Miami Springs Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

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Miami Springs Senior High School

751 DOVE AVE, Miami Springs, FL 33166

http://miamisprings.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 Senior High School is to encourage students to become lifelong learners and to build successful lives in a rapidly changing global community by providing excellence in academics. It is the goal of Miami Springs Senior High School to promote high academic achievements and assist students in developing a post graduation plan. We afford students with the opportunity to take on new challenges, be risk-takers, explore career paths and promote autonomy.

Provide the school's vision statement.

The vision of Miami Springs Senior High School is to empower our students to lead lives of purpose and merit by encouraging social awareness and global responsibility.

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, Nelson	Principal	Provides guidance and support for the administrative team, instructional team and staff in all aspects of school curriculum, safety, security and maintenance.
Suarez, Liliana	Assistant Principal	Assists the Principal in providing guidance and support for the administrative team, instructional team and staff in all aspects of school curriculum and operational functions of the institution.
Robinson, Felicia	Assistant Principal	Assists the Principal in providing guidance and support for the administrative team, instructional team and staff in all aspects of school operations. Oversees the implementation of academic programs and school-wide activities.
Garcia, Tamara	Administrative Support	Administrative Support - provides guidance and support to students, assists in the development of the school's Progressive Discipline plan with staff and students to ensure compliance with the Code of Student Conduct. Assists with the development of the School Improvement Plan and serves as the School Assessment Coordinator for FSA/EOC.
PEREZ, NICOLE	Administrative Support	Ms. Nicole Perez, is the school's activities director and provides assistance in the development of the School Improvement Plan.
ODDONE, JUAN	Administrative Support	Administrative Support - Assists with the development of the School Improvement Plan and serves as the School Assessment Coordinator for SAT/ACT.
Jay, Craig	Administrative Support	Mr. Jay Craig is the Athletics Director, who oversees the athletics program.
FERNANDEZ, NORBERTO	Administrative Support	Mr. Fernandez, Assists with the development of the School Improvement Plan and is the facilities and operations liaison.

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 School Improvement Process begins at the conclusion of the prior school year when teachers provide reflections on the goals and actions implemented during that school year. During the 2023 Synergy Summer Institute, the School Leadership Team (SLT) analyzes quantitative and qualitative data regarding Academic Programs and School Culture. The SLT will review current practices and identify practices within these areas to develop and sustain the implementation of the school's continuous

improvement process. The
findings are presented to the faculty and the school's EESAC to gain stakeholder involvement/feedback
and establish consensus.

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))

After each quarter, the SLT will meet to examine the success of the action steps. The SLT will modify the
action steps, if necessary, based on the data gathered through informal and formal assessments and
reflection tools.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 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	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	0	

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	53
Course failure in Math	0	0	0	0	0	0	0	0	0	116
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	183
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	153
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	283

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	0	0	0	251

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	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	16

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	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	0	

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	38	55	50	37	54	51	39		
ELA Learning Gains				59			38		
ELA Lowest 25th Percentile				53			17		
Math Achievement*	43	43	38	39	42	38	17		
Math Learning Gains				63			27		
Math Lowest 25th Percentile				70			41		
Science Achievement*	70	62	64	38	41	40	36		
Social Studies Achievement*	70	69	66	58	56	48	54		
Middle School Acceleration					56	44			
Graduation Rate	89	89	89	90	56	61	91		
College and Career Acceleration	47	70	65	58	67	67	61		
ELP Progress	49	49	45	48			48		

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)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	406
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	89

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	613
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	90

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	36	Yes	1	
ELL	45			
AMI				
ASN				
BLK	47			
HSP	59			
MUL				
PAC				
WHT	66			
FRL	53			

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	43			
ELL	48			
AMI				
ASN				
BLK	49			
HSP	58			
MUL				
PAC				
WHT	53			
FRL	55			

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	38			43			70	70		89	47	49
SWD	9			20				35		19	5	
ELL	12			34				59		46	6	49
AMI												
ASN												
BLK	32			35				46		35	5	
HSP	40			43			68	73		47	7	50
MUL												
PAC												
WHT	31			56				83		60	5	
FRL	35			39			62	67		46	7	38

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	37	59	53	39	63	70	38	58		90	58	48
SWD	16	48	52	22	54	44	19	36		97	39	
ELL	18	50	47	33	59	73	33	23		83	58	48
AMI												
ASN												
BLK	23	62	59	31	57	50	29	48		97	31	
HSP	40	60	53	41	65	78	40	60		89	60	48
MUL												
PAC												
WHT	42	36		27						89	69	
FRL	35	59	53	38	63	68	39	56		90	55	47

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	39	38	17	17	27	41	36	54		91	61	48
SWD	18	23	11	16	35	52	22	47		73	26	
ELL	20	30	10	17	37	49	23	26		83	58	48
AMI												
ASN												
BLK	22	23	21	13	18	31	26	39		88	33	
HSP	42	42	17	18	31	47	38	55		91	62	48
MUL												
PAC												
WHT	50	31								100	85	
FRL	35	35	15	17	28	39	35	53		93	59	50

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
10	2023 - Spring	33%	54%	-21%	50%	-17%
09	2023 - Spring	31%	51%	-20%	48%	-17%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	56%	-8%	50%	-2%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	52%	-5%	48%	-1%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	65%	10%	63%	12%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	69%	66%	3%	63%	6%

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.

According to the 2022-2023 FAST PM3 data, 1% of 9th grade students were proficient in ELA as compared to the state average of 47% and district average of 42%. The category that demonstrated the lowest performance was that of Genres and Vocabulary. The following factors contributed to the low performance: high number of level 1 and 2 ESOL students; low student readiness levels that limit the ability to master grade level tasks ; and instructional planning and delivery that does not target data driven/differentiated instruction for ESOL students.

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

According to the 2022-2023 FAST PM3 data, 31% of 9th grade students were proficient in ELA. Further analysis of the data indicates that 45% of the non-proficient students are comprised of the ELL Subgroup. The following factors contribute to the low performance: high number of level 1 and 2 ESOL students; low student readiness levels that limit the ability to master grade level tasks ; and instructional planning and delivery that does not target data driven/differentiated instruction for ESOL students.

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 shows that Grade 9 ELA/ Reading had the greatest gap when compared to state average. According to the 2022-2023 FAST PM3 data, 31% of 9th grade students were proficient in ELA as compared to the state average of 47% and district average of 42%. The trend in achievement levels over the past three year shows a steady decline from year to year. The following factors contribute to the low performance: high number of level 1 and 2 ESOL students and low student readiness levels that limit the ability to master grade level tasks.

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

The data component that shows the most improvement is US History. There is an 11 percentage point increase from the 2022 FSA Assessment results to the 2023 FSA Assessment results. Specific actions that were implemented during the 2022-2023 school year include: targeted and remedial instruction and Spring Bootcamp sessions.

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

Reflecting on the EWS data, the area of potential concern is: Lowest 25% population in Grades 9-10 performing below State and District averages. The 2023 FAST Assessment data indicates that 32% of the 9th and 10th graders scored at proficiency as compared to the District average of 42% and state average of 47%.

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

Priorities identified for school improvement in the upcoming year are:
1. Proper student placement in Intensive Reading Courses
2. Targeted instruction focusing on vocabulary and reading comprehension skills across all content areas.
3. Professional Development for ELA/ Reading Teachers.
4. Implementation of Intervention Groups in content areas.

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 PM3 data, 31% of 9th grade students were proficient in ELA as compared to the state average of 47% and district average of 42%. Based on the data and the identified contributing factors of high percentage of level 1 and 2 ESOL students, low student readiness levels that limit the ability to master grade level tasks, and instructional planning and delivery that does not target data driven instruction, 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 data driven instruction, 36% of 9th grade students will score at proficiency level on the 2023-2024 FAST PM3 Assessment by June 7th, 2024.

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

The Leadership Team will conduct quarterly data chats following each FAST administration and Progress Monitoring Assessments. Weekly walkthroughs will be conducted to ensure that Standards Aligned Instruction is implemented daily with fidelity.

Person responsible for monitoring outcome:

Liliana Suarez (lilisuarez@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 instruction. Teachers will use student performance data to inform instructional planning and delivery. Data will be used to inform teachers on specific standards to target during instruction throughout the school year.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The implementation of Data driven instruction will guide the development of lessons based on the Standards/Learning targets. Students will show evidence of mastering the lesson objectives through their work samples/assessments, which will assist in remediation as well as targeted instruction.

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.

8/09/2023 - 9/01/2023 - Power Bi data will be used to provide each teacher with a disaggregated list of students' ELA FAST PM3 data including additional relevant information about the students. This data will drive the proper grouping of students for targeted instruction.

Person Responsible: Liliana Suarez (lilisuarez@dadeschools.net)

By When: 8/14/2023 – 9/01/2023

9/18/2023 - 9/29/2023 - The leadership team will conduct data chats with English Language Arts teachers to discuss student performance on the Florida Assessment of Student Thinking in ELA (F.A.S.T.) assessment and develop plans for remediation in areas of deficiency.

Person Responsible: Liliana Suarez (lilisuarez@dadeschools.net)

By When: 9/18/2023 – 9/29/2023

8/21/2023 - 9/29/2023 - Walkthroughs will be conducted on an ongoing basis throughout the school year to ensure fidelity in the implementation of data driven instruction.

Person Responsible: Liliana Suarez (lilisuarez@dadeschools.net)

By When: 8/21/2023 – 9/29/2023

#2. 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.

According to the 2022-2023 FAST PM3 data, 31% of 9th grade students were proficient in ELA. Further analysis of the data indicates that 45% of the non-proficient students are comprised of the ELL Subgroup. Based on this data and the identified contributing factors of high number of ESOL students new to the country, low student readiness levels that limit the ability to master grade level tasks, and instructional planning and delivery that does not target differentiated instruction for ESOL students, we will implement the Targeted Element of Instructional Coaching/Professional Learning..

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

With the implementation of Differentiation, 30% of 9th grade ESOL students will score at proficiency level (increase of 3 percentage points) on the 2023-2024 FAST PM3 Assessment by June 7th, 2024.

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

The Leadership Team will conduct quarterly data chats, adjust groups based on current data, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Administrators will review instructional plans for indication of differentiation. Formative and informative data will be analyzed bi-weekly to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be offered to students not showing growth through progress monitoring assessments.

Person responsible for monitoring outcome:

Liliana Suarez (lilisuarez@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 intervention of: Flexible/Strategic Grouping. Flexible grouping helps teachers overcome the disadvantages of ability grouping, while still attending to individual performance issues.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Differentiation will allow teachers to target areas of weakness for specific students and groups of students, improving overall student performance. Flexible grouping will enable teachers to tailor instruction to meet the specific needs of the students and provide additional support. This will be particularly effective at improving the performance of marginal students.

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.

8/14/2023 – 9/29/2023 - Teachers will develop lesson plans that address students' needs. As a result, teachers will identify student groups, appropriate resources, and lesson plans that reflect differentiation within the whole group instruction as well as within small groups.

Person Responsible: Liliana Suarez (lilisuarez@dadeschools.net)

By When: 8/14/2023 – 9/29/2023

8/14/2023 – 9/29/2023 -Teachers will attend monthly department meetings to collaborate and brainstorm challenges, needs, and shared best
practices with a focus on the ELL subgroup. Teachers will take turns taking the lead and modeling explicit instruction that address identified student needs.

Person Responsible: Liliana Suarez (lilisuarez@dadeschools.net)

By When: 8/14/2023 – 9/29/2023

8/21/2023 – 9/29/2023-Walkthroughs will be conducted on an ongoing basis throughout the school year to ensure fidelity in the implementation of differentiated instruction and flexible grouping.

Person Responsible: Liliana Suarez (lilisuarez@dadeschools.net)

By When: 8/21/2023 – 9/29/2023

#3. Positive Culture and Environment specifically relating to Other

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 qualitative data from the 2022-2023 School Climate Survey and review of the Core Leadership Competencies indicates that 13% of the staff in the building felt that they had minimal support from teacher leaders (i.e. instructional coaches/lead teachers/mentors). It further reveals that 47% of the respondents in the 2022-2023 School Climate survey felt they were receiving weekly support from teacher leaders as opposed to 54% of the respondents in the 2021-2022 School Climate survey receiving weekly support. This is a 7 percentage point decrease when comparing consecutive school years.
Our focus will be on guiding teacher leaders on how to provide support to department teachers. Teacher leaders will engage in the collaborative process.

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

With the implementation of Shared Leadership, teacher leaders/instructional coaches will provide support for colleagues through multiple formats to increase the frequency of collaborative conversations that will focus on sharing best practices and improving upon the next lesson. As a result, 5 percent of the staff will indicate that they feel supported during the 2023-2024 school year.

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

The Leadership Team will work together with team leaders/instructional coaches to ensure the success of collaborative dialogue and shared best practices. The effectiveness of the initiative will be monitored through department meeting minutes indicating support from teacher leaders in various areas.

Person responsible for monitoring outcome:

Isel Ceballos (imceballos@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 Instructional Leadership (Other) we will focus on the evidence-based strategy of: Shared Leadership. Teacher Leaders will share their expertise and support members of their teams and colleagues.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The implementation of shared leadership opportunities will ensure Teacher Leaders are providing support to fellow colleagues during department meetings and through collaborative conversations to enhance their teaching practices.

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.

8/14/2023 - 9/29/2023- During Senior Staff meetings , teacher leaders will receive best practices guidance on how to provide support to their respective department teachers and engage in collaborative conversations.

Person Responsible: Nelson Gonzalez (ngonzalez@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

08/21/2023 - 9/29/2023 - The school leadership will conduct periodic, in-person check-ins with the faculty and staff. The check-ins will enable the School Leadership Team to keep track of staff needs and provide support and guidance.

Person Responsible: Liliana Suarez (lilisuarez@dadeschools.net)

By When: 8/21/2023 - 9/29/2023

8/21/2023 - 9/29/2023 - Administrators and Team leaders will identify staff members that are experts in areas that will serve as leads with new initiative developments. These teacher leaders will take the lead modeling lessons, demonstrating how to use data as a work in progress tool, and providing support to colleagues on effective implementation or delivery of standards.

Person Responsible: Liliana Suarez (lilisuarez@dadeschools.net)

By When: 8/21/2023 - 9/29/2023

#4. Positive Culture and Environment specifically relating to Early Warning System

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 Staff Climate Survey, 14% of the staff disagreed with the statement "Staff morale is high at my school". When compared to the 2021-2022 Staff Climate Survey, results indicated that 50% of the staff disagreed with the statement "Staff morale is high at my school". Although, this is a 36% percentage point decrease in the number of respondents who disagreed with the statement, this is still an area of concern as there is a strong correlation between staff morale and/or performance and student achievement.
As a result, we will continue to focus on building staff morale through initiatives that enable the staff to feel supported. High staff morale yields high teacher engagement, collaboration and a more cohesive school culture that supports student success.

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

With the implementation of Team Building Activities, 78% of the staff will agree with the statement "Staff morale is high at my school" on the 2023-2024 Climate Survey Administration by June 7th, 2024.

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

The leadership team will monitor the effectiveness of the implemented team building activities during faculty meetings and department meetings. As a result, we expect to see an increase in the participation of team building activities established by the end of every quarter.

Person responsible for monitoring outcome:

Liliana Suarez (lilisuarez@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 Early Warning System, we will focus on the evidence-based intervention of: Team Building Activities. When staff is given the opportunity to participate in activities that promote a collaborative environment, staff morale will be boosted by taking ownership of their professional/personal goals.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Team building activities encourage faculty and staff to work together towards a common goal. Focusing on team building will ensure a collaborative environment is promoted schoolwide and thus increase staff morale.

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.

8/14/2023- The leadership team will identify team building activities such as Building a Crane to implement during monthly faculty meetings. As a result, the implementation of collaborative team building activities will yield positive relationships amongst the staff.

Person Responsible: Liliana Suarez (lilisuarez@dadeschools.net)

By When: 8/14/2023

8/16/2023 - The school principal will identify members of the senior staff leadership team as well as identify teachers to lead professional development in their areas of expertise. As a result, there will be an increase in the involvement and performance of team members in schoolwide activities.

Person Responsible: Nelson Gonzalez (ngonzalez@dadeschools.net)

By When: 8/16/2023

8/14/2023 - 9/29/2023 - The administration will implement incentives in the form of highlighting successes via announcements, faculty meetings, and spot highlight through multi media platforms. As a result, this will encourage staff contributions.

Person Responsible: Liliana Suarez (lilisuarez@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

8/14/2023 - 9/29/2023 - The principal will provide opportunities for staff to engage in the decision- making process of the school. As a result, stakeholder feedback and participation will have a direct impact on improving school culture and environment.

Person Responsible: Nelson Gonzalez (ngonzalez@dadeschools.net)

By When: 8/14/2023 - 9/29/2023

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.

Our School Improvement Plan is developed and shared with our faculty and staff. Final drafts of the document are reviewed during faculty and department meetings. During monthly EESAC meetings, the School Improvement Plan is reviewed with various stakeholders including community members, parents and students. Protocols regarding timelines of events for SIP development are followed and communicated through various medias such as: in person meetings, zoom meetings, social media and school messenger platforms.
Additional information may be found at: https://miamispringshawks.net/title-i/

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))

Our strengths within a school culture are in building community relationship based on established traditions. Our school creates experiences throughout the year to maximize past alumni, parents and families contributions to student successes. This includes mentorship programs, internal and external resources, and family engagement activities. Faculty and staff are provided opportunities to take part in team building activities and professional development that create a cohesive environment. Platforms such as our school website, calendar, and social media contribute to the communication processes between school leadership, staff and students. This ensures our ability to build relationships and ensure all stakeholders contribute to the decision making process of the school. We will continue to be innovative in our communication practices and will build strategies to ensure our classrooms are highly engaging and foster the highest level of instruction and learning.
Additional information may be found at: https://miamispringshawks.net/title-i/

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)

According to the 2022-2023 FAST PM3 data, 31% of 9th grade students were proficient in ELA as compared to the state average of 47% and district average of 42%. Based on the data and the identified contributing factors of high percentage of level 1 and 2 ESOL students, low student readiness levels that limit the ability to master grade level tasks, and instructional planning and delivery that does not target data driven instruction, we will implement the Targeted Element of ELA.
Additionally, our school will focus on grouping our students based on academic needs within all content areas.
Reading Comprehension and vocabulary will be infused in all subject matters. Interventionists will be hired to target specific achievement gaps within our subgroups. Additional courses have been added to our course offerings menu to target student acceleration.

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))

N/A

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))

All supporting counseling services are communicated to students via various media platforms. These are also reviewed during student orientation at the beginning of each school year. Our counseling team has an open door policy throughout the school year and the mental health referral system is implemented school wide.

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))

Our CAP Counseling program ensures the timely dissemination of post-secondary opportunities. The school highlights CTE Pathways that promote a continuation of the program at the post secondary level. Our school offers dual enrollment opportunities as well as vocational tracks for our students. We work in conjunction with Embry Riddle, FIU, Miami Dade, and Prologis to maximize student opportunities.

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).

Our school implements a Progressive Discipline action plan to address problem behaviors. The action plan includes counseling interventions and programs such as: Restorative Justice Practice. Individuals with disabilities receive services based on their Individualized Educational Plan and in specific cases a behavior intervention plan is developed.

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))

Professional Learning activities are based on needs assessment results from teachers. During department meetings, teachers share best practices and review academic data to realign instruction. To keep abreast of current practices, teachers are encouraged to participate in district offered professional development activities.

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))

N/A