

Miami-Dade County Public Schools

JORGE MAS CANOSA MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Jorge Mas Canosa Middle School is to provide a rigorous international education that challenges our students to become globally literate by inspiring them to achieve their maximum potential while meeting their personal, social, and cognitive needs.

Provide the school's vision statement

The vision of Jorge Mas Canosa Middle School is to provide an environment conducive to developing global literacy.

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

Elio Falcon, Jr.

efalconjr@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

Mr. Elio Falcon, our Principal, leads teachers and staff, sets goals for the school, and ensure students meet their learning objectives. He oversees the school's day-to-day operations, including handling disciplinary matters, managing a budget, and hiring teachers and other personnel.

Leadership Team Member #2

Employee's Name

Guillermo Cortez

281251@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Supports the principal in ensuring the goals for Academic Programs and School Culture are implemented school-wide. Collaborates on the School Improvement Process with all stakeholders to create and evaluate a plan to ensure the success of all learners. Works closely with the EESAC Chairperson to ensure deadlines and compliance documentation are adhered to.

Leadership Team Member #3

Employee's Name

Lorena Garrote

lgarrotelesang@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

Supports the principal in ensuring the goals for Academic Programs and School Culture are implemented school-wide. Collaborates on the School Improvement Process with all stakeholders to create and evaluate a plan to ensure the success of all learners. Works closely with the EESAC Chairperson to ensure deadlines and compliance documentation are adhered to.

Leadership Team Member #4

Employee's Name

Melissa Casabielle

melissacastrillon@dadeschools.net

Position Title

Magnet Lead Teacher

Job Duties and Responsibilities

Ms. Melissa Casabielle is responsible for the recruitment of the Cambridge Magnet program. She collaborates with all departments disseminating Cambridge information. She plans and ensures all teachers are covering the required curriculum and adhering to timelines outlined in the district pacing guide.

2. Stakeholder Involvement

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

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

The school involves all stakeholders in the development of the SIP by providing opportunities for feedback and sharing of ideas. The school leadership team meets to analyze school data and creates a plan of action to address school needs. The school leadership team shares the information with teachers during faculty meetings and elicits input to improve the plan of action. Teachers are also given opportunities to discuss the SIP during departmental meetings and grade-level meetings. School staff, parents, students, and community leaders provide input on the SIP during Educational Excellence School Advisory Council meetings.

3. SIP Monitoring

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

The SIP is regularly monitored by the school leadership team to ensure it is being implemented with fidelity to increase student achievement in all grade levels and content areas. The school leadership team evaluates the action steps being implemented to determine if changes need to be made. The school leadership team reviews data from topic assessments, mid-year assessment data, diagnostic data from iReady, and data from the progress monitoring assessments administered in reading and mathematics. To ensure continuous improvement the school leadership team gathers input from stakeholders.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	89.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) 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>	2024-25: A 2023-24: A 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							283	354	409	1,046
Absent 10% or more school days							28	29	33	90
One or more suspensions							5	19	24	48
Course failure in English Language Arts (ELA)							12	3	11	26
Course failure in Math							22	13	12	47
Level 1 on statewide ELA assessment							69	96	95	260
Level 1 on statewide Math assessment							48	62	55	165
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							96	160	180	436
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										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							88	116	124	328

Current Year 2025-26

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

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

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							24	29	32	85
One or more suspensions							5	19	21	45
Course failure in English Language Arts (ELA)							10	3	10	23
Course failure in Math							19	13	8	40
Level 1 on statewide ELA assessment							72	95	93	260
Level 1 on statewide Math assessment							49	57	54	160
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							55	64	58	177

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

The number of students retained:

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

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*	64	64	58	63	61	53	58	56	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	63	63	59	62	60	56			
ELA Lowest 25th Percentile	53	55	52	54	51	50			
Math Achievement*	76	67	63	73	64	60	65	60	56
Math Learning Gains	72	64	62	75	63	62			
Math Lowest 25th Percentile	76	60	57	75	62	60			
Science Achievement	60	59	54	61	56	51	54	55	49
Social Studies Achievement*	74	77	73	78	75	70	74	72	68
Graduation Rate									
Middle School Acceleration	67	78	77	71	73	74	59	74	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	73	62	53	73	58	49	45	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	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	678
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
68%	69%	60%	61%	49%		60%

* 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	45%	No		
English Language Learners	62%	No		
Asian Students	85%	No		
Black/African American Students	69%	No		
Hispanic Students	67%	No		
White Students	79%	No		
Economically Disadvantaged Students	65%	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	64%		63%	53%	76%	72%	76%	60%	74%	67%			73%
Students With Disabilities	35%		47%	47%	50%	60%	68%	30%	55%	25%			32%
English Language Learners	44%		60%	54%	68%	74%	77%	44%	58%	63%			73%
Asian Students	73%		73%		100%	93%							
Black/African American Students	71%		61%		75%	82%		58%					
Hispanic Students	63%		63%	53%	75%	71%	75%	59%	73%	66%			73%
White Students	83%		68%		91%	82%		73%					
Economically Disadvantaged Students	61%		61%	49%	73%	70%	74%	53%	69%	63%			74%

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	63%		62%	54%	73%	75%	75%	61%	78%	71%			73%
Students With Disabilities	30%		45%	40%	44%	66%	67%	35%	49%	38%			33%
English Language Learners	45%		57%	54%	61%	75%	77%	40%	58%	59%			73%
Asian Students	75%		73%		100%	100%		92%		91%			
Black/African American Students	47%		60%		59%	72%		39%					
Hispanic Students	63%		61%	54%	73%	75%	77%	61%	78%	70%			74%
White Students	61%		74%		68%	61%		52%		75%			
Economically Disadvantaged Students	61%		60%	55%	73%	76%	75%	58%	78%	67%			71%

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	58%				65%			54%	74%	59%			45%
Students With Disabilities	28%				41%			28%	47%	20%			28%
English Language Learners	39%				52%			31%	64%	35%			48%
Asian Students	82%				94%								
Black/African American Students	40%				53%			41%	53%	36%			
Hispanic Students	58%				65%			54%	75%	58%			48%
White Students	64%				67%			35%	84%	77%			
Economically Disadvantaged Students	53%				61%			47%	72%	49%			50%

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	57%	62%	-5%	60%	-3%
ELA	7	55%	62%	-7%	57%	-2%
ELA	8	63%	60%	3%	55%	8%
Math	6	70%	64%	6%	60%	10%
Math	7	59%	54%	5%	50%	9%
Math	8	70%	60%	10%	57%	13%
Science	8	53%	46%	7%	49%	4%
Civics		69%	74%	-5%	71%	-2%
Biology		100%	74%	26%	71%	29%
Algebra		93%	59%	34%	54%	39%
Geometry		100%	58%	42%	54%	46%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>

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?

Our most improved data component was our Science increasing from a 53% in 2023-2024 to a 60% for the 2024-2025 school year. The actions taken were more intense boot camps within the classroom and during the school year by the teachers. In addition to this, we had utilized a Science interventionist that targeted the bubble students in the mid-year science assessment. These students were pulled out of an elective course and provided targeted small group instruction. We also implemented the use of Edgenuity with fidelity throughout the year which targeted the tested standards in all grade levels.

Lowest Performance

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

The data that showed the lowest performance was our ELA Achievement data. The average of the proficiency levels, learning gains and L25 has us at a current 58% which is 1% point lower than 2023-2024 with a 59%. There are several contributing factors to it's score. A lack of an interventionist in this department similar to the interventionist for mathematics and science could have affected the overall score. However, intensive reading classes were provided. Another contributing factor could also be the amount of ESE & ELL students we had at our school. A lack of tutoring before and after school by the teachers targeting their own students could have also impeded higher achievement levels for our school. The only language arts/reading tutoring conducted at Jorge Mas Canosa Middle School was the Title III ELL tutoring.

Greatest Decline

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

The data component that showed the greatest decline was our Civics going from a 72% proficiency in 2023-2024 to a 69% proficiency in 2024-2025. Some factors that may have contributed to this decline was our high population of ESE students, low reading scores, and lack of targeting our testable ELL 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.

Our most improved data component, showing the greatest positive gap, was our Acceleration group. Proficiency in this group increased from 71% in the 2023–2024 school year to 95% in 2024–2025, placing us 6% above the district average. This significant improvement can be attributed to targeted strategies, including more rigorous, teacher-led boot camps conducted within the classroom throughout the year.

Conversely, the area with the greatest opportunity for growth, and the largest negative gap compared to the district, is our L25 ELA group. Our school achieved 55% proficiency in this area, compared to the district's 61% for the 2024–2025 school year, reflecting a 6% gap. To address this, we plan to implement similar boot camps in our L25 ELA group as we did in our Accelerated classes.

EWS Areas of Concern

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

A potential area for concern at our school is the level of referrals and suspensions being assigned to students. We know that if a student is missing school, learning is not occurring and this has been a factor for our school over previous years. We need to ensure that the implementation of progressive discipline is occurring in our school from teachers to administrators. The use of verbal reprimands and parent contact must be done prior to issuing a referral where de-escalation steps could have occurred.

Highest Priorities

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

1. Lowest 25% students for ELA.
2. ELA proficiency across all grade levels.
3. Civics proficiency.
4. Parental Involvement.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

According to the 2024–2025 FAST assessment results, only 53% of students in the Lowest 25% subgroup demonstrated proficiency in English Language Arts (ELA). This performance falls significantly below the district average and highlights a persistent gap in foundational literacy and reading comprehension skills. A disaggregated analysis of the data identified specific areas of concern, including vocabulary acquisition, inferential reasoning, and the ability to cite text-based evidence. These skill deficits adversely affect students' capacity to engage with academic content across subject areas and pose a substantial barrier to overall academic achievement.

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.

The school is committed to increasing English Language Arts (ELA) proficiency among students in the Lowest 25% subgroup across all grade levels, with the goal of improving from a baseline proficiency rate of 53% in 2024–2025 to at least 56% by the end of the 2025–2026 academic year, as measured by the FAST assessment.

Monitoring

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

Mr. Elio Falcon, Principal, and Mr. Guillermo Cortez, Assistant Principal, will conduct classroom walkthroughs on a biweekly basis to monitor and observe effective implementation of establishing and implementing Instructional Frameworks. This Area of Focus will be monitored for the desired outcome by Mr. Elio Falcon through data analysis within the Reading and Language Arts departments. The administrative team will hold data chats with teachers after each progress monitoring assessment to support instructional practice. Additionally, the administrative team will also hold trainings for teachers to learn how to use data to drive instruction on the classroom.

Person responsible for monitoring outcome

Elio Falcon, Jr. (Principal)

Evidence-based Intervention:

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

Description of Intervention #1:

Within the targeted element ELA, our school will focus on Data-Driven Decision Making which is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students.

Rationale:

The rationale for this evidence-based intervention is with the expected outcome of teachers using data to not only complete data chats, but also use data results to drive instruction and differentiated instruction.

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

Collaborative Planning

Person Monitoring:

Mr. Guillermo Cortez (Assistant Principal)

By When/Frequency:

2X per week

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

The ELA and Reading departments will collaborate to ensure cohesion amongst grade levels. As a result, teachers will analyze student diagnostic data to identify the needs of the students for targeted instruction in both reading and language arts.

Action Step #2

Data Driven Professional Development

Person Monitoring:

Mrs. Lorena Garrote (Assistant Principal)

By When/Frequency:

August 12, 2025 / Monthly Supervision

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

A training on how to use the resources available to teachers will be conducted during the back to school professional development being offered at our school. This training will not only focus on pulling the data, but also learning on how to use it to increase student achievement.

Action Step #3

Assessment Alignment to Benchmarks

Person Monitoring:

Mr. Guillermo Cortez (Assistant Principal)

By When/Frequency:

2X per week

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

Teachers will align assessments, including formative and summative assessments, with the benchmarks. Ensure that assessments measure the specific knowledge and skills outlined in the standards.

Area of Focus #2

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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

According to the 2024–2025 EOC assessment results, 74% of students demonstrated proficiency in Civics, representing a 4% decrease from the previous school year. This data indicates that our proficiency level remains comparable to the district average.

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 Civics EOC proficiency by 4 percentage points, raising student proficiency from 74% to 78%, as measured by the state EOC assessment by the end of the 2025–2026 school year.

Monitoring

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

Mr. Elio Falcon, Principal, and Mr. Guillermo Cortez, Assistant Principal, will conduct biweekly classroom walkthroughs to monitor and observe the effective implementation of Establishing and Implementing Instructional Frameworks. This area of focus will be evaluated for the desired outcomes through data collected from topic assessments and benchmark evaluations. Additionally, department-wide progress monitoring will be conducted using common formative assessments, student performance data, and collaborative data analysis during department meetings.

Person responsible for monitoring outcome

Mr. Guillermo Cortez (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:

Within the targeted element of Civics, our school will focus on ongoing progress monitoring to assess students' academic performance, measure their rate of improvement or responsiveness to instruction, and evaluate the overall effectiveness of instructional strategies.

Rationale:

The rationale for this evidence-based intervention is with the expected outcome of promoting student engagement within the classroom through ongoing progress monitoring. This will support the delivery of differentiated instruction, enhancing students' motivation, critical thinking, and overall academic success in Civics.

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

Intensive courses

Person Monitoring:

Mrs. Lorena Garrote (Assistant Principal)

By When/Frequency:

By August 12, 2025

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

We will implement intensive courses that provide targeted, small-group instruction focused on key content and skills needed for proficiency. These courses will use scaffolded lessons, interactive activities, and frequent formative assessments to monitor progress and guide instruction. Scheduled during the school day, the intensive courses will ensure students receive focused support without missing core instruction. Teachers will collaborate regularly to align instruction with standards and student needs, while ongoing data analysis and student check-ins will drive continuous improvement and student success.

Action Step #2

After-school tutoring

Person Monitoring:

Mrs. Garrote (Assistant Principal)

By When/Frequency:

2X a Week

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

We will offer after-school tutoring sessions focused on reinforcing key concepts and skills necessary for proficiency. These sessions will provide personalized, small-group instruction and opportunities for students to engage in targeted practice and receive immediate feedback. Tutoring will be structured

around student data and aligned with classroom instruction to address specific learning gaps. Ongoing progress monitoring during tutoring will help adjust instruction and keep students on track for improvement.

Action Step #3

Mini-assessments

Person Monitoring:

Mr. Guillermo Cortez (Assistant Principal)

By When/Frequency:

Monthly

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

Teachers will administer mini district assessments on a regular basis to gauge students' mastery of Civics benchmarks. These assessments will provide timely data on student understanding, allowing teachers to identify learning gaps and adjust instruction accordingly. The results will also inform targeted interventions and help track student progress throughout the year, ensuring that instructional strategies remain effective and aligned with district standards.

Area of Focus #3

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

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

According to the 2024–2025 FAST assessment results, only 55% of 7th-grade students demonstrated proficiency in Math. This data significantly trails the district average by 5%.

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.

By the end of the 2025–2026 school year, our school will increase 7th-grade Math proficiency from 55% to 58%, as measured by the state FAST assessment. This 3-percentage-point gain will be achieved through targeted interventions, including data-driven instruction, after-school tutoring, and regular progress monitoring.

Monitoring

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

The school leadership team will monitor this plan through a combination of data-driven and observational methods. This includes regular analysis of FAST assessment scores and other formative assessments to track student progress. Teachers and administrators will hold scheduled data meetings to review outcomes and adjust instructional approaches as necessary. Classroom

walkthroughs and observations will be conducted to ensure fidelity of implementation. Additionally, student data chats will provide ongoing feedback and help maintain student accountability and motivation throughout the year.

Person responsible for monitoring outcome

Mrs. Lorena Garrote (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:

Within the targeted element of Math, our school will focus on promoting an interactive learning environment that fosters student engagement, encourages collaboration, and supports deeper conceptual understanding. This will be achieved through the use of data-driven instruction and technology-enhanced instruction tailored to meet diverse learner needs.

Rationale:

The rationale for this evidence-based intervention is grounded in the expected outcome of increasing student engagement and achievement in Math by creating an interactive learning environment. Research shows that when instruction is tailored to individual student needs using real-time data and supported by engaging, technology-based strategies, students are more likely to stay motivated, develop critical thinking skills, and demonstrate improved academic outcomes. By fostering collaboration and conceptual understanding through active learning, this approach aims to close learning gaps and support measurable growth on the FAST assessment.

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

Interactive Learning Environment

Person Monitoring:

Mrs. Lorena Garrote (Assistant Principal)

By When/Frequency:

Bi-Weekly

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

To support increased Math proficiency, the school will implement a strategy that fosters active communication between teachers and families through regular data chats, and emphasizes ongoing data analysis and review with students. These efforts aim to increase student accountability, engagement, and ownership of their learning. Administrators and instructional staff will monitor the impact through progress monitoring tools, classroom walkthroughs, and regular check-ins to ensure

that interventions are effectively supporting student growth and aligned with proficiency goals.

Action Step #2

Incentives for Attending Tutoring

Person Monitoring:

Mrs. Lorena Garrote (Assistant Principal)

By When/Frequency:

Monthly

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

To increase participation in academic support, the school will implement a system of incentives to encourage student attendance at after-school tutoring sessions. Incentives may include recognition, small rewards, or privileges based on consistent attendance and effort. This strategy aims to increase student motivation, reinforce the value of tutoring, and promote a positive academic culture. The impact of this action will be monitored by tracking tutoring attendance logs, comparing academic performance data of participating students over time, and reviewing formative assessments to evaluate progress. School leadership and teachers will meet regularly to assess the effectiveness of the incentives and make adjustments as needed to ensure they are driving meaningful academic improvement.

Action Step #3

Data Chats

Person Monitoring:

Mrs. Lorena Garrote (Assistant Principal)

By When/Frequency:

Monthly

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

To enhance student learning and family engagement, the school will implement regular data chats between teachers, students, and families. These conversations will review student progress, discuss assessment results, set academic goals, and identify areas for targeted support. By fostering open communication and shared ownership of learning, data chats aim to motivate students and keep families informed and involved in their child's education. The impact of this action will be monitored by documenting the frequency and quality of data chats, tracking subsequent changes in student performance through formative assessments, and gathering feedback from students and families. Teachers and administrators will review this information regularly to ensure that data chats are effectively supporting student growth and engagement.

IV. Positive Learning Environment

Area of Focus #1

Other: Parental Involvement

Area of Focus Description and Rationale

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

According to the 2024–2025 school climate survey, 54% of staff reported feeling a lack of support or concern from parents. While this is a significant improvement from the previous 2023-2024 school

year where 63% of faculty either strongly agreed or agreed, there is still room for improvement.

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 parental engagement by decreasing the percentage of teachers who either strongly agree or agree that there is a lack of parental support by 4% in the next school year from 54% to 50% which would be a 13% improvement from the 2023-2024 school year. To achieve this, we will implement targeted strategies such as regular parent-teacher communication through social media updates, newsletters, school messengers, and scheduled data chats that involve parents in their child's academic progress. Additionally, we will provide resources and workshops to equip parents with tools to support learning at home.

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.

This Area of Focus will be monitored through multiple data sources, including annual school climate surveys to track changes in teacher perceptions of parental support, attendance records and participation data from parent engagement events, and documentation of parent-teacher communications such as newsletters and data chats. Regular review meetings will be held among school leadership and staff to analyze this data and evaluate the effectiveness of engagement strategies. Ongoing monitoring will allow the school to identify areas needing adjustment and implement timely improvements. By fostering stronger partnerships between families and educators, these efforts are expected to enhance student motivation, attendance, and academic achievement, contributing to overall improved student outcomes.

Person responsible for monitoring outcome

Mr. Elio Falcon, Jr. (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:

To strengthen parent involvement with teachers and staff, the school will implement evidence-based family engagement strategies, including regular parent-teacher data chats, bilingual communication through School Messenger, and interactive Parent Academy workshops. These interventions are supported by research showing that increased parent engagement positively influences student achievement, behavior, and attendance. Teachers will maintain consistent outreach through newsletters, phone calls, and digital platforms to ensure two-way communication. Parent participation

and engagement will be tracked through sign-in sheets, communication logs, and feedback surveys. School leaders will review this data regularly to evaluate the effectiveness of these strategies and make adjustments as needed.

Rationale:

The rationale for this evidence-based intervention is rooted in the expected outcome of fostering stronger partnerships between families, teachers, and staff to support student achievement. When parents are actively engaged in school communication and academic discussions, students show greater motivation, improved behavior, and higher academic performance. By promoting consistent, two-way communication and offering accessible opportunities for family involvement, the school creates a supportive learning environment that positively impacts both instructional effectiveness and student outcomes.

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

Social Media Updates

Person Monitoring:

Mrs. Alina Floyd (Media Specialist)

By When/Frequency:

Daily

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

To increase parental engagement, the school will consistently share social media updates that highlight important academic dates, student achievements, school events, and resources for supporting learning at home. These posts will serve as a bridge between the school and families, keeping parents informed and involved in their child's education. The impact of this action will be monitored by tracking post frequency, engagement metrics such as views, likes, shares, and comments, as well as through periodic surveys to assess parent awareness and satisfaction. School leadership will review this data regularly to evaluate effectiveness and make adjustments to improve outreach efforts.

Action Step #2

Parent Academy Workshops

Person Monitoring:

Mrs. Myra Cruz (Community Involvement Specialist)

By When/Frequency:

Monthly

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

To strengthen family involvement and support student achievement, the school will host Parent Academy workshops that provide families with tools, strategies, and resources to support learning at home. These workshops will cover topics such as understanding academic standards, using digital platforms, and supporting homework routines. The impact of this action will be monitored by tracking attendance, collecting participant feedback through surveys, and reviewing changes in parent

engagement levels over time. School leadership will use this data to assess the effectiveness of the workshops and make necessary adjustments to meet the evolving needs of families.

Action Step #3

School Messenger

Person Monitoring:

Mrs. Lorena Garrote (Assistant Principal)

By When/Frequency:

Monthly

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

To enhance communication and increase parental engagement, the school will utilize School Messenger to send regular updates in both English and Spanish. Messages will include important academic reminders, event announcements, and resources to support student learning at home. By ensuring that communication is accessible in both languages, the school aims to build stronger connections with all families, particularly those in our bilingual community. The impact of this action will be monitored by tracking message open rates, delivery success, and parent feedback. School leadership will review this data to ensure families are receiving and engaging with key information, and will make adjustments as needed to improve outreach effectiveness.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

1. SIP will be uploaded to the school website
2. Copies of the SIP will be available in the Title I Parent Resource Center
3. SIP information will be shared at the Title I Annual Parent Meeting
4. Information on the SIP will be shared at the school's Open House
5. The SIP will be presented to stakeholders at EESAC meetings for feedback and input. School webpage: <http://www.jmcmiddle.com>

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

The school plans to build positive relationships with parents, families, and other community stakeholders by providing an open and welcoming school environment, communicating effectively with stakeholders through various methods such as School Messenger, parent/teacher conferences, and family nights. Additionally, the school will hold parent workshops to support student achievement. The school will also celebrate success through honor roll ceremonies and end-of-the year awards assembly. School webpage: <http://www.jmcmiddle.com>

Plans to Strengthen the Academic Program

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

The school is committed to continuous improvement and enhancing the academic experience for all students. Teachers will develop student-centered lessons to maximize learning and engagement. Teachers will receive professional development to effectively implement personalized learning strategies, allowing students to progress at their own pace and engage with content that resonates with their individual needs. Teachers will implement technology to enhance the learning experience. Online resources, digital tools, and interactive platforms will be used to supplement classroom instruction, provide additional practice, and offer enrichment opportunities. The school will offer students extended learning opportunities to target academic interventions, enrichment activities, and project-based learning that goes beyond the core curriculum.

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)).

The school will collaborate with local education agencies to align our academic plan with the requirements and guidelines outlined in the Every Student Succeeds Act (ESSA). This includes utilizing Title I funding to provide targeted support to students in need, ensuring that our academic initiatives support student needs. The school recognizes the importance of proper nutrition in supporting student learning. The school will provide students access to healthy meals, both for breakfast and lunch. Additionally, students with housing difficulties will be referred to Project Upstart for assistance.

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)).

The school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies are in place to improve students' skills outside the academic subject areas. This includes ensuring our counselors and student services team are available to students on a daily basis to serve student needs.

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)).

The preparation and awareness of postsecondary opportunities and the workforce, which may include career and technical educator programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school include our magnet programs and partnerships with Miami GearUp.

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)).

Implementation of a school-wide tiered model to prevent and address problem behavior and early intervening services include counselor and student services support. We also use Proactive Approach to Discipline to model appropriate behavior and problem solving skills. This is done through not only the classroom, but also SCSi and Student Services.

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)).

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 occur on an ongoing basis throughout the school year. As a school, we will implement in-house professional developments and the opportunity to share best practices learned during district professional developments. We encourage our teachers to share with their department/staff to build capacity within the school.

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)).

N/A

VI. ATSI, TSI and CSI Resource Review

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.

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).

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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