

Miami-Dade County Public Schools

# RIVIERA MIDDLE SCHOOL



## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

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

## SIP Authority

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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)

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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

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

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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At Riviera Middle School, we are committed to  
Respectfully empowering every learner through rigorous academics and innovation,  
Achieving excellence with integrity, creativity, and compassion,  
Motivating students through magnet programs, athletics, and meaningful connections, and  
Supporting a safe, inclusive family environment where values lead and futures grow.

### Provide the school's vision statement

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At Riviera Middle School, we envision a close-knit, inclusive community where every student is empowered to thrive academically, socially, and emotionally. Through a commitment to excellence, innovation, and the core values of Respect, Responsibility, Fairness, Citizenship, Honesty, Caring, Cooperation, and the Pursuit of Excellence, we foster future-ready leaders. Our magnet programs, accelerated courses, and rich student life provide a dynamic foundation where curiosity, creativity, and character grow together as one family, one mission.

## 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

Javier Nora

JavierNora@dadeschools.net

##### Position Title

Principal

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**Job Duties and Responsibilities**

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Javier Nora, Principal of Riviera Middle School, ensures the consistent implementation of academic policies and curriculum across the campus. He supports teachers in reaching their full instructional potential and regularly listens to student concerns to foster a responsive school environment. Principal Nora actively encourages and guides both student leaders and teachers, while maintaining open communication with parents to collaboratively address concerns and find solutions. He upholds school discipline and works to create a positive, inclusive atmosphere where all students can thrive and achieve their highest potential.

**Leadership Team Member #2****Employee's Name**

Krystine Martinez

KrystyMartinez@dadeschools.net

**Position Title**

Assistant Principal

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**Job Duties and Responsibilities**

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Krystine Martinez, Assistant Principal of Riviera Middle School, assists the Principal in the overall administration of the instructional program and day-to-day campus operations. The Assistant Principal coordinates assigned student activities and services to support a well-organized and engaging school environment. The Assistant Principal regularly communicates with students, teachers, and parents to address concerns and support effective problem resolution. Meeting with parents daily, the Assistant Principal works to develop solutions that promote student success. Additionally, the Assistant Principal enforces school discipline and contributes to maintaining a safe, inclusive, and academically focused atmosphere for all students.

**Leadership Team Member #3****Employee's Name**

Dr. Carol J. Prather-Turner

CJPrather@dadeschools.net

**Position Title**

Teacher

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**Job Duties and Responsibilities**

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Teachers assess students' skills to identify their individual educational needs, develop personalized education plans, and design activities tailored to each student's abilities. They also serve as a resource, providing support and guidance to students, parents, and fellow educators.

## Leadership Team Member #4

### Employee's Name

Melanie Sarabia

343165@dadeschools.net

### Position Title

Teacher

### Job Duties and Responsibilities

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Teachers assess students' skills to identify their individual educational needs, develop personalized education plans, and design activities tailored to each student's abilities. They also serve as a resource, providing support and guidance to students, parents, and fellow educators.

## 2. Stakeholder Involvement

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

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

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All stakeholders play an active role in the development of the School Improvement Plan (SIP). The leadership team meets to review and analyze school-wide data, then collaboratively develops an action plan aligned with identified needs. Teachers meet within their departments to disaggregate data, conduct subject-specific needs assessments, and create targeted action plans to address student learning gaps. School staff also engage parents and students to communicate the goals and strategies outlined in the SIP, ensuring a shared commitment to student achievement and the successful attainment of school-wide goals.

## 3. SIP Monitoring

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

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The School Improvement Plan (SIP) will be monitored by the leadership team to ensure consistent

and faithful implementation by all stakeholders. Quarterly meetings will be held to review and reflect on current data, assess progress, and determine the effectiveness of the action steps. Revisions to the plan will be made as needed to ensure strategies remain aligned with student achievement goals.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH</b> <b>6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>87.1%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>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>2024-25: A</b> <b>2023-24: A</b> <b>2022-23: B</b> <b>2021-22: B</b> <b>2020-21:</b>



## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	0	0	0	0	0	0	163	141	204	508
Absent 10% or more school days	0	0	0	0	0	0	12	6	11	29
One or more suspensions	0	0	0	0	0	0	1	1	7	9
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	5	2	1	8
Course failure in Math	0	0	0	0	0	0	5	1	11	17
Level 1 on statewide ELA assessment	0	0	0	0	0	0	30	22	47	99
Level 1 on statewide Math assessment	0	0	0	0	0	0	16	13	19	48
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	0	0	0	0	0	63	66	88	217
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	38	27	59	124

#### 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	0	0	0				0
Students retained two or more times	0	0	0	0	0	0				0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							6	12	24	42
One or more suspensions							1	6	10	17
Course failure in English Language Arts (ELA)								1		1
Course failure in Math							2	12	22	36
Level 1 on statewide ELA assessment							28	49	43	120
Level 1 on statewide Math assessment							17	32	18	67
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							34	63	62	159

**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										0
Students retained two or more times										0

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	64	64	58	62	61	53	61	56	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	63	63	59	61	60	56			
ELA Lowest 25th Percentile	48	55	52	52	51	50			
Math Achievement*	64	67	63	62	64	60	64	60	56
Math Learning Gains	63	64	62	59	63	62			
Math Lowest 25th Percentile	71	60	57	71	62	60			
Science Achievement	66	59	54	62	56	51	57	55	49
Social Studies Achievement*	79	77	73	86	75	70	87	72	68
Graduation Rate									
Middle School Acceleration	78	78	77	76	73	74	66	74	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	76	62	53	67	58	49	55	50	40

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	672
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
67%	66%	67%	57%	52%		59%

\* 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	62%	No		
English Language Learners	57%	No		
Black/African American Students	40%	Yes	1	
Hispanic Students	67%	No		
Economically Disadvantaged Students	65%	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%		63%	48%	64%	63%	71%	66%	79%	78%			76%
Students With Disabilities	53%		59%	57%	57%	64%	63%	61%	71%	71%			67%
English Language Learners	44%		57%	45%	49%	64%	69%	42%	67%	56%			76%
Black/African American Students	50%		30%										
Hispanic Students	63%		63%	49%	64%	63%	71%	66%	78%	78%			76%
Economically Disadvantaged Students	61%		63%	48%	62%	61%	70%	61%	82%	77%			69%



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	62%		61%	52%	62%	59%	71%	62%	86%	76%			67%
Students With Disabilities	39%		55%	50%	43%	54%	62%	57%	68%	71%			38%
English Language Learners	43%		50%	52%	48%	63%	72%	27%	77%	55%			67%
Hispanic Students	62%		61%	52%	62%	59%	72%	60%	86%	76%			66%
White Students	64%		45%		55%	55%							
Economically Disadvantaged Students	59%		57%	49%	61%	59%	68%	59%	86%	72%			66%

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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	61%				64%			57%	87%	66%			55%
Students With Disabilities	52%				55%			64%	84%	67%			50%
English Language Learners	50%				51%			37%	77%	53%			64%
Hispanic Students	61%				64%			57%	86%	66%			64%
White Students	64%				82%								
Economically Disadvantaged Students	59%				60%			52%	82%	58%			63%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	56%	62%	-6%	60%	-4%
ELA	7	50%	62%	-12%	57%	-7%
ELA	8	57%	60%	-3%	55%	2%
Math	6	53%	64%	-11%	60%	-7%
Math	7	42%	54%	-12%	50%	-8%
Math	8	52%	60%	-8%	57%	-5%
Science	8	47%	46%	1%	49%	-2%
Civics		68%	74%	-6%	71%	-3%
Biology		100%	74%	26%	71%	29%
Algebra		74%	59%	15%	54%	20%
Geometry		87%	58%	29%	54%	33%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics						

\* data suppressed due to fewer than 10 students or all tested students scoring the same.

### III. Planning for Improvement

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

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

##### **Most Improvement**

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

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According to the 2025 Florida Assessments for Student Thinking (FAST) Progress Monitoring 3 Assessment data, 8th Grade Science demonstrated the most significant improvement, with a 25 percentage point increase, from 27 percent proficiency in 2023 to 52 percent in 2025. This growth was supported by before-school tutoring and pull-out sessions offered throughout the year. Additionally, incentives were implemented to motivate and encourage student achievement.

##### **Lowest Performance**

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

---

ELA Lowest 25% showed the lowest performance, primarily due to the increased enrollment of English Language Learners (ELLs) Level 1 and Level 2 students this school year. The language barrier affected their ability to fully comprehend the questions and provide accurate answers. As a result, these students faced additional challenges in demonstrating their true proficiency levels.

##### **Greatest Decline**

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

---

The data component that showed the greatest decline from the prior year was Civics, with proficiency on the Civics EOC dropping from 86 percent in 2024 to 79 percent in 2025, a decrease of 7 percentage points. This decline can be attributed to an increase in English Language Learners (ELLs), who often require additional support to grasp complex academic vocabulary and content. Additionally, the resignation of the Civics teacher during the school year disrupted instructional continuity, which may have further impacted student performance.

##### **Greatest Gap**

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

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The greatest data gap was observed in 7th grade math proficiency. While the state average for 7th grade math was 50%, our school's proficiency was 42%, reflecting an 8-point gap. A key contributing

factor to this discrepancy was that many of our higher-performing 7th grade students were enrolled in accelerated math courses. Specifically, our 7th grade students enrolled in accelerated math took the 8th Grade FAST Progress Monitoring 3 assessment, while those who scored Level 4 or 5 in the previous year were placed in Algebra 1 and took the Algebra 1 EOC instead of the 7th grade math assessment. As a result, the 7th grade math data does not fully represent the performance of the entire cohort, particularly its highest-achieving students.

### **EWS Areas of Concern**

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

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Based on the Early Warning System (EWS) data, two key areas of concern are student performance in ELA L25 and the proficiency levels of African American/Black students. ELA L25 continues to show low achievement, indicating that students in the lowest quartile are not making adequate gains. Additionally, the proficiency of African American/Black students remains below expectations, highlighting an achievement gap that needs targeted intervention. Another contributing factor is student attendance, with chronic absenteeism impacting instructional time and learning consistency, particularly among the identified subgroups.

### **Highest Priorities**

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

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1. Implement Differentiated Instruction (DI) with fidelity across all classrooms.
2. Launch tutoring and intervention programs at the start of the school year to address academic gaps early.
3. Strengthen the focus on student attendance and foster a positive, engaging school culture.
4. Develop individualized support plans for ELL Level 1 and 2 students, with the CCHL paraprofessional delivering targeted assistance to meet their specific needs.
5. Provide parent education through the Parent Academy to highlight the importance of regular attendance and performance on state assessments.

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

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

### Area of Focus #1

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

### Instructional Practice specifically relating to ELA

#### 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 FAST PM3 data, 47% of the students identified as the lowest 25% achieved learning gains in ELA. A key contributing factor to this outcome is the rise in enrollment of ELL Level 1 and Level 2 students over the course of the school year. Language barriers affected their ability to fully comprehend and respond to assessment questions. Additionally, this group includes students with disabilities (SWDs), who face their own unique challenges. Without adequate support to close their learning gaps, these students are unlikely to make meaningful progress, much less reach proficiency.

#### 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 instructional practices specifically related to ELA, there will be an increase of 5 percentage points (for a total of 52%) of the students performing in lowest 25% will achieve learning gains by the 2026 FAST Progress Monitoring 3 assessments in May 2026.

#### Monitoring

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

The Administration Team, led by Principal Javier Nora and Assistant Principal Krystine Martinez, will conduct quarterly data meetings with the ELA department. These meetings will focus on developing targeted lessons based on current ELA data, with an emphasis on addressing skill gaps across domains, especially for students in the lowest 25%. Administrators will conduct regular classroom walkthroughs to ensure differentiated instruction aligns with the identified needs. They will also review lesson plans and the instructional focus calendar to monitor adjustments driven by ongoing assessments. Monthly analysis of formative assessment data will be used to track student progress. The Leadership Team will review this data in their meetings to ensure students in the lowest 25% are

making measurable growth in their areas of greatest need. To support this, students in the lowest quartile will also be provided with structured extended learning opportunities, including before and after-school tutoring and targeted interventions.

**Person responsible for monitoring outcome**

Javier Nora

**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:**

In our school's Targeted Element for ELA, we emphasize Evidence-Based Intervention through Data-Driven Instruction. This approach empowers ELA teachers to plan lessons that directly address the specific needs of their students. By using current data to identify areas of weakness, particularly for students in the lowest 25%, teachers can tailor instruction to target the relevant standards. Consistent implementation of Data-Driven Instruction supports both teachers and students in developing a stronger understanding of benchmarks, leading to increased student achievement and learning gains. Maintaining high expectations for both teaching and learning is critical to the success of this strategy.

**Rationale:**

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

**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**

Data Review

**Person Monitoring:**

Krystine Martinez

**By When/Frequency:**

August 11, 2025

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

During the Opening of Schools Meeting, administrators will share the 2025 FAST Assessment Progress Monitoring 3 data with teachers. In collaboration with the ELA Department Chairperson, the administration will gather appropriate instructional resources tailored to support students in the lowest 25%. These resources will be embedded into the instructional framework to meet the needs of all

learners, with a focus on the lowest-performing domain at each grade level. Implementation will be monitored through classroom walkthroughs, ongoing data review, and regular teacher and student data chats.

### **Action Step #2**

Differentiated Instruction Instructional Focus Calendar

**Person Monitoring:**

Jessica Tamayo

**By When/Frequency:**

August 29, 2025

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

At the beginning of the school year, during the ELA Department Meeting, the Department Chairperson will guide teachers in retrieving and analyzing student data. Using the 2025 FAST Assessment Progress Monitoring 3 results, teachers will develop an instructional framework and a differentiated instruction focus calendar for each class period during the first quarter. Implementation will be monitored through classroom walkthroughs, ongoing data analysis, and teacher-student data chats.

### **Action Step #3**

Intervention Instructional Calendar

**Person Monitoring:**

Jessica Tamayo

**By When/Frequency:**

September 26, 2025

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

After the initial FAST Progress Monitoring assessment, the ELA department will meet to analyze the data and collaborate with the interventionist to develop an instructional focus calendar. In addition, intervention rosters will be created based on the data to ensure targeted support for students performing in the lowest 25%. Implementation will be monitored through intervention session walkthroughs and review of student work samples.

## **Area of Focus #2**

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

### **ESSA Subgroups specifically relating to Black/African American Students (BLK)**

#### **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 FAST PM3 data, several areas of academic performance showed a decline, highlighting the need for more targeted instructional support. ELA Learning Gains for students in the lowest 25% dropped from 52% to 47%, and Math Learning Gains for the lowest 25% declined from 71% to 67%. Civics Proficiency fell from 86% to 79%, and Algebra 1 Proficiency decreased from 77% to 75%. Additionally, proficiency among Black/African American students was reported at 40%, indicating a significant achievement gap that must be addressed.

These outcomes point to gaps in differentiated instruction and intervention efforts. Without intentional,



data-driven support, students, particularly those from underperforming subgroups, are less likely to close learning gaps or reach proficiency. Focused instructional planning, culturally responsive teaching, and strategic student groupings will be essential to reversing these trends and promoting equity in student achievement.

### **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.

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With the implementation of differentiation practices, proficiency among Black/African American students, ELA Learning Gains for the Lowest 25%, Math Learning Gains for the Lowest 25%, Civics Proficiency, and Algebra 1 Proficiency will improve by 5 percentage points by the 2026 FAST Progress Monitoring 3 assessments in May 2026. Differentiated instruction will be key in addressing individual student needs and closing achievement gaps in these targeted areas.

### **Monitoring**

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

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To support improvement in identified areas of need, specifically proficiency among Black/African American students, ELA and Math Learning Gains for the Lowest 25%, Civics Proficiency, and Algebra 1 Proficiency, the Administration Team, led by Principal Javier Nora and Assistant Principal Krystine Martinez, will conduct quarterly data meetings with core content departments. These meetings will focus on developing targeted, differentiated lessons based on current student performance data. Administrators will conduct regular classroom walkthroughs to ensure instruction aligns with data-identified gaps. Lesson plans and instructional focus calendars will be reviewed regularly to ensure they reflect ongoing assessment results. Monthly analysis of formative assessment data will be used to monitor progress. The Leadership Team will review this data during meetings to ensure students are making measurable gains.

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

Javier Nora

### **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:**

If our school implements Differentiated Instruction and provide targeted, meaningful interventions, both teachers and students will develop a clearer understanding of assessment criteria, regularly monitor progress, and reflect on their learning. This approach fosters accountability and ensures that the diverse needs of all students are met. Consistently applying these practices will also support a culture of high academic expectations for both teachers and students.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Data Review

**Person Monitoring:**

Krystine Martinez

**By When/Frequency:**

August 11, 2025

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

Administrators will provide teachers across all departments with the 2025 FAST Progress Monitoring 3 data. Department leaders will collaborate with administration to gather and distribute targeted instructional resources that address students' areas of greatest need.

**Action Step #2**

Instructional Focus Calendar

**Person Monitoring:**

Krystine Martinez

**By When/Frequency:**

August 29, 2025

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

Each department will analyze their subject-specific data and develop a differentiated instructional focus calendar for each class period to guide targeted instruction during the first quarter.

**Action Step #3**

Classroom Walkthroughs and Data Chats

**Person Monitoring:**

Krystine Martinez

**By When/Frequency:**

September 26, 2025

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

Administrators will conduct regular walkthroughs across all departments to monitor the implementation of differentiated instruction. Teachers will hold monthly data chats with students to review progress and set individualized learning goals.

## IV. Positive Learning Environment

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### Area of Focus #1

Student Attendance

#### Area of Focus Description and Rationale

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

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Based on the 2025 Student Attendance Data, 45% of students in grades 6 through 8 were absent between 11 and 30 or more days during the 2024–2025 school year. This reflects an increase from 43% the previous year and remains higher than the 35% reported by comparable Tier 1 schools and 41% districtwide.

#### 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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Through the implementation of focused attendance strategies such as regular monitoring, Attendance Review Committee meetings, parent outreach, grade-level incentives, counseling, and support from outside agencies, the school aims to reduce chronic absenteeism. Specifically, the number of students in grades 6 through 8 with 11 or more absences will decline by five percent during the 2025-2026 school year.

#### Monitoring

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

---

The Attendance Review Committee will review attendance data biweekly to identify students with 0 to 5 absences and initiate the referral and intervention process for those at risk. Additionally, the committee will recognize and reward students with perfect attendance to promote a positive attendance culture. Quarterly meetings will be held with the Leadership Team to evaluate the effectiveness of the school-wide Attendance Action Plan and make necessary adjustments.

#### Person responsible for monitoring outcome

Natazha Cumberbatch

#### 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:**

To address the targeted area of student attendance, our school will implement evidence-based initiatives designed to reduce chronic absenteeism. These strategies will support the Attendance Committee in identifying and monitoring at-risk students. Attendance data will be reviewed on a biweekly and quarterly basis to ensure consistent school attendance among targeted students.

**Rationale:**

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

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Attendance Review Committee Meeting

**Person Monitoring:**

Natazha Cumberbatch

**By When/Frequency:**

August 29, 2025

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

The Attendance Review Committee will convene during the first week of the 2025–2026 school year to analyze attendance data and identify students with absences ranging from 11 to 30 or more during the 2024-2025 school year. Using this information, the committee will review and update the Attendance Action Plan accordingly.

**Action Step #2**

Attendance Action Plan

**Person Monitoring:**

Natazha Cumberbatch

**By When/Frequency:**

September 12, 2025

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

The Attendance Action Plan, Attendance Policy, and schoolwide incentives will be communicated to all stakeholders including staff, parents, and students through multiple channels such as faculty meetings, open house events, student orientations, newsletters, social media, letters sent home via backpacks, emails, ConnectEd messages, and posts on the school website. These communications will take place within the first four weeks of the school year and will be tracked by the Attendance Review Committee using signature rosters.

**Action Step #3**

Attendance Review Committee

**Person Monitoring:**

Natazha Cumberbatch

**By When/Frequency:**

September 26, 2025

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

The Attendance Review Committee (ARC) will hold biweekly meetings to review attendance reports, identify students with 0 to 3 absences and those with 5 unexcused absences, and compile a list of students for referral to additional support services. Additionally, the ARC will monitor the effectiveness of the Attendance Action Plan on a monthly basis.

**Area of Focus #2**

Other: School Culture

**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 School Climate Survey, 30% of staff reported that staff morale is not high at our school, and only 54% of students indicated that the overall school climate is positive and helps them learn. This area was identified as a critical need because a positive school culture directly impacts student engagement, academic achievement, and overall well-being.

**Measurable Outcome**

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

By implementing a school-wide rewards and incentives program during the 2025–2026 school year, the percentage of students reporting a positive school climate will increase from 54% to 64%, and the percentage of staff reporting low morale will decrease from 30% to 20%, as measured by 2026 School Climate Survey.

**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 school's rewards and incentives program will be monitored through quarterly student and staff climate surveys, attendance and behavior data, and participation rates in incentive-based activities. The Attendance Review Committee and Leadership Team will review this data regularly to assess progress toward the desired outcomes. Adjustments to the program will be made based on feedback and results to ensure continued engagement.

Ongoing monitoring will help identify trends, address concerns in real time, and reinforce positive behaviors. As school culture improves, students are more likely to feel supported, attend regularly, and engage in learning, ultimately leading to stronger academic performance and improved achievement outcomes.

**Person responsible for monitoring outcome**

Javier Nora

**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:**

The school will implement a rewards and incentives program to promote positive behavior, attendance, and engagement in grades 6 through 8. The program will include both student and staff recognition efforts tailored to support a more positive school climate. Effectiveness will be monitored through climate survey trends, behavior and attendance reports, and participation logs. Regular data reviews will guide adjustments to ensure the intervention continues to support a productive and motivating learning environment.

**Rationale:**

Rewards/Incentives refers to a school's leadership team creating rewards and incentive programs.

**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**

Establish School Culture Team

**Person Monitoring:**

Krystine Martinez

**By When/Frequency:**

August 15, 2025

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

Establish a School Culture & Incentives Team made up of staff and administrators to lead the initiative.

**Action Step #2**

Set the Criteria

**Person Monitoring:**

Krystine Martinez

**By When/Frequency:**

August 29, 2025

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

The School Culture Team will develop and communicate clear reward criteria for students and staff (e.g., attendance, behavior, academic effort, engagement) and gather input via quick surveys.

**Action Step #3**

Launch the Program

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

Krystine Martinez

September 26, 2025

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

Launch the school-wide incentive program with high visibility and recognition for academic effort, attendance, behavior, and active participation in school events (e.g., bulletin boards, announcements, Student/Staff of the Month, small tangible rewards).

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

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

#### Dissemination Methods

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

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

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The School Improvement Plan (SIP) will be shared through various channels to ensure all stakeholders have access and the opportunity to provide feedback. It will be presented during faculty meetings and EESAC meetings, posted on the school website and Instagram, and made available in the parent resource room and the school's main office.

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

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

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

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The school will invite all stakeholders to monthly meetings to foster strong, positive relationships. These meetings will provide a clear outline of school goals and offer opportunities for feedback to promote transparency and trust. In addition, the school will host Parent Academies, organize meetings with the School Counselor, and distribute district progress reports and report cards to keep parents informed about their child's academic progress and ensure they have the necessary support and resources.

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include



the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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The school will strengthen its academic programs by providing additional support to students before and during school hours. Interventionists will be brought on to support instruction in math, science, and reading. Following each assessment, data-driven discussions will take place to ensure that differentiated instruction is effectively implemented in every classroom, addressing the unique needs of each student.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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This program partners with a range of institutional agencies to provide comprehensive support to families facing challenges.

## **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)).

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The school offers counseling services through the school counselor, who identifies students needing support in Tier 2 and Tier 3 by reviewing the Early Warning Indicators report, as well as referrals from parents, teachers, and assessments of students' social-emotional and academic needs. The counselor works closely with the MTSS team, including the school social worker, school psychologist, assistant principal, ESE chairperson, and teachers, to develop targeted strategies for supporting struggling students. For those requiring more intensive counseling, the on-site mental health coordinator provides additional services and collaborates with contracted agencies as needed.

#### **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)).

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At Riviera, our magnet programs offer Career and Technical Education (CTE) courses that introduce students to a wide range of career pathways. These courses help students build both academic knowledge and vital soft skills essential for success in high school and beyond.

#### **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)).

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The schoolwide Values Matter Miami program emphasizes nine core values: respect, responsibility, citizenship, fairness, pursuit of excellence, kindness, cooperation, honesty, and integrity. Each month, these values are highlighted through morning announcements and student discussions centered around the featured value. Additionally, students participate in inclusive activities such as Proactive Approach to Discipline (PAD), Mindful Mondays, Start with Hello, Peace Day, No One Eats Alone, Meet Your Classmate, See Something, Say Something, and Love and Kindness Week, all part of the

No Place for Hate initiative. These programs engage all students at Tier 1, while those in Tier 2 and Tier 3 receive targeted social-emotional support, including monitoring, individual and group counseling, and peer mediation as needed. The school employs the MTSS multi-tiered system to address both academic and social-emotional needs effectively.

**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)).

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Miami-Dade County Public Schools (MDCPS) offers continuous professional development opportunities throughout the year for teachers, paraprofessionals, and other school staff to improve instructional practices, data analysis for academic assessments, and recruitment and retention strategies. Staff participate in two mandatory professional development days annually to enhance their skills and collaborate with peers. Additionally, at Riviera, we provide in-house professional development sessions on key topics to support our staff and keep them informed of the latest updates.

**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)).

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Not applicable.

## VI. ATSI, TSI and CSI Resource Review

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

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

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

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At our school, we use student performance data such as FAST PM3, Topic/Unit Assessments, and iReady results to identify academic needs and guide resource allocation. We follow district frameworks and expectations to implement targeted supports. Resource decisions are made at the school level through collaborative planning and ongoing data review.

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

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

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This year, we will implement differentiated instruction as a key resource to address academic gaps identified in the 2025 FAST PM3 data. Targeted supports, including Tier 2 interventions, will be provided to students in the Black/African American subgroup, whose proficiency was reported at 40%. Instructional planning will focus on strategic student groupings, culturally responsive teaching, and data-driven lesson adjustments. Our goal is to improve proficiency and learning gains by 5 percentage points across ELA, Math, Civics, and Algebra 1 by May 2026.

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