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## School Board Approval

This plan has not yet been approved by the Dade County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

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

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

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

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

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

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

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

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

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

## Purpose and Outline of the SIP

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

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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The Mission of Miami Springs Middle School is to build relationships with students, faculty and staff, parents, and the community in an atmosphere that values equity, respect, and safety. Our goal is to create a school climate where students learn how to work with each other and our faculty and staff to create learning experiences that will help them become productive lifelong learners and responsible global citizens.

### Provide the school's vision statement

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Miami Springs Middle School encourages our students to take an active role in their learning. In a safe and inclusive school environment, our students are learning how to share ideas and work with faculty and staff to create learning experiences that have a positive impact on their school.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Christian Saavedra

#### Position Title

Principal

#### Job Duties and Responsibilities

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Instructional leader supervising language arts, reading, mathematics, social studies, and the overall curriculum/effective functioning of the school.

### Leadership Team Member #2

#### Employee's Name

Eric Gonzalez

#### Position Title

Assistant Principal

**Job Duties and Responsibilities**

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Instructional leader supervising ESOL, electives, science, student services, exceptional student education, ESOL, and gifted.

**Leadership Team Member #3**

**Employee's Name**

Rosa Borges

**Position Title**

SCSI Instructor

**Job Duties and Responsibilities**

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Discipline, Discipline/School Safety Committee Chairperson, Lead MINT Mentor, Office Aids, Security, SCAMS, Hall and Cafeteria Supervision, Activities/Athletics/Clubs, Calendar, Climate Survey, Media Release Forms, Student and Teacher Recognition, Honor Roll (w/Team Leaders), and Opening and End of Year Activities

**Leadership Team Member #4**

**Employee's Name**

Claudia Prado

**Position Title**

Math Coach / Math Department Chairperson

**Job Duties and Responsibilities**

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Mathematics Department Chairperson, Math Coach, Testing Chairperson, Grade Level Team Leader, and Content Expert on the school's Professional Learning Support Team: responsible for supporting the needs of math teachers through direct and indirect support along with ensuring math interventions are implemented with fidelity. Responsible for scheduling testing and ensuring testing security for all statewide assessments and other district assessments.

**Leadership Team Member #5**

**Employee's Name**

Diana Ocana

**Position Title**

Science Department Chairperson

**Job Duties and Responsibilities**

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Science Department Chairperson, STEAM Liaison, Magnet Lead Teacher, Grade Level Team

Leader, and Professional Learning Liaison on the school's Professional Learning Support Team: responsible for supporting the needs of science teachers, recruiting students and families to our magnet program, creating opportunities to showcase and connect Science, Technology, Engineering, the Arts, and Mathematics cross content areas, and supporting the professional learning needs of all teachers.

## **Leadership Team Member #6**

### **Employee's Name**

Mary Slocum

### **Position Title**

ESE Department Chairperson

### **Job Duties and Responsibilities**

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Exceptional Student Education Department Chairperson: responsible for ensuring compliance and implementing student Individualized Education Plans (IEPs), Section 504 Plans, and reevaluations as needed for students with disabilities.

## **Leadership Team Member #7**

### **Employee's Name**

Nuria Rouco

### **Position Title**

Guidance Counselor

### **Job Duties and Responsibilities**

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Monitors student academic progress and addresses students exhibiting concerning behaviors to provide students with appropriate services and supports.

## **Leadership Team Member #8**

### **Employee's Name**

Pedro Suarez

### **Position Title**

Social Studies Department Chairperson

### **Job Duties and Responsibilities**

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Support the curricular needs of the department, including providing state adopted curriculum resources.

## **Leadership Team Member #9**

### **Employee's Name**

Patrice Cuadra

### **Position Title**

English Language Arts Department Chairperson

### **Job Duties and Responsibilities**

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Support the curricular needs of the department, including providing state adopted curriculum resources.

## **Leadership Team Member #10**

### **Employee's Name**

Nataly Cancio Montejo

### **Position Title**

ESOL Department Chairperson

### **Job Duties and Responsibilities**

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ESOL FTE and Compliance (w/ Mena and Soriano)



## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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

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

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The SIP is discussed at each monthly EESAC meeting and during faculty meetings. During EESAC meetings, students, parents, families and business/community leaders can provide their input on items addressed in the SIP. During faculty meetings, teacher input and feedback is gathered. Notes from that discussion are referenced when developing goals and action steps. Our school was identified for ESSA support because less than 41% of our students with disabilities were proficient on the reading, math, science, and social studies statewide assessment.

### SIP Monitoring

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

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The SIP is monitored on a regular basis by the School Leadership Team while conducting classroom walkthroughs and communicating with stakeholders. Students with the greatest achievement gaps are explicitly addressed by the action steps in the SIP's ESSA goals. During each phase, the school will revise the plan to ensure continuous improvement based on evidence gathered from achievement data and classroom walkthroughs.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH</b> <b>6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>98.6%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)*</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: C</b> <b>2022-23: C*</b> <b>2021-22: C</b> <b>2020-21:</b> <b>2019-20: C</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							14	25	27	66
One or more suspensions							3	24	26	53
Course failure in English Language Arts (ELA)							13	7	9	29
Course failure in Math							25	15	49	89
Level 1 on statewide ELA assessment							80	105	120	305
Level 1 on statewide Math assessment							61	68	86	215
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							93	123	146	362

#### Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	0	0	0
Students retained two or more times							3	4	1	8

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

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

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year										0
Students retained two or more times										0

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	40	61	53	33	56	49	29	55	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	50	60	56				36		
ELA Learning Gains Lowest 25%	49	51	50				28		
Math Achievement *	48	64	60	47	60	56	29	43	36
Math Learning Gains	54	63	62				56		
Math Learning Gains Lowest 25%	63	62	60				64		
Science Achievement *	38	56	51	27	55	49	29	54	53
Social Studies Achievement *	57	75	70	56	72	68	62	64	58
Graduation Rate								51	49
Middle School Acceleration	63	73	74	82	74	73	57	56	49
College and Career Readiness								73	70
ELP Progress	46	58	49	41	50	40	32	77	76

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	518
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
52%	48%	42%	28%		47%	41%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.



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

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	5	
English Language Learners	46%	No		
Black/African American Students	52%	No		
Hispanic Students	52%	No		
Economically Disadvantaged Students	52%	No		

  

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	19%	Yes	4	4
English Language Learners	41%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Black/African American Students	35%	Yes	2	
Hispanic Students	49%	No		
Economically Disadvantaged Students	47%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	22%	Yes	3	3
English Language Learners	36%	Yes	3	
Native American Students				
Asian Students				
Black/African American Students	37%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	44%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	41%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	40%		50%	49%	48%	54%	63%	38%	57%	63%			46%
Students With Disabilities	19%		47%	57%	28%	45%	52%	13%	31%	29%			29%
English Language Learners	31%		44%	46%	43%	55%	60%	21%	45%	54%			56%
Black/African American Students	38%		56%		46%	55%	62%	32%	58%	67%			
Hispanic Students	40%		48%	47%	48%	55%	63%	40%	57%	63%			56%
Economically Disadvantaged Students	40%		52%	54%	47%	54%	60%	40%	62%	60%			53%

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	33%				47%			27%	56%	82%			41%
Students With Disabilities	10%				34%			3%	29%				
English Language Learners	15%				37%			11%	44%	93%			45%
Black/African American Students	36%				40%			12%	50%				
Hispanic Students	32%				49%			28%	57%	82%			46%
Economically Disadvantaged Students	32%				48%			23%	55%	82%			39%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	29%		36%	28%	29%	56%	64%	29%	62%	57%			32%
Students With Disabilities	8%		26%	21%	7%	41%	52%	4%	24%				14%
English Language Learners	18%		30%	29%	18%	51%	64%	7%	54%	54%			32%
Native American Students													
Asian Students													
Black/African American Students	21%		36%	27%	24%	52%	55%	24%	54%	43%			
Hispanic Students	31%		37%	29%	30%	57%	67%	29%	64%	60%			33%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	28%		36%	28%	28%	55%	63%	27%	61%	55%			31%

## 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	31%	57%	-26%	54%	-23%
Ela	7	24%	55%	-31%	50%	-26%
Ela	8	28%	54%	-26%	51%	-23%
Math	6	40%	60%	-20%	56%	-16%
Math	7	29%	49%	-20%	47%	-18%
Math	8	31%	58%	-27%	54%	-23%
Science	8	23%	42%	-19%	45%	-22%
Civics		37%	70%	-33%	67%	-30%
Biology		85%	70%	15%	67%	18%
Algebra		64%	55%	9%	50%	14%
Geometry		100%	56%	44%	52%	48%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>

### III. Planning for Improvement

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

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

##### Most Improvement

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

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The data component that showed the most improvement was in Science proficiency with 26% proficiency in 2024 compared to 15% proficiency in 2023. In this area, we had a change in instructional staff in 8th grade science. Additionally, we were able to use science mid-year data to carefully identify 7th grade students to take the 8th grade science test. During the 2023-2024 school year, both science teachers that contribute to this accountability area received support from a district curriculum support specialist (CSS), attended district sponsored professional learning in science, and implemented a spiral remediation plan and instructional focus calendars that were collaboratively developed with the CSS.

##### Lowest Performance

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

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The lowest performing data component was in ELA proficiency for grade level was 7th grade with 29% proficiency compared to 40% in 6th grade and 31% in 8th grade. The 7th grade math classes were slightly larger in size with about 30+ students per period due to the influx of ESOL students. Also, the 7th grade students during the 2023-2024 school year demonstrated lower proficiencies in ELA, math, and civics when compared to previous school years. Intervention was not provided to students until March.

##### Greatest Decline

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

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The data component that showed the greatest decline from the prior year was civics. In 2024, 37% of students were proficient on the civics assessment when compared to 42% in 2023. The factors that contributed to this decline include a new instructional staff member who has not taught the course in the past and a change in standards for civics that both the new and more experienced teacher had to learn. Additionally, we had a large number of ESOL students enter between October through May and their lack of English language skills was another barrier to the civics proficiency.

##### Greatest Gap

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

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The data component with the greatest gap when compared to the state was in civics. The proficiency for civics at our school was 37% while the state average was 67%. The factors that contributed to this gap was that we had a new teacher in civics this school year and it was the first time teaching at our school and for the district. Additionally, 7th grade ELA had a 26 percentage point decline which could demonstrate that students were lacking reading/vocabulary skills that would allow them to better understand the questions on the Civics EOC.

### **EWS Areas of Concern**

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

---

One area of concern is that we had an increase of students failing an ELA or Math course during the 2023-2024 school year as compared to the 2022-2023 school year. During the 2023-2024 school year, we had 3 more students failing in ELA and 12 more failing in math. Although student attendance improved from the prior school year, we have 51% of students with 11 or more absences during the 2023-2024 school year as compared to only 45% in the district and 39% in Tier 1 schools.

### **Highest Priorities**

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

---

- **Continuous Remediation of Benchmarks:** Daily remediation of benchmarks below proficiency in topic assessments empowers teachers to address students' misconceptions and prepare them for upcoming topics. Teachers will employ B.E.S.T review Worksheets, the IXL Skill Plan, daily Bell Ringers, and district-recommended resources to facilitate targeted daily remediation.
- **Conducting Checks for Understanding:** Conducting checks for understanding is crucial for teachers to ensure effective learning outcomes. These assessments provide valuable insights into students' comprehension levels, allowing teachers to gauge whether their instructional methods resonate with the class. By regularly checking for understanding, educators can promptly identify any misconceptions or gaps in knowledge among students. This proactive approach enables teachers to adjust their teaching strategies in real time, tailoring explanations, examples, or activities to better meet the needs of their students. Mathematics teachers will conduct daily checks for understanding during classroom instruction to provide adequate remediation, clarify misconceptions, and promote deeper engagement and mastery of the material.
- **Weekly Common Planning:** Participating in weekly common planning sessions is essential for teachers to collaborate effectively and enhance instructional practices. These sessions provide dedicated time for educators to align their curriculum, share best practices, and

brainstorm innovative teaching strategies. In math, teachers will participate in weekly common planning to analyze the B.E.S.T Instructional Guide for Mathematics, academic benchmarks, and instructional resources to align lessons with the curriculum and student needs. In ELA, teachers will ensure targeted support is provided aligned to standards and pacing. Collaborative discussions allow educators to leverage each other's expertise, evaluate resources, and identify student needs more comprehensively, fostering a supportive professional community. Educators will participate in weekly common planning to tailor lessons to academic benchmarks and students' needs.

- **Differentiated Instruction:** DI is an instructional practice essential for meeting diverse learners' needs. By recognizing that learners have varying abilities, backgrounds, and learning styles, educators can tailor their instructional strategies to accommodate these differences. Mathematics educators will implement DI practices with greater fidelity by providing multiple entry points to a concept, offering various problem-solving approaches, or adjusting the level of complexity in tasks. Tiered assignments will be incorporated into daily instruction to differentiate the difficulty levels based on readiness. Educators may also integrate manipulatives, dictionaries, strategies for teaching English Language Learners and students with exceptionalities, and technology to support comprehension.
- **Coaching Cycles:** Coaching cycles refer to structured periods of collaboration and professional development between teachers and instructional coaches. These cycles typically involve steps designed to support educators in improving their instructional practices and enhancing student learning outcomes. The instructional coach and teacher will collaborate to establish goals based on classroom observations, student data analysis, and identified areas for growth. The coach will model instructional strategies and provide personalized support to the teacher. The progress towards goals will be reviewed throughout the school year and adjusted if needed.

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

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

### **Area of Focus #1**

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

### **Instructional Practice specifically relating to Differentiation**

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

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

---

According to the 2024 FAST PM 3 data, 27% of students were proficient in ELA, 35% of students were proficient in Math, 26% of students were proficient in Science, and 37% were proficient in Civics. Based on a comparison to other similar schools (other Tier 1 Support Schools), we underperformed by 15% in ELA, 10% in Math, 17% in Science, and 26% in Civics. Based on this data and the identified contributing factors of a high number of students below proficiency in each of the assessed content areas, we will implement the Targeted Element of Differentiation with a focus on equipping curriculum leaders, instructional coaches, and teachers with the tools to provide structure, resources, and processes to streamline the process of planning instructional activities for differentiation.

#### **Measurable Outcome**

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

---

If we successfully implement differentiation, then our proficiency in ELA, Mathematics, Science, and Civics Statewide Assessments will increase by a minimum of 5 percentage points as evidenced by the 2025 State Assessments.

#### **Monitoring**

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

---

The Leadership Team will create a monthly calendar with specific dates designated for departmental meetings and planning on a bi-monthly basis. Administrators will attend meetings and monitor conversations during departmental meetings. Administrators will conduct classroom walkthroughs to monitor the implementation of differentiated instruction to meet the diverse needs of learners. Data will be collected using district and state assessments during various points in the school year to monitor student progress as a result of differentiated instruction. Administrators will engage with teachers on reviewing data and debriefing with teachers on future action steps through administrative

data chats. Through this process, teachers will ensure to provide targeted instruction based on the individual need of the student to improve student academic achievement.

**Person responsible for monitoring outcome**

Christian Saavedra, Principal

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Differentiated Instruction (DI). Differentiated Instruction will assist in accelerating proficiency in English Language Arts, Mathematics, Science, and Civics. Differentiated Instruction will be monitored through the use of classroom walkthroughs and monitoring of assessment data for each content area.

**Rationale:**

Differentiated Instruction will ensure that teachers are reviewing their own data and making instructional decisions aligned to the needs of their students. Additionally, teachers will be able to strengthen their skills supporting all learners in meeting state standards based on a data-driven process and be able to seek assistance, as needed, from their peers. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Creation of Monthly Meeting Calendar

**Person Monitoring:**

Eric Gonzalez, Assistant Principal

**By When/Frequency:**

August 30, 2024

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

The school leadership team will create a monthly calendar with specific biweekly dates designated for departmental or grade level planning as evidenced by the meeting calendar and meeting agendas. As a result, teachers will implement strategies discussed in such meetings in their lesson plans, curricular activities, and differentiated instruction plans as evidenced through classroom walkthroughs, teacher lesson plans, and portfolio of student work.

**Action Step #2**

Differentiated Instruction Strategies

**Person Monitoring:**

Christian Saavedra, Principal

**By When/Frequency:**

September 27, 2024

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

Teachers will be provided with differentiated instruction strategies and opportunities for collaborative discussions by their curriculum leader and/or instructional coach through biweekly department and biweekly grade level teams. As a result, teachers will implement strategies discussed in such meeting in their lesson plans, differentiated instruction plans, and curricular activities as evidenced through classroom walkthroughs, teacher lesson plans, and portfolio of student work.

**Action Step #3**

Creation of Differentiated Instruction Plan

**Person Monitoring:**

Christian Saavedra, Principal

**By When/Frequency:**

September 27, 2024

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

Teachers will create a differentiated instruction plan based on FAST PM 1 and/or i-Ready AP1 Diagnostic Data to group students based on needs. The differentiated instruction plan will be submitted to the administrative team. As a result, teachers will be able to identify and target students to provide tiered instruction to meet their needs.

**Area of Focus #2**

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**

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

---

According to the 2023-2024 FAST PM 3 data, students with disabilities had 18% proficiency in ELA, 29% proficiency in math, 14% proficiency in science, and 28% proficiency in civics placing them below the 41% threshold. Based on the data and the identified contributing factors of a high number of students with disabilities not meeting proficiency on state assessments, and a lack of experience with students with disabilities and instructional strategies to support these students more effectively, we will implement the targeted element of Students with Disabilities.

**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 Student with Disabilities, our English Language Arts, Mathematics, Science, and Civics proficiency for students with disabilities will increase by 5 percentage points by June 5th, 2024.

**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.

---

Administrators will attend meetings and monitor conversations during departmental meetings that should be focusing on strategies to support students with disabilities. Administrators will conduct classroom walkthroughs to monitor the implementation of students with disabilities to meet the diverse needs of learners. Data will be collected using district and state assessments during various points in the school year to monitor student progress as a result of intensively supporting our students with disabilities across the content areas. Administrators will engage with teachers on reviewing data and debrief with teachers on future action steps through administrative data chats. Through this process, teachers will be better equipped to address the needs of our students with disabilities and improve their academic achievement.

**Person responsible for monitoring outcome**

Eric Gonzalez, Assistant Principal

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Within the Targeted Element of Students with Disabilities, our school will focus on the Evidence-based Intervention of Ongoing Progress Monitoring (OPM). Ongoing Progress Monitoring allows teachers to monitor their students progress on grade level standards in the respective subject areas.

**Rationale:**

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class. Teachers can monitor if the supports/accommodations required by each student based on their Individual Education Plan (IEP) is assisting in support students academically. Using OPM, teachers can keep a close on eye on the academic progress on our students with disabilities across content areas.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Distribution of IEPs to Teachers

**Person Monitoring:**  
Mary Slocum

**By When/Frequency:**  
August 23, 2024

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

Individualized Education Plans (IEPs) will be shared with all teachers for the students that they are responsible for. As a result, we will ensure that the needs of each individual learner are being met.

### **Action Step #2**

Overview of IEP at a Glance at Faculty Meeting

**Person Monitoring:**  
Mary Slocum

**By When/Frequency:**  
August 27, 2024

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

During our August 27, 2024 faculty meeting, our ESE Department Chairperson will review how to read IEPs and review/provide examples of integration for the most common accommodations. As a result, we will ensure that our teachers can comfortably and effectively implement the accommodations.

### **Action Step #3**

Review Student Data for Students with Disabilities

**Person Monitoring:**  
Christian Saavedra

**By When/Frequency:**  
September 27, 2024

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

Teachers will review baseline data points (FAST PM 1, i-Ready AP 1, and other district baseline assessments) to identify areas of strengths and improvement for our students with disabilities. As a result, teachers will be able to make instructional decisions to support the academic needs of these students through practices such as differentiated instruction.

## **Area of Focus #3**

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

### **Instructional Practice specifically relating to Benchmark-aligned instruction**

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

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

---

According to the 2024 FAST PM 3 data, 27% of students were proficient in ELA, 35% of students were proficient in Math, 26% of students were proficient in Science, and 37% were proficient in Civics. Based on a comparison to other similar schools (other Tier 1 Support Schools), we underperformed by 15% in ELA, 10% in Math, 17% in Science, and 26% in Civics. Based on this data and the identified contributing factors of a high number of students below proficiency in each of the assessed content areas, we will implement the Targeted Element of Benchmark-aligned instruction



with a focus on equipping curriculum leaders, instructional coaches, and teachers with the tools to make data-driven decisions.

### **Measurable Outcome**

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

---

If we successfully implement benchmark-aligned instruction, then our proficiency in ELA, Mathematics, Science, and Civics Statewide Assessments will increase by a minimum of 5 percentage points as evidenced by the 2025 State Assessments.

### **Monitoring**

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

---

The Leadership Team will create a monthly calendar with specific dates designated for departmental meetings and planning on a bi-monthly basis. Administrators will attend meetings and monitor conversations during departmental meetings. Administrators will conduct classroom walkthroughs to monitor the implementation of benchmark-aligned instruction to meet the diverse needs of learners. Data will be collected using district and state assessments during various points in the school year to monitor student progress as a result of benchmark-aligned instruction. Administrators will engage with teachers on reviewing data and lesson plans in order to generate dialogue and debrief with teachers on future action steps through administrative data chats. Through this process, teachers will ensure to provide targeted and benchmark-aligned instruction to support student academic achievement.

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

Christian Saavedra, Principal

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

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

### **Description of Intervention #1:**

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of data-driven decision making. Data-driven decision making will assist teachers in every level to make informed decisions on what is best for students. This includes goal setting, interventions, course work, and differentiating instruction in order to accelerate proficiency in English Language Arts, Mathematics, Science, and Civics. Data-driven decision making will be monitored through the use of classroom walkthroughs, review of teacher lesson plans, and monitoring of assessment data for each content area.

### **Rationale:**

Data-driven decision making will ensure that teachers are reviewing their own data and making



instructional decisions aligned to the needs of their students and the intended content area benchmark. Additionally, teachers will be able to carefully identify instructional resources and strategies that support the data point they intend to remediate. Teachers will be able to strengthen their skills supporting all learners in meeting state benchmarks based on a data-driven process and be able to seek assistance, as needed, from their peers. Teachers will continually make adjustments to their lesson plans and instructional delivery as new data becomes available on various benchmarks.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Overview of PowerBi/Performance Matters

**Person Monitoring:**

Christian Saavedra

**By When/Frequency:**

September 27, 2024

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

The School Leadership Team will provide all teacher with an overview of accessing academic data for their students through PowerBi and/or Performance Matters. As a result, teachers will be able to identify how students are performing in various content area benchmarks.

**Action Step #2**

Identifying Benchmark-Aligned Instruction Based on Student Data

**Person Monitoring:**

Christian Saavedra

**By When/Frequency:**

September 27, 2024

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

Curriculum leaders will support teachers in identifying benchmark-aligned instruction based on the needs of their students as evidenced by meeting agendas, classroom walkthroughs, and teacher lesson plans. As a result, teachers will ensure that their instruction aligns to the needs of their student given a respective content area benchmark.

**Action Step #3**

Analyze Grade Level/Content Area Benchmark Task Demand

**Person Monitoring:**

Christian Saavedra

**By When/Frequency:**

September 27, 2024

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

Teachers will collaborate to analyze grade level/content area benchmark task demands and identify instructional strategies for a particular benchmark. For example, in math, teachers will review the B.E.S.T. Instructional Guide for Mathematics (B1G-M) components to plan for student learning and instruction aligned to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and

student's diverse needs. As a result, teachers will ensure that their instruction aligned to the demand of the benchmark and so that teachers are able to support students using a data-driven decision making process.

## IV. Positive Culture and 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 2023-2024 student attendance data, 51% of our students have 11 or more absences as compared to 47% during the 2022-2023 school year. In addition, when comparing our 2023-2024 student attendance data to the district average, we had 6 percentage more absences within the 11 or more absences group. Based on the data and the identified contributing factors of a large number of students with 11 or more absences that limits the number of instructional days they receive, we will implement the Targeted Element of Student Attendance.

#### 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 attendance initiatives, our student attendance rate will improve by 5 percentage points as evidenced by our 2024-2025 student attendance rates at the end of the school year.

#### Monitoring

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

---

Working with the school's administrative team, the Activities Coordinator and Grade Level Team Leaders will work on developing quarterly grade level incentives tied to student attendance that will be published and shared with all students and families. Attendance incentives and initiatives will be shared with the School Leadership Team (SLT) during monthly meetings to ensure that SLT members share this information with all teachers to be better informed on the school's goals for student attendance. The daily attendance bulletin will be reviewed by our school's attendance clerk to begin identifying students that need to be referred to the school's Attendance Review Committee. The school's Attendance Review Committee will meet on a monthly basis to review student attendance

and provide additional targeted support and/or guidance to students and families with a high number of absences. By engaging all stakeholders in mission of increasing student attendance rates, a more systematic, uniform, and collaborative culture and environment will be developed to ensure students attend school every day to access their education.

**Person responsible for monitoring outcome**

Eric Gonzalez, Assistant Principal

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Within the Targeted Element of Student Attendance, our school will focus on the Evidence-based Intervention of strategic attendance initiatives. Attendance initiatives will 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.

**Rationale:**

The evidence-based strategy of Strategic Attendance Initiatives was chosen as it addresses and supports individual students and families based on their needs and/or reasons for absences. At the same time, it holds both students and their families accountable in ensuring their child attends school every day.

**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 #1**

Plan for School Year Student Attendance Incentives

**Person Monitoring:**

Eric Gonzalez, Assistant Principal

**By When/Frequency:**

August 27, 2024

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

The Activities Coordinator and Grade Level Team Leaders will create a plan of student attendance incentives to share with all parents and students. As a result, parents and students will know from the first day the expectations, importance of, and be motivated to attend school everyday. The school will monitor the impact by reviewing daily student attendance percentages.

**Action Step #2**

Development of School Site Attendance Action Plan

**Person Monitoring:**

Eric Gonzalez, Assistant Principal

**By When/Frequency:**

August 30, 2024

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

**step:**

The school site Attendance Review Committee will meet to collectively develop the school site attendance action plan. As a result, the school will have an attendance action plan that will be the blueprint used by the school team to address student attendance and provide appropriate interventions/support services to students and families.

**Action Step #3**

Monitoring August and September Attendance

**Person Monitoring:**

Eric Gonzalez, Assistant Principal

**By When/Frequency:**

September 27, 2024

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

**step:**

By the end of September, the Attendance Review Committee will have identified and provided targeted intervention and/or support to students and families with more than 3 absences. As a result, the school will ensure that from the beginning of the school year student attendance is addressed and families receive appropriate support and understand the importance of ensuring their child attends school every day.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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

#### Dissemination Methods

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

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

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The dissemination of this SIP will occur during our faculty meetings, Title 1 Annual Parent meeting, and our EESAC meetings held throughout the school year. During these meetings, the various phases of the SIP are shared with key stakeholders including students, families, school staff, and community organizations. The SIP is available on our school website at miamispringsmiddle.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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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The school plans to build positive relationships with parents, families, and other community stakeholders through various events. We will host a resource fair that will connect students and families to various community organizations. We will host a Back to School Night to invite all parents to come out to the school, meet their child's teachers, and learn about the expectations of each class. Our Community Liaison Specialist is available to assist parents with requesting a device, accessing the parent portal, becoming a school volunteer, and completing the income survey. Grade level team leaders are available to coordinate parent teacher conferences to address any concerns parents or teachers may have with a particular student. Parents have access to monitor student grades through the parent/student portal, interim report cards/progress reports and report cards are sent out 4 times a year respectively, and teachers communicate with parents when students are not performing adequately in class. Messaging through School Messenger (automated phone calls and emails) and

flyers sent home are always provided to parents in English and Spanish. Information on our school's Family Engagement Plan can be found on our school website at [miamispringsmiddle.net](http://miamispringsmiddle.net).

### **Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

---

The school plans to strengthen the academic program in the school by using the instructional resources provided by our district curriculum departments that are aligned to our state standards. Teachers employ a variety of computer based programs such as i-Ready and Math XL to provide students with other opportunities to strengthen their skills in respective content areas while aligning to state standards. Opportunities will be made available beginning in November to provide students with free before and after school tutoring.

### **How Plan is Developed**

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

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Additional Federal, State, and local services are implemented as available. For instance, Title III tutoring services will be provided for ELL students to enhance their academic performance. Project UP-START provides resources to families in transition to help students overcome barriers to learning. The Parent Academy assists with engaging parents to become full partners in their children's education. Food and Nutrition provides free breakfast and lunch for all students through the CEP.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

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

#### **Improving Student's Skills Outside the Academic Subject Areas**

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

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At the beginning of the school year, a letter is sent home to all parents explaining the school based counseling programs and district mental health services offered. Students have access to our school guidance counselor during the school day. A district school-based mental health professional is deployed to our school three times a week to support students and assist with referrals to outside agencies. Our Student Services Team is equipped with resources to provide parents that may request additional community based resources to better support their child.

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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Students are offered an accelerated track where they can enroll in Algebra 1, Geometry, Physical Science, Biology, and Spanish 1 to earn high school credit. This provides them with an opportunity to earn high school credit in middle school and open opportunities to take more Advanced Placement or Dual Enrollment courses in high school. Additionally, through our Cambridge Program, students begin to lay the foundation for developing critical thinking and research skills as well as fostering innovation and creativity. Many of these skills are needed for students seeking postsecondary opportunities. Career Planning is embedded through Social Studies classes where they explore various career paths and plans for high school and postsecondary education. Our coding and animation magnet program allows students to explore CTE pathways in coding and robotics through a robust three year curriculum.

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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At the beginning of the school year, all students participate in grade level orientations where our school rules, procedures, and the Code of Student Conduct are shared. At the beginning of the

school year, our internal behavior contract and the district's Code of Student Conduct are sent home to all parents for review and signature. Functional Behavior Assessments and Behavior Intervention Plan (FBA/BIP) are developed as necessary. Community partnerships with various businesses allow use to create student incentives on a regular basis to encourage positive behaviors and good decision-making.

### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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Teachers share best practices and review academic data to realign instruction within department meetings. Our school's Professional Learning Support Team (PLST) consists of the Assistant Principal over Professional Learning, a Lead Mentor, a Content Expert, a Digital Innovator, and a Professional Growth Leader that are responsible for providing school-site opportunities for professional learning based on the needs of the teachers and students. Professional development sessions are continuously offered to teachers through the district. New and early career teachers are assigned mentors, participate in specialized professional learning, and participate in learning walks to assist with the transition into the classroom.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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Not applicable.



## VI. ATSI, TSI and CSI Resource Review

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

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

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

The School Improvement Process is a data-driven collaboration involving the Leadership Team, EESAC (composed of parents, students, faculty, and community members), and PTSA. We collect and analyze data on student performance, school climate, professional development needs, and other factors to inform resource allocation, interventions, and action steps. Stakeholder input is gathered through EESAC meetings and parental/community engagement, ensuring the plan aligns with community needs and is regularly reviewed and approved.

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

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

Allocating additional personnel to reduce class sizes and provide targeted interventions would benefit our students with disabilities. Additionally, providing teachers with formal professional learning and other informal opportunities to learn evidence based practices and instructional strategies to support students with disabilities in all content areas.

## VII. Budget to Support Areas of Focus

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

**No**

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