J.C. BERMUDEZ DORAL SENIOR HIGH

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 J.C. Bermudez Doral Senior High School is to journey together as a community of learners to assist every individual in becoming aware of their infinite worth and uniqueness. We educate using reason as a way of recognizing the meaning of truth and freedom.

Provide the school's vision statement

J.C. Bermudez Doral Senior High School's vision is to educate individuals to become aware of their infinite worth and contribute to the good of society with their lives.

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
Smith, Edward

ersmith@dadeschools.net

Position Title
Principal

Job Duties and Responsibilities

Mr. Edward Smith, as School Principal, oversees daily operations, manages the school budget, leads hiring processes, and ensures compliance with Miami-Dade County Public Schools policies. He maintains a safe and clean environment and stays informed about educational trends through professional development. He mentors student leaders and teachers, facilitating their growth, and regularly engages with parents, staff, and community stakeholders to address needs and build trust.

Mr. Smith also supervises all academic programs, consistently prioritizing student achievement and nurturing a positive school culture. — Reformulated based on standard principal duties.

Leadership Team Member #2

Employee's Name
Iribar, Yanela

yiribar@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

Ms. Iribar oversees the planning, coordination, and supervision of all instructional programs, ensuring the district-approved curriculum is effectively implemented and adapted to each school's unique needs. She is committed to ongoing professional development, actively participating in both district-wide and site-specific initiatives to foster continuous learning for herself and colleagues. Additionally, Ms. Iribar builds and maintains strong partnerships with community organizations, parents, students, and district leaders, leveraging local resources to support enhanced educational outcomes.

Leadership Team Member #3

Employee's Name
Trelles, Lissette

LissetteTrelles@dadeschools.net

Position Title
CAP Advisor

Job Duties and Responsibilities

Ms. Trelles serves as our College Assistance Program (CAP) Advisor, ensuring compliance with district and state procedures within the CAP sector of the Student Services department. Her role encompasses a wide range of responsibilities, including overseeing student clubs, leading professional learning initiatives, serving as EESAC Chair and Mindfulness Champion, and collaborating with the administrative team to plan, develop, and implement schoolwide initiatives.

Leadership Team Member #4

Employee's Name
Robles, Claudia

roblesc@dadeschools.net

Position Title
English Language Arts Teacher

Job Duties and Responsibilities

As the Department Head for English Language Arts, Ms. Robles oversees all aspects of our ELA program, including curriculum planning, instructional support, and coordination across various grade levels and English course offerings. Ms. Robles manages our school's student communications initiatives, including the TV broadcasting program, yearbook production, and social media presence.

Leadership Team Member #5

Employee's Name
Caroddo, Peter

pcaroddo@dadeschools.net

Position Title
Social Studies Teacher

Job Duties and Responsibilities

Mr. Caroddo serves as the Social Studies Department Chairperson, overseeing the department's different academic programs, including AICE courses, Dual Enrollment, AP, and spearheading the US History EOC courses. His primary role as department chair is to provide leadership for the Social Studies teachers at JCBD, as well as serving as a liaison between the Social Studies teachers and administrators at the school. Mr. Caroddo also oversees clubs, coordinates common planning with other teachers, and teaches a multitude of social science courses with a primary focus on student achievement and personal development.

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.

Meetings will be convened with a diverse array of stakeholders, encompassing school administrators, teachers and faculty, parents and guardians, students, community members, guidance counselors, and support staff. These engagements will actively facilitate informed decision-making throughout the planning and development phases. Furthermore, the invaluable insights derived from our 2023-2024 School Climate Survey results will significantly inform and guide the entirety of the decision-making process.

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)).

J.C. Bermudez will regularly monitor our SIP using a continuous improvement cycle to design, implement, manage, and track efforts aimed at enhancing student achievement for all. This process will involve strategic data collection, visual data representation and evaluation, responsive instructional adjustments, and clear progress communication. We will identify effective strategies, pinpoint areas needing improvement, and determine necessary actions to elevate academic standards and close achievement gaps. Subsequently, a precise action plan will be developed and implemented with fidelity.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**37.4%**
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)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: B** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (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
	9	10	11	12	
School Enrollment	314	306	268	295	1,183
Absent 10% or more school days	27	41	34	43	145
One or more suspensions	15	0	1	0	16
Course failure in English Language Arts (ELA)	9	21	7	8	45
Course failure in Math	16	29	14	14	73
Level 1 on statewide ELA assessment	69	43			112
Level 1 on statewide Algebra assessment	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
	9	10	11	12	
Students with two or more indicators	75	56	10	4	145

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
	9	10	11	12	
Absent 10% or more school days	24	44	36	51	155
One or more suspensions	16		1		17
Course failure in English Language Arts (ELA)	6	23	14	12	55
Course failure in Math	14	30	20	18	82
Level 1 on statewide ELA assessment	94	90	79		263
Level 1 on statewide Algebra assessment	42				42

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
	9	10	11	12	
Students with two or more indicators	106	101	86	23	316

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
	9	10	11	12	
Retained students: current year					0
Students retained two or more times	1	2			3

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	62	59	45	60	55	43	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	61	60	58	57	58	57			
ELA Lowest 25th Percentile	67	55	56	52	55	55			
Math Achievement*	71	54	49	69	51	45	67	43	38
Math Learning Gains	65	50	47	64	50	47			
Math Lowest 25th Percentile	72	54	49	76	56	49			
Science Achievement	67	71	72	71	68	68	84	62	64
Social Studies Achievement*	88	78	75	78	73	71	59	69	66
Graduation Rate	97	93	92	92	92	90	89	89	89
Middle School Acceleration									
College and Career Acceleration	70	78	69		74	67		70	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	63	56	52	56	57	49	55	49	45

*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	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	774
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
70%	63%	65%	52%	45%		

* 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	52%	No		
English Language Learners	68%	No		
Hispanic Students	70%	No		
White Students	69%	No		
Economically Disadvantaged Students	70%	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	53%		61%	67%	71%	65%	72%	67%	88%		97%	70%	63%
Students With Disabilities	35%		49%	63%	46%	46%	32%	53%	57%		100%	42%	
English Language Learners	40%		60%	65%	69%	64%	73%	63%	79%		95%	72%	63%
Hispanic Students	52%		62%	66%	71%	65%	71%	66%	87%		96%	72%	63%
White Students	60%		67%	75%	75%	58%					100%	54%	
Economically Disadvantaged Students	51%		63%	82%	71%	59%	68%	65%	81%		98%	65%	63%

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	45%		57%	52%	69%	64%	76%	71%	78%				56%
Students With Disabilities	19%		32%	27%	43%	47%	45%	46%	62%				
English Language Learners	31%		57%	56%	73%	69%	79%	63%	69%				56%
Hispanic Students	44%		58%	53%	69%	64%	75%	70%	78%				55%
White Students	69%		54%		92%	70%							
Economically Disadvantaged Students	43%		44%	43%	64%	59%	74%	75%	84%				60%

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	43%				67%			84%	59%				55%
Students With Disabilities	23%				35%				48%				
English Language Learners	25%				61%			74%	45%				70%
Hispanic Students	42%				66%			83%	59%				70%
White Students	67%				80%				60%				
Economically Disadvantaged Students	47%				63%			96%	57%				74%

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	10	52%	60%	-8%	58%	-6%
ELA	9	45%	56%	-11%	56%	-11%
Biology		66%	74%	-8%	71%	-5%
Algebra		68%	59%	9%	54%	14%
Geometry		67%	58%	9%	54%	13%
History		84%	75%	9%	71%	13%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		23%	17%	6%	16%	7%
Biology		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		17%	20%	-3%	18%	-1%
Geometry		13%	25%	-12%	19%	-6%

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 U.S. History EOC assessment saw student proficiency increase from 78% in 2023-2024 to 88% in 2024-2025. Additionally, overall ELA proficiency rose from 45% in 2023-2024 to 53% in 2024-2025. These improvements are attributed to strategic actions, including a greater focus on differentiated instruction during class time, expanded before and after-school tutoring, targeted in-school interventions, and increased academic support through elective classes.

Lowest Performance

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

Our lowest performance areas, identified through recent data analysis, were in FAST ELA PM 3 and Biology EOC overall achievement. Specifically, our 9th and 10th grade students achieved 53% proficiency in ELA, while Biology EOC proficiency stood at 67%. Key contributing factors to these gaps likely include a significant enrollment of ESOL students, persistent poor student attendance, and a critical need for more individualized remediation and intervention, alongside enhanced enrichment activities for proficient students.

Greatest Decline

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

> Significantly, Biology EOC proficiency showed the greatest decline, dropping from 71% in 2023-2024 to 67% in 2024-2025. The potential contributing factors for this 4 point decline mirror those affecting overall low performance: the increasing enrollment of ESOL students, persistent poor student attendance, and the ongoing need for more individualized remediation/intervention alongside enrichment activities for proficient students.

Greatest Gap

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

The most significant achievement gap when compared to the state average is in our overall ELA

proficiency. For the 2024-2025 school year, our raw data from the FL FAST platform indicates that our 9th and 10th-grade ELA proficiency, 53 points, is 6 percentage points below the state average of 59 points. Primary contributing factors to this disparity include student attendance, engagement, and language proficiency.

EWS Areas of Concern

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

The data shows a total of 73 failures in Math across all grade levels, which is a significant number. Specifically, there's a concerning spike in 10th-grade Math failures, with 29 students failing. This suggests a potential issue with the curriculum, instruction, or student support in that particular grade level. Another area of concern is with student absences. With 145 total absences for 10% or more of school days, this is a clear area of concern. The number of students with high absenteeism is particularly high in the 10th and 11th grades, with 41 and 34 students.

Highest Priorities

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

Improve student attendance and classroom tardiness.

Increase student engagement in instruction and school activities.

Implement tutoring and intervention earlier in the school year.

Collaboration among departments.

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.

After further review of our 2024-2025 FAST PM3 data, 53% of our 9th and 10th-grade students were proficient in ELA, compared to the district average of 62%. Although we increased our overall proficiency by 8 percentage points in the 2024-2025 academic year, compared to 45 percentage points in 2023-2024, there is still room for improvement. Based on this, the leadership team has recognized the need to implement Differentiated Instruction (DI) and Targeted Interventions on standards-aligned instruction 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.

According to the 2024-2025 ELA FAST PM3 data, our overall ELA achievement for the 2024-2025 school year was 53%, which is 9 percentage points below the district's overall proficiency of 61%. To address this, we aim for a 2-percentage-point increase in ELA proficiency, as evidenced by the 2025-2026 ELA FAST PM3 state assessment. This will be achieved by implementing the targeted elements of flexible/strategic grouping, as well as differentiated instruction. The administration team will proactively identify specific curriculum areas and concepts where student performance is below system/state levels. It will thoroughly examine school-based assessments and current interventions for students requiring additional support.

Monitoring

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

Administrators at J.C. Bermudez will implement a comprehensive monitoring system to ensure effective instructional practices and student growth. This multi-faceted approach involves bi-weekly reviews of lesson plans and data binders to confirm teacher-student data chats, monthly leadership team meetings to analyze formative assessment data for student growth on remediated standards

and inform real-time group adjustments, and regular walkthroughs to ensure differentiation and high standards from professional learning sessions are evident in instruction. Additionally, administrators will attend collaborative planning sessions to verify student needs, inform lesson design, and review lesson plans for differentiation, especially for identified student subgroups, ultimately driving student achievement through continuous oversight and support.

Person responsible for monitoring outcome
Yanela Iribar (yiribar@dadeschools.net), Lori Bailey (lfbailey@dadeschools.net)

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:
Differentiated Instruction will provide students with varied pathways to learning, directly supporting their specific academic needs and levels. The classroom teacher will use this approach during instruction, specifically with groups created based on current data. This approach ensures all students within a classroom can learn effectively, irrespective of individual differences in ability.

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

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Flexible and strategic grouping supports learning by allowing teachers to temporarily group students based on specific instructional goals, rather than fixed ability levels. This method enables differentiated instruction, ensuring students receive targeted lessons that are appropriately challenging for their current needs, whether that's mastering a phonics rule, improving a writing skill, or analyzing a text. By creating fluid groups that change often, this approach also fosters peer collaboration, boosts student engagement by focusing on interest or skill, and eliminates the social stigma often associated with static grouping, helping students feel more comfortable and confident.

Rationale:
Flexible grouping is an instructional strategy where teachers temporarily group and regroup students for different purposes throughout a lesson or unit. The goal is to meet curricular objectives and individual student needs by creating fluid groups based on skill level, learning style, or interest. This approach avoids the disadvantages of static ability grouping by ensuring students work with a variety of their peers. Both teacher-led and student-led groups are used to support learning. Teacher-led groups are useful for introducing material and providing direct instruction, while student-led groups

promote independent learning and divergent thinking.

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 Data Chats/Analysis

Person Monitoring:	**By When/Frequency:**
Yanela Iribar (yiribar@dadeschools.net	September 26, 2025; Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators and English teachers will work together to gather data from Power BI and the Florida Statewide Assessments Portal, specifically a disaggregated list of ELA FAST PM1 scores. Teachers will create student data folders based on this data to discuss with their students. To monitor this process, administrators will observe teacher-student data chats through classroom walkthroughs.

Action Step #2
Administrative Walkthroughs

Person Monitoring:	**By When/Frequency:**
Yanela Iribar (yiribar@dadeschools.net)	September 26, 2025; Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administrative team will conduct ongoing daily classroom walkthroughs to ensure instructional fidelity. To monitor the impact of this initiative, a standardized observation checklist will be used to collect data during these walkthroughs. The collected data will then be reviewed every two weeks.

Action Step #3
Instructional Planning

Person Monitoring:	**By When/Frequency:**
Yanela Iribar (yiribar@dadeschools.net)	September 26, 2025; Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
English language arts teachers will create differentiated groups of students based on their data. To monitor this process, administrators will observe flexible seating and differentiated groups through classroom walkthroughs.

Area of Focus #2

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.

After a review of our school's data, we have identified a need for instructional improvement in Biology. In the 2024-2025 school year, 67% of our students demonstrated proficiency on the Biology EOC, a decrease from the 71% proficiency rate in the previous school year. In response, the leadership team will be implementing collaborative data chats, data-driven instruction, and ongoing formative assessments to improve student outcomes.

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.

In the 2024-2025 school year, 67% of our students achieved proficiency on the Biology EOC, a decrease from the 71% proficiency rate observed in the 2023-2024 school year. By successfully implementing collaborative data chats, data-driven instruction, and ongoing formative assessments, we aim to increase the 2025-2026 Biology EOC proficiency rate by two percentage points.

Monitoring

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

 The administrative team will conduct ongoing classroom walkthroughs to ensure the implementation of data-driven instruction. The team will also hold monthly data review sessions with the leadership team and science teachers to analyze real-time student performance data. Progress monitoring will be reinforced through the administration and quarterly review of formative assessments to effectively track student progress.

Person responsible for monitoring outcome
Yanela Iribar (yiribar@dadeschools.net)

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 collaborative data chats, teachers, support staff, and administrators can analyze student performance data to determine instructional strategies. These meetings will provide a forum to discuss effective remediation and enrichment activities, address the needs of at-risk students, and identify what support teachers need to succeed.

Rationale:

During Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction (incorporation of virtual platforms can be utilized to encourage collaborative data chats). Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in RtI or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to required additional assistance in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
By using a data-driven instruction approach, teachers can pinpoint exactly what their students know and what they still need to learn. This allows them to differentiate instruction and provide targeted support to students who are struggling, while also challenging those who have already mastered the material. Teachers can also use data to adjust their own teaching strategies and track student progress over time. Ultimately, this systematic method empowers educators to make informed decisions that lead to better learning outcomes for every student in the classroom.

Rationale:
Data-Driven Instruction is an educational approach where teachers use student performance data to plan and deliver lessons. Teachers are expected to use data from baseline and progress monitoring assessments to create lessons that use instructional technology to meet specific student needs.

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
Baseline Assessment Analysis

Person Monitoring:	**By When/Frequency:**
Yanela Iribar (yiribar@dadeschools.net)	September 26, 2025; Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administrator, science department chair, and teacher will meet to analyze data from the Biology baseline assessment and develop an instructional framework that will provide differentiated instruction to address specific student needs. To monitor the impact of this step, administrators will review the groups created by teachers and conduct a walkthrough to observe the implementation of the groups. Administrators will also review the differentiated instructional plans and provide feedback as needed.

Action Step #2
Student Data Chats

Person Monitoring:
Yanela Iribar (yiribar@dadeschools.net)

By When/Frequency:
September 26, 2025; Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Science teachers will hold one-on-one data chats with students to identify specific needs. To monitor the implementation of this process, administrators will review each student's data folder to confirm that these chats are occurring.

Action Step #3
Administrative Walkthroughs

Person Monitoring:
Yanela Iribar (yiribar@dadeschools.net)

By When/Frequency:
September 26, 2025; Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administrative team will conduct ongoing daily classroom walkthroughs to ensure instructional fidelity. To monitor the impact of this initiative, a standardized observation checklist will be used to collect data during these walkthroughs. The collected data will then be reviewed every two weeks.

Area of Focus #3

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

Instructional Practice specifically relating to Student Engagement

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.

After reviewing the 2024-2025 climate survey, it was noted that 53% of students felt that the overall climate at their school is positive and helps them learn. This feedback highlights a crucial area for improvement: Student Engagement.

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.

According to the 2024-2025 School Climate Survey data, 53% of students felt that the overall climate at their school is positive and helps them learn. Following our review of the 2025 School Climate survey, we have identified a critical need to increase student engagement across all grade levels. Our goal is to raise this percentage by 5 percentage points or more by May 2026.

Monitoring

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

To improve student engagement, we will implement three key strategies: conducting quarterly

surveys for targeted feedback, holding monthly meetings with class representatives for direct input, and promoting student involvement in the EESAC to provide a formal platform for their voices. This data-driven approach will help us make timely adjustments to strengthen student engagement and improve overall academic achievement.

Person responsible for monitoring outcome
Yanela Iribar (yiribar@dadeschools.net), Lori Bailey (lfbailey@dadeschools.net)

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:
Self-efficacy is defined as the belief in one's capabilities to achieve a goal or an outcome. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated.

Rationale:
Implementing self-efficacy will require teachers to emphasize student progress over perfection. Teachers in our school will focus on students' individual progress and highlight their improvement by creating school-wide data walls. These data walls will include information, separated by subject (English, Math, and Science), with student names and the amount of increase between PM1 and PM2, or between baseline and mid-year assessments. By celebrating their success, this will demonstrate to students that their efforts and growth are seen as positive and will help increase the percentage of students (currently 53%) who feel the overall climate at their school is positive and helps them 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
Student-Survey

Person Monitoring:	**By When/Frequency:**
Yanela Iribar (yiribar@dadeschools.net)	September 26, 2025; Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To enhance student engagement, the administration and the leadership team will collect baseline student feedback using an anonymous survey. The results will be reviewed by the leadership team, who will then work with small focus groups of class representatives to develop an action plan addressing key concerns raised in the survey.

Action Step #2
School-Wide Data Wall

Person Monitoring: **By When/Frequency:**
Yanela Iribar (yiribar@dadeschools.net)   September 26, 2025; Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administration, alongside department chairs, will create school-wide data walls to display student success on school assessments. To monitor this process, administrators will review the data walls to track student improvement between assessments.

Action Step #3
Student Incentives

Person Monitoring: **By When/Frequency:**
Yanela Iribar (yiribar@dadeschools.net)   September 26, 2025; Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administration team, along with the school activities director, will provide students with incentives to celebrate their success in school assessment growth and class participation. To monitor this process, administrators will conduct quarterly informal surveys with students and teachers to gauge their perception of this step.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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.

Based on district data for the 2024-2025 school year, student attendance was 87%, with 60% of students being absent for 16 or more days. This highlights a critical need to improve student attendance. Therefore, we will make student attendance a key focus for the 2025-2026 school year.

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 effectively implementing our attendance initiatives, we aim to increase student attendance from 87% to 89% by the conclusion of the 2025-2026 school year. Additionally, our goal is to decrease the percentage of students with 16 or more absences from 60% to 55%, as measured by district attendance data.

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.

In collaboration with classroom teachers, the administrative team will monitor daily attendance to identify students with five or more absences. For these students, attendance meetings will be held with administrators and parents, with support provided by school counselors to help improve attendance. We will also implement a quarterly incentive program to celebrate students with perfect or improved attendance.

Person responsible for monitoring outcome
Yanela Iribar (yiribar@dadeschools.net) ; Lori Bailey (lbailey@dadeschools.net)

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 Strategic Attendance Initiatives, administrators, teachers, and the attendance team can monitor and report student absences and proactively communicate with parents through phone calls. For students with chronic absenteeism, we will use more direct interventions, including home visits, counseling, and referrals to outside agencies. Furthermore, we will establish a program to provide incentives for students with perfect or improved attendance to encourage consistent school attendance.

Rationale:
Strategic Attendance Initiatives involve the close monitoring and reporting of student absences. These initiatives also include more direct measures like calls to parents, home visits, counseling, and referrals to outside agencies, as well as incentives for students with perfect attendance. As a school, we need to be more consistent with these measures. We expect parents to become more aware of student absenteeism and the resources schools can provide them, and we anticipate our daily attendance will increase to 88%.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
By celebrating successes, we can publicly recognize student accomplishments. This reinforces the connection between effort and achievement, encouraging a growth mindset. Recognition is most effective when it is tied to meeting specific standards, and it should be a shared effort among all stakeholders to foster a supportive and encouraging school community.

Rationale:
Celebrating successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated, which encourages all stakeholders. As a school, we want to focus on helping students understand the importance of effort, which allows them to change their

beliefs and emphasize it more.

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
Establish attendance policy and procedures

Person Monitoring:	**By When/Frequency:**
Lori Bailey (lbaily@dadeschools.net)	September 26, 2025; Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administration, leadership team, and attendance committee will establish clear attendance policies and procedures. This policy will be shared and easily accessible to students and families through the school website, social media, School Messenger, and student and parent orientations. The policy's effectiveness will be monitored by collecting weekly attendance data from the school attendance bulletin.

Action Step #2
Attendance Committee/ Parent Meetings

Person Monitoring:	**By When/Frequency:**
Lori Bailey (lbailey@dadeschools.net)	September 26, 2025; Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The attendance committee will meet every two weeks to address students with five or more unexcused absences and create an intervention plan. To monitor this process, administrators will review the committee's meeting logs and the individual student intervention plans. Administrators will also meet with students who are on an intervention plan to check on their attendance and ensure the plan is being implemented effectively.

Action Step #3
Student Incentives

Person Monitoring:	**By When/Frequency:**
Lori Bailey (lbailey@dadeschools.net)	September 26, 2025; Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The attendance committee will provide incentives for students with improved or perfect attendance by celebrating their achievements through various methods. These include public recognition via school-wide announcements, social media highlights, a "Wall of Fame," and special acknowledgment at school assemblies. To monitor this process, administrators will conduct an informal survey with students and teachers to gauge their perception of this step after each activity.

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.
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)).
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)).
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

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)).

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)).

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)).

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)).

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)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor 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