

Miami-Dade County Public Schools

SOUTHWEST MIAMI SENIOR HIGH



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

We serve all stakeholders by building the intellect and ethics of our students so they may be productive members of society.

Provide the school's vision statement

We challenge, empower, and prepare all for success.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Jorge Bulnes

Position Title

Principal

Job Duties and Responsibilities

Mr. Bulnes participates as an active member of the Professional Learning Support Team, reviews SIP with all stakeholders and oversees and assists with the implementation of the action steps.

Leadership Team Member #2

Employee's Name

Jose Gonzalez

Position Title

Assistant Principal - Curriculum

Job Duties and Responsibilities

Mr. Gonzalez is the administrator who oversees school curriculum and assists with advanced academic programs, including dual enrollment and advanced placement. He also oversees and assists with the implementation of the action steps.

Leadership Team Member #3

Employee's Name

Orlando Martinez

Position Title

Assistant Principal - Designee

Job Duties and Responsibilities

Mr. Martinez-Fortun is the administrator who oversees attendance, discipline, Title-1 and student mental health and counseling. He also oversees and assists with the implementation of the action steps.

Leadership Team Member #4

Employee's Name

Isamara Berrios

Position Title

Assistant Principal - Literacy & Vocational (CTE)

Job Duties and Responsibilities

Ms. Berrios is the administrator who oversees school literacy initiatives, advanced academics, and vocational programs. She also oversees and assists with the implementation of the action steps.

Leadership Team Member #5

Employee's Name

Kimberly Casanas

Position Title

Professional Learning Growth Leader (PD Liaison)

Job Duties and Responsibilities

Ms. Casanas participates as an Algebra Teacher. She teaches accountability classes and also participates as an active member of the Professional Learning Support Team. Ms. Casanas also assists with the implementation of the action steps.

Leadership Team Member #6

Employee's Name

Kristen Casanas

Position Title

Professional Learning Technical Lead & Innovator

Job Duties and Responsibilities

Ms. Casanas participates as an active member of the Professional Learning Support Team and assists with the implementation of the action steps. She is a technical liaison and is also an Exceptional Students Education Reading/Math Teacher.

Leadership Team Member #7

Employee's Name

Aleida Taveras

Position Title

Professional Learning IC-CE Instructional Leader

Job Duties and Responsibilities

Ms. Taveras participates as an active member of the Professional Learning Support Team and assists with the implementation of the action steps. She also spearheads professional learning interventions within the school.

Leadership Team Member #8

Employee's Name

Blanca Chacon-Ortega

Position Title

Head Counselor

Job Duties and Responsibilities

Student Services Lead & Graduation Tracker

Ms. Chacon-Ortega coordinates with the Student Services team to assist in determining school goals and executing action steps. She is also the chief graduation tracker/specialist at Southwest Miami Senior High School.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The School Improvement Plan (SIP) is a living document that reflects the goals and needs of Southwest Miami Senior High School. As a result, a wide array of stakeholder input is crucial to develop an accurate and relevant SIP. The SIP is open to all stakeholder input through a variety of channels including, but not limited to, student government, faculty meetings, various surveys, data analysis/chats, as well as community meetings including EESAC and the PTSA. Both quantitative and qualitative data were analyzed in order to ascertain and target areas of strength, as well as areas of improvement.

SIP Monitoring

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

Progress Monitoring is crucial in effectively implementing and assessing the Southwest Miami Senior High School SIP. The SIP process must be transparent and precise for the plan to be monitored effectively. Initial action steps will be implemented and executed, including consistent updates that will be utilized to evaluate goal progress and to communicate what changes are needed to all pertinent stakeholders. Changes will be noted as additional action steps are implemented to achieve target school goals and objectives.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	96.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	89.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: A 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	64	53	75	87	279
One or more suspensions	20	25	15	7	67
Course failure in English Language Arts (ELA)	2	8	19	11	40
Course failure in Math	10	6	15	35	66
Level 1 on statewide ELA assessment	138	150	160	0	448
Level 1 on statewide Algebra assessment	76	0	0	0	76

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	80	25	34	25	164

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	12	1	0	30	43
Students retained two or more times	2	3	1	10	16

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	60	60	55	57	55	50	54	54	51
ELA Grade 3 Achievement **									
ELA Learning Gains	55	58	57				58		
ELA Learning Gains Lowest 25%	53	55	55				48		
Math Achievement *	57	51	45	49	43	38	46	42	38
Math Learning Gains	59	50	47				63		
Math Learning Gains Lowest 25%	60	56	49				64		
Science Achievement *	70	68	68	64	62	64	72	41	40
Social Studies Achievement *	72	73	71	66	69	66	68	56	48
Graduation Rate	98	92	90	95	89	89	97	56	61
Middle School Acceleration								56	44
College and Career Readiness	60	74	67	62	70	65	66	67	67
ELP Progress	78	57	49	54	49	45	56		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	722
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
66%	65%	63%	44%		56%	58%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
English Language Learners	61%	No		
Hispanic Students	65%	No		
White Students	75%	No		
Economically Disadvantaged Students	66%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
English Language Learners	54%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	65%	No		
White Students	67%	No		
Economically Disadvantaged Students	64%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	51%	No		
English Language Learners	58%	No		
Native American Students				
Asian Students				
Black/African American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	63%	No		
Multiracial Students				
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	62%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	60%		55%	53%	57%	59%	60%	70%	72%		98%	60%	78%
Students With Disabilities	34%		46%	52%	37%	49%	52%	49%	56%		99%	15%	
English Language Learners	33%		51%	50%	47%	60%	63%	63%	55%		99%	69%	78%
Hispanic Students	59%		55%	53%	56%	59%	60%	70%	72%		99%	59%	78%
White Students	79%		61%		80%	74%		70%	71%		96%	65%	
Economically Disadvantaged Students	58%		54%	56%	57%	60%	63%	70%	72%		98%	60%	83%

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	57%				49%			64%	66%		95%	62%	54%
Students With Disabilities	34%				31%			40%	44%		94%	23%	
English Language Learners	29%				38%			44%	43%		88%	76%	63%
Hispanic Students	57%				48%			64%	65%		95%	63%	62%
White Students	60%				64%			57%	81%		94%	47%	
Economically Disadvantaged Students	55%				46%			64%	61%		94%	61%	67%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	54%		58%	48%	46%	63%	64%	72%	68%		97%	66%	56%
Students With Disabilities	31%		49%	51%	33%	48%	53%	68%	54%		96%	26%	
English Language Learners	29%		52%	42%	39%	63%	67%	69%	52%		96%	70%	56%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	54%		58%	47%	46%	64%	64%	73%	67%		97%	67%	58%
Multiracial Students													
Pacific Islander Students													
White Students	37%		50%		40%	53%		64%	94%		92%	64%	
Economically Disadvantaged Students	52%		56%	46%	45%	63%	63%	70%	64%		96%	66%	58%

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	51%	56%	-5%	53%	-2%
Ela	9	51%	54%	-3%	53%	-2%
Biology		65%	70%	-5%	67%	-2%
Algebra		62%	55%	7%	50%	12%
Geometry		46%	56%	-10%	52%	-6%
History		66%	70%	-4%	67%	-1%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		20%	17%	3%	16%	4%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		25%	18%	7%	17%	8%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

According to the Florida Department of Education and upon analysis of data gleaned from Power BI, the state Algebra End of Course (EOC) proficiency rate experienced the greatest increase, skyrocketing from 48% in Spring 2023 to 63% in Spring 2024. The Algebra EOC proficiency increase, year over year of 15% exceeds the other assessment deltas of ELA (1%), Geometry (-3%), Biology (5%), and US History (2%). A contributing factor to this increase includes significant intra-developmental collaborative planning, elevated levels of progress monitoring, and the presence of an extremely capable and experienced, veteran Algebra I instructional faculty.

Lowest Performance

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

According to the Florida Department of Education and upon analysis of data gleaned from Power BI, the state Geometry End of Course (EOC) was determined to have the lowest student proficiency rate at 47%. A contributing factor includes significant changes and additions to the course curriculum that made the course more dense and challenging. Additionally, the Geometry course was taught by several novice teachers who were new to the subject and curriculum. To address this need, targeted interventions will be necessary.

Greatest Decline

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

According to the Florida Department of Education and upon analysis of data gleaned from Power BI, the state Geometry End of Course (EOC) proficiency rate experienced the only decline, diminishing from 50% in Spring 2023 to 47% in 2024. A contributing factor includes significant changes and additions to the course curriculum that made the course more dense and challenging. Additionally, the Geometry course was taught by several novice teachers who were new to the subject and curriculum. To address this need, targeted interventions will be necessary.

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.

According to the Florida Department of Education and upon analysis of data gleaned from Power BI, the state Algebra End of Course (EOC) proficiency rate experienced the greatest gap when compared to the state average. During the 2023-2024 school year, Southwest Miami Senior High School demonstrated a state Algebra EoC proficiency rate of 63%, compared to the State of Florida average of 51%. This Algebra EoC proficiency gap of 12% exceeds the other assessment deltas of ELA (-3%), Geometry (-5%), Biology (0%) and US History (3%). Contributing factors to this increase include significant intra-developmental collaborative planning, elevated levels of progress monitoring, tutoring interventions, and the presence of an extremely capable and experienced, veteran Algebra I instructional faculty.

EWS Areas of Concern

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

According to Power BI, future attendance levels for the 2024-2025 school year demonstrate a potential increase of enrolled students with Attendance below 90% (269 to 279), over the 2023-2024 school year. This increase can be problematic as truancy can also negatively impact academic achievement and graduation rates. This adverse academic impact is notable in projected Course failures in ELA and Math, as they are expected to both rise by +2 (1%) from 2023-2024 to 2024-2025, respectively.

Highest Priorities

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

The top priority at Southwest Miami Senior High School during the 2024-2025 school year is to prepare students to reach grade-level mastery of state standards by ensuring that teachers maintain ongoing progress monitoring. Regular assessments and data collection will help identify areas of improvement and inform instructional adjustments. The second priority is for the school to foster strong connections with district subject departments and curriculum support specialists to ensure alignment with district goals and effective curriculum implementation. An additional third priority is the application of persistent data analysis and “data chats” that will allow educators to delve into performance trends, identify achievement gaps, and tailor interventions accordingly. A fourth priority is the employment of various interventions, including technology-based tools and personalized tutoring or pullout sessions, which will address individual student needs. Lastly, a final priority will focus on the faculty and staff benefit from increased professional development opportunities through workshops, seminars, and training sessions to enhance their skills and keep them informed about best practices in education.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

According to the Florida Department of Education and upon data gleaned from the 2024 BEST Geometry End of Course (EOC) assessment, 47% of students are proficient in Geometry, compared to 50% in 2023. This Geometry proficiency percentage is predominantly composed of 10th-grade students. Based on this data and the identified contributing factors of increased curricular complexity/density and an influx of new instructional staff unfamiliar with the geometry curriculum standards, student geometry proficiency scores were negatively impacted. Geometry curriculum disaggregation was not conducted throughout the 2023-2024 school year. Therefore, Southwest Miami Senior High School will implement the Targeted Element of Math.

Measurable Outcome

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

With the implementation of the Targeted Element of Math with a focus on setting high expectations, by providing instructional support and coaching, an additional 3% (for a total of 50%) of the students will score at grade level or above in the area of Mathematics, specifically the 2025 Geometry End of Course (EOC) state assessment.

Monitoring

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

The Leadership Team, including Principal Jorge Bulnes, APC Jose Gonzalez, and the Mathematics Curriculum Leader Jessica Collazo, will conduct quarterly data chats, adjust groups based on current data in real-time, and follow up with regular walkthroughs to ensure that interventions are aligned to current data. Professional learning activities, introducing monitoring tools like Edgenuity and Math Nation, will be provided to promote the sharing of best practices among Geometry teachers. Additional curricular support will be sought from the District Mathematics department in conjunction with Sylvia Aday. Data Analysis of formative assessments will be reviewed monthly during

department meetings to observe progress. This data will be analyzed during subsequent Leadership Team meetings to ensure students demonstrate growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on formative assessments.

Person responsible for monitoring outcome

Jose Gonzalez

Evidence-based Intervention:

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

Description of Intervention #1:

Within the Targeted Element of Math, Southwest Miami Senior High School will focus on the Evidence-based intervention of: Instructional Support/Coaching. With Instructional Support/Coaching, specifically through the disaggregation and mastery of the curriculum, teachers and administration will utilize advanced instructional practices to assist in ascertaining individual student progress towards grade-level goals and the effectiveness of teaching strategies in the classroom.

Rationale:

The administration and math department will work together to set a measurable goal to improve instructional outcomes. Instructional coaches will demonstrate and promote the sharing of best practices focusing on both student-centered and teacher-centered methodologies that will help teachers improve instructional decision-making.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Opening of Schools Instructional Staff Meeting (Geometry)

Person Monitoring:

Jose Gonzalez

By When/Frequency:

8/14/2024

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

The administration and the mathematics department curriculum leader will meet. As a result, the assistant principal will review last year's scores and share the school's vision for the improvement of Geometry scores.

Action Step #2

Curriculum Support Interventions for Geometry A/B Students (In conjunction with Sylvia Aday)

Person Monitoring:

Jose Gonzalez

By When/Frequency:

8/12/2024 - 9/23/2024

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

The APC will reach out to the district Mathematics department to secure assistance from curriculum support specialists. As a result, teachers will gain knowledge and access to geometry best practices.

Action Step #3

Edgenuity & Math Nation Professional Learning Activities (Geometry)

Person Monitoring:

Jose Gonzalez

By When/Frequency:

8/13/2024 - 9/23/2024

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

The Mathematics Department (geometry) will participate in various professional learning opportunities. Professional learning opportunity topics include instructional planning, leveraging technologies (AI), and progress monitoring. As a result, key Mathematics teachers will be able to employ instructional tools that assist in geometry intervention & remediation.

Area of Focus #2

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

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

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

According to the Florida Department of Education and upon data gleaned from the 2024 FAST ELA assessment, 55% of 10th grade students are proficient in ELA, compared to 54% in 2023. Based on the data and an identified contributing factor caused by an influx of new instructional staff that are unfamiliar with the ELA curriculum standards, student ELA proficiency scores were negatively impacted, and growth was minimal. Therefore, Southwest Miami Senior High School will implement the Targeted Element of ELA.

Measurable Outcome

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

With the implementation of the Targeted Element of ELA with a focus on instructional planning and sharing of best practices, an additional 3% (for a total of 58%) of the students will score at grade level or above in the area of ELA in the 2025 FAST ELA state assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

how ongoing monitoring will impact student achievement outcomes.

The Leadership Team, comprised of Principal Jorge Bulnes, APC Jose Gonzalez, Assistant Principal over ELA Isamara Berrios, ELA Curriculum Leader Cynthia Saavedra, and the Reading Curriculum Leader Mailyn Lodos will conduct quarterly data chats, schedule collaborative planning times, and follow up with regular informal walkthroughs to ensure that ELA instruction is aligned to curricular standards. Data Analysis of formative assessments will be reviewed monthly, during department meetings, to observe progress. This data will be analyzed during subsequent Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on formative assessments.

Person responsible for monitoring outcome

Isamara Berrios

Evidence-based Intervention:

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

Description of Intervention #1:

Within the Targeted Element of ELA, Southwest Miami Senior High School will focus on the Evidence-based intervention of: Collaborative Data Chats. Collaborative Data Chats will assist teachers and administration with ascertaining individual student progress towards grade-level goals by analyzing student assessment data. Collaborative Data Chats also encourages the exchange of effective teaching strategies utilized to promote improved student achievement in the classroom. Faculty meetings throughout the 2024-2025 school year have been extended to facilitate collaborative meetings and data chats.

Rationale:

The administration and ELA/Reading departments will utilize Collaborative Data Chats to analyze student performance data and determine how that information will be used to drive future instruction, and to analyze student performance values. Collaborative Data Chats will also provide the ELA department with the time to encourage teachers to discuss effective strategies for remediation and enrichment. Finally, Collaborative Data Chats encourage teachers to communicate needs to administration more effectively.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Build Department Meeting Schedule

Person Monitoring:

Isamara Berrios

By When/Frequency:

8/14/2024

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

The administration and PLST members will meet with the ELA and Reading Curriculum Leaders to discuss 2024-2025 ELA measurable outcomes and to construct a bi-monthly department meeting calendar. As a result, Collaborative Planning meetings will be defined and disseminated.

Action Step #2

ELA Department Data Analysis Meeting

Person Monitoring:

Isamara Berrios

By When/Frequency:

8/14/2024

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

The assistant principal over literacy will meet with the ELA department to review 2023-2024 state assessment data. As a result, ELA teachers will have a more precise awareness of how students performed in the prior school year.

Action Step #3

On-site Professional Learning Activity

Person Monitoring:

Jose Gonzalez

By When/Frequency:

8/13/2024

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

The Southwest Miami Senior High School faculty will participate in an on-site professional learning activity that will emphasize several relevant educational topics, including collaborative planning and data analysis. As a result, ELA teachers will assimilate new pedagogies/strategies that can be employed during the collaborative data chats throughout the 2024-2025 school year.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

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

According to the 2023-2024 School Staff Climate Survey, 42% of respondents stated that they "Strongly Agree" or "Agree" or are "Neutral" with the statement "Q29 - I frequently feel overloaded

and overwhelmed by working at my school". This is a 12% increase compared to the 2022-2023 School Staff Climate Survey score of 30%. Based on the data and the identified contributing factors of minimal self-care and teacher turnover, organizational uncertainty has resulted in higher faculty stress levels. Therefore, we will implement the Targeted Element of Teacher Retention and Recruitment.

Measurable Outcome

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

With the implementation of Teacher Retention and Recruitment, a decrease of 12% (from 42% to 30%) of the respondents will select "Strongly Agree", or "Agree" or are "Neutral" with the statement "Q29 - I frequently feel overloaded and overwhelmed by working at my school.", as evidenced by the 2024-2025 School Staff Climate Survey.

Monitoring

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

The administration will meet with curriculum leaders to gather faculty feedback. The curriculum leaders will use administration meetings as opportunities to convey areas of faculty needs and concerns. Additionally, the administration will provide an in-house midyear "climate survey", to assess if all faculty needs are being met.

Person responsible for monitoring outcome

Orlando Martinez

Evidence-based Intervention:

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

Description of Intervention #1:

Within the Targeted Element of Teacher Retention and Recruitment, Southwest Miami Senior High School will focus on the Evidence-based Intervention of: Mindfulness. When administrators practice mindfulness, they are more receptive to the needs of faculty members and they direct resources to support instructional staff. Staff can practice mindfulness to better promote self-care and better handle the rigors of the teaching profession.

Rationale:

The state of mindfulness encourages administrators to remain cognizant and attentive to the needs of others. Because all faculty members play a crucial part in the success of Southwest Miami Senior High School, remaining mindful of the needs of the whole staff will optimize focus and yield better staff performance and relations. Consequently, mindfulness may reduce stress and burnout for teachers and administrators. Activities that promote mindfulness and that diminish the amount of faculty stress, will, therefore, prevent staff turnover.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Leadership Team Meeting Mindfulness Review

Person Monitoring:

Jorge Bulnes

By When/Frequency:

9/23/2024

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

The Leadership Team will regularly meet to discuss and plan for important school issues and events. A period of each meeting will be dedicated to Mindfulness Review, where in Leadership team members will report observations or communications of the staff that have exhibited stress or burnout. As a result, the administration will be more mindful and aware of staff needs and be able to allocate support and resources to alleviate expressed concerns.

Action Step #2

Faculty Support and Appreciation Meeting

Person Monitoring:

Orlando Martinez

By When/Frequency:

9/23/2024

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

Designee Orlando Martinez will meet with the PTSA. Brainstorming will take place for PTSA activities that can be planned and executed to diminish staff stress and burnout. As a result, the PTSA will have a calendar of approved events that can be hosted to support staff wellbeing and, therefore, reduce staff turnover.

Action Step #3

Well Way Department Teacher Fair

Person Monitoring:

Orlando Martinez

By When/Frequency:

9/23/2024

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

Designee Orlando Martinez will contact the Well Way department in Miami-Dade County Public Schools and submit the 2024-2025 Wellness Request Form. As a result, a suitable date will be secured to host a "Mental Health Day" for the school staff.

Area of Focus #2

Other

Area of Focus Description and Rationale

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

reviewed.

According to the 2023-2024 School Student Climate Survey, only 69% of student respondents stated that they "Strongly Agree" or "Agree" with the statement "Q31 - My classes have helped me develop the skills and knowledge for high school/college.". Based on the data and the identified contributing factor of increased course offerings, students may feel overwhelmed and disinterested in their schedules. Therefore, Southwest Miami Senior High School will implement the Targeted Element of Other.

Measurable Outcome

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

With the implementation of Other, an additional 6% (69% to 75%) of the student respondents will select "Strongly Agree" or "Agree" to the statement "Q16 - Adults at my school care about me as an individual.", as evidenced by the 2024-2025 School Student Climate Survey.

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.

A collaborative effort between the student services department, instructional staff and administration will be needed to monitor students' feeling of curricular engagement. This collaborative effort includes the monitoring of student absences, increased communication with students and parents, and the promotion of a school activities that revolve around school academies/events. Additionally, the administration will provide an in-house midyear "climate survey", to assess student sentiments of engagement.

Person responsible for monitoring outcome

Jose Gonzalez

Evidence-based Intervention:

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

Description of Intervention #1:

Within the Targeted Element of Other, Southwest Miami Senior High School will focus on the Evidence-based Intervention of: Elective/Academies. Offering academies that are aligned with student interests can boost student performance and enhance student sense of belonging within Southwest Miami Senior High School.

Rationale:

The introduction of multi-track academies at Southwest Miami Senior High School will ensure that students remain engaged in the curriculum as they will be more apt to find classes that are personally

relevant to them. Additionally, healthy competition between academies will enhance feelings of belonging as students collaborate within tracks. This increased student engagement, in turn, will promote greater student recruitment and retention.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Leadership Team Meeting - Academy Proposal Plan

Person Monitoring:

Jorge Bulnes

By When/Frequency:

8/12/2024

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

The Southwest Miami Senior High School Leadership Team will meet to discuss and design the framework for creation of Academy tracks. As a result, a framework of 9 academy tracks will be created to be presented during the curriculum leaders meeting on 8/12/2024.

Action Step #2

Student Engagement Needs Assessment

Person Monitoring:

Jose Gonzalez

By When/Frequency:

9/23/2024

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

The administration, student services staff and PLST members will analyze student articulation data, student performance data and the Student School Climate Survey results. As a result, potential academy tracks of interest will be identified that will match student group proclivities against various academy subject areas.

Action Step #3

Curriculum Leaders Mapping Meeting

Person Monitoring:

Jose Gonzalez

By When/Frequency:

8/14/2024

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

The administration will present the Academy track system to the curriculum leaders. Course articulation classes will be tied to various academies, thereby creating a detailed curriculum map that outlines the courses and experiences that students will have throughout their time in each academy. As a result, leaders will ensure that the curriculum is rigorous and aligned with state and district standards.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The SIP will be disseminated to parents and other stakeholders through various methods, ensuring everyone is informed and included. This accessibility allows for updates and engagement throughout the school year. Firstly, the SIP will be uploaded to the school's official website (<https://southwestmiamieagles.net/>) on a dedicated page that will be specifically purposed for Title I. Secondly, scheduled EESAC Meetings, Open House, and other monthly Title I meetings, that meet with community stakeholders, will allow for the dissemination of the SIP. Additionally, elements of the SIP will also be shared via social media platforms, like Instagram and Facebook, reaching a wider audience. Finally, the PTSA and other committees will be utilized to discuss and share the SIP with community stakeholders, reaching a wider audience.

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

Building positive relationships with parents, families, and community stakeholders is critical for Southwest Miami Senior High School to fulfill its mission, support the needs of students, and keep parents informed of their child's progress. As a primary channel of communication, the Southwest Miami Senior High School website will be updated with relevant information about school activities,

upcoming events, and important announcements. Parent workshops and seminars on various topics will be offered, dealing with academic support strategies, and relevant educational trends. The Community Liaison Specialist will collaborate with community partners to lead sessions and address the needs of parents and families. To enhance family engagement and community involvement, the school will offer family events, including parent-child activities and interactive shows. After-School Meetings are offered, where parents can contribute feedback and insights on school policies, curriculum, and programs, involving them in decision-making processes. Frequent surveys are provided for both parents and students to gather valuable feedback, enabling continuous improvement in the school's relationship-building efforts.

Plans to Strengthen the Academic Program

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

Southwest Miami Senior High School employs a multifaceted approach to enhance education. Firstly, regular professional development sessions are offered to teachers, ensuring they stay updated on pedagogies, technology integration, and content knowledge. Secondly, the administration and teachers utilize Performance Matters to analyze student proficiency data and target areas of improvement. Thirdly, after-school programs and tutoring are offered at Southwest Miami Senior High School in order to provide academic support for students in need. Fourthly, a diverse academic curriculum is offered, with AP, Honors, Gifted, and Dual-Enrollment courses. Lastly, student interests are met through a variety of enrichment clubs and activities beyond the standard 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 ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

To foster community engagement and address various school needs effectively, Southwest Miami Senior High School initiates a systematic process. Initially, the school identifies pertinent stakeholders and district agencies responsible for programs such as nutrition, housing, adult education, and CTE. A comprehensive Needs Assessment is conducted, encompassing factors like academic performance, safety, nutrition, housing stability, and parental engagement. Clear and measurable school goals are established, spanning student academic achievement, well-being, safety, community engagement, and career readiness. To ensure adequate support, resources are allocated efficiently to these programs and services. The community is actively engaged in the planning process through regular EESAC and Title 1 Meetings. Finally, transparent communication throughout the school year

ensures alignment with the school's plan and activities.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Southwest Miami Senior High School prioritizes student well-being and growth through a multifaceted approach. The approach includes school-based counseling and mental health services addressing various student needs. Additionally, the school integrates IEPs and 504 Plans to support students with disabilities and/or learning differences. Furthermore, Southwest Miami Senior High School establishes mentoring services that connect students with trusted adults, foster positive relationships, and involve the school resource officer, parent volunteers, and school faculty. Monthly Title 1 workshops empower parents and students with vital life skills such as communication, problem-solving, time management, conflict resolution, and resilience. Lastly, Southwest Miami Senior High School remains committed to continuous refinement and improvement to meet students' evolving 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. (ESEA 1114(b)(7)(iii)(II))

Southwest Miami Senior High School is dedicated to preparing students for successful careers and postsecondary education through various strategies. First, it offers a range of CTE Programs and courses, equipping students with specialized training and job-ready skills while exposing them to workforce demands. Secondly, school guidance counselors and the CAP Advisor assist students in identifying career paths, understanding educational requirements, and establishing postsecondary plans. Thirdly, students can earn postsecondary credit through Dual Enrollment and AP Courses. Industry professionals and guest speakers provide valuable insights into specific career fields. Lastly, Southwest Miami Senior High School ensures IEP and 504 Plans are tailored to support students' transition to postsecondary institutions, offering accommodations and additional assistance when needed.

Addressing Problem Behavior and Early Intervening Services

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

Southwest Miami Senior High School employs a comprehensive, tiered model to address and prevent problem behavior, by collaborating with various stakeholders. Firstly, Tier 1 offers universal support for all students, encompassing Positive Behavior Interventions (PBS) and differentiated classroom instruction. Secondly, Tier 2 identifies students displaying early signs of difficulties and provides more targeted support, including small-group instruction and individualized behavior plans. Finally, Tier 3 delivers intensive interventions for persistently struggling students, incorporating strategies such as counseling, frequent progress monitoring, and data analysis. This multi-tiered approach ensures a holistic system for addressing student needs effectively.

Professional Learning and Other Activities

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

Southwest Miami Senior High School is committed to cultivating a supportive, effective teaching environment, addressing the unique challenges of serving high-need populations. To achieve this core objective, several strategies are employed to meet instructional needs: The staff is offered professional development opportunities focusing on research-based instructional strategies, classroom management, and technology integration to build capacity. Additionally, organizational collaboration is fostered between administrators and teachers, promoting student data utilization and focusing on student achievement. Finally, Southwest Miami Senior High School is proactively marketed to attract and retain talented teachers, empowering them to contribute to a positive school culture and ultimately encouraging their long-term commitment to 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. (ESEA 1114(b)(7)(iii)(V))

N/A.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

N/A.

Specifics to Address the Need

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

N/A.

VII. Budget to Support Areas of Focus

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

No

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