

Miami-Dade County Public Schools

GEORGIA JONES AYERS 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

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

Georgia Jones-Ayers Middle School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, staff, and community members actively involved in our student's learning.

Provide the school's vision statement

To provide a stimulating learning environment with a technological orientation across the whole curriculum, which maximizes individual potential and ensures students of all ability levels are well equipped to meet the challenges of education, work, and life.

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

Sampson, Carol

pr6011@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

Maintains school site operations. Those tasks include: enforcing school policies and rules, maintaining a safe learning environment, coordinating activities, communicating/overseeing faculty

and staff, assessing instructional practices, and monitoring student academic achievement. Also, promotes a positive school culture by encouraging staff, parental, and community engagement.

Leadership Team Member #2

Employee's Name

Hughes, JaBari

jhughes1@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

An instructional leader overseeing curriculum that also assists the principal in planning, coordinating, and directing cultural and academic programs. Promotes student behavior that is supportive and conducive to the implementation of the school's instructional programs and goals. In addition, manages student activities, services and helps enforce guidelines for the learning community.

Leadership Team Member #3

Employee's Name

Harris, Gina

gharris1@dadeschools.net

Position Title

Instructional Coach

Job Duties and Responsibilities

Serves as an instructional coach for mathematics. Works with mathematics teachers to support best practices in instructional planning, instructional delivery, engagement, the learning environment, and assessment. Provides support in data analysis and how to best use data to drive instruction/close learning gaps. Additionally, analyzes school-wide trends in instruction for the mathematics department and makes recommendations about potential next steps to address areas of need within the department.

Leadership Team Member #4

Employee's Name

Diaz, Luis

mrDiaz@dadeschools.net

Position Title

Instructional Coach

Job Duties and Responsibilities

Serves as an instructional coach for literacy. Works with literacy teachers to support best practices in instructional planning, instructional delivery, engagement, the learning environment, and assessment. Provides support in data analysis and how to best use data to drive instruction/close learning gaps. Additionally, analyzes school-wide trends in instruction for the literacy department and makes recommendations about potential next steps to address areas of need within the department.

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.

Georgia Jones-Ayers Middle School involves the principal, teachers, parents, students, and community members through EESAC meetings, department meetings, and team meetings. In our EESAC meeting, we allow stakeholders to review the SIP and provide feedback. This feedback was used to guide the development of the 2025-2026 SIP

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 SIP will be monitored through department meetings, team meetings, EESAC meetings, and Impact Reviews. These meetings allow stakeholders and staff members to evaluate the implementation and impact of the SIP. After the Impact Review, administration and staff members will be able to evaluate its current systems and make the necessary changes with the help of feedback from stakeholders.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	89.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: C 2021-22: C 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	0	0	0	0	0	0	123	176	179	478
Absent 10% or more school days	0	0	0	0	0	0	20	24	32	76
One or more suspensions	0	0	0	0	0	0	10	24	17	51
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	15	9	4	28
Course failure in Math	0	0	0	0	0	0	31	6	2	39
Level 1 on statewide ELA assessment	0	0	0	0	0	0	45	58	79	182
Level 1 on statewide Math assessment	0	0	0	0	0	0	45	47	54	146
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	0	0	0	0
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	71	86	102	259	

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	7	0	4	11
Students retained two or more times	0	0	0	0	0	0	3	4	2	9

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							17	22	32	71
One or more suspensions							8	21	20	49
Course failure in English Language Arts (ELA)							13	9	6	28
Course failure in Math							27	5	6	38
Level 1 on statewide ELA assessment							51	88	85	224
Level 1 on statewide Math assessment							52	56	93	201
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							69	104	116	289

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							3		6	9
Students retained two or more times							4	1	4	9

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*	33	64	58	29	61	53	27	56	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	52	63	59	49	60	56			
ELA Lowest 25th Percentile	58	55	52	56	51	50			
Math Achievement*	38	67	63	34	64	60	31	60	56
Math Learning Gains	57	64	62	52	63	62			
Math Lowest 25th Percentile	60	60	57	62	62	60			
Science Achievement	39	59	54	36	56	51	41	55	49
Social Studies Achievement*	67	77	73	57	75	70	56	72	68
Graduation Rate									
Middle School Acceleration	91	78	77	81	73	74	83	74	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	50	62	53	44	58	49	42	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)	CSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	545
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
55%	50%	44%	48%	29%		45%

* 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	40%	Yes	6	
English Language Learners	49%	No		
Black/African American Students	60%	No		
Hispanic Students	53%	No		
Economically Disadvantaged Students	58%	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	33%		52%	58%	38%	57%	60%	39%	67%	91%			50%
Students With Disabilities	7%		43%	78%	20%	53%	55%	6%	52%				50%
English Language Learners	24%		51%	53%	32%	52%	57%	27%	54%	93%			50%
Black/African American Students	38%		46%	64%	40%	56%	67%	53%	79%	95%			
Hispanic Students	30%		56%	58%	37%	57%	59%	33%	59%	88%			50%
Economically Disadvantaged Students	34%		52%	66%	40%	58%	60%	45%	79%	90%			56%

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	29%		49%	56%	34%	52%	62%	36%	57%	81%			44%
Students With Disabilities	11%		36%	65%	16%	46%	63%	17%	23%				44%
English Language Learners	18%		49%	53%	28%	52%	59%	26%	51%	88%			44%
Black/African American Students	33%		54%	59%	39%	56%	84%	42%	59%	71%			
Hispanic Students	26%		47%	55%	30%	50%	57%	30%	54%	88%			41%
Economically Disadvantaged Students	31%		51%	56%	36%	52%	62%	44%	54%	82%			39%

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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	27%				31%			41%	56%	83%			42%
Students With Disabilities	15%				15%			17%	42%				19%
English Language Learners	19%				28%			33%	46%	100%			25%
Black/African American Students	29%				34%			41%	65%	90%			
Hispanic Students	25%				29%			40%	49%	77%			24%
Economically Disadvantaged Students	27%				32%			41%	57%	82%			25%

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	26%	62%	-36%	60%	-34%
ELA	7	31%	62%	-31%	57%	-26%
ELA	8	31%	60%	-29%	55%	-24%
Math	6	28%	64%	-36%	60%	-32%
Math	7	27%	54%	-27%	50%	-23%
Math	8	35%	60%	-25%	57%	-22%
Science	8	26%	46%	-20%	49%	-23%
Civics		54%	74%	-20%	71%	-17%
Biology		96%	74%	22%	71%	25%
Algebra		82%	59%	23%	54%	28%

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?

Based on the state data, 8th Grade Mathematics showed the greatest improvement. The 8th grade Mathematics proficiency percentage went from 18% to 35% proficiency, a 17-percentage point increase. Some of the action steps taken to complete this was the placement of advanced 7th grade students into the pre-algebra class, consistent data tracking, and a continuous high level of rigor within the pre-algebra classes.

Lowest Performance

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

Based on the state data, 6th Grade Mathematics showed the lowest performance when compared to other grade levels, with a 28% proficiency compared to the 30% from the previous year. This low performance was due to a lack of teacher consistency within the 6th grade Mathematics classroom.

Greatest Decline

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

Based on the state data, 6th Grade the lowest 25% in English Language Arts showed the greatest decline, going from 67% gains in the previous year to 50% gains in the 2024-2025 school year, a 17-percentage point decline. This was due to 6th grade student adjusting to middle school state testing and an inconsistency of an ELA through ESOL instructor.

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.

Given the state data, 6th grade ELA and 6th Grade Math showed the greatest gap when compared to the state average. the data showed that for 6th Grade ELA proficiency as a state was 60% while at the school level it was 26%. In Math, the state average was 60% while at the school level it was 28%. Several factors that contributed to these gaps were 6th grade students adjusting to middle school, discipline issues, new teachers in 6th grade literacy and a lack of a full time, consistent 6th grade

Mathematics teacher.

EWS Areas of Concern

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

Two potential areas of concerns as it relates to EWS are overall student attendance data, where 52% of our students had 16 or more days absent. As well, the 6th grade disciplinary data shows 23% of the 6th grade students had 2 or more referrals.

Highest Priorities

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

1. High quality instructors and instruction.
2. Student attendance.
3. Increasing collaboration between stakeholders.
4. Interdisciplinary collaboration.

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 2024-2025 state data, 8th grade English Language Arts students went from 47% to 42% learning gains, a 5-percentage point drop. Based on the data we will implement benchmark-based collaborative planning.

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.

Based on the implementation of benchmark-based collaborative planning, the measurable outcome will be a 8-percentage point increase in 8th grade learning gains, from 42% to 50% by May 2026.

Monitoring

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

Administrators and the Literacy coach will attend collaborative planning once a week, where student work and teacher lessons will be shared to evaluate its alignment to state benchmarks. The administrative team will also collaborate with the instructional coach to ensure that during department meetings and common planning, teachers are strategically planning for benchmark-aligned instruction as well as disaggregating student data. Student assessment data, exit tickets, and progress monitoring data will be assessed to determine the effectiveness of the benchmark-aligned instruction in the classroom.

Person responsible for monitoring outcome

Sampson, Carol - Principal (pr6011@dadeschools.net)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Benchmark-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in benchmark-aligned lesson quality, instructional effectiveness, and student achievement. Benchmark-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned benchmark-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Benchmark-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale:

Providing collaborative planning in the areas of scaffolding, and unpacking the benchmarks will provide our teachers with the ability to create and deliver a seamless lesson aligned to the benchmark instruction. Aligned instruction will result in higher student mastery of benchmarks.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Weekly Department Planning

Person Monitoring:

Diaz, Luis - Instructional Coach

By When/Frequency:

September 2025 / Weekly

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

The Literacy coach and teachers will meet weekly during collaborative planning to unpack benchmarks and develop lesson plans that will reach all students. Teachers will be introduced to tools such as item specifications, and planning cards, as well as strategically scaffolding and differentiating for student independent success. Student work will also be shared during collaborative planning. As a result of this, lesson plans will be horizontally aligned across subject areas and aligned to the benchmarks.

Action Step #2

Walkthroughs

Person Monitoring:

Sampson, Carol - Principal
(pr6011@dadeschools.net)

By When/Frequency:

September 2025 / Quarterly

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

The Administrative Team will conduct walkthroughs in literacy classrooms, looking at teacher instruction and its alignment to the days benchmark, as well as exit ticket questions. After

walkthroughs, the administration team will meet with instructional coaches to discuss findings and next steps. As a result, feedback will be relayed to teachers and next steps will be developed during common planning to address any areas of need.

Action Step #3

Teacher-Admin Data Chats

Person Monitoring:

Hughes, JaBari - Assistant Principal
(jhughes1@dadeschools.net)

By When/Frequency:

September 25, 2025 / Quarterly

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

The Administrative Team will conduct data chats with the teachers to discuss the effects of benchmark instruction on student success. After data chats, the administration team will meet with instructional coaches to discuss trends and next steps. As a result, support and resources will be shared strategically with teachers to address specific periods and groups of students.

Action Step #4

Exit Ticket Reflection

Person Monitoring:

Diaz, Luis - Instructional Coach
(mrdiaz@dadeschools.net)

By When/Frequency:

October 15, 2025 / Weekly

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

The Literacy Coach and teachers will look at student exit tickets during planning to analyze student growth based on the what was planned during collaborative planning. As a result, differentiated lessons and groupings will be created during collaborative planning to ensure student growth continues as needed.

Action Step #5

Student Benchmark Mastery Assessments

Person Monitoring:

Hughes, Jabari - Assistant Principal
(jhughes1@dadeschools.net)

By When/Frequency:

December 3, 2025 / Weekly

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

Students will complete biweekly benchmark mastery assessments to monitor progress on skills and standards targeted during common planning. Data from these assessments will be analyzed collaboratively by teachers and the Literacy Coach to identify trends in student growth, determine students of concern, and adjust instruction accordingly. As a result, strategic interventions and enrichment opportunities will be planned to address specific student needs and ensure ongoing academic progress.

Area of Focus #2

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

Instructional Practice specifically relating to Math

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 state data, 6th grade Math students went from 82% to 62% learning gains for the lowest 25% group, a 20-percentage point drop. Based on the data we will implement benchmark-based collaborative planning.

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.

Based on the implementation of standards-based collaborative planning, the measurable outcome will be a 5-percentage point rise in the 6th grade lowest 25% group, from 62% to 67% by May 2026.

Monitoring

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

Administrators and the Math coach will attend collaborative planning where student work will be shared and its alignment to standards will be evaluated. The administration team will also collaborate with instructional coaches to ensure that during department meetings and common planning, teachers are strategically planning for benchmark-aligned instruction as well as disaggregating data. Student topic assessment data, exit tickets and progress monitoring data will be assessed to determine the effectiveness of the Benchmark-Aligned Instruction in the classrooms.

Person responsible for monitoring outcome

Sampson, Carol - Principal (pr6011@dadeschools.net)

Evidence-based Intervention:

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

Description of Intervention #1:

Benchmark-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in benchmark-aligned lesson quality, instructional effectiveness, and student achievement. Benchmark-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned benchmark-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Benchmark-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale:

Providing collaborative planning in the areas of scaffolding, and unpacking the benchmarks will provide our teachers with the ability to create and deliver a seamless lesson aligned to the benchmark instruction. Aligned instruction will result in higher student mastery of benchmarks.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Weekly Planning

Person Monitoring:

Harris, Gina - Instructional Coach
(gharris1@dadeschools.net)

By When/Frequency:

September 2025 / Weekly

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

The Math coach and teachers will meet weekly during collaborative planning to unpack benchmarks and develop lesson plans that will reach all students. Teachers will be introduced to tools such as item specifications, and planning cards, as well as strategically scaffolding and differentiating for student independent success. Student work will also be shared during collaborative planning. As a result of this, lesson plans will be horizontally aligned across subject areas and aligned to the benchmarks.

Action Step #2

Walkthroughs

Person Monitoring:

Sampson, Carol - Principal
(pr6011@dadeschools.net)

By When/Frequency:

September 2025 - October 2025 / Quartely

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

The Administrative Team will conduct walkthroughs in Math classrooms, looking at teacher instruction and its alignment to the days benchmark, as well as exit ticket questions. After walkthroughs, the administration team will meet with instructional coaches to discuss findings and next steps. As a result, feedback will be relayed to teachers and next steps will be developed during common planning to address any areas of need.

Action Step #3

Teacher-Admin Data Chats

Person Monitoring:

Hughes, JaBari - Assistant Principal
(jhughes1@dadeschools.net)

By When/Frequency:

October 25, 2025 / Quartely

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

The Administrative Team will conduct data chats with the teachers to discuss the effects of

benchmark instruction on student success. After data chats, the administration team will meet with instructional coaches to discuss trends and next steps. As a result, support and resources will be shared strategically with teachers to address specific periods and groups of students.

Action Step #4

Student Exit Ticket Reflection

Person Monitoring:

Harris, Gina - Instructional Coach
(gharris1@dadeschools.net)

By When/Frequency:

October 30, 2025 / Weekly

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

The Math Coach and teachers will look at student exit tickets during planning to analyze student growth based on the what was planned during collaborative planning. As a result, differentiated lessons and groupings will be created during collaborative planning to ensure student growth continues as needed.

Action Step #5

Student Exit Ticket Explicit Feedback and Correction

Person Monitoring:

Harris, Gina - Instructional Coach
(gharris1@dadeschools.net)

By When/Frequency:

December 3, 2025 / Weekly

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

The Math coach and teachers will review exit tickets with students and provide students with feedback based on student responses during small group. As a result, students will be given opportunities to revisit and redo their exit tickets using the teacher's feedback to demonstrate improved understanding of the targeted math benchmarks.

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Based on the ESSA Subgroup Information, Student with Disabilities have shown an increase in the federal index, but still fall below the 41% threshold. These students showed 8% proficiency in English Language Arts and 39% in Mathematics with our lowest 25. To provide these students with the instruction needed to raise them above the 41% Federal Index of Points threshold, we will be implementing differentiated instruction.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school

plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the differentiated instruction, students with disabilities will show a 5-percentage point increase in English Language Arts proficiency, going from 18% to 23% proficiency. Our lowest 25 in Mathematics will show a 5-percentage point increase, going from 39% to 44%.

Monitoring

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

The Leadership team will analyze the PM1 data for the identified Students With Disabilities subgroup. Coaches and teachers will group students based on their performance on PM1 data to prepare for in-class differentiated instruction as well as pull-out interventions. Progress monitoring data (topic assessments, exit tickets) for these subgroups will be tracked until PM2, when students will be reassessed. Administrators and coaches will join collaborative planning sessions where data regarding these subgroups will be disaggregated and discussed. Coaches will provide professional development for teachers to enable scaffolding of differentiated instruction during small group activities and interventions. Administration and coaches will conduct walkthroughs of classrooms where the Students With Disabilities are present to ensure that targeted interventions are taking place with fidelity.

Person responsible for monitoring outcome

Sampson, Carol - Principal (pr6011@dadeschools.net)

Evidence-based Intervention:

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

Description of Intervention #1:

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:

Providing students with differentiated instruction allows students to obtain and master benchmarks based on their current academic needs.

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

Leadership Team will look at student data

Person Monitoring:

Hughes, JaBari - Assistant Principal
(jhughes@dadeschools.net)

By When/Frequency:

September 2025 / Monthly

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

The Leadership Team will analyze and disaggregate the PM1 data for Students with Disabilities. As a result, students will be grouped based on their levels and needs and monitored monthly to observe student progress with benchmarks as a result of teacher implemented differentiated instruction.

Action Step #2

Weekly Planning

Person Monitoring:

Hughes, JaBari - Assistant Principal
(jhughes1@dadeschools.net)

By When/Frequency:

September 2025 / Weekly

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

During department meetings and collaborative planning sessions, coaches will provide evidence-based strategies for teachers to implement targeted during small group differentiated instruction that is scaffolded for Students with Disabilities. As a result, teachers will be able to plan and implement scaffolded targeted interventions during small-group for Students with Disabilities.

Action Step #3

Walkthroughs

Person Monitoring:

Hughes, JaBari - Assistant Principal
(jhughes1@dadeschools.net)

By When/Frequency:

September 2025 / Quarterly

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

Administrators and Coaches will conduct walkthroughs of classes to observe implementation of differentiated instruction with students with disabilities. As a result, teachers will receive feedback and next steps to improve their interventions.

Action Step #4

SPED Collaboration During Team and Department Meetings

Person Monitoring:

Hughes, JaBari - Assistant Principal
(jhughes1@dadeschools.net)

By When/Frequency:

October 13, 2025 / Weekly

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

The SPED department will actively participate in grade-level and department meetings to review academic and behavioral data for Students with Disabilities (SWD). During these meetings, SPED teachers will provide accommodations, modifications, and instructional recommendations aligned to

individual student needs and IEP goals. The Instructional Coach and General Education teachers will collaborate with the SPED team to ensure that strategies are implemented consistently in classroom instruction. As a result, instructional planning will become more inclusive, and data-driven adjustments will be made to improve SWD performance and engagement across content areas.

Action Step #5

Intervention/Student Support

Person Monitoring:

Hughes, JaBari - Assistant Principal
(jhughes1@dadeschools.net)

By When/Frequency:

December 3, 2025 / Weekly

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

The instructional coaches and SPED department will collaborate to create an pull out intervention plan for Students with Disabilities (SWD). Interventions will be differentiated based on student accommodation and adjusted based on student growth. As a result, students will be pulled out for small group intervention to ensure student growth across subject areas.

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.

According to the student attendance from the 2025 Data Map, 52% of our students missed 16 or more school days. Based on data we will implement bi-weekly team leader meetings, grade level meetings, incentives, as well as ongoing daily attendance monitoring.

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 strategic attendance Initiatives, which include implementation of our community involvement specialist, there will be an increase of student daily attendance by 5 percentage points by February 2026.

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.

To ensure that the desired outcome is met, student attendance will be monitored through grade level team meetings, attendance initiative meetings, and daily attendance bulletins shared through email.

Person responsible for monitoring outcome

Hughes, JaBari - Assistant Principal (jhughes1@dadeschools.net)

Evidence-based Intervention:

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

Description of Intervention #1:

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.

Rationale:

To succeed, students must be present and actively engaged in class. Our focus on attendance initiatives will result in greater visibility of attendance data for all stakeholders and a greater sense of attendance ownership among faculty, staff, students, and families.

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

Meeting Student Needs

Person Monitoring:

Sampson, Carol - Principal
(pr6011@dadeschools.net) Hughes, JaBari -
Assistant Principal (jhughes1@dadeschools.net)

By When/Frequency:

September 2025 / Monthly

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

The School Leadership Team will meet with student services on a monthly basis to review student attendance and identify students with excessive absences. As a result, staff will receive a daily email with the attendance bulletin, and grade-level teams will discuss it at their weekly meetings.

Action Step #2

Grade-Level Team Meetings

Person Monitoring:

Sampson, Carol - Principal
(pr6011@dadeschools.net)

By When/Frequency:

September 2025 / Weekly

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

Once a week team Leaders will conduct team meetings focusing on student attendance and provide families with referrals for wrap-around services from community-based organizations and

partnerships. As a result, all stakeholders will be involved in supporting students who have exhibited poor attendance.

Action Step #3

School Pantry

Person Monitoring:

Hughes, JaBari - Assistant Principal
(jhughes1@dadeschools.net)

By When/Frequency:

September 2025 / Monthly

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

As a community school, The Attendance Initiative team and the Community School Specialist will establish and maintain a school-based pantry to provide students and families with essential items such as food, hygiene products, and school supplies that may otherwise cause students to miss school. As a result, barriers related to basic needs will be reduced, supporting consistent student attendance and overall well-being.

Action Step #4

Schoolwide Incentives

Person Monitoring:

Hughes, JaBari - Assistant Principal
(jhughes1@dadeschools.net)

By When/Frequency:

October 13, 2025 / Monthly

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

Student Services, along with grade-level team leaders, will plan and implement monthly schoolwide initiatives to encourage consistent attendance and recognize students demonstrating improved or exemplary attendance. As a result, overall student attendance rates will improve, and students will develop a stronger sense of accountability and engagement in the school community.

Action Step #5

Parent Communication

Person Monitoring:

Sampson, Carol - Principal
(pr6011@dadeschools.net)

By When/Frequency:

December 3, 2025 / Weekly

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

Through team meetings, the Leadership Team and teachers will discuss students missing more than 10 absences. As a result of these meetings, a weekly plan will be made to actively communicate with parents and/or guardians via emails, telephone calls, and parent conferences.

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 SIP is shared with staff during Opening of Schools, after feedback is collected and applied it is shared with stakeholders during an EESAC Meeting. During this EESAC Meeting guardians, community members, and students will review and provide additional feedback. A final version of the SIP is published and posted to www.gjams.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)).

As part of our Title I program, Georgia Jones-Ayers Middle School will host: student orientations, open house, monthly parent workshops, parent conferences, and other meetings to engage with our stakeholders. Stakeholders also have the opportunity to interact electronically on our social media, website, and Schoology pages.

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)).

At Georgia Jones-Ayers Middle School the academic program for students will be strengthened by the strategic implementation of the school improvement plan. Our instructional coaches will support new teachers and content areas of concern, the PLST will plan and monitor on going professional development, and the school leadership team will partner with ETO and other programs to ensure that students are exposed to quality instruction.

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)).

Creating a funding plan that leverages Federal, State, and local resources is essential to provide comprehensive support for students at Georgia Jones-Ayers Middle School. Effective coordination ensures resources are used efficiently while addressing the academic, social, and emotional needs of all learners.

Collaboration with Title I, II, and III offices is utilized to align goals with federal guidelines through ongoing data sharing and regular meetings. Partnerships with law enforcement, mental health agencies, and community organizations such as Guitars Over Guns are necessary to support violence prevention and create safe learning environments.

Finally, the school improvement plan aligns with CSI requirements by maintaining strong communication with State agencies and updating strategies as needs evolve. Georgia Jones-Ayers Middle School shares data to identify students eligible for multiple services, and develops unified strategies that maximize resources and support student success. Through these collaborative efforts, the school provides seamless services that improve attendance, engagement, and overall student achievement.

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)).

Our school counselors, mental health coordinator, mental health partners, and grade-level team leaders will provide support to students and their personal, social, emotional, and academic concerns. Resources will include the implementation of programs such as 5000 Role Models and CCC-Yep.

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)).

At Georgia Jones-Ayers Middle School we offer acceleration opportunities and performing arts enrichment that helps students peak interest and become competitive for Magnet opportunities in high school. Our partners will help host a Magnet Fair for students and parents to ensure they have access to broadening their opportunities.

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)).

At Georgia Jones-Ayers Middle School we will implement our positive behavior system with fidelity and continue our efforts with restorative justice practices. As such, the administrators, student services, and other stakeholders will ensure to coordinate and monitor services.

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, paraprofessionals, and other school personnel will have an opportunity to engage in district-wide professional development as well as school-based trainings. These will take place during faculty meetings, department collaborative planning and designated professional learning days.

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)).

N/A

VI. ATSI, TSI and CSI Resource Review

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.

Our ESSA group of concern are our Students with Disabilities, as such, the leadership team reviews the master schedule for opportunities to enhance enrichment and differentiation. Strategic coteaching, ESE and coaching support, and resource revision will take place as data is reviewed during periods of growth monitoring. The district and school site review the School Improvement Plan and resources throughout the year during impact review and CSI school support sessions.

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).

The first need to be addressed will be ELA and mathematics proficiency with our Students with Disabilities subgroup. This will be done by having all EBD student's IEPs reviewed to determine opportunities to provide enrichment and instruction in core areas with mainstream core teachers. We believe that by having our ESE experts partner with core area teachers, our SWD will demonstrate academic growth.

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