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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 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: <ol style="list-style-type: none"> 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 parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

MR. NELSON GONZALEZ

Position Title

PRINCIPAL

Job Duties and Responsibilities

Provides guidance and support for the administrative team, instructional team and staff in all aspects of school curriculum, safety, security and maintenance.

Leadership Team Member #2

Employee's Name

LILIANA SUAREZ

Position Title

ASSITANT PRINCIPAL

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

FELICIA ROBINSON

Position Title

ASSISTANT PRINCIPAL

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

TAMARA GARCIA

Position Title

ADMINISTRATIVE SUPPORT

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name

NICOLE PEREZ

Position Title

ADMINISTRATIVE SUPPORT

Job Duties and Responsibilities

Ms. Nicole Perez, is the school's activities director and provides assistance in the development of the School Improvement Plan.

Leadership Team Member #6

Employee's Name

JUAN ODDONE

Position Title

ADMINISTRATIVE SUPPORT

Job Duties and Responsibilities

Mr. Oddone, assists with the development of the School Improvement Plan and serves as the School Assessment Coordinator for SAT/ACT.

Leadership Team Member #7

Employee's Name

CRAIG JAY

Position Title

ADMINISTRATIVE SUPPORT

Job Duties and Responsibilities

Mr. Jay Craig assists with the development of the School Improvement Plan and is the Athletics Director, who oversees the athletics program.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

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 2024 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.

Our EESAC is comprised of:

Nelson Gonzalez, Principal

Liliana Suarez, Assistant Principal

Tamara Garcia, EESAC Chair

Delmar Wilson, UTD

Avanel Camejo, Recording Secretary

Renee Zayas, Teacher

Melanie Mann, Teacher

Janelle Poole, Teacher

Nicole Perez, Teacher

Ivette Hernandez, Parent

Robyn Ramirez, Education Support

Tyler Diaz, Student

JC Hervis, Business Partner

SIP Monitoring

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

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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	96.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: B 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	28	31	39	36	134
One or more suspensions	18	17	26	9	70
Course failure in English Language Arts (ELA)	1	21	4	12	38
Course failure in Math	15	20	22	23	80
Level 1 on statewide ELA assessment	98	102	92	0	292
Level 1 on statewide Algebra assessment	36	0	0	0	36

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	118	117	106	24	365

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	13	0	0	3	16
Students retained two or more times	3	1	2	1	7

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	50	60	55	38	55	50	37	54	51
ELA Grade 3 Achievement **									
ELA Learning Gains	60	58	57				59		
ELA Learning Gains Lowest 25%	67	55	55				53		
Math Achievement *	48	51	45	43	43	38	39	42	38
Math Learning Gains	58	50	47				63		
Math Learning Gains Lowest 25%	73	56	49				70		
Science Achievement *	63	68	68	70	62	64	38	41	40
Social Studies Achievement *	75	73	71	70	69	66	58	56	48
Graduation Rate	94	92	90	89	89	89	90	56	61
Middle School Acceleration								56	44
College and Career Readiness	47	74	67	47	70	65	58	67	67
ELP Progress	57	57	49	45	49	45	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.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	692
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	94%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
63%	58%	56%	43%		55%	52%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
English Language Learners	53%	No		
Black/African American Students	55%	No		
Hispanic Students	64%	No		
White Students	55%	No		
Economically Disadvantaged Students	62%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	1	

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%
English Language Learners	45%	No		
Black/African American Students	47%	No		
Hispanic Students	59%	No		
White Students	66%	No		
Economically Disadvantaged Students	53%	No		

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%
Students With Disabilities	43%	No		
English Language Learners	48%	No		
Native American Students				

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%
Asian Students				
Black/African American Students	49%	No		
Hispanic Students	58%	No		
Multiracial Students				
Pacific Islander Students				
White Students	53%	No		
Economically Disadvantaged Students	55%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	50%		60%	67%	48%	58%	73%	63%	75%		94%	47%	57%
Students With Disabilities	13%		42%	70%	24%	37%	59%	28%	47%		100%	15%	
English Language Learners	8%		50%	61%	40%	64%	74%	36%	55%		89%	49%	57%
Black/African American Students	35%		57%		30%	51%	83%	52%	76%		83%	24%	
Hispanic Students	52%		61%	66%	51%	59%	72%	65%	75%		95%	52%	57%
White Students											100%	10%	
Economically Disadvantaged Students	51%		59%	69%	46%	56%	77%	61%	75%		94%	45%	52%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	38%				43%			70%	70%		89%	47%	45%
Students With Disabilities	9%				20%				35%		95%	19%	
English Language Learners	12%				34%				59%		72%	46%	49%
Black/African American Students	32%				35%				46%		85%	35%	
Hispanic Students	40%				43%			68%	73%		89%	47%	50%
White Students	31%				56%				83%		100%	60%	
Economically Disadvantaged Students	35%				39%			62%	67%		87%	46%	38%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	37%		59%	53%	39%	63%	70%	38%	58%		90%	58%	48%
Students With Disabilities	16%		48%	52%	22%	54%	44%	19%	36%		97%	39%	
English Language Learners	18%		50%	47%	33%	59%	73%	33%	23%		83%	58%	48%
Native American Students													
Asian Students													
Black/African American Students	23%		62%	59%	31%	57%	50%	29%	48%		97%	31%	
Hispanic Students	40%		60%	53%	41%	65%	78%	40%	60%		89%	60%	48%
Multiracial Students													
Pacific Islander Students													
White Students	42%		36%		27%						89%	69%	
Economically Disadvantaged Students	35%		59%	53%	38%	63%	68%	39%	56%		90%	55%	47%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	42%	56%	-14%	53%	-11%
Ela	9	35%	54%	-19%	53%	-18%
Biology		59%	70%	-11%	67%	-8%
Algebra		49%	55%	-6%	50%	-1%
Geometry		50%	56%	-6%	52%	-2%
History		73%	70%	3%	67%	6%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		15%	17%	-2%	16%	-1%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		15%	18%	-3%	17%	-2%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that shows the most improvement is ELA. There is a 18 percentage point increase from the 2023 FAST Assessment results (38% prof) to the 2024 FAST Assessment results (50% Prof). Although the data indicates areas of strength and potential growth compared to district and state averages, there is still a concern for addressing the needs of students who have not reached proficiency yet, specifically the SWD and ELL subgroups. Specific actions that were implemented during the 2023-2024 school year include: targeted and differentiated instruction, District Curriculum Support, quarterly data chats and targeted intervention groups.

Lowest Performance

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 2023-2024 BEST ALGEBRA 1 EOC, 49% of the Algebra 1 students were proficient in Algebra as compared to the state average of 50% and district average of 55%. The category that demonstrated the lowest performance was that of Linear Relationships. The following factors contributed to the low performance: 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 low performing students.

Greatest Decline

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

According to the 2023-2024 Biology EOC, 63% of the students were proficient in Biology. There is a 13 percentage point decline from the 2022-2023 Biology EOC Performance. The following factors contribute to the low performance: increase in tested student numbers, 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 low performing students.

Greatest Gap

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

The data shows that ELA Grade 9 had the greatest gap when compared to state average. According to the 2023-2024 ELA Grade 9 data, 35% of the ELA Grade 9 students were proficient as compared to the state average of 53% and district average of 54%. 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.

EWS Areas of Concern

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

The 2024 FAST data results indicate that 50% of our 9th and 10th grade students achieved proficiency. Although the data indicates areas of growth from previous year, there is still a concern for addressing the needs of our lowest quartile students who have not reached proficiency yet, specifically the SWD and ELL subgroups when compared to district (60%) and state (55%) averages.

The 2024 BEST Algebra 1 EOC data results indicate that 49% of our Algebra 1 students were proficient in Algebra. Although the data indicates an area of growth from the previous year, there is still a concern for addressing the needs of our students when compared to district (55%) and state (50%) averages.

Highest Priorities

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

1. Targeted Instruction in Algebra.
2. Differentiated Instruction and Push-in/Pull-out Groups.
3. College and Career Acceleration Focus.
4. Professional Development for targeting areas of focus.

5. Implementation of Intervention Groups in content areas.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

According to the 2023-2024 BEST Algebra 1 and Geometry EOC data, 48% of our students were proficient in the Algebra EOC and the Geometry EOC. Although the data indicates a 5 percentage point increase as compared to the 2022-2023 BEST Algebra 1 and Geometry performance data, there is still a concern when compared to the District average for Algebra 1 of 55% and District average for Geometry of 56%. Based on the data and the identified contributing factors of high percentage of level 1 and 2 students and low student readiness levels that limit the ability to master grade level tasks, we will implement the Targeted Element of Mathematics.

Measurable Outcome

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

With the implementation of the Targeted Element of MATH with a focus on instructional coaching, an additional 5% (for a total of 53%) of the students enrolled in Algebra 1 and Geometry will score at proficiency on the 2025 Algebra 1 EOC and Geometry EOC.

Monitoring

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

The Leadership Team will conduct quarterly data chats on Topic Assessments and use Performance Matters Item Analysis report to identify areas of need. Weekly walkthroughs will be conducted to ensure that Standards Aligned Instruction is implemented daily with fidelity.

Person responsible for monitoring outcome

Alex Pacheco, Math Coach

Evidence-based Intervention:

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

Description of Intervention #1:

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale:

Within the targeted element of Mathematics, our school will focus on the evidence-based intervention of: Instructional Coaching. Teachers will participate in coaching cycles where they will use student performance data to adjust/realign instructional planning and delivery. Data will be used to inform teachers on specific standards to target during instruction throughout the school year.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Instructional Support/Coaching Cycles

Person Monitoring:

Alejandro Pacheco, Math Coach

By When/Frequency:

9/27/2024

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

Instructional Support meetings will be used to provide teachers with guidance on aligning instruction with learning goals.

Action Step #2

Data chats

Person Monitoring:

Liliana Suarez, Assistant Principal

By When/Frequency:

9/27/2024

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

The leadership team will conduct data chats with Algebra 1 teachers to discuss student performance on the Florida Assessment of Student Thinking in Mathematics (F.A.S.T.) assessment and develop plans for remediation in areas of deficiency.

Action Step #3

Informal Observations

Person Monitoring:

Liliana Suarez, Assistant Principal

By When/Frequency:

8/15/2024 - 9/27/2024

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

Walkthroughs will be conducted on an ongoing basis throughout the school year to ensure fidelity in the implementation of data driven instruction.

Area of Focus #2

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

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

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

According to historical data from 2021 - 2024 there is a downward trend from 61 percentage points in acceleration in 2021 to 47 percentage points in 2024. Further analysis of the data indicates that we are 27 percentage points below the District average and 20 percentage points below the state average. Based on this data, we will increase the number of students taking acceleration courses and passing the respective Industry Certification Exam, we will implement the Targeted Element of Career and Technical Education. This will create a pipeline of skilled and capable individuals that can contribute to our global economy.

Measurable Outcome

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

With the implementation of the Targeted Element of Career and Technical Education/Acceleration with a focus on Student Centered Learning, an additional 3% (for a total of 50%) of the graduates will earn a passing score on an acceleration examination, earn a passing grade on a dual enrollment course or earn an industry certification.

Monitoring

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

The Leadership Team will review grad tracker data to ensure graduates have been placed in

acceleration courses. Weekly walk-throughs will be conducted to ensure fidelity of content delivery, test preparation and quarterly progression meetings will be held with teachers to realign instruction based on student performance to ensure that learning objectives are being met.

Person responsible for monitoring outcome

Liliana Suarez, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

The term Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

Rationale:

Within the Targeted Element of Career and Technical Education, our school will focus on the evidence-based intervention of: Student-Centered Learning. This strategy emphasizes the alignment of acceleration courses with academic goals. Students choose courses that cater to different interests and career paths.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Enrollment in Acceleration Courses

Person Monitoring:

Corina Mills, Counselor

By When/Frequency:

8/15/2024 - 9/27/2024

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

Counselors will identify graduates that are not scheduled for accelerated courses.

Action Step #2

Recruitment and Enrollment

Person Monitoring:

Nicholas Acosta, Magnet Lead

By When/Frequency:

8/15/2024 - 9/27/2024

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

Recruitment and retention of students enrolled in Industry Certification programs. Magnet Lead will participate in feeder pattern articulation fairs and professional development.

Action Step #3

Parental Involvement and Education

Person Monitoring:
Corina Mills, Counselor

By When/Frequency:
8/15/2024 - 9/27/2024

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

Parental Involvement and Education. Educate parents about the benefits and requirements of acceleration exams, dual enrollment courses and Industry Certifications.

Area of Focus #3

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

According to the 2023-2024 FAST PM3 data, 50% of 9th and 10th grade students were proficient in ELA . Although the data indicates a 12 percentage point increase as compared to the 2022-2023 FAST PM 3 data (38% Proficiency), there is still a concern when compared to the District average of 62% Proficiency. Further analysis of the data indicates that only 21% of the students are comprised of the ELL Subgroup and SWD. 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 ELL and SWD students, we will implement the targeted element of ELA.

Measurable Outcome

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

With the implementation of the Targeted Element of ELA, with a focus on Differentiated Instruction, an additional 5% (for a total of 55%) of the 9th and 10th, ELL and SWD students will be proficient in Reading on the FAST PM3 in June, 2025.

Monitoring

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

The Leadership Team will conduct quarterly data chats on the results of FAST PM1 and PM2, to identify areas of need. Weekly walk-throughs will be conducted to ensure fidelity of content delivery, test preparation and quarterly data chats will be held with teachers to realign instruction based on student performance to ensure that learning objectives are being met through the implementation of differentiated instruction.

Person responsible for monitoring outcome

Liliana Suarez, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Rationale:

Differentiation will allow teachers to target areas of weakness for specific students and groups of students, improving overall student performance. Teachers will 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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Instructional Planning

Person Monitoring:

Liliana Suarez, Asst. Principal

By When/Frequency:

8/15/2024 - 9/27/2024

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

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.

Action Step #2

Monthly Department Meetings

Person Monitoring:

Liliana Suarez, Asst. Principal

By When/Frequency:

8/15/2024 - 9/27/2024

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

Teachers will attend monthly department meetings to collaborate and brainstorm challenges, needs, and shared best practices with a focus on the ELL/SWD subgroup. Teachers will take turns taking the lead and modeling explicit instruction that address identified student needs with specified subgroups.

Action Step #3

Formal and Informal Observations

Person Monitoring:

Liliana Suarez, Asst. Principal

By When/Frequency:

8/15/2024 - 9/27/2024

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

Walkthroughs will be conducted on an ongoing basis throughout the school year to ensure fidelity in the implementation of differentiated instruction and flexible grouping.

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

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

According to the 2023 - 2024 Staff Climate Survey, 88% of the staff agreed with the statement "Staff morale is high at my school". When compared to the 2022-2023 Staff Climate Survey, results indicated that 88% of the staff agreed with the statement "Staff morale is high at my school". The data shows that there is no significant movement or improvement in the area of " Staff morale is high at my school". Based on this data and the identified contributing factors of low teacher engagement, low collaboration and limited cohesiveness, we will implement the Targeted Element of Teacher Retention and Recruitment.

Measurable Outcome

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

With the implementation of the Targeted Element of Teacher Retention and Recruitment , an additional 5 % (for a total of 93%) of the staff will agree with the statement "Staff morale is high at my school" on the 2024-2025 Climate Survey Administration by June 7th, 2025.

Monitoring

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

The leadership team will 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, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Within the Targeted Element of Teacher Retention and Recruitment, 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:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Identify Team Building Activities

Person Monitoring:

Liliana Suarez, Asst. Principal

By When/Frequency:

8/15/2024 - 9/27/2024

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

The leadership team will incorporate team building activities during the first ten minutes of monthly faculty meetings. As a result, the implementation of collaborative team building activities will yield positive relationships amongst the staff.

Action Step #2

Identify Teacher Leaders

Person Monitoring:

Nelson Gonzalez, Principal

By When/Frequency:

8/15/2024 - 9/27/2024

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

The school principal will identify teacher leaders to serve as mentors and 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.

Action Step #3

Engaging Stakeholders

Person Monitoring:

Nelson Gonzalez, Principal

By When/Frequency:

8/15/2024 - 9/27/2024

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

The principal will meet monthly with teacher leaders to discuss initiative that have a direct impact on improving school culture and environment.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

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/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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/>

Plans to Strengthen the Academic Program

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

According to the 2023-2024 BEST ALG1 EOC data, 48% of the Algebra 1 students were proficient as compared to the state average of 50% and district average of 54%. 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 Math with a focus on Instructional Coaching/Practices. Additionally, students will be grouped based on academic needs within all content areas. Before/During/Afterschool tutorials will be made available for students who need or desire additional help in the subject matter. Lastly, differentiated instruction will be incorporated in instructional plans to target specific achievement gaps within our subgroups.

How Plan is Developed

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

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

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.

Preparing for Postsecondary Opportunities and the Workforce

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

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.

Addressing Problem Behavior and Early Intervening Services

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

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.

Professional Learning and Other Activities

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

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.

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

N/A

Specifics to Address the Need

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

N/A

VII. Budget to Support Areas of Focus

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

No

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