

Miami-Dade County Public Schools

Miami Springs Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Miami Springs Middle School

150 S ROYAL POINCIANA BLVD, Miami Springs, FL 33166

<http://msms.dadeschools.net/>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

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:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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 parent), 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://www.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)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

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.

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 and their communities.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|--------------------------|------------------------|--|
| Gonzalez, Eric | Assistant Principal | Instructional leader supervising mathematics, science, student services, exceptional student education, ESOL, and gifted. |
| Borges, Rosa | Administrative Support | SCSI Instructor, Activities/Athletics Coordinator, Grade Level Team Leader, and Lead Mentor on the Professional Learning Support Team. |
| Campbell-Lindsay, Lammar | Reading Coach | English Language Arts (ELA) Department Chairperson, Reading Coach, and Digital Innovator on the school's Professional Learning Support Team: responsible for supporting the needs of ELA teachers through direct and indirect support along with ensuring reading interventions are implemented with fidelity. |
| Prado, Claudia | Math Coach | 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. |
| Saavedra, Chris | Principal | Instructional leader supervising language arts, reading, social studies, and electives and the overall curriculum/effective functioning of the school. |
| Slocum, Mary | Teacher, ESE | 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. |
| Ocana, Diana | Teacher, K-12 | 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. |
| Rouco, Nuria | School Counselor | Student Services Department Chairperson and monitors student academic progress and addresses social emotional concerns to provide students with appropriate services and supports. |

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. (ESSA 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. During EESAC meetings, students, parents, families and business/community leaders can provide their input on items addressed in the SIP. 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’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 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.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

| | |
|--|---|
| 2023-24 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 6-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 99% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 100% |
| Charter School | No |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | TSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 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. | 2021-22: C 2019-20: C |

| | |
|--|--------------------------|
| | 2018-19: C 2017-18: C |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 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 days | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 50 | 62 | 140 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 24 | 39 | 87 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 5 | 2 | 25 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 32 | 5 | 51 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 137 | 151 | 158 | 446 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 74 | 80 | 111 | 265 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 170 | 183 | 201 | 554 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 94 | 117 | 303 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 3 | 8 |

Prior Year (2022-23) As Initially 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 days | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 56 | 78 | 170 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 42 | 60 | 104 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 11 | 31 | 68 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 26 | 108 | 168 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 52 | 110 | 151 | 313 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 55 | 117 | 140 | 312 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 73 | 117 | 151 | 341 |

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 | 0 | 0 | 0 | 0 | 0 | 58 | 119 | 170 | 347 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 7 | 5 | 17 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 7 | 15 |

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 50 | 62 | 140 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 24 | 39 | 87 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 5 | 2 | 25 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 32 | 5 | 51 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 137 | 151 | 158 | 446 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 74 | 80 | 111 | 265 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 170 | 183 | 201 | 554 |

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 | 0 | 0 | 0 | 0 | 0 | 92 | 94 | 117 | 303 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 3 | 8 |

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 33 | 56 | 49 | 29 | 55 | 50 | 27 | | |
| ELA Learning Gains | | | | 36 | | | 27 | | |
| ELA Lowest 25th Percentile | | | | 28 | | | 30 | | |
| Math Achievement* | 47 | 60 | 56 | 29 | 43 | 36 | 22 | | |
| Math Learning Gains | | | | 56 | | | 18 | | |
| Math Lowest 25th Percentile | | | | 64 | | | 22 | | |
| Science Achievement* | 27 | 55 | 49 | 29 | 54 | 53 | 23 | | |
| Social Studies Achievement* | 56 | 72 | 68 | 62 | 64 | 58 | 47 | | |
| Middle School Acceleration | 82 | 74 | 73 | 57 | 56 | 49 | 40 | | |
| Graduation Rate | | | | | 51 | 49 | | | |
| College and Career Acceleration | | | | | 73 | 70 | | | |
| ELP Progress | 45 | 50 | 40 | 32 | 77 | 76 | 27 | | |

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | TSI |
| OVERALL Federal Index – All Students | 48 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 290 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 99 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | TSI |
| OVERALL Federal Index – All Students | 42 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 3 |
| Total Points Earned for the Federal Index | 422 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 98 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)

| 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% |
| SWD | 19 | Yes | 4 | 4 |
| ELL | 41 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 35 | Yes | 2 | |
| HSP | 49 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |

| 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% |
| FRL | 47 | | | |

| 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% |
| SWD | 22 | Yes | 3 | 3 |
| ELL | 36 | Yes | 3 | |
| AMI | | | | |
| ASN | | | | |
| BLK | 37 | Yes | 1 | |
| HSP | 44 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 41 | | | |

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)

| 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | 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 | | | 45 |
| SWD | 10 | | | 34 | | | 3 | 29 | | | 4 | |
| ELL | 15 | | | 37 | | | 11 | 44 | 93 | | 6 | 45 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 36 | | | 40 | | | 12 | 50 | | | 4 | |
| HSP | 32 | | | 49 | | | 28 | 57 | 82 | | 6 | 46 |
| MUL | | | | | | | | | | | | |

| 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | 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 |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 32 | | | 48 | | | 23 | 55 | 82 | | 6 | 39 |

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | 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 |
| SWD | 8 | 26 | 21 | 7 | 41 | 52 | 4 | 24 | | | | 14 |
| ELL | 18 | 30 | 29 | 18 | 51 | 64 | 7 | 54 | 54 | | | 32 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 21 | 36 | 27 | 24 | 52 | 55 | 24 | 54 | 43 | | | |
| HSP | 31 | 37 | 29 | 30 | 57 | 67 | 29 | 64 | 60 | | | 33 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 28 | 36 | 28 | 28 | 55 | 63 | 27 | 61 | 55 | | | 31 |

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| All Students | 27 | 27 | 30 | 22 | 18 | 22 | 23 | 47 | 40 | | | 27 |
| SWD | 7 | 15 | 11 | 3 | 17 | 30 | 0 | 10 | | | | 19 |
| ELL | 22 | 32 | 33 | 18 | 19 | 24 | 11 | 42 | 26 | | | 27 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 20 | 19 | 24 | 16 | 17 | 16 | 15 | 41 | 38 | | | |
| HSP | 30 | 31 | 32 | 24 | 18 | 25 | 27 | 50 | 41 | | | 26 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 26 | 27 | 28 | 21 | 18 | 22 | 22 | 46 | 40 | | | 27 |

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.

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 07 | 2023 - Spring | 21% | 50% | -29% | 47% | -26% |
| 08 | 2023 - Spring | 25% | 51% | -26% | 47% | -22% |
| 06 | 2023 - Spring | 18% | 50% | -32% | 47% | -29% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 41% | 58% | -17% | 54% | -13% |
| 07 | 2023 - Spring | 35% | 48% | -13% | 48% | -13% |
| 08 | 2023 - Spring | 37% | 59% | -22% | 55% | -18% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 11% | 40% | -29% | 44% | -33% |

| ALGEBRA | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 85% | 56% | 29% | 50% | 35% |

| GEOMETRY | | | | | | |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 85% | 52% | 33% | 48% | 37% |

| BIOLOGY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 79% | 65% | 14% | 63% | 16% |

| CIVICS | | | | | | |
|--------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 42% | 68% | -26% | 66% | -24% |

III. Planning for Improvement

Data Analysis/Reflection

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

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 the ELA data results which revealed a raw score of 21% in overall student proficiency. This is a five percentage point decrease from the previous school year. Factors that contributed to the decrease include the large influx of English Language Learners (ELLs), especially in the latter months of school prior to testing. Not only were these ELL students unable to read English, but many of these students missed an entire year of instruction. Notwithstanding, the score for overall proficiency are projected to show an increase when the ELL students with less than two years of English instruction is removed from the raw data. Additionally, there was a lack of consistency in classroom teachers in Reading and Languages Arts during the school year caused significant disruption in students' learning. The grade 8 Intensive Reading class was without a consistent classroom teacher for more than half of the school year while the Grade 8 Language Art class was without a teacher for approximately three months. This lack of instruction contributed to students' learning loss and lack of preparation for the test. The lack of common planning time within the department to collaborate consistently on lesson planning and alignment of the new Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Finally, there were inconsistencies across teachers within the department on how to most effectively facilitate differentiated instruction and utilize B.E.S.T. aligned resources.

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

The data component that showed the greatest decline from the prior year was the Civics EOC which declined by 14 percentage points. Additionally, on the 8th grade science assessment, the overall proficiency was 11, an 11 percentage point decrease from 2022. The factors that contributed to this decline include a large influx of English Language Learners (ELLs) in the latter months of the school year. Low overall reading proficiency contributed to decreased proficiency in Civics and 8th grade science where students had to rely on select reading comprehension skills to understand the prompt/question. Placing a larger focus on teaching explicit comprehension reading strategies during instruction and modeling thinking strategies to understand the question asked and grasp the material would support students in performing better on these assessments.

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 greatest gap when compared to the state average was in 6th grade English Language Arts, a 28 percentage point difference. Factors that contributed to this gap include the teachers understanding of the demands of the new B.E.S.T. standards as well as the students understanding of the ask for each standard compared to the ask for the previous standards. Additionally, there was a lack of ongoing progress monitoring of the standards within English Language Arts. Teachers were provided with student data by the Reading Coach which created a disadvantage because teachers were not independently interpreting and getting to know their data. The new reporting system was difficult for teachers to grasp and access easily.

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 overall math proficiency. The 2022-2023 FAST/EOC data indicates that the mathematics proficiency was 43% (raw data). This is an increase of 18 percentage points compared to the 2022 FSA. The contributing factors to this improvement include teachers collaborating during planning sessions with the instructional coach and curriculum support specialist. The mathematics educators analyzed Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards to plan lessons aligned to the benchmark clarifications. The mathematics department implemented differentiated instruction practices to meet the needs of all learners. Additionally, there was a high participation of students in math before/after school tutoring and Saturday Academy sessions. The math tutors kept in communication with parents and continuously encourage student attendance.

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

Two potential areas of concern include the number of students who scored a level 1 on the FAST PM 3 as well as the number of students with a substantial reading deficiency.

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

Priority 1: The implementation of Ongoing Progress Monitoring (OPM) within the Language Arts, Mathematics, Civics, and 8th Grade Science to track students learning and adjust instruction appropriately. This will be in the form of scheduled OPM assessments by the Reading Coach, Math Coach, department chairperson, and/or administration every three weeks for all grade levels on the Performance Matters or Progress Learning platform. Data chats will take place in department meetings to review the results and adjust instruction appropriately. This will include creating new differentiated instruction groups for remediation and enrichment.

Priority 2: The implementation of Differentiated Instruction (DI) with greater fidelity and consistency. DI is built into the instructional framework and will be implemented daily. DI allows teachers to tailor instruction strategically to meet the diverse needs and abilities of their students in small flexible groups. In math, specifically, using tiered instruction is an instructional practice that can be integrated to support students' diverse learning styles and needs. Teachers observe students' performance and determine whether they need small group or individualized support (Tier 2 and Tier 3 Instruction). This can be accomplished during "check for understanding" to identify the students who need additional support. Educators can integrate the tiered instruction strategies recommended in the B1G-M document to plan across any tier of support to address common misconceptions or errors. This approach intends to differentiate instruction aligned to the needs of all students and benchmark clarifications.

Priority 3: Weekly common planning meetings in English Language Arts and Mathematics to review data, plan instruction that is standard aligned and collaborate in varying ways, including training, and sharing of best practices.

Priority 4: The implementation of direct/explicit instruction that is fully aligned to the B.E.S.T. ELA and

Math standards. During direct/explicit instruction, teachers will explicitly teach comprehension and metacognitive strategies using “Thinking Steps” anchor charts, think alouds, graphic organizers and other interactive instructional tools. Teachers will model these strategies and gradually release students to read and comprehend on grade-level text independently. In math, teachers will use manipulatives and representations to build mathematical fluency and connects concepts across all strands. Teachers can utilize various manipulatives (i.e., algebra tiles, two-color counters, centimeter grids, 3D dice, probability spinner, fraction strips, and geoboard) to support student learning. The Concrete Representational Abstract (CRA) Model is an instructional approach that aims to create meaningful connections among concrete, representation, and abstract levels of understanding. CRA is a three-stage learning process where students learn through physical manipulation of concrete objects, followed by learning through pictorial representations of the concrete manipulations and ending with solving problems using abstract notation.

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM 3 data, 22% of students were proficient in ELA as compared to the district average of 51% and the average of other Tier 1 Supported Schools of 45%. 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 instructors in 8th grade ELA and reading, we will implement the targeted element of ELA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of ELA, our overall ELA student proficiency will increase by 8 percentage points by June 5th, 2024.

Monitoring:

Describe how this Area of Focus will be monitored for 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 (saavedra@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will participate in professional development on 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.

Person Responsible: Lammar Campbell-Lindsay (334398@dadeschools.net)

By When: August 15, 2023

Teachers will conduct data chats with their students using 2022-2023 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.

Person Responsible: Lammar Campbell-Lindsay (334398@dadeschools.net)

By When: August 21, 2023 – September 1, 2023

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 2023-2024 FAST ELA PM 1 data.

Person Responsible: Lammar Campbell-Lindsay (334398@dadeschools.net)

By When: August 14, 2023 – September 29, 2023

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM 3 data, students with disabilities had 28% proficiency in ELA, 36% proficiency in math, and 26% proficiency in science, placing them below the 41% threshold. Based on the data and the identified contributing factors of a lack of experience with students with disabilities and instructional strategies to support these students most effectively, we will implement the targeted element of Students with Disabilities.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Student with Disabilities, our ELA, math, and science proficiency for students with disabilities will increase by 8 percentage points by June 5th, 2024.

Monitoring:

Describe how this Area of Focus will be monitored for 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.

Person responsible for monitoring outcome:

Chris Saavedra (saavedra_c_atc@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each 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.

Person Responsible: Mary Slocum (mgraham1@dadeschools.net)

By When: August 25, 2023

During our September 12, 2023 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.

Person Responsible: Mary Slocum (mgraham1@dadeschools.net)

By When: September 12, 2023

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.

Person Responsible: Chris Saavedra (saavedra_c_atc@dadeschools.net)

By When: September 1 - September 29, 2023

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the the SIP Attendance and EWI dashboard for staff, 40% of our teachers have less than 7 years of working within the same school. Given the current climate with the lack of availability of teachers and the fact that we currently have 3 openings for teachers that have not been filled yet, we felt that addressing teacher retention and recruitment was critical to ensuring all students are provided access to a highly qualified teacher, rigorous curriculum, and optimal learning environment. Based on the data and the identified contributing factors, we will implement the targeted element of Teacher Retention and Recruitment.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Teacher Retention and Recruitment, at least 85% of the teachers who have less than 7 years of working within the same school will be provided with adequate support to ensure retention and create systems for recruitment by June 5, 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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:

Chris Saavedra (saavedra_c_atc@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Teacher Retention and Recruitment, our school will focus on the evidence-based strategy of empower teachers and staff. Empowering teachers and staff will ensure that teachers are encouraged to be leaders, innovative, risk-takers, and designers of new ways to approach challenges. Through empowerment, teachers will gain a sense of autonomy in their functioning and take pride in coming to work each day which ultimately positively impacts student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Empowering teachers and staff will ensure that teachers take pride in their work, are viewed as respected by school leaders, and find innovative ways to implement curricular mandates and ensure all instruction is aligned to state standards. When teachers feel empowered, they are more likely to want to keep working in the same school. It is important to have teachers in our building that our familiar with the needs of the students within the school. Keeping teachers within the same building for the most amount of time will ensure that the needs of all learners are met.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each 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 be innovative risk-takers, and want to keep working in the same building.

Person Responsible: Rosa Borges (rmborges@dadeschools.net)

By When: August 14 - September 29, 2023

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.

Person Responsible: Eric Gonzalez (egonzalez8@dadeschools.net)

By When: August 15, 2023

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.

Person Responsible: Rosa Borges (rmborges@dadeschools.net)

By When: August 16, 2023

#4. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the data review, our school will implement the Targeted Element of Differentiation. In 2023, our ELA proficiency was 22 percentage points, our math proficiency was 39 percentage points, our science proficiency was 15 percentage points, and our civics proficiency was 42 percentage points. This represents a 6 percentage point decline in ELA, a 7 percentage point decline in science, and a 20 percentage point decline in civics when compared to 2022. The math proficiency does represent a 14 percentage point increase. Inconsistencies in data trends demonstrate that we do not have the same level of understanding on creating and delivering effective differentiated instruction across all disciplines. We will provide the structure and resources for teachers to engage in a streamlined process of planning instructional activities for differentiation. We will equip the curriculum leaders and instructional coaches with the tools to drive such conversations and processes.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. 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 2024 State Assessments.

Monitoring:

Describe how this Area of Focus will be monitored for 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 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.

Person responsible for monitoring outcome:

Chris Saavedra (saavedra_c_atc@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 and Science. Differentiated Instruction will be monitored through the use of classroom walkthroughs and monitoring of assessment data for each content area.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each 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.

Person Responsible: Eric Gonzalez (egonzalez8@dadeschools.net)

By When: August 31, 2023

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.

Person Responsible: Eric Gonzalez (egonzalez8@dadeschools.net)

By When: September 1 - September 29, 2023

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.

Person Responsible: Chris Saavedra (saavedra_c_atc@dadeschools.net)

By When: September 1 - September 29, 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Instructional coaches in reading and mathematics have been allocated to provide support in those content areas to provide support for the needs of the identified ESSA subgroups. The School Leadership Team will review school improvement funding allocations by September 8, 2023, to determine what resources are already allocated and what additional resources may need to be allocated to address the needs of the identified ESSA subgroups. The School Leadership Team will then present their findings at the September EESAC meeting for additional discussion and feedback as necessary.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 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.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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.

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 III of the SIP. (ESSA 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, Math XL, and Edgenuity 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. Parents have been provided with information on the district's Pop N' Prep, free homework help, program for additional academic assistance.

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). (ESSA 1114(b)(5))

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.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(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 and TRUST specialist during the school day. A district school-based mental health professional is deployed to our school once a week and twice every other 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.

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. (ESSA 1114(b)(7)(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. 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.

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 ESSA 1114(b)(7)(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. Students review the district's Code of Student Conduct through Social Studies classes at the beginning of each school year. 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.

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. (ESSA 1114(b)(7)(iii)(IV))

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. As a Miami LEARNS school, our teachers have additional professional learning opportunities facilitated by our own PLST and district support assigned to the Miami LEARNS grant. New and early career teachers are assigned mentors to assist with the transition.

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

Not applicable.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

| | | | |
|---------------|--------|--|---------------|
| 1 | III.B. | Area of Focus: Instructional Practice: ELA | \$0.00 |
| 2 | III.B. | Area of Focus: ESSA Subgroup: Students with Disabilities | \$0.00 |
| 3 | III.B. | Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment | \$0.00 |
| 4 | III.B. | Area of Focus: Instructional Practice: Differentiation | \$0.00 |
| Total: | | | \$0.00 |

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes