



# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 2
  - A. School Mission and Vision ..... 2
  - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring ..... 2
  - C. Demographic Data..... 6
  - D. Early Warning Systems ..... 7
- II. Needs Assessment/Data Review ..... 10
  - A. ESSA School, District, State Comparison ..... 11
  - B. ESSA School-Level Data Review ..... 12
  - C. ESSA Subgroup Data Review ..... 13
  - D. Accountability Components by Subgroup..... 14
  - E. Grade Level Data Review ..... 17
- III. Planning for Improvement..... 18
- IV. Positive Learning Environment ..... 24
- V. Title I Requirements (optional)..... 29
- VI. ATSI, TSI and CSI Resource Review ..... 32
- VII. Budget to Support Areas of Focus ..... 33

## 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

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

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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The mission of the Herbert A. Ammons community is to engage students in developing their intellectual, emotional, and social talents while promoting responsible citizenship in a global society. Engaged in a holistic approach to education, students grow in intercultural awareness, becoming compassionate, independent, life-long learners.

### Provide the school's vision statement

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The school's vision statement is: Action through global awareness.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

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

#### Leadership Team Member #1

##### Employee's Name

Maria Costa

costam@dadeschols.net

##### Position Title

Principal

##### Job Duties and Responsibilities

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The Principal is the instructional leader who promotes academic achievement and success for all students and ensures the safety of the school community. The Principal oversees the curriculum, supervises personnel, and ensures that the school's vision and mission align to the district's initiatives. The Principal monitors the SIP implementation to ensure that the measurable outcomes are achieved.

## Leadership Team Member #2

### Employee's Name

Maria Masso

mmasso@dadeschools.net

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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The Assistant Principal oversees the curriculum, monitors and analyzes data, supervises specialized programs and supports the Principal. The Assistant Principal ensures that teachers have access to appropriate curriculum and technology. The Assistant Principal is part of the school's decision making process ensuring that the school's mission and vision aligns with the district initiatives. The Assistant Principal monitors the SIP implementation to ensure that the measurable outcomes are achieved.

## Leadership Team Member #3

### Employee's Name

Rodney Wright

rodneywright@dadeschools.net

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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The Assistant Principal oversees the curriculum, monitors and analyzes data, supervises specialized programs and supports the Principal. The Assistant Principal ensures that teachers have access to appropriate curriculum and technology. The Assistant Principal is part of the school's decision making process ensuring that the school's mission and vision aligns with the district initiatives. The Assistant Principal monitors the SIP implementation to ensure that the measurable outcomes are achieved.

## Leadership Team Member #4

### Employee's Name

Karla Prado

kprado@dadeschools.net

### Position Title

EESAC Chairperson, Teacher

### Job Duties and Responsibilities

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The EESAC Chairperson conducts EESAC meetings, providing an opportunity for all members to participate in the decision-making process. The Chairperson ensures that all stakeholders are involved in the preparation, implementation, and evaluation of the School Improvement Plan.

## Leadership Team Member #5

### Employee's Name

David Wilson

davidwilson@dadeschools.net

### Position Title

IBMYP Lead Teacher

### Job Duties and Responsibilities

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The IBMYP Lead Teacher provides instructional leadership in the design, development, and implementation of the IB program in all content areas. The Lead Teacher ensures all teachers are kept abreast of new issues and trends by providing professional development as needed. The Lead Teacher is responsible for student recruitment and retention.

## 2. Stakeholder Involvement

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

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

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Ammons Middle School involves all stakeholders in the development of the SIP. EESAC members involved with SIP development include, but are not limited to, the Principal, Assistant Principal, teachers, parents, student, and business and community representatives. The school leadership team analyzes available data to determine areas of strength as well as areas for improvement. During a faculty meeting, teachers and school staff are given the opportunity to provide input and recommendations on all areas of the SIP. Additionally, during the first EESAC meeting of the school year, parents, students and business partners are encouraged to provide input.

## 3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on

increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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The SIP is regularly monitored for effective implementation and impact on increasing student achievement. EESAC members involved with regularly monitoring the SIP include, but are not limited to, the Principal, Assistant Principal, teachers, parents, student, and business and community representatives. Administration has data chats with teachers after each progress monitoring, focusing on student progress. Strategies and a plan of action are developed and adjusted to ensure that students are making progress. After each phase, the SIP is reviewed with staff, parents, and business partners at a faculty meeting and EESAC. The plan is revised as needed throughout the school year.

### C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH 6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>56.6%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							356	329	336	1,021
Absent 10% or more school days							7	7	9	23
One or more suspensions							2	0	0	2
Course failure in English Language Arts (ELA)							0	0	0	0
Course failure in Math							1	0	0	1
Level 1 on statewide ELA assessment							2	0	0	2
Level 1 on statewide Math assessment							4	1	0	5
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							19	21	11	51
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	0

#### Current Year 2025-26

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

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

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							5	3	3	11
Students retained two or more times							0	1	0	1

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							8	8	8	24
One or more suspensions							2			2
Course failure in English Language Arts (ELA)										0
Course failure in Math							1			1
Level 1 on statewide ELA assessment							8	3	3	14
Level 1 on statewide Math assessment							5	3	4	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

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

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

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

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	93	64	58	87	61	53	82	56	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	76	63	59	71	60	56			
ELA Lowest 25th Percentile	80	55	52	77	51	50			
Math Achievement*	94	67	63	89	64	60	90	60	56
Math Learning Gains	80	64	62	69	63	62			
Math Lowest 25th Percentile	82	60	57	74	62	60			
Science Achievement	89	59	54	80	56	51	82	55	49
Social Studies Achievement*	98	77	73	96	75	70	93	72	68
Graduation Rate									
Middle School Acceleration	86	78	77	86	73	74	79	74	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	86	62	53	82	58	49	70	50	40

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	86%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	864
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
86%	81%	85%	79%	66%		83%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

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

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	75%	No		
English Language Learners	81%	No		
Asian Students	96%	No		
Black/African American Students	83%	No		
Hispanic Students	86%	No		
White Students	90%	No		
Economically Disadvantaged Students	85%	No		

### D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	93%		76%	80%	94%	80%	82%	89%	98%	86%			86%
Students With Disabilities	77%		69%	67%	76%	71%	54%	83%	96%	82%			
English Language Learners	89%		75%	86%	87%	76%	71%	92%	98%	52%			86%
Asian Students	94%		86%		100%	94%		100%	100%	100%			
Black/African American Students	90%		76%	81%	92%	76%	74%	79%	97%	83%			
Hispanic Students	93%		75%	80%	94%	80%	82%	89%	98%	84%			86%
White Students	93%		73%	86%	100%	80%	91%	95%		100%			
Economically Disadvantaged Students	92%		74%	82%	91%	79%	81%	87%	98%	83%			

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	87%		71%	77%	89%	69%	74%	80%	96%	86%			82%
Students With Disabilities	80%		72%	76%	82%	72%	65%	69%	79%	55%			
English Language Learners	76%		69%	70%	80%	65%	68%	53%	91%	73%			82%
Asian Students	89%		70%		97%	81%		90%	91%	100%			
Black/African American Students	91%		74%	85%	87%	62%	80%	70%	100%	83%			
Hispanic Students	87%		71%	76%	89%	69%	72%	80%	96%	85%			82%
White Students	91%		72%	80%	96%	70%	80%	89%	100%	83%			
Economically Disadvantaged Students	85%		71%	80%	88%	67%	76%	70%	95%	82%			

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	82%				90%			82%	93%	79%			70%
Students With Disabilities	63%				80%			53%	82%	57%			
English Language Learners	64%				81%			60%	89%	56%			
Asian Students	89%				97%			100%	100%	88%			
Black/African American Students	80%				86%			88%	96%	77%			
Hispanic Students	81%				90%			79%	93%	78%			
White Students	85%				99%			97%	96%	89%			
Economically Disadvantaged Students	76%				88%			80%	91%	77%			

## 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	93%	62%	31%	60%	33%
ELA	7	93%	62%	31%	57%	36%
ELA	8	92%	60%	32%	55%	37%
Math	6	89%	64%	25%	60%	29%
Math	7	80%	54%	26%	50%	30%
Math	8	98%	60%	38%	57%	41%
Science	8	86%	46%	40%	49%	37%
Civics		98%	74%	24%	71%	27%
Biology		100%	74%	26%	71%	29%
Algebra		100%	59%	41%	54%	46%
Geometry		100%	58%	42%	54%	46%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics						

\* data suppressed due to fewer than 10 students or all tested students scoring the same.

### III. Planning for Improvement

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

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

##### **Most Improvement**

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

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Science proficiency showed the most improvement. According to the 2024-2025 Science achievement data, 89% of students were proficient in Science, as compared to the 2023-2024 Science assessment where 80% of students were proficient in Science. Teachers conducted data chats after each progress monitoring and identified their lowest 25% of students needing interventions. Collaborative planning provided teachers the opportunity to work together during the school day to make connections and consult with each other.

##### **Lowest Performance**

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

---

In both the 2024 and 2025 school years, Middle School Acceleration consistently achieved an 86% proficiency. This was the only area that did not show growth. A review of student placement revealed that not all students who demonstrated proficiency in mathematics were enrolled in high school-level courses. Counselors are analyzing the data to ensure that more students who scored proficient are placed into high school mathematics courses.

##### **Greatest Decline**

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

---

There was no data component that showed a decline from the prior year. The data component that showed the lowest improvement from the prior year was learning gains of the lowest 25% in English Language Arts at 3%. The factor for the lower improvement may have been due to a lack of consistent instruction by a teacher who went on maternity leave.

##### **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.

---

Ammons Middle School outperformed the state in all content areas. On the FAST ELA, Ammons proficiency was 93% compared to the State at 58% proficient. On the FAST Math, Ammons

proficiency was 94%, compared to the State at 63% proficient. In Algebra, Ammons proficiency was 100%, compared to the State 57% proficient. In Geometry, Ammons proficiency was 100%, compared to the State 54% proficient. In Civics, Ammons proficiency was 98%, compared to the State 73% proficient. In 8th grade Science, Ammons proficiency was 89%, compared to the State 54% proficient. In Biology, Ammons proficiency was 100%, compared to the State 73% proficient.

### **EWS Areas of Concern**

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

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One potential area of concern from the EWS data is the students who have a substantial reading deficiency, specifically our English Language Learners. This year we have a larger number of ESOL students than in prior years.

### **Highest Priorities**

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

---

Our highest priority for school improvement in the upcoming school year is increasing English Language Arts learning gains for the lowest 25% of students. This area saw the least improvement last year, with only a 3% gain. Two other priorities for school improvement include science achievement and overall reading proficiency.

## **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 Science**

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

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

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According to the 2024-2025 Science Achievement scores, 89% of students were proficient, exceeding both the district and state averages. The focus will be to continue to collaborate and deepen skills at every level to ensure continued growth in science. Collaboration across all grade levels builds logical progression from one grade to the next, and prevents gaps providing students with a seamless learning progression. This allows for more precise and effective differentiation and intervention strategies.

#### **Measurable Outcome**

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

---

Our school aims to increase Science proficiency from 89% in 2024-2025 to 90% in 2025-2026 by the end of the school year, as measured by the Science assessment, reflecting a data-based, measurable outcome.

#### **Monitoring**

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

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Monitoring implementation and progress will be monitored through: Administration will conduct data chats with teachers after each assessment. Teachers will adjust groups and instruction based on current data. Administration will participate in collaborative planning meetings and conduct regular walkthroughs to ensure high quality instruction is taking place.

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

Maria Masso, Assistant Principal

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Implementation of Standards-Based Collaborative Planning is an instructional practice that provides teachers the opportunity to work together during the school day to make connections through examining their practice, consulting with colleagues, and developing their skills. Vertical alignment involves content-area teachers collaborating across grade levels, while horizontal alignment brings same-grade teachers together. Both processes coordinate learning activities, assess performance, quantify improvement, and evaluate instructional effectiveness. All students share the same learning goals, though instruction adapts to individual ability, interest, and preference, maintaining high expectations for all.

**Rationale:**

Standards-Based Collaborative Planning addresses the need for teachers in eighth grade to collaborate with sixth and seventh grade teachers. They will share results of assessments and develop a vertical plan so that sixth and seventh grade students are prepared for the eighth grade curriculum. It holds all teachers in the subject area accountable for following the mandated pacing guide and maintaining high expectations for all students. This collaboration time also gives the time and space for teachers to share and come together as a team.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Facilitate teacher collaboration

**Person Monitoring:**

Maria Masso, Assistant Principal

**By When/Frequency:**

9/26/25, monthly

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

The Science chairperson will facilitate department meetings so teachers can review data and collaborate with the other grade levels. As a result, teachers will review content area standards and plan deliberate lessons following the pacing guide. Administration will review department meeting minutes and conduct walkthroughs to ensure meaningful instruction is taking place.

**Action Step #2**

Disaggregate data

**Person Monitoring:**

Maria Masso, Assistant Principal

**By When/Frequency:**

9/26/25, monthly

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

**step:**

Data will be disaggregated to identify trends and plan for differentiated instruction. Teachers will plan student-centered lessons that address the needs of all learners. Administration will conduct data chats with science teachers and assist with identifying areas of strengths and areas that need improvement. Administrative walkthroughs will take place to ensure teachers are following the pacing guide and meaningful instruction is taking place.

**Action Step #3**

Share best practices

**Person Monitoring:**

Maria Masso, Assistant Principal

**By When/Frequency:**

9/26/25, monthly

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

Teachers will share best practices that have yielded positive results. This will create a unified team approach that will improve student academic achievement. The department chairperson will create a list of best practices that have been shared at the department meetings. Administrators will watch for best practices during walkthroughs.

**Area of Focus #2**

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

**Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale**

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

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According to the 2024-2025 FAST PM3 data, 93% of students were proficient in ELA, as compared to the 2023-2024 FSA assessment where 87% of students were proficient. Although there was a significant gain in proficiency, reading is the key to academic success. The focus will be to continue to deepen skills at every level to ensure continued growth in ELA.

**Measurable Outcome**

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

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According to the 2024-2025 FAST PM3 data, 93% of students were proficient in ELA, as compared to the 2023-2024 FSA assessment where 87% of students were proficient. With the implementation of progress monitoring, there will be a 1% increase of students scoring proficient on the 2024-2025 FAST PM3.

**Monitoring**

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

the desired outcome.

---

ELA teachers will identify the lowest 25% of students after each progress monitoring assessment and differentiate instruction based on the weakest benchmark. Extended learning opportunities will be offered to these students. Teachers will conduct data chats with students after each progress monitoring. Additionally, administration will conduct data chats with teachers and review progress monitoring.

**Person responsible for monitoring outcome**

Maria Masso, Assistant Principal

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Our school will focus on the evidence-based strategy of Ongoing Progress Monitoring (OPM). Progress monitoring is an essential tool for improving reading scores as it provides ongoing, data-driven insights. By regularly assessing a student's reading skills, teachers can identify specific areas of weakness and tailor their instruction accordingly. Grade level standards will be fully implemented with fidelity. Teachers will follow the Pacing Guide provided by the District and use instructional materials aligned to the standards.

**Rationale:**

Ongoing Progress Monitoring is a cornerstone of effective reading instruction because it provides a clear, data-driven rationale for instructional decisions. Progress monitoring provides a continuous stream of information on how a student is responding to instruction. This ongoing data allows teachers to identify students who are not making adequate progress and to adjust teaching strategies. By continually using data to drive instruction, teachers will prioritize students' individual needs and plan deliberate lessons to target areas that need improvement.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Analyze assessment data

**Person Monitoring:**

Maria Masso (mmasso@dadeschools.net)

**By When/Frequency:**

9/26/25, monthly

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

ELA and Reading teachers will access PowerBI data for all their students. Teachers will identify strengths and areas that need improvement. They will plan deliberate lessons targeting those weaknesses. Administrative data chats will be held with teachers to review individual data and review plan of action.

### **Action Step #2**

Share best practices

#### **Person Monitoring:**

Maria Masso, Assistant Principal

#### **By When/Frequency:**

9/26/25, monthly

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

Teachers will share best practices that have yielded positive results. This will create a unified team approach that will improve student academic achievement. The department chairperson will create a list of best practices that have been shared at the department meetings. Administrator will watch for best practices during walkthroughs.

### **Action Step #3**

Disaggregate data

#### **Person Monitoring:**

Maria Masso, Assistant Principal

#### **By When/Frequency:**

9/26/25, monthly

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

Data will be disaggregated to identify trends and plan for differentiated instruction. Teachers will plan student-centered lessons that address the needs of all learners. Administration will conduct data chats with teachers and assist with identifying areas of strengths and areas that need improvement. Administrative walkthroughs will take place to ensure teachers are following the pacing guide and meaningful instruction is taking place.

## **IV. Positive Learning Environment**

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

Other: Sustainable Results

#### **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.

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According to the 2025 Data Map, Focus on Sustainable Results, 79% of teachers feel that they had the opportunity to participate in data chats with administration. Based on our data and the need for all teachers to access reading data, teachers in non-tested areas will be included in administrative data chats. Students will benefit from teachers knowing their student reading scores to be able to target reading skills in their curriculum.

#### **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.

---

Our school aims to increase the percentage of teachers in non-tested areas who will be included in administrative data chats by 1% by the end of the school year, from 79% to 80%.

### **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.

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Administration will conduct data chats with teachers to review formative assessment results.

Administration will conduct regular walkthroughs to ensure high quality instruction is taking place.

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

Maria Masso, Assistant Principal

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

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

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

Implementation of teacher training in PowerBI will prepare teachers to use data to drive instruction. Teachers will be able to identify students who are proficient in reading, as well as students who need additional assistance. Essentially, teacher training ensures that educators are well-prepared to guide students toward academic success and meet the evolving needs of the classroom.

#### **Rationale:**

By leveraging training in PowerBI, teachers can transform raw data into actionable insights. They will understand student needs better, differentiate instruction effectively, create targeted interventions, evaluate instructional impact, and foster a culture of continuous improvement. This training ensures that teachers in non-tested areas are well prepared to guide students toward academic success.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

#### **Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

#### **Action Step #1**

Professional development

#### **Person Monitoring:**

Maria Masso, Assistant Principal

#### **By When/Frequency:**

9/26/25, Once

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

**step:**

Provide professional development for teachers in non-tested areas on the use of PowerBi. Sign in sheets will be reviewed to ensure participation. The trainer will regularly evaluate the teachers' ability to access and utilize the data on PowerBI.

**Action Step #2**

Identify students in lowest 25%

**Person Monitoring:**

Maria Masso, Assistant Principal

**By When/Frequency:**

9/26/25, Once

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

Using the information learned in the professional development session, teachers will identify students in the lowest 25% in reading and create lessons that will assist these students across the curriculum. During administrative data chats, teachers will identify those students who need additional support in reading. Administrative walkthroughs will take place to ensure teachers are providing meaningful instruction.

**Action Step #3**

Analyze reading data

**Person Monitoring:**

Maria Masso, Assistant Principal

**By When/Frequency:**

9/26/25, Monthly

**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 discuss and analyze reading data to support academic achievement in reading scores. Administration will take turns attending department meetings and participate in the collaborative efforts of the department. Walkthroughs will be conducted to ensure that high standards are maintained in all classes.

**Area of Focus #2**

Other: Family Engagement

**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.

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Increasing the number of opportunities for families to be involved in school-related activities has a profound and positive impact on both students' learning and overall parent involvement. When families are actively participating, it fosters a more vibrant and supportive school community. This collective effort benefits everyone by creating a positive atmosphere and a shared sense of ownership in the school's success.

**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.

---

Our school aims to provide at least 15 school-related activities to strengthen the school-home

connection by encouraging family participation.

### **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.

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Monitoring Implementation and progress will be monitored through: Monthly activities calendar will document school related activities for parents. Social media announcements and Connect ed messages will be made throughout the school year.

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

Maria Masso, Assistant Principal

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

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

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

With the implementation of a variety of new and ongoing school activities, we will increase the total number of opportunities for families to engage in our school community. This will include a variety of events designed to connect with our families. By providing more options for involvement, we aim to build stronger partnerships between home and school, which is crucial for student success.

### **Rationale:**

Research consistently demonstrates that there is a strong correlation between family involvement and positive student outcomes. When families are actively engaged in their child's education, students benefit in numerous ways: students earn higher grades, they have better attendance, and have increased student motivation and behavior. When students see their families and teachers working together, they are more likely to feel valued and supported, which can boost their motivation to learn.

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

### **Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

### **Action Step #1**

Comprehensive review of annual activities

### **Person Monitoring:**

Maria Masso, Assistant Principal

### **By When/Frequency:**

9/26/25, Once

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

The leadership team will meet with the activities director to conduct a comprehensive review of all

tentative scheduled events and activities for the upcoming year. The activities director will create a tentative monthly calendar for the school year and will be shared at a Curriculum Council meeting for input.

**Action Step #2**

Department proposal of two activities

**Person Monitoring:**

Maria Masso, Assistant Principal

**By When/Frequency:**

9/26/25, Monthly

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

During department meetings, teachers will discuss hosting at least two school activities relevant to their subject area throughout the school year. They will create a list of possible activities they would like to host. The activities director and leadership team will review the list of possible activities.

**Action Step #3**

Add proposed activities to calendar

**Person Monitoring:**

Maria Masso, Assistant Principal

**By When/Frequency:**

9/26/25, Monthly

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

Administration and activities director will meet with each department chair to review the list of possible activities they will be hosting throughout the school year. A list of approved activities will be added to calendar.

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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No Answer Entered

#### Plans to Strengthen the Academic Program

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

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No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

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

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

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

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

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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No Answer Entered

## **VI. ATSI, TSI and CSI Resource Review**

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

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

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

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No Answer Entered

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

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

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