MIAMI SPRINGS 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

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

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, 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
Christian Saavedra

pr6521@dadeschools.net

Position Title
Principal

Job Duties and Responsibilities

Mr. Saavedra oversees all facets of the school, ensuring the school moves consistently toward the school's mission and vision. In doing so, he works to create and maintain a positive school culture for both students and staff to maximize both the daily and long-term teaching and learning processes. He

manages all personnel, the school budget, staff observations, school safety, recruitment and retention of both students and staff, and community engagement. He is the instructional leader overseeing language arts, reading, mathematics, and social studies.

Leadership Team Member #2

Employee's Name
Arianna Martinez

amart579@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

Ms. Martinez is the instructional leader supervising ESOL, electives, science, student services, exceptional student education, and gifted. She also supervises articulation, magnet programs, the master schedule, EESAC, testing, tutoring, professional learning, technology, and textbooks. She manages discipline, opening of school procedures, and the school improvement process. All administrators participate in cafeteria supervision, supervision of arrival and dismissal of students, school safety and security, the management of standards-based curriculum, and teacher observations.

Leadership Team Member #3

Employee's Name
Mary Slocum

mgraham1@dadeschools.net

Position Title
ESE Department Chairperson

Job Duties and Responsibilities

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 #4

Employee's Name
Chantelle Almeida

cmalmeida@dadeschools.net

Position Title

Reading Coach / Reading Department Chair

Job Duties and Responsibilities

Support the curricular needs of the department, including providing state adopted curriculum resources, conducting coaching cycles, and support teachers in making data driven decisions.

Leadership Team Member #5

Employee's Name

Lesdany Villacampa

337713@dadeschools.net

Position Title

School Counselor / Student Services Department Chair

Job Duties and Responsibilities

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

Leadership Team Member #6

Employee's Name

Leslie Vasquez

268146@dadeschools.net

Position Title

Mathematics Department Chair

Job Duties and Responsibilities

Mathematics Department 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 #7

Employee's Name

Diana Ocana

docana@dadeschools.net

Position Title

Science Department Chair

Job Duties and Responsibilities

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 #8

Employee's Name
Patrice Cuadra

pcuadra@dadeschools.net

Position Title
Language Arts Department Chair

Job Duties and Responsibilities

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

Leadership Team Member #9

Employee's Name
Pedro Suarez

drsuarez@dadeschools.net

Position Title
Social Studies Department Chair

Job Duties and Responsibilities

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

2. Stakeholder Involvement

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

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

The 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.

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 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. During EESAC meetings, the committee reviews the progress of the SIP and provides recommendations for improvement to achieve our desired outcome.

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	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	
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 *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**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							233	259	256	748
Absent 10% or more school days							15	20	22	57
One or more suspensions							4	19	22	45
Course failure in English Language Arts (ELA)							14	8	8	30
Course failure in Math							30	11	46	87
Level 1 on statewide ELA assessment							73	82	94	249
Level 1 on statewide Math assessment							46	57	34	137
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							130	135	146	411
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

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							92	96	115	303

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							3	0	4	7
Students retained two or more times							3	3	3	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							14	25	25	64
One or more suspensions							4	24	26	54
Course failure in English Language Arts (ELA)							13	7	9	29
Course failure in Math							29	14	48	91
Level 1 on statewide ELA assessment							82	104	120	306
Level 1 on statewide Math assessment							64	67	86	217
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							98	123	144	365

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							2	2	3	7
Students retained two or more times							3	4	2	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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	35	64	58	40	61	53	33	56	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	47	63	59	50	60	56			
ELA Lowest 25th Percentile	51	55	52	49	51	50			
Math Achievement*	45	67	63	48	64	60	47	60	56
Math Learning Gains	56	64	62	54	63	62			
Math Lowest 25th Percentile	60	60	57	63	62	60			
Science Achievement	37	59	54	38	56	51	27	55	49
Social Studies Achievement*	57	77	73	57	75	70	56	72	68
Graduation Rate									
Middle School Acceleration	73	78	77	63	73	74	82	74	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	47	62	53	56	58	49	41	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	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	508
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
51%	52%	48%	42%	28%		47%

* 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	32%	Yes	6	
English Language Learners	46%	No		
Black/African American Students	53%	No		
Hispanic Students	50%	No		
Economically Disadvantaged Students	49%	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	35%		47%	51%	45%	56%	60%	37%	57%	73%			47%
Students With Disabilities	13%		24%	37%	26%	49%	56%	24%	42%				21%
English Language Learners	23%		48%	54%	36%	59%	61%	20%	40%	71%			47%
Black/African American Students	41%		41%		49%	55%	63%	44%	52%	81%			
Hispanic Students	33%		49%	52%	43%	56%	60%	35%	58%	71%			47%
Economically Disadvantaged Students	33%		43%	42%	42%	54%	60%	37%	53%	74%			51%

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%			56%
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%

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.

There is no assessment data available for this school.

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?

The data component that showed the most improvement was our middle school acceleration by which increased by 10 percentage points when compared to the 2023-2024 school year. The actions taken by the school in this area were the strategic placement of students in accelerated courses, before school tutoring in Algebra 1, and Algebra 1 pull outs during electives for specifically targeted students based on mid-year and topic assessment data.

Lowest Performance

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

The data component that showed the lowest performance was our proficiency in English Language Arts (ELA) which was 35 percent. This data component demonstrates a 5 percentage point decrease from the results of the 2023-2024 school year. During the 2024-2025, we had several challenges in the area of ELA, reading, and ESOL. We began the school year without a Reading Coach, we were able to hire a Reading Coach who later ended up leaving in the middle of the school year. One of our Intensive Reading classes went without a teacher for the entire school year with the Reading Coach pushing in to support. We also had a set of ESOL classes without a teacher from October to the end of the school year. Another one of our ELA teachers had inconsistent attendance and ended up resigning in April.

Greatest Decline

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

The data component that showed the greatest decline was the same as our lowest performing data component, our proficiency in English Language Arts (ELA) which was 35 percent. This data component demonstrates a 5 percentage point decrease from the results of the 2023-2024 school year. During the 2024-2025, we had several challenges in the area of ELA, reading, and ESOL. We began the school year without a Reading Coach, we were able to hire a Reading Coach who later ended up leaving in the middle of the school year. One of our Intensive Reading classes went without a teacher for the entire school year with the Reading Coach pushing in to support. We also had a set

of ESOL classes without a teacher from October to the end of the school year. Another one of our ELA teachers had inconsistent attendance and ended up resigning in April.

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.

The data component with the greatest gap when compared to the state was in English Language Arts (ELA) achievement. The proficiency for ELA at our school was 35 percent while the state average was 58 percent. During the 2024-2025, we had several challenges in the area of ELA, reading, and ESOL. We began the school year without a Reading Coach, we were able to hire a Reading Coach who later ended up leaving in the middle of the school year. One of our Intensive Reading classes went without a teacher for the entire school year with the Reading Coach pushing in to support. We also had a set of ESOL classes without a teacher from October to the end of the school year. Another one of our ELA teachers had inconsistent attendance and ended up resigning in April.

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 related to our student attendance percentage for the 2024-2025 school year. While we have a 1 percentage point decrease in the number of students with 31 or more days absent, we had a 3 percentage point increase in the number of students with 16-30 absences. When compared to the district average of students with 16-30 absences, we were 5 percentage points higher during the 2024-2025 school year.

Highest Priorities

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

1. **Continuous Remediation of Benchmarks:** Daily remediation of benchmarks below proficiency in topic assessments and/or FAST progress monitoring assessment data 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 in all core content areas.

2. **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. All core content area 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.

3. **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.

4. **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. All core content teachers 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. Teachers may integrate manipulatives, dictionaries, strategies for teaching English Language Learners and students with exceptionalities, and technology to support comprehension.

5. **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 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 FAST PM 3 data, 27% of students were proficient in ELA as compared to the district average of 61% and the average of other Tier 1 Supported Schools of 41%. Based on the data and the identified contributing factors of lack of common planning, lack of direct instruction in the classroom, failure to effectively implement differentiated instruction and B.E.S.T. aligned resources consistently, and inconsistency with staffing issues (teacher attendance, inconsistent Reading Coach, and lack of teachers in an Intensive Reading and an ESOL class), we will implement the targeted element of ELA.

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 ELA, our overall ELA student proficiency will increase by at least 5 percentage points based on the results of the 2026 FAST ELA PM 3.

Monitoring

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

The Administrative Team will conduct weekly walkthroughs to monitor the implementation of data driven decision making in the classroom. Reviews of student work folders and lesson plans should show evidence instructional strategies, resources, and activities that are aligned to the needs of the students in the class based on the data.

Person responsible for monitoring outcome

Christian Saavedra, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

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

Description of Intervention #1:
Within the Targeted Element of ELA, our school will focus on the Evidence-based Intervention of data driven decision making. Data-driven decision making will assist teachers in making informed decisions on planning lesson and delivering instruction to optimize impact on student achievement.

Rationale:
Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

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
Professional Learning on Data Driven Decision Making

Person Monitoring:	**By When/Frequency:**
Christian Saavedra, Principal / Chantelle Almeida, Reading Coach	August 13, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in professional learning on various data sources and analyzing their own student data to identify trends and patterns to make instructional decisions. As a result, teachers will create groups to target instruction to specific groups as evidenced by weekly classroom walkthroughs, student work, and lesson plans.

Action Step #2
Conducting Student Data Chats in ELA

Person Monitoring:	**By When/Frequency:**
Chantelle Almeida, Reading Coach	September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will conduct baseline data chats with their students using 2025 FAST PM 3 data. As a result, students will have a better understanding as to strengths and areas for improvements as evidenced by classroom walkthroughs and student data chat forms.

Action Step #3
Conducting Common Planning Sessions in ELA

Person Monitoring:	**By When/Frequency:**
Chantelle Almeida, Reading Coach	September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will engage in common planning sessions to ensure they are grouping their students effectively and using B.E.S.T. standard aligned resources to support their targeted groups. As a result, students will be provided with instructional support in their specific area of needs to increase their performance as evidenced by meeting agendas, classroom walkthroughs, lesson plans, and FAST ELA PM data.

Area of Focus #2

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

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

According to the 2025 FAST PM 3 data, 27% of students were proficient in ELA, 35% of students were proficient in Math, 28% of students were proficient in Science, and 49% were proficient in Civics. Based on a comparison to other similar schools (other Tier 1 Supported Schools), we underperformed by 14% in ELA, 10% in Math, 18% in Science, and 12% 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

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 3 percentage points as evidenced by the 2026 State Assessments.

Monitoring

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

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 provided targeted and benchmark-aligned instruction to support student academic achievement.

Person responsible for monitoring outcome
Christian Saavedra, Principal

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

Description of Intervention #1:
Within the Targeted Element of Benchmark-aligned Instruction, our school will focus on the evidence-based strategy of establishing and implementing instructional frameworks. By establishing and implementing instructional frameworks, teachers will maximize instructional time on the identified needs of student based on data. This includes goal setting, interventions, course work, and differentiating instruction in order to accelerate proficiency in English Language Arts, Mathematics, Science, and Civics. Establishing and implementing instructional frameworks will be monitored through the use of classroom walkthroughs, review of teacher lesson plans, and monitoring of assessment data for each content area.

Rationale:
Establishing and implementing instructional frameworks will ensure that teachers are providing bell to bell standard aligned instruction that supports the needs of students. 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:
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
Overview of PowerBi/Performance Matters

Person Monitoring:	**By When/Frequency:**
Christian Saavedra, Principal	August 29, 2025-ongoing

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:	**By When/Frequency:**
Christian Saavedra, Principal	September 26, 2025

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:	**By When/Frequency:**
Christian Saavedra, Principal	September 26, 2025

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.

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.

According to the 2024-2025 FAST PM 3 data, students with disabilities had 12% proficiency in ELA, 24% proficiency in math, 25% proficiency in science, and 43% proficiency in civics placing this subgroup 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

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 combined school achievement data (in areas such as English Language Arts, Mathematics, Science, and Civics) for students with disabilities will increase to at least 41 percent by the administration of the 2026 FAST/EOC assessments.

Monitoring

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

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

Christian Saavedra, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

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:

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
Distribution of IEPs to Teachers

Person Monitoring:	**By When/Frequency:**
Mary Slocum, ESE Department Chair	August 29, 2025-ongoing

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:	**By When/Frequency:**
Mary Slocum, ESE Department Chair	August 29, 2025-once

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During our August 2025 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:	**By When/Frequency:**
Christian Saavedra, Principal	September 26, 2025-ongoing

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 as evidenced by classroom walkthroughs and performance on FAST PM 2.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

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 staff retention data, 50% of our teachers have 11 or more years at our school when compared to 69% district wide and 50% of our teachers have 10 or less years at our school when compared to 31% district wide. According to the 2024-2025 teacher attendance data, 52% of our teachers have 10.5 or more absences when compared to 37% district wide. According to our 2024-2025 school climate survey data, 47% of teachers strongly agree or agree that there is low staff morale at the school. Based on the teacher attendance data, decline in student performance data in almost all accountability areas, and the difference in retention when compared to the district, we will implement the Targeted Element of Teacher Retention and Recruitment.

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 Teacher Retention and Recruitment, we expect to see a 15 percentage point decrease in teachers who strongly agree or agree that our staff morale is low on the 2025-2026 school climate survey and at least a 15 percentage point decrease in the number of teachers with 10.5 or more absences by June 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.

The School Leadership Team will create systems to ensure continuous opportunities to connect with teachers and staff outside the school building. Team building activities will be embedded during faculty, department, and grade level team meetings. The Professional Learning Support Team (PLST) will ensure that professional needs of new and veteran teachers are maintained at the forefront so that support is provided on a regular and ongoing basis.

Person responsible for monitoring outcome
Christian Saavedra, Principal

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Within the Targeted Element of Teacher Retention and Recruitment, our school will focus on the evidence-based strategy of collective efficacy. As a school team, we will build teachers to work together to support student achievement and ensure that all teachers understand that the power of a

team is the strength of each member working together. Through empowerment and the results of a collective effort, teachers will take pride in coming to work each day and working as a team to ultimately positively impact student achievement.

Rationale:
Collective efficacy creates a supportive environment where teachers are more likely to stay when they feel valued and supported by colleagues who share a common mission. It boosts morale and job satisfaction because when teams succeed together, it builds camaraderie and a sense of accomplishment that combats burnout. Collective efficacy builds networks of trust and collaboration, making educators feel less alone. Colleagues who believe in each other encourage learning and innovation, which leads to professional fulfillment. Aspiring educators often seek meaning in their work and through collective efficacy we can showcase that their efforts will matter—and be amplified—within a united group.

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
Calendar of Team Building Activities

Person Monitoring:	**By When/Frequency:**
Christian Saavedra, Principal	August 29, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During our faculty meeting, dates will be shared with all teachers and staff regarding upcoming opportunities to engage with other teachers/staff and school leaders outside of the school building. As a result, teachers will develop deeper relationships with others and school leaders and be more willing to work together to improve student academic achievement.

Action Step #2
Professional Learning on School Culture Data and Alignment to SIP

Person Monitoring:	**By When/Frequency:**
Arianna Martinez, Assistant Principal	August 13, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Professional Learning Support Team (PLST) will provide a professional learning session on academic data, school culture, and the School Improvement Plan to engage all teachers in our school priorities. As a result, teachers will feel empowered to lead in their classrooms and any other capacities within the school, with the mentality of positively impacting our school based on these priorities. Teachers will feel more purpose in the work they do if they know what they are aiming for.

Action Step #3
Establishing New and Early Career teacher Support Meetings

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

Rosa Borges, Lead Mentor   September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our Lead Mentor will meet with all new/early career teachers and any other teachers new to the building to ensure they are familiar with schoolwide policies and procedures and have a support network. As a result, teachers will feel supported as they navigate a new profession and/or school which increases the likelihood for teacher retention.

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 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The school pans 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.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The school plans to strengthen the academic program in the school by capitalizing on support from our instructional coaches and 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 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)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teachers share best practices and review academic date 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Not applicable.

VI. ATSI, TSI and CSI Resource Review

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

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

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. Along with the support of district curriculum offices and their staff, teachers and administrators select the most appropriate instructional resources from the district created pacing guides that align with state standards and the needs of student to impact student learning.

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).

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. Support from our instructional coaches and curriculum leaders in supporting all teachers with tailoring instruction and the use of instructional resources to state standards, task demand, and student data will be critical in improving student achievement in all content areas.

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