MIAMI HEIGHTS ELEMENTARY SCHL

2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Miami Heights Elementary School is a high-quality school that is dedicated to excellence in education for all students. Realizing that literacy is the key to excellence, the administration, professional staff, community leaders, and all other stakeholders are deeply committed to providing every student with educational opportunities and learning experiences that focus on literacy.

Provide the school's vision statement

To be the preeminent provider of the highest quality education that empowers all students to be productive lifelong learners and responsible global citizens.

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
Jason Saunders

saunders@dadeschools.net

Position Title
Principal

Job Duties and Responsibilities

The principal's role is to provide strategic direction for faculty and staff. They will lead regular team meetings focused on problem-solving and goal-setting, ensure consistent implementation of the standardized curriculum across grade levels, and assess instructional practices. The principal will also monitor student achievement, manage the school budget, hire and evaluate staff, and oversee facility operations. Additionally, the principal will collaborate with the Leadership Team to discuss,

analyze, plan, and execute next steps in setting and achieving school-wide student achievement goals.

Leadership Team Member #2

Employee's Name
Stephanie Ortega

stephanieortega@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principal supports the principal in providing strategic direction for faculty and staff. Responsibilities include assisting with the implementation of the standardized curriculum across grade levels, assessing instructional practices, monitoring student achievement and attendance, ensuring adherence to policies and procedures, and overseeing facilities. The assistant principal also participates in regular team meetings focused on problem-solving and goal-setting. As a member of the Leadership Team, they help discuss, analyze, plan, and execute next steps to establish and achieve school-wide student achievement goals.

Leadership Team Member #3

Employee's Name
Stacey Agostini

Position Title
Reading Coach

Job Duties and Responsibilities

The role of the Reading Coach is to support teachers in implementing state curriculum standards. The Reading Coach will lead regular collaborative planning meetings to align instruction with district pacing guides and assist teachers in using curriculum resources and student data to identify strengths and target areas for improvement. Additionally, the Reading Coach will analyze data to identify students in need of reading intervention and monitor the effectiveness of its implementation.

Leadership Team Member #4

Employee's Name
Latonya Trent

Position Title
Math Coach

Job Duties and Responsibilities

The role of the Math Coach is to support teachers in implementing state curriculum standards. The Math Coach will lead regular collaborative planning meetings to align instruction with district pacing guides, assist teachers in using curriculum resources and student data to identify strengths and target areas for improvement, and ensure that students receive appropriate interventions. Additionally, the Math Coach will support the implementation of differentiated instruction to meet the diverse needs of all learners.

Leadership Team Member #5

Employee's Name
Maria Torra

Position Title
Instructional Technology

Job Duties and Responsibilities

The role of the Professional Learning Support Team (PLST) Digital Innovation Leader is to support instructional improvement through the implementation of innovative, technology-driven strategies. She shares opportunities for digital transformation across various subject areas and introduces staff to new digital tools and apps that enhance teaching and learning. Additionally, she serves as the professional development liaison by conducting needs assessments and supporting teachers in their professional growth.

2. Stakeholder Involvement

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

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

The Educational Excellence School Advisory Council (EESAC) is an active committee composed of administration, teachers, students, parents, and business and community partners. The council meets quarterly to discuss school-wide needs and votes to approve priorities that will benefit all students, regardless of grade level. Members are encouraged to share their input and vote on areas requiring immediate attention to support students' academic, emotional, and overall well-being. Through this collaborative process, the School Improvement Plan (SIP) is developed and implemented.

3. SIP Monitoring

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

The School Improvement Plan (SIP) is updated throughout the year and shared with stakeholders to ensure that established expectations are being met and that all parties are informed of any necessary changes. These ongoing discussions provide opportunities for suggestions, recommendations, and concerns to be addressed collaboratively. Regular monitoring ensures that goals are achieved within the established timeline, while sharing updates with the EESAC Committee allows members to actively participate in supporting efforts to close the student achievement gap.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**95.6%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: B** **2022-23: C** **2021-22: A** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	92	99	111	106	111	113				632
Absent 10% or more school days	0	7	13	9	9	9				47
One or more suspensions	0	1	0	0	0	0				1
Course failure in English Language Arts (ELA)		3	7	14	13	8				45
Course failure in Math		2	11	5	6	5				29
Level 1 on statewide ELA assessment				18	32	16				66
Level 1 on statewide Math assessment				10	22	22				54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	13	18	26	33	38	29				157
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	12	9	8	6					39

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		2	12	16	28	37	26			121

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	5	4	5	9	4					27
Students retained two or more times	0	0	1	1	0	0				2

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	13	9	11	12				51
One or more suspensions		1								1
Course failure in English Language Arts (ELA)		2	9	20	13	8				52
Course failure in Math		1	14	7	8	5				35
Level 1 on statewide ELA assessment				13	39	30				82
Level 1 on statewide Math assessment				8	24	27				59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	16	31						48
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		3	10	14	27	25				79

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	5	3	4	13	3					28
Students retained two or more times				1						1

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	60	65	59	56	63	57	50	60	53
Grade 3 ELA Achievement	63	65	59	52	63	58	53	60	53
ELA Learning Gains	61	65	60	68	64	60			
ELA Lowest 25th Percentile	75	62	56	76	62	57			
Math Achievement*	62	72	64	55	69	62	52	66	59
Math Learning Gains	52	66	63	51	65	62			
Math Lowest 25th Percentile	50	59	51	43	58	52			
Science Achievement	47	63	58	51	61	57	33	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	64	66	63	57	64	61	39	63	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	534
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
59%	57%	47%	61%	40%		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	45%	No		
English Language Learners	59%	No		
Black/African American Students	43%	No		
Hispanic Students	61%	No		
Economically Disadvantaged Students	56%	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	60%	63%	61%	75%	62%	52%	50%	47%					64%
Students With Disabilities	33%	42%	42%	60%	43%	46%	50%	30%					56%
English Language Learners	54%	60%	69%	76%	59%	58%	56%	39%					64%
Black/African American Students	54%		48%		42%	29%							
Hispanic Students	61%	63%	64%	75%	64%	56%	54%	47%					64%
Economically Disadvantaged Students	55%	57%	53%	68%	55%	50%	50%	48%					65%

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	56%	52%	68%	76%	55%	51%	43%	51%					57%
Students With Disabilities	32%	26%	70%	73%	35%	50%	38%	43%					59%
English Language Learners	50%	46%	63%	73%	54%	54%	44%	50%					57%
Black/African American Students	48%	36%	69%		43%	54%							
Hispanic Students	58%	57%	68%	76%	56%	51%	43%	52%					57%
Economically Disadvantaged Students	55%	48%	68%	71%	52%	50%	44%	48%					55%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	50%	53%			52%			33%					39%
Students With Disabilities	19%	21%			38%			12%					35%
English Language Learners	37%	42%			49%			22%					47%
Black/African American Students	33%	40%			30%								
Hispanic Students	51%	55%			54%			34%					47%
Economically Disadvantaged Students	47%	55%			51%			23%					45%

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

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

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

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	56%	60%	-4%	57%	-1%
ELA	4	47%	59%	-12%	56%	-9%
ELA	5	61%	60%	1%	56%	5%
Math	3	65%	69%	-4%	63%	2%
Math	4	60%	68%	-8%	62%	-2%
Math	5	47%	62%	-15%	57%	-10%
Science	5	41%	56%	-15%	55%	-14%

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?

3rd grade math proficiency showed significant improvement, increasing from 48% in 2024 to 71% in 2025. To support growth in this area, the school implemented targeted math intervention, hands-on learning experiences, consistent progress monitoring, and math coaching support. The Math Coach played a key role by guiding teachers in analyzing data, planning standards-based lessons, and modeling effective instructional strategies. These combined efforts allowed teachers to deliver instruction tailored to students' needs and to form differentiated instruction (D.I.) and tutoring groups based on real-time data. Hands-on activities helped reinforce mathematical concepts, promote engagement, and deepen understanding. Teachers also adapted lesson plans to address skill gaps, ensuring instruction remained responsive and impactful.

Lowest Performance

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

The area demonstrating the least amount of growth was Grade 5 Science, which declined from 51% proficiency in 2024 to 47% in 2025. This decline is attributed to gaps in students' foundational science knowledge from previous grade levels, as well as limited exposure to science labs and hands-on learning experiences. Without consistent opportunities to engage in interactive, inquiry-based lessons, students struggled to develop a deeper understanding of key scientific concepts, which impacted overall performance on the state assessment.

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 previous year was Grade 4 ELA proficiency, which dropped from 61% in 2024 to 50% in 2025. This decrease is attributed to a lack of fidelity in the implementation of core programs such as Reading Horizons and i-Ready, as well as inconsistent use of differentiated instruction (DI). Without structured and consistent delivery of these resources, students did not receive the targeted support needed to build foundational skills and meet grade-level expectations.

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.

Grade 5 Science had the greatest gap compared to the state average, with a proficiency rate of 41% versus the state's 55%, reflecting a 14-point difference. This gap is largely due to limited hands-on learning opportunities and a lack of consistent reinforcement of fair game benchmarks from earlier grade levels. Without regular exposure to labs and interactive lessons, students struggled to grasp key science concepts. Strengthening foundational knowledge and increasing experiential learning will be key to closing this gap.

EWS Areas of Concern

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

One area of concern identified in the data is the high number of students in grades K–5 with substantial reading deficiencies, totaling 157 students. This issue is particularly pronounced in grades 3 through 5, where the numbers steadily increase, indicating that many students are not meeting foundational literacy benchmarks.

Highest Priorities

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

1. Early Literacy for Primary Grades
2. Science
3. Parent Involvement

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 required by RAISE (specific questions)

Area of Focus Description and Rationale

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

According to the 2024–2025 data, 37% of third graders, 50% of fourth graders, and 30% of fifth graders scored a Level 1 or Level 2 on the FAST ELA assessment. Many of the students in grades 3–5 who scored below a Level 3 struggle with reading comprehension. Common challenges include understanding vocabulary, figurative language, inferencing, and other forms of expression. Strengthening students' vocabulary knowledge and teaching effective thinking strategies will help improve their overall comprehension skills.

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

Students in grades K–2 often struggle with phonemic awareness. Even with explicit instruction and practice in phonological and phonemic skills, some students may have difficulty manipulating simple words, recognizing rhyming pairs, or engaging with language-based activities. Strengthening these foundational skills will enhance students' ability to learn and respond to literacy instruction, ultimately improving their phonics development and overall reading readiness.

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

Many students in grades 3–5 who score below Level 3 on the FAST ELA assessment struggle with reading comprehension. These students often face challenges in understanding vocabulary, interpreting figurative language, making inferences, and grasping more complex forms of expression. Strengthening vocabulary acquisition and teaching effective thinking strategies will support deeper comprehension and improve overall reading performance.

Grades K-2: Measurable Outcome(s)

By the end of the 2025–2026 school year, 50% of students in grades K–2 will demonstrate measurable growth in phonics and word recognition, as evidenced by improved performance on district-approved literacy assessments. This growth will result from the consistent implementation of

explicit and systematic phonics instruction, frequent decoding practice, and the use of district-recommended strategies and coaching support.

Grades 3-5: Measurable Outcome(s)

By May 2026, 50% of students in grades 3–5 will score at or above Level 3 on the FAST ELA assessment, demonstrating grade-level proficiency in reading comprehension.

Monitoring

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

The implementation and impact will be monitored through regular use of FAST Progress Monitoring (PM1, PM2, PM3), Reading Horizons assessments, i-Ready diagnostic data, and district intervention program data to track student growth in reading comprehension and phonics skills. Instructional coaches and grade-level teams will meet regularly to analyze data, identify students needing additional support, and adjust instruction as needed. Progress updates will be shared with the Leadership Team and EESAC to ensure transparency and collaboration. This ongoing review and adjustment process will help ensure that 50% of students achieve grade-level proficiency on the FAST ELA assessment by May 2026.

Person responsible for monitoring outcome
Stacey Agostini

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 help K–5 students reach 50% proficiency on the FAST assessment, we will implement an evidence-based intervention that includes targeted professional development for teachers, regular data meetings to monitor student progress, and differentiated instruction tailored to individual learning needs. This approach ensures educators are equipped with effective strategies, use data to guide instruction, and provide personalized support to help all students grow.

Rationale:
This intervention is grounded in research showing that professional development, data-driven decision-making, and differentiated instruction are key drivers of student achievement. By equipping teachers with targeted strategies, regularly analyzing student performance, and tailoring instruction to meet diverse learning needs, we create a responsive and supportive learning environment. This approach ensures that instructional practices are aligned with student data, increasing the likelihood of reaching the 50% proficiency goal on the FAST assessment.

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
Provide targeted professional development

Person Monitoring:	**By When/Frequency:**
Jason Saunders	September 26, 2025- quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide targeted professional development for teachers and staff on the evidence-based vocabulary instruction strategies. The school will monitor the impact by collecting feedback from participants, observing classroom implementation during walkthroughs, and reviewing student progress data related to these programs to ensure fidelity and effectiveness.

Action Step #2
Conduct regular data meetings

Person Monitoring:	**By When/Frequency:**
Jason Saunders/Stacey Agostini	September 26, 2025- monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct regular data meetings with grade-level teams and instructional coaches to analyze student progress from Progress Monitoring Assessments, Reading Horizons, i-Ready, and use the findings to adjust instruction. The school will monitor impact by tracking meeting frequency, reviewing data analysis notes, and evaluating subsequent changes in instructional practices and student performance on ongoing assessments.

Action Step #3
Differentiated Instruction

Person Monitoring:	**By When/Frequency:**
Jason Saunders/Stacey Agostini	September 26, 2025- weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will monitor impact by reviewing student progress through PMA's, Reading Horizons, i-Ready data, and intervention program reports, ensuring that instructional adjustments are made as needed to promote student growth.

Area of Focus #2

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each

relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus for improvement is 5th grade Science, which showed a proficiency rate of only 47% based on the most recent assessment data. This low level of achievement indicates that nearly half of the students are not meeting grade-level expectations in science, which may impact their readiness for middle school science coursework and overall academic progression. The concern was identified through a review of prior year performance data, which revealed that science proficiency was notably lower than other core subjects. This suggests a need to strengthen instructional practices, increase student engagement with scientific content, and provide targeted support to address gaps in understanding and application of science standards.

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.

Increase the percentage of 5th grade students demonstrating proficiency in Science from 47% to at least 55% by the end of the school year, as measured by the statewide Science assessment. Progress will be monitored through unit assessments, which will provide ongoing data on student understanding, and through increased implementation of hands-on, inquiry-based learning experiences that promote deeper engagement with scientific concepts. These strategies aim to improve content mastery and critical thinking skills, leading to measurable gains in student performance.

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

Progress toward the measurable outcome will be monitored through ongoing unit assessments that evaluate student mastery of science standards throughout the year. Teachers will analyze assessment data to identify trends, adjust instruction, and provide targeted support. Additionally, the integration of hands-on, inquiry-based learning activities will be tracked through lesson plans and classroom observations to ensure consistent implementation.

Person responsible for monitoring outcome
Stephanie Ortega

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 inquiry-based science instruction using the 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate), which is supported by research as an effective framework for improving science understanding and retention.

Rationale:
This model emphasizes hands-on learning, student-led exploration, and real-world application of scientific concepts. Lessons will be designed to promote critical thinking and problem-solving, aligned with Florida's science standards. Effectiveness will be monitored through unit assessments, student work samples, and classroom observations to ensure fidelity of implementation and impact on student achievement.

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

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Interactive Science Journals

Person Monitoring:	**By When/Frequency:**
Stephanie Ortega/Latonya Trent	September 26, 2025- ongoing (weekly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will utilize interactive science journals to document their learning, reflect on scientific concepts, and record observations from experiments. These journals will allow teachers to advise, comment, and provide feedback on student responses across various lessons and hands-on activities. Serving as an informal assessment tool, the journals will help identify areas of strength and weakness, particularly during science labs, and will support ongoing instructional adjustments to meet student needs.

Action Step #2
Science Labs

Person Monitoring:	**By When/Frequency:**
Stephanie Ortega/ Latonya Trent	September 26, 2025-ongoing (monthly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will conduct essential science labs that provide hands-on opportunities to engage in experiments, research, and investigations aligned with grade-level standards. Through the use of appropriate equipment, tools, and resources, students will collect data, observe reactions, and explore the properties of matter and energy. These experiences will be integrated into a STEAM-focused instructional approach, encouraging inquiry, collaboration, and critical thinking. The hands-on nature of these labs will deepen conceptual understanding and support the development of scientific skills necessary for academic success.

Action Step #3
Science PLC Meetings

Person Monitoring:
Stephanie Ortega/ Latonya Trent

By When/Frequency:
September 26, 2025-ongoing (monthly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers in grades 3–5 will participate in monthly meetings focused on science instruction. During these sessions, teachers will: Review student data from unit assessments and labs. Collaboratively plan lessons aligned to the 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate). Share strategies for increasing hands-on, inquiry-based learning. Identify students in need of additional support and design targeted interventions.

Area of Focus #3

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

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.

Student engagement directly impacts academic performance, attendance, and overall school climate. 2024–2025 data indicates that students who were chronically absent or scored below proficiency on state assessments also demonstrated lower participation in classroom activities and schoolwide initiatives. Increasing student engagement through interactive lessons, extracurricular opportunities, and recognition systems will enhance motivation, attendance, and achievement across all grade levels.

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.

By June 2026, the percentage of students reporting high levels of engagement on the district Student Climate Survey will increase by 10%. Additionally, student participation in after-school clubs, academic competitions, and enrichment activities will increase by 10% compared to the 2024–25.

Monitoring

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

Engagement will be monitored through reviews of climate survey results, attendance logs for after-school and extracurricular programs, and classroom walkthroughs focusing on student participation. Data will be shared with the Leadership Team and EESAC to ensure that adjustments are made to increase student involvement.

Person responsible for monitoring outcome
Stephanie Ortega, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

The school will implement a student-centered instructional model that incorporates cooperative learning, project-based learning, and student voice in decision-making. Research demonstrates that student-centered strategies improve academic motivation and long-term achievement. Engagement will also be supported by enrichment opportunities such as STEAM projects, clubs, and leadership roles.

Rationale:

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
Implement Project-Based Learning (PBL)

Person Monitoring:	**By When/Frequency:**
Stephanie Ortega/Instructional Coaches	September 26, 2025- ongoing (monthly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement at least one standards-aligned PBL unit per semester. Walkthroughs and lesson plan reviews will monitor fidelity.

Action Step #2
Expand Extracurricular and Leadership Opportunities

Person Monitoring:	**By When/Frequency:**
Stephanie Ortega	September 26, 2025 – ongoing (quarterly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Increase the number of clubs and leadership opportunities, including STEAM, Student Council, and academic competitions. Participation logs will be tracked and reviewed quarterly.

Action Step #3
Recognition and Incentives for Engagement

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

Stephanie Ortega/ Rina Rodriguez   September 26, 2025 – ongoing (quarterly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement a recognition system highlighting students who demonstrate high engagement in academics, behavior, and extracurricular activities. Incentives will include certificates, assemblies, and features on school social media.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Chronic absenteeism negatively impacts student learning outcomes, with research demonstrating a strong link between attendance and academic performance across all grade levels. Students who regularly attend school are more likely to meet grade-level standards, demonstrate growth on state assessments, and graduate on time. Conversely, students who are frequently absent experience learning gaps, lower proficiency rates, and decreased engagement. By prioritizing attendance in the School Improvement Plan, the school seeks to maximize instructional time, improve academic achievement, and strengthen student connectedness to the school community.

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 the end of the 2025–2026 school year, the school will reduce the percentage of students identified as chronically absent (missing 10% or more of instructional days) by 10%. At Miami Heights Elementary, chronic absenteeism remains a concern, with 24% of students missing more than 10% of instructional days in 2024–2025, above the district rate of 21%. Our goal is to reduce this rate by 10%, highlighting the need for targeted monitoring, early intervention, and family engagement strategies.

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.

 This Area of Focus will be monitored through the implementation of schoolwide and grade-level incentive programs, including initiatives such as *Attendance Lottery and Attendance Heroes.* Monthly

attendance data will be reviewed to evaluate the effectiveness of these incentives and to identify students or groups requiring additional supports. Attendance trends will be shared with staff, students, and families to maintain transparency and encourage collective responsibility. Ongoing monitoring through incentive programs will positively impact student achievement by fostering a culture of accountability and motivation around daily attendance. As students are encouraged to attend regularly through engaging and rewarding systems, they will gain increased access to instruction and intervention. This consistent participation in the learning environment will result in stronger academic performance, improved mastery of grade-level standards, and higher growth on state assessments. Attendance Lottery is daily incentive and Attendance Heroes is a monthly incentive.

Person responsible for monitoring outcome
Jason Saunders/Stephanie Ortega

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 support a positive learning environment, the school will implement a student wellness and engagement initiative aimed at improving attendance. This intervention will include regular wellness check-ins, access to mental health and self-care resources, and recognition programs to boost morale.

Rationale:
By implementing this intervention, the school will address both the motivational and systemic barriers to consistent attendance. The mentor-student relationship serves as a protective factor, ensuring students feel supported, engaged, and connected to their school community, which directly contributes to improved academic achievement and long-term success.

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
Monitor Attendance

Person Monitoring: **By When/Frequency:**
Rina Rodriguez/Stephanie Ortega   September 26,2025- daily/monthly

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

step:
To monitor and improve student attendance, the school will establish an attendance team of administrators, counselors, and teachers to review data monthly and plan interventions. Daily attendance reports will serve as an early warning system to identify students at risk for chronic absenteeism. Schoolwide and grade-level incentives, such as Attendance Lottery and Attendance Heroes, will motivate students, while tiered supports—including attendance contracts, mentoring, parent conferences, and home visits—will address individual needs. Families and community partners will be engaged to help overcome barriers to attendance. Monthly data reviews will guide adjustments to interventions, and progress will be communicated to staff, students, and families to reinforce accountability and celebrate success. This approach ensures students attend consistently, increasing instructional time, reducing learning gaps, and supporting overall academic achievement.

Action Step #2
Family Engagement

Person Monitoring:	**By When/Frequency:**
Jason Saunders/Stephanie Ortega	September 26, 2025- quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will actively engage families to support consistent student attendance. Parent workshops will be held to educate families on the importance of daily attendance and provide strategies to overcome common barriers. Families will be regularly informed of their child's attendance patterns and encouraged to collaborate with the school to develop solutions when challenges arise. By involving families directly, the school seeks to foster accountability, increase student engagement, and support improved academic outcomes.

Action Step #3
Recognize perfect attendance monthly at assemblies

Person Monitoring:	**By When/Frequency:**
Jason Saunders/Stephanie Ortega/ Rina Rodriguez	September 26, 2025- quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will recognize students with perfect attendance each quarter during schoolwide assemblies and through classroom-level celebrations. Recognition will include certificates, small incentives, and public acknowledgment on school social media platforms. These efforts will encourage positive peer influence, reinforce the importance of daily attendance, and build a culture of accountability.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

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

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

The school utilizes various methods of communication to share and disseminate information with the parents, students, and stakeholders. The School Improvement Plan specifically states the various ways in which stakeholders can have an active role in the school's decision making process. Through newsletters, EESAC meetings, School Messengers, Instagram, and the school's website, the school community can be informed and involved in the school's decision making processes. Furthermore, the school sends all information letters and automated messages in multiple languages to facilitate the needs of the students and their families.

https://miamiheightselementary.net/

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)).

Positive relationships are the foundation of a strong school community and support our mission to provide every student with meaningful educational opportunities focused on literacy. To foster these relationships, parents are invited to participate in The Parent Academy meetings, EESAC meetings, and a variety of school functions scheduled at different times of the day and week to accommodate diverse family needs. Teachers are committed to maintaining open communication with families

through platforms such as Schoology and Class Dojo, allowing guardians to stay informed and engaged in their child's academic progress. Additionally, important updates and celebrations are shared via social media to keep stakeholders connected and informed. One of the school's priority focus areas is to strengthen relationships with parents and business partners, which will help unify the school community and reinforce shared goals for student success.

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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)).

The school's plan to strengthen academic programs and expand enriched and accelerated curriculum offerings is a collaborative effort supported by strong partnerships within our school community. Teachers and parents work together to enhance instructional practices, while local business partners contribute valuable resources and support. Our initiatives include hands-on projects, cross-curricular events, and a commitment to the S.T.E.A.M. and Cambridge curriculum and attributes. To further support literacy development, we have implemented the Reading Horizons program, which provides systematic, phonics-based instruction to build strong foundational reading skills. Additionally, we are continuously expanding tutoring services to ensure learning is both meaningful and lasting for all students.

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)).

The school actively utilizes available resources and consistently welcomes partnerships that enhance opportunities for our students. Programs offered through Miami-Dade County Public Schools (MDCPS) and other local entities provide a wide range of experiences that cater to diverse student interests and needs. We embrace the support of both district and community partners—including Project Up-Start, VPK, The Parent Academy, The Education Fund, Blue Scholars, and many others—to help us achieve our goals and offer engaging, inclusive activities.

Our approach emphasizes accelerating student learning rather than focusing solely on remediation. This mindset fosters the development of well-rounded individuals who are equipped to thrive in

various academic and social settings.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

The school maintains a supportive policy that allows students to access counseling services as often as needed to address a wide range of social and emotional concerns. For students and families requiring additional support, regular check-ins with the Mental Health Coordinator are available to ensure consistent care and guidance. Qualifying students may also benefit from external programs that provide specialized services beyond the school setting.

To promote emotional well-being, the school incorporates mental health days and organizes activities designed to boost self-esteem and foster a positive school climate. Additionally, students are encouraged to participate in extracurricular clubs that promote teamwork, leadership, and personal interests. These include cheerleading, the school's rock band, Future Educators of America (F.E.A.), 5000 Role Models, Robotics, and many others.

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)).

Early exposure to cross-curricular activities and a variety of guest speakers—especially during events like Career Day—encourages students to explore interests and hobbies they might not have considered otherwise. These experiences broaden students' perspectives and inspire curiosity. The coursework offered at the school is intentionally designed to foster meaningful conversations and highlight real-world connections, helping students understand the relevance of their learning in everyday life.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the

Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The school implements a Multi-Tiered System of Supports (MTSS) to proactively prevent and address behavioral concerns. Students are routinely monitored to ensure their social and emotional needs are met through appropriate interventions and support services. At Tier 1, Positive Behavioral Interventions and Supports (PBIS) are used to reinforce appropriate behaviors and prevent issues before they arise. Tier 2 involves targeted interventions tailored to specific student needs, providing additional support through small group strategies and check-ins. Tier 3 includes intensive, individualized interventions that often involve collaboration with specialists and consultations with external professionals. This tiered approach ensures that all students receive the level of support necessary to improve behavior, enhance educational outcomes, and promote overall well-being..

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)).

Teachers are encouraged and supported in pursuing professional development and additional certifications to enhance their practice. District and in-house PD sessions provide opportunities to strengthen content knowledge and explore innovative strategies. Support from guest speakers, Curriculum Support Specialists, and teacher leaders helps educators adapt to evolving student learning styles. Collaborative planning with grade-level teams promotes best practices and fosters a supportive environment that aids in teacher retention.

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)).

The school implements a variety of strategies to help preschool children feel confident and prepared for their transition to elementary school. The early childhood program balances learning and play while establishing consistent routines that support academic readiness. Through engaging activities and strong collaboration between the school and families, students develop essential skills for success and experience a smooth, gradual transition into the elementary setting.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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