friday of the subsequent month.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

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how ongoing monitoring will impact student achievement outcomes.

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The leadership team will monitor timely submissions for each category during monthly leadership team meetings.

**Person responsible for monitoring outcome**

Lucy Trillas & Natalie Charlot

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

To foster a positive school culture and engender increased performance and buy-in, the school will celebrate student and staff successes on a monthly basis throughout the school year.

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Teacher of the Month

**Person Monitoring:**

Lucy Trills

**By When/Frequency:**

September 17, 2024

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

The leadership team will meet to decide how the Teacher of the Month will be nominated each month. During the September Leadership Team Meeting, the leadership team will nominate the first honoree.

**Action Step #2**

Student of the Month

**Person Monitoring:**

Natalie Charlot

**By When/Frequency:**

September 30, 2024

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

During the September Leadership Team Meeting, the leadership team will nominate the first Student of the Month honoree. The administrative team will subsequently honor the student with lunch, a P.A. shoutout, and a social media post.

**Action Step #3**

Develop iReady Incentive Plan

**Person Monitoring:**

Natalie Charlot & Chenessa Ware

**By When/Frequency:**

September 30, 2024

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

During the September Leadership Team meeting, the leadership team will develop an iReady Incentive Plan and award its first top scoring students per grade level by the end of the month.

## 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 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. (ESEA 1114(b)(4))

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

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The School Improvement Plan will be shared at the onset of each phase during EESAC meetings and stakeholders will be encouraged to provide feedback and input. The document will also be made available on the school's website and as a physical copy in the school's Main Office.

<https://www.hialeahmiddleschool.com/title-i-eesac>

#### 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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To promote stakeholder engagement, the school will work to recruit new parents for PTA and EESAC by promoting participation through Social Media outlets. The school will additionally host parent nights for new arrivals and targeted students to keep parents informed of their child's progress.

<https://www.hialeahmiddleschool.com/title-i-eesac>

#### 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. (ESEA Section 1114(b)(7)ii))

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The school plans to strengthen its academic programs by providing targeted small group instruction, promoting student engagement through technology use, and implementing instructional support/ coaching across content areas.

**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 ESSA, 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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The School Improvement Plan will work in tandem with Title 1 requirements to ensure that stakeholders are kept abreast of all resources and programs available to them, including but not limited to Project Upstart and Title III.

## 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. (ESEA 1114(b)(7)(iii)(I))

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The school's Student Services team is comprised of two counselors, a Mental Health Coordinator, a social worker, and a Program Specialist. The team works to enlist the services of outside agencies whenever necessary and often enlists the support of Citrus Health Network.

#### 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. (ESEA 1114(b)(7)(iii)(II))

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No Answer Entered

#### 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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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Implementing a schoolwide tiered model to address problem behavior involves three levels of support: Universal Interventions for all students, Targeted Interventions for those needing extra help, and Intensive Interventions for significant behavioral challenges. These efforts are coordinated with services under the Individuals with Disabilities Education Act (IDEA) to ensure students with disabilities receive appropriate support. Regular monitoring, data collection, and collaboration between general and special education staff create a cohesive system that effectively addresses problem behaviors and supports student success.

#### 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. (ESEA section 11149b)(7)(iii)(V)).

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Professional learning and activities for teachers, paraprofessionals, and other school personnel focus

on improving instruction and the use of data from academic assessments. These activities include ongoing professional development, collaborative planning sessions, and training on data analysis to inform instructional practices. Additionally, mentorship programs and peer observations help share best practices and provide support. To recruit and retain effective teachers, especially in high-need subjects, the school will offer incentives such as professional growth opportunities and a supportive work 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. (ESEA 1114(b)(7)(iii)(V))

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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

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

Describe the process to review the use of resources to meet the identified needs of students.

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To review the use of resources and interventions needed to meet the needs of Students with Disabilities and Black/African American Students, the leadership team will meet monthly to review formative data and to refine next steps. The instructional coach will additionally work to support teachers charged with identified students and to make sure resources are used strategically to provide benchmark-aligned instruction and strategic and timely interventions.

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

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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The instructional coach will work with core area teachers to identify students in the two under-performing subgroups and to develop standards-aligned interventions for small-group instruction. The literacy coach will support at least two different core area teachers during each phase of the School Improvement Plan. Doing so will ensure that students in targeted subgroups have access to strategic and individualized interventions in core classes.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**



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