

Miami-Dade County Public Schools

# SOUTHWEST MIAMI SENIOR HIGH



## 2025-26 Schoolwide Improvement Plan

# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 2
  - A. School Mission and Vision ..... 2
  - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring ..... 2
  - C. Demographic Data..... 7
  - D. Early Warning Systems ..... 8
- II. Needs Assessment/Data Review ..... 11
  - A. ESSA School, District, State Comparison ..... 12
  - B. ESSA School-Level Data Review ..... 13
  - C. ESSA Subgroup Data Review ..... 14
  - D. Accountability Components by Subgroup..... 15
  - E. Grade Level Data Review ..... 18
- III. Planning for Improvement..... 19
- IV. Positive Learning Environment ..... 28
- V. Title I Requirements (optional)..... 31
- VI. ATSI, TSI and CSI Resource Review ..... 36
- VII. Budget to Support Areas of Focus ..... 37

## 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

---

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, 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

Jorge Bulnes

jbulnes1@dadeschools.net

##### 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 M Gonzalez

jmgonzalez@dadeschools.net

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

---

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

**Leadership Team Member #3****Employee's Name**

Orlando Martinez-Fortun

ofortun@dadeschools.net

**Position Title**

Assistant Principal

**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

isamaraberrios@dadeschools.net

**Position Title**

Assistant Principal

**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**

Elizabeth Lanier Araujo

betharaujo@dadeschools.net

**Position Title**

Professional Learning Growth Leader (PLGL)

**Job Duties and Responsibilities**

---

Ms. Araujo participates as a Language Arts Teacher. She teaches upper-class classes, serves as a coach and also participates as an active member of the Professional Learning Support Team. Ms. Araujo also assists with the implementation of the action steps.

**Leadership Team Member #6****Employee's Name**

Elena Tanner

251965@dadeschools.net

**Position Title**

Professional Learning Lead Mentor

**Job Duties and Responsibilities**

---

Ms. Tanner participates as an accountability Algebra I teacher, an active member of the Professional Learning Support Team and assists with the implementation of the action steps. She also spearheads professional development for new teachers, as well as assisting with the MINT program.

**Leadership Team Member #7****Employee's Name**

Michael Nesmith

230130@dadeschools.net

**Position Title**

Professional Learning Technical Lead & Innovator

**Job Duties and Responsibilities**

---

Mr. Nesmith participates as an accountability Geometry teacher, an active member of the Professional Learning Support Team and assists with the implementation of the action steps. He also spearheads professional technology and pedagogical innovation for teachers, as well as assisting with the PLST operations.

**Leadership Team Member #8****Employee's Name**

Blanca Chacon-Ortega

bortega@dadeschools.net

**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.

**Leadership Team Member #9****Employee's Name**

Beatriz Jorva

bjorva@dadeschools.net

**Position Title**

Assistant Principal

---

**Job Duties and Responsibilities**

---

Dr. Jorva is the administrator who oversees teacher and staff attendance, substitutes and extended leave. She also oversees and assists with the implementation of the action steps.

**2. Stakeholder Involvement**

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

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

---

The School 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.

**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)).

---

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.



## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>80.3%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: B</b> <b>2023-24: A</b> <b>2022-23: B</b> <b>2021-22: A</b> <b>2020-21:</b>

## 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	621	625	629	651	2,526
Absent 10% or more school days	0	46	66	83	195
One or more suspensions	0	26	13	7	46
Course failure in English Language Arts (ELA)	0	4	13	9	26
Course failure in Math	0	70	56	24	150
Level 1 on statewide ELA assessment	0	84	0	0	84
Level 1 on statewide Algebra assessment	0	0	0	0	0

### Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	0	99	18	23	140

### 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	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		448
Level 1 on statewide Algebra assessment	76				76

**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	80	25	34	25	164

**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	12	1		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

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	61	62	59	60	60	55	57	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	57	60	58	55	58	57			
ELA Lowest 25th Percentile	52	55	56	53	55	55			
Math Achievement*	54	54	49	57	51	45	49	43	38
Math Learning Gains	46	50	47	59	50	47			
Math Lowest 25th Percentile	51	54	49	60	56	49			
Science Achievement	68	71	72	70	68	68	64	62	64
Social Studies Achievement*	76	78	75	72	73	71	66	69	66
Graduation Rate	98	93	92	98	92	90	95	89	89
Middle School Acceleration									
College and Career Acceleration	65	78	69	60	74	67	62	70	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	74	56	52	78	57	49	54	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	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	702
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	66%	65%	63%	44%		56%

\* 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	51%	No		
English Language Learners	57%	No		
Hispanic Students	64%	No		
White Students	71%	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.

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	61%		57%	52%	54%	46%	51%	68%	76%		98%	65%	74%
Students With Disabilities	47%		54%	51%	42%	42%	47%	46%	63%		99%	23%	
English Language Learners	39%		52%	47%	49%	46%	52%	57%	50%		96%	69%	74%
Hispanic Students	60%		57%	52%	54%	47%	52%	67%	76%		98%	66%	74%
White Students	73%		54%		68%	41%		81%	93%		100%	55%	
Economically Disadvantaged Students	59%		55%	53%	56%	44%	47%	64%	73%		99%	64%	73%

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%

Page 16 of 38

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%

## 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	55%	60%	-5%	58%	-3%
ELA	9	55%	56%	-1%	56%	-1%
Biology		68%	74%	-6%	71%	-3%
Algebra		51%	59%	-8%	54%	-3%
Geometry		44%	58%	-14%	54%	-10%
History		73%	75%	-2%	71%	2%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		10%	17%	-7%	16%	-6%
Geometry		0%	20%	-20%	23%	-23%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* 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		16%	20%	-4%	18%	-2%
Geometry		10%	25%	-15%	19%	-9%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* 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 data analysis gleaned from PowerBI, the state Social Studies Achievement (US History) proficiency rate experienced the greatest increase, rising from 66% in 2024 to 74% in 2025. This US History proficiency increase, year over year of 8%, exceeds the other assessment deltas shown in the 2025 data, such as ELA (+4%), Algebra (+1%), Geometry (0%), and Biology (+4%). The specific contributing factors for this particular increase from 2024 to 2025 are attributable to high instructor subject area awareness and a surge in departmental collaborative planning.

##### **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 41%. 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, as well as one teacher that was on leave due to personal reasons. 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), learning gains experienced the only decline, diminishing to 34%. 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, as well as one teacher that was on leave due to personal reasons. 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 Geometry End of Course (EOC) Learning Gains rate experienced the greatest gap when compared to the District average. During the 2024-2025 school year, Southwest Miami Senior High School demonstrated a Geometry Learning Gains rate of 34%, compared to the District average of 76%. This Geometry Learning Gains gap is, therefore, -42%, far outstripping other subject area deltas in both proficiency and learning gains. 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, as well as one teacher that was on leave due to personal reasons. To address this need, targeted interventions will be necessary.

### **EWS Areas of Concern**

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

---

According to the the data gleaned from PowerBI, the Early Warning System (EWS) indicators for the 2025-2026 school year highlight several areas of concern. Specifically, there are 195 students absent 18, or more days, and 46 students with 1 or more suspensions. Furthermore, the data indicates 23 students were retained one school year and 13 students were retained two or more school years. These indicators are problematic as they can negatively impact academic achievement and graduation rates.

### **Highest Priorities**

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

---

The first priority at Southwest Miami Senior High School during the 2025-2026 school year is to ensure instructional planning is executed with fidelity, resulting in a decreased loss of student instructional time. The second priority is for the school to promote greater levels of departmental collaborative planning that will transpire during the second half of each alternating monthly faculty meeting throughout the school year. An additional priority is to train instructional staff in the use of AI technologies that supercharge efficiency in school operations and facilitate the organization of benchmarks and dis-aggregation of data. Another priority deals with the application of various interventions, including technology-based tools and the implementation of PUSH-IN tutoring, which will address individual student needs. Lastly, a final priority will focus on classroom learning walks that will promote the sharing of best practices and pedagogies.

## 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

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 Florida Department of Education and upon data gleaned from the 2024-2025 BEST Geometry End of Course (EOC) assessment, 41% of Southwest Miami Senior High School students are proficient in Geometry, compared to the district average of 58%. Overall learning gains for Southwest Miami Senior High School Geometry students was 34%, compared to the district average of 76%. Learning gains for the L25 bucket of Southwest Miami Senior High School Geometry students was 31%, compared to the district average of 77%. Based on this data and the identified contributing factors of familiarity with curriculum/pacing, new instructional staff, and unforeseen staff health issues, student Geometry proficiency scores, overall learning gains, and learning gains amongst the L25 bucket of Southwest Miami Senior High School Geometry students were negatively impacted. Consequently, Southwest Miami Senior High School will implement the Targeted Element of Math.

##### 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.

---

With the implementation of the Targeted Element of Math, an additional 16% (for a total of 50%) of Southwest Miami Senior High School students will demonstrate learning gains on the 2025-2026 BEST Geometry End of Course (EOC) assessment.

##### Monitoring

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

---

The Leadership Team, including Principal Jorge Bulnes, APC Jose Gonzalez, and the Mathematics Curriculum Leader Jessica Collazo, will facilitate regular collaborative planning opportunities for Geometry teachers, including intra-team summer preliminary meetings, modified faculty meetings and various forms of classroom walkthroughs. Firstly, collaborative planning opportunities will occur for

each topic and will focus on pacing, concept coverage, and data dis-aggregation. Secondly, additional curricular support will be sought from the District Mathematics department in conjunction with Sylvia Aday. This instructional support will include but not be limited to hourly interventionists and professional learning opportunities. Thirdly, after school Geometry remediation will be offered on a weekly basis. This remediation will include homework assistance, assessment retake opportunities, as well as Geometry End of Course (EOC) preparation. Additional remediation will include the utilization of PUSH-IN tutoring from instructional personnel and peer tutors, designed to provide intensive curricular support to students.

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

Jose Gonzalez (Assistant Principal)

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

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

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

Within the Targeted Element of Math, 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:**

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**

Cross-Team Instructional Support PL Meeting (Algebra/Geometry)

### **Person Monitoring:**

Jose Gonzalez (Assistant Principal)

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

August 11, 2025/(Once)

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



**step:**

Departments (Algebra/Geometry Team) will participate in a pedagogical sharing activity. The Algebra Team will model collaborative planning processes to the Geometry Team, as well as demonstrate data and pacing and data dis-aggregation routines. As a result, Geometry teachers will be able to better understand and apply the geometry pacing guide and its key curricular concepts.

**Action Step #2**

Opening of Schools Instructional Staff Meeting (Geometry)

**Person Monitoring:**

Jose Gonzalez (Assistant Principal)

**By When/Frequency:**

August 12, 2025/(Once)

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

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

**Action Step #3**

District Mathematics Support Meeting

**Person Monitoring:**

Jose Gonzalez (Assistant Principal)

**By When/Frequency:**

August 13, 2025/(Once)

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

The assistant principal, Jose Gonzalez, as well as PLST member and geometry teacher, Mike Nesmith, will meet with Ms. Sylvia Aday as a means of securing instructional support visitations from the District Mathematics Department. As a result, curriculum support specialist (CSS) visitations will provide Southwest Miami Senior High School mathematics teachers with professional support resources and pedagogies for the instruction of geometry concepts/curriculum within the classroom.

**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.

According to the Florida Department of Education and upon data gleaned from the 2024-2025 FAST Biology End of Course (EOC) assessment, 68% of Southwest Miami Senior High School students were proficient in Biology, compared to 64% in 2023-2024. Contextually, only 68% of Southwest Miami Senior High School students were proficient compared to 74% for the district. Based on the data and an identified contributing factor caused by an influx of new instructional staff that are unfamiliar with the Biology curriculum standards, student Biology proficiency scores were adversely impacted, and growth was minimal. Therefore, Southwest Miami Senior High School will implement

the Targeted Element of Science.

### **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.

---

With the implementation of the Targeted Element of Science, an additional 4% (for a total of 72%) of Southwest Miami Senior High School students will score at grade level or above in the area of Biology in the 2025-2026 Biology End of Course (EOC) state assessment.

### **Monitoring**

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

---

The Leadership Team, comprised of Principal Jorge Bulnes, APC Jose Gonzalez, and Science Curriculum Leader Erin Rodriguez will conduct quarterly data chats, schedule collaborative planning times, and follow up with regular informal walkthroughs to ensure that biology instruction is aligned to curricular standards. The advancement toward this goal will be assessed through the review of results from the Biology End of Course (EOC) state exam, interim assessments, and regular classroom evaluations. Following each assessment cycle, data will be analyzed to identify patterns, evaluate the impact of targeted interventions, and refine instructional methods as needed.

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

Jose Gonzalez (Assistant Principal)

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

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

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

Within the Targeted Element of Science, Southwest Miami Senior High School will focus on the Evidence-based intervention of: Ongoing Progress Monitoring (OPM). Ongoing Progress Monitoring (OPM) can be used for individual students or an entire class. This approach will allow educators to track student performance continuously, ensuring that instructional methods are adjusted in real-time to meet the needs of all learners. By regularly analyzing progress, teachers will be better equipped to provide targeted support and drive student success throughout the academic year.

### **Rationale:**

The administration and Science department will utilize Ongoing Progress Monitoring (OPM) to regularly analyze student performance data and determine how that information will inform future instruction, as well as assess student progress over time. OPM will also provide the Science department with the opportunity to engage teachers in discussions about effective strategies for addressing learning gaps and enhancing student comprehension. Finally, OPM encourages teachers to communicate student needs to administration more efficiently, ensuring timely interventions and support.

**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**

Data Review and Action Planning for Science Improvement

**Person Monitoring:**

Jose Gonzalez (Assistant Principal)

**By When/Frequency:**

August 11, 2025/(Once)

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

Administration will meet with the Science department to review last year's performance data, identifying trends and areas for improvement. As a result, targeted action plans will be developed to address gaps and refine instructional strategies for the upcoming year.

**Action Step #2**

Biology Baseline Assessment Provision

**Person Monitoring:**

Jose Gonzalez (Assistant Principal)

**By When/Frequency:**

August 14, 2025 - September 19, 2025/(Yearly)

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

The Biology baseline assessment will be administered to all students at the start of the year. As a result, teachers will have a clear measure of students' current understanding of key concepts.

**Action Step #3**

Biology Baseline Assessment Analysis Meeting

**Person Monitoring:**

Jose Gonzalez (Assistant Principal)

**By When/Frequency:**

By September 24, 2025/(Once)

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

After the Biology baseline assessment, data will be analyzed and disaggregated by student performance, focusing on specific content areas and subgroups. As a result, this analysis will identify strengths, gaps, and trends, allowing for targeted instructional adjustments and interventions.

**Area of Focus #3**

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

**Graduation/Acceleration specifically relating to Acceleration****Area of Focus Description and Rationale**

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 data from PowerBI, 60% of students at Southwest Miami Senior High School participated in college acceleration programs, which is 16% below the district average of 76%. A contributing factor to this disparity is the limited access to support resources, which can impact students' awareness of, and guidance through, the college acceleration application process. By addressing this gap, we aim to provide more students with the opportunity to engage in college-level coursework and better prepare them for postsecondary success. Therefore, we will implement the Targeted Element of Acceleration.

### **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.

---

With the implementation of Acceleration, an increase of 10% for a total of 70%, of students at Southwest Miami Senior High School will participate in courses like Dual Enrollment and/or Advanced Placement, providing elevated acceleration in the 2025-2026 school year.

### **Monitoring**

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

---

To monitor college acceleration participation, we will track enrollment and completion data for students in acceleration programs to analyze trends and identify any barriers to participation. This will include regular reviews of student demographics, course enrollment patterns, and application outcomes. By tracking this data, we can identify areas for improvement and make timely adjustments to ensure more students are aware of and supported through the college acceleration process.

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

Isamara Berrios (Assistant Principal)

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

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

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

Within the Targeted Element of Acceleration, Southwest Miami Senior High School will focus on the evidence-based intervention of Data-Driven Decision Making. Data-Driven Decision Making will allow school leaders and educators to track student involvement in college acceleration programs, identifying trends and barriers to participation.

#### **Rationale:**

Data-driven decision making is essential when monitoring acceleration enrollment because it ensures that student placement in advanced courses is equitable, intentional, and aligned with evidence of

readiness. By analyzing multiple data sources such as standardized assessments, classroom performance, teacher input, and demographic trends, school leaders can identify patterns that highlight both strengths and gaps in enrollment practices. This approach will enable timely adjustments to support services and provide targeted interventions to students who may need additional guidance. Regularly analyzing participation data can ensure that students are effectively engaged in college acceleration opportunities and better prepared for postsecondary success.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Yearly Acceleration Status Meeting

**Person Monitoring:**

Isamara Berrios (Assistant Principal)

**By When/Frequency:**

August 11, 2025/(Yearly)

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

The administration will meet with the counseling department to review and analyze enrollment data for all acceleration programs. As a result, patterns and trends related to student participation, including subgroup representation, prerequisite readiness, and course completion rates will be identified.

**Action Step #2**

Eagles Scholars Orientation

**Person Monitoring:**

Isamara Berrios (Assistant Principal)

**By When/Frequency:**

August 11, 2025/(Yearly)

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

Administration and the counseling department will host a beginning-of-year Eagle Scholars Orientation to inform students and families about acceleration opportunities, expectations, and available supports. As a result, students will start the year prepared, motivated, and aware of resources to help them succeed in advanced coursework.

**Action Step #3**

Advancing Student Access Faculty Presentation

**Person Monitoring:**

Isamara Berrios (Assistant Principal)

**By When/Frequency:**

August 13, 2025/(Yearly)

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

Teachers will receive beginning-of-year training on identifying and recommending students for acceleration opportunities. As a result, more students demonstrating readiness will be encouraged and supported to enroll in advanced pathways.

## IV. Positive Learning Environment

---

### Area of Focus #1

Teacher 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.

---

According to PowerBI data, 31% of teachers were absent for 10.5 or more days during the 2024-2025 school year, marking a 6% increase compared to the previous year. Based on the data, contributing factors for teacher absenteeism include high levels of job-related stress and inadequate support for personal or family-related challenges. Therefore, we will implement the Targeted Element of Teacher Retention.

#### 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, Southwest Miami Senior High School aims to decrease teacher absenteeism in the category of "10.5 or more" days by 3%, to a total of 28% for the 2025-2026 school year.

#### 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.

---

Teacher absenteeism will be monitored through regular tracking and analysis of attendance data. This will allow us to identify trends, such as frequent absences or patterns of absenteeism, and intervene early with targeted support. Ongoing monitoring will include monthly reviews of attendance data, as well as feedback from teachers and school leaders. By addressing absenteeism proactively, we aim to ensure a consistent and stable teaching environment, which is crucial for maintaining high-quality instruction. Reducing absenteeism will directly impact student achievement by minimizing disruptions and ensuring that students receive continuous, effective teaching.

#### Person responsible for monitoring outcome

Beatriz Jorva (Assistant Principal)

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable



outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Within the Targeted Element of Teacher Attendance, Southwest Miami Senior High School will focus on the Evidence-based Intervention of: Rewards/Incentives. Using rewards and incentives can motivate teachers to maintain consistent attendance by recognizing their commitment and creating a positive reinforcement cycle.

**Rationale:**

Rewards/Incentives refers to a school's leadership team creating programs to acknowledge and celebrate teachers' commitment to consistent attendance. By providing tangible recognition for good attendance, teachers are more likely to feel valued and motivated to maintain a strong presence in the classroom. This approach not only encourages positive behavior but also fosters a culture of appreciation and support, ultimately contributing to a more stable and effective learning environment.

**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**

Data-Driven Analysis of Teacher Absenteeism Trends

**Person Monitoring:**

Beatriz Jorva (Assistant Principal)

**By When/Frequency:**

August 13, 2025/(Once)

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

The leadership team will analyze teacher absenteeism data from the 2024-2025 school year to identify trends, patterns, and contributing factors. As a result, this analysis will help pinpoint areas where support is needed and guide strategies for improving attendance.

**Action Step #2**

Welcome Back Breakfast

**Person Monitoring:**

Jorge Bulnes (Principal)

**By When/Frequency:**

August 13, 2025/(Once)

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

The administration will host a Welcome Back Breakfast at the beginning of the school year to foster a positive and supportive environment for teachers. This event will provide an opportunity for staff to reconnect, share goals, and receive encouragement for the year ahead. As a result, it will help motivate teachers to return to school with renewed enthusiasm and a sense of community.

**Action Step #3**

PTSA Gift Card Raffle Collection Meeting

**Person Monitoring:**

Orlando Martinez-Fortun (Assistant Principal)

**By When/Frequency:**

August 11, 2024 - September 24, 2025/(Yearly)

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

The PTSA will actively solicit gift card donations from local businesses and community members to be used for future raffles throughout the school year. As a result, the raffles will help motivate teacher attendance by providing incentives and fostering a positive school culture.



## 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.

---

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 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)).

---

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

---

Southwest Miami Senior High School is dedicated to preparing students for successful careers and post-secondary 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 post-secondary plans. Thirdly, students can earn post-secondary 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 post-secondary 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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

---

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

---

N/A.

## VI. ATSI, TSI and CSI Resource Review

---

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

### Process to Review the Use of Resources

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

---

N/A.

### 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).

---

N/A.

## 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