Southwest Miami Senior High School

2023-24
Schoolwide Improvement Plan (SIP)

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Southwest Miami Senior High

8855 SW 50TH TER, Miami, FL 33165

http://sweagles.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

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)
A school can be identified as CSI in any of the following four ways: 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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Bulnes, Jorge	Principal	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.
Gonzalez, Jose	Assistant Principal	Mr. Gonzalez is the administrator who oversees school curriculum and advanced academic programs, including dual enrollment and advanced placement. He also oversees and assists with the implementation of the action steps.
Bravo-San Pedro, Janelle	Teacher, K-12	Dr. Bravo participates as an active member of the Professional Learning Support Team and assists with the implementation of the action steps. She also spearheads all ELA interventions within the school.
Casanas, Kimberly	Teacher, K-12	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 Math Teacher.
Edmond, Gabriel	Teacher, K-12	Dr. Edmond participates as a Social Studies Teacher. He teaches accountability classes and also participates as an active member of the Professional Learning Support Team. Dr. Edmond also assists with the implementation of the action steps.
Luis, Madeleine	Assistant Principal	Ms. Luis is the administrator who oversees school activities, athletics and plant/facilities. She also oversees and assists with the implementation of the action steps.
Martinez-Fortun, Orlando	Assistant Principal	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.

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. (ESSA 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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Progress Monitoring is absolutely crucial in the effective implementation and assessment of the Southwest Miami Senior High School SIP. The SIP process must be both transparent and precise in order 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 need to be made to all pertinent stakeholders. Changes will be noted as additional action steps are implemented to achieve target school goals and objectives.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	87%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	335
One or more suspensions	0	0	0	0	0	0	0	0	0	114
Course failure in ELA	0	0	0	0	0	0	0	0	0	74
Course failure in Math	0	0	0	0	0	0	0	0	0	251
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	445
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	459
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	693

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	358

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	18

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	57	55	50	54	54	51	41		
ELA Learning Gains				58			31		
ELA Lowest 25th Percentile				48			20		
Math Achievement*	49	43	38	46	42	38	21		
Math Learning Gains				63			17		
Math Lowest 25th Percentile				64			22		
Science Achievement*	64	62	64	72	41	40	42		
Social Studies Achievement*	66	69	66	68	56	48	62		
Middle School Acceleration					56	44			
Graduation Rate	95	89	89	97	56	61	97		
College and Career Acceleration	62	70	65	66	67	67	69		
ELP Progress	63	49	45	56			63		

* 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.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	95

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	63

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	692
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	97

ESSA Subgroup Data Review (pre-populated)

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%
SWD	44			
ELL	54			
AMI				
ASN				
BLK				
HSP	65			
MUL				
PAC				
WHT	67			
FRL	64			

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%
SWD	51			
ELL	58			
AMI				
ASN				
BLK				
HSP	63			

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%
MUL				
PAC				
WHT	62			
FRL	62			

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)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	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	63
SWD	34			31			40	44		23	6	
ELL	29			38			44	43		76	7	63
AMI												
ASN												
BLK												
HSP	57			48			64	65		63	7	62
MUL												
PAC												
WHT	60			64			57	81		47	6	
FRL	55			46			64	61		61	7	67

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	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
SWD	31	49	51	33	48	53	68	54		96	26	
ELL	29	52	42	39	63	67	69	52		96	70	56
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	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
BLK												
HSP	54	58	47	46	64	64	73	67		97	67	58
MUL												
PAC												
WHT	37	50		40	53		64	94		92	64	
FRL	52	56	46	45	63	63	70	64		96	66	58

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	41	31	20	21	17	22	42	62		97	69	63
SWD	25	21	14	22	25	22	30	39		97	28	
ELL	19	26	21	14	20	23	33	45		98	74	63
AMI												
ASN												
BLK												
HSP	40	31	20	20	17	22	43	61		97	69	62
MUL												
PAC												
WHT	60	41		33	17		40	79		100	61	
FRL	38	31	20	20	17	21	40	58		97	69	61

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	51%	54%	-3%	50%	1%
09	2023 - Spring	50%	51%	-1%	48%	2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	56%	-9%	50%	-3%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	52%	-3%	48%	1%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	65%	-5%	63%	-3%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	66%	-2%	63%	1%

III. Planning for Improvement

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

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

According to 2022-2023 Florida Department of Education reporting, the lowest performance value evidenced by Southwest Miami Senior High School was apparent in the subject area of Mathematics (Algebra EoC) with a cumulative, unadjusted proficiency score of 48%. While this score is historically the lowest subject area proficiency value, it represents a 20% year-over-year increase compared to the 2021-2022 school year, wherein Southwest Miami Senior High School earned an Algebra I EoC unadjusted proficiency value of 40%.

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

According to 2022-2023 Florida Department of Education reporting, the greatest academic performance decline evidenced by Southwest Miami Senior High School was apparent in the field of Science (Biology EoC), with a decrease of of an unadjusted proficiency score from 71% (2021-2022) to 60% (2022-2023). This decline is most likely attributable to an influx of new, adjusting instructional staff that were teaching Biology for the first time and were not completely familiar with the curriculum.

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 2022-2023 Florida Department of Education reporting, the greatest academic gap between Southwest Miami Senior High School and the State of Florida was evidenced in the field of Science (Biology EoC), with a delta value of -8%. Southwest Miami Senior High School scored 60%, against the State of Florida's cumulative, unadjusted average of 68% (78% in 9th and 49% in 10th). This decline is mostly likely attributable to an influx of new, adjusting instructional staff that were teaching Biology for the first time and not completely familiar with the curriculum.

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

According to 2022-2023 Florida Department of Education reporting, the greatest performance value increase evidenced by Southwest Miami Senior High School was apparent in the subject area of Mathematics (Algebra EoC) with a cumulative, unadjusted proficiency score of 48%, up from a 2021-2022 unadjusted proficiency score of 40%. Increases in this subject area were attributable to greater collaborative planning amongst the Mathematics department, as part of a School Improvement Plan objective, as well as various support initiatives, including after-school tutoring, as well as pull-out interventions.

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

Southwest Miami Senior High School experienced exceptional student attendance during the 2022-2023 school year. While Southwest Miami Senior High School had approximately half as many 31+ day truancy students (5% vs 8%) as the district during the 2022-2023 school year, the Assistant Principal over Attendance will continue to focus on student truancy throughout the 2023-2024 school year in order to promote improved academic achievement.

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

Upon analysis of the 2022-2023 Florida Department of Education reporting, Southwest Miami Senior High School experienced good student academic success but opportunities for improvement still exist. While a focus and abiding concern for all core subject areas must be held throughout the 2023-2024 school year, the greatest priorities for school improvement include focusing on supporting new Biology teachers, to ensure a reversal of the cumulative unadjusted Biology proficiency score decline in 2022-2023, collaborative planning in the area of ELA, as well as continued interventions in the subject of Mathematics, to continue to promote growth in 2023-2024 school year.

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

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FSA proficiency data, 60% of students are proficient in Biology, compared to 72% in 2022. This Biology proficiency percentage is further comprised of 88% proficient 9th graders, 60% proficient 10th graders and 25% proficient 11th graders. Based on this data, and the identified contributing factor of an influx of new instructional staff that are unfamiliar with the Biology curriculum standards, student Biology proficiency scores were negatively impacted. Biology progress monitoring instruments were not pervasively implemented throughout the 2021-2022 school year. Therefore, Southwest Miami Senior High School will implement the Targeted Element of Science.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With a focus on the Targeted Element of Science, teachers will demonstrate a focus on the use of ongoing, student-centered progress monitoring, including the use of student data chats, topic testing and the Mid-Year Assessment (MYA). The student population will earn an additional 10% (for a total of 70%) proficiency points in the area of Biology in the June 2024 state assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team, including Principal Jorge Bulnes, APC Jose Gonzalez and the Science Curriculum Leaders Erin Rodriguez and Heather Singler, 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. Administrators will review lesson plans for indication of differentiation. 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 OPMs.

Person responsible for monitoring outcome:
Jorge Bulnes (pr7741@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Science, Southwest Miami Senior High School will focus on the Evidence-based intervention of: Ongoing Progress Monitoring (OPM). OPM will assist teachers and administration with ascertaining individual student progress towards grade-level goals and the effectiveness of teaching strategies in the classroom.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The administration and science department will utilize OPM to address students' academic performance, to determine student growth, as well as to inform instructional staff as to the quality of the instruction provided. OPM can be implemented with individual students or an entire class.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The administration and the Science department curriculum leaders will meet. As a result, the principal will review last year's scores and share his vision for the improvement of Science Biology scores.

Person Responsible: Jorge Bulnes (pr7741@dadeschools.net)

By When: 8/14 - 9/29

The Science department will be provided with a formative assessment district calendar. As a result, Science teachers will be able to employ regular topic assessments to track student progress.

Person Responsible: Jose Gonzalez (jmgonzalez@dadeschools.net)

By When: 8/14 - 9/29

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

Person Responsible: Jose Gonzalez (jmgonzalez@dadeschools.net)

By When: 8/14 - 9/29

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST proficiency data, 54% of 10th grade students are proficient in ELA, compared to 51% in 2022. Based on the data and the identified contributing factor of changes to the state Reading instrument assessment framework, from FSA to FAST, growth was minimal. Therefore, Southwest Miami Senior High School will implement the targeted element of ELA.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With a focus on the Targeted Element of ELA, teachers will demonstrate a better fluency with pertinent curricular standards. The student population will earn an additional 6% (for a total of 60%) proficiency points in the area of ELA in the June 2024 state assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Curriculum Team, comprised of the principal, the APC, the ELA curriculum leader, and the Reading curriculum leader, will conduct quarterly data chats, schedule periodic student pull-out interventions, and follow up with regular informal walkthroughs to ensure that ELA instruction is aligned to curricular standards. Data will be analyzed during departmental meetings to ensure students are demonstrating growth on standards.

Person responsible for monitoring outcome:

Jose Gonzalez (jmgonzalez@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The administration and ELA department will utilize Collaborative Data Chats to analyze student performance values and to assess how such information can be used to drive student instruction. Collaborative Data Chats will also provide the ELA department with the time to build familiarity with the new state guidelines, ensuring that instruction is guided by curriculum. In addition, scheduling of collaborative planning will encourage teachers to discuss effective strategies for remediation and enrichment. Finally, Collaborative Data Chats encourages teachers to communicate needs to administration more effectively.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The APC will meet with the ELA department to review 2022-2023 state assessment data. As a result, ELA teachers will have a more precise awareness of how students performed in the prior school year.

Person Responsible: Jose Gonzalez (jmgonzalez@dadeschools.net)

By When: 8/14 - 9/29

The ELA department will meet to disaggregate the new FAST standards and test-item specifications. As a result, teachers that have accountability classes will have a better understanding of student curricular needs during state assessments.

Person Responsible: Janelle Bravo-San Pedro (jbravosanpedro@dadeschools.net)

By When: 8/14 - 9/29

The ELA department will create and share a tentative annual calendar for department meeting dates. As a result, administration will be able to attend the meetings to provide support.

Person Responsible: Jose Gonzalez (jmgonzalez@dadeschools.net)

By When: 8/14 - 9/29

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 School Staff Climate Survey, 33% of respondents stated that they "Strongly Agree" or "Agree" with the statement "Q29 - I frequently feel overloaded and overwhelmed by working at my school.". 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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Teacher Retention and Recruitment, a decrease of 8% (from 33% to 25%) of the respondents will select "Strongly Agree" or "Agree" to the statement "Q29 - I frequently feel overloaded and overwhelmed by working at my school.", as evidenced by the 2023-2024 School Staff Climate Survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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:

Jorge Bulnes (pr7741@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Teacher Retention and Recruitment, Southwest Miami Senior High School will focus on the Evidence-based Intervention of: Empower Teachers and Staff. Empower Teachers and Staff provides support for faculty members to be leaders and to have the power and resources to approach and address a variety of school problems and challenges.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Empower Teachers and Staff communicates the core message to staff that as a school community, all faculty members play a crucial part in the success of Southwest Miami Senior High School. By empowering faculty and encouraging teachers to share their skills and talents in the resolution of school challenges, the administration can build teacher leader capacity. By encouraging faculty to be leaders, problems can be solved more effectively and in an egalitarian fashion, diminishing the amount of faculty stress, thereby preventing staff turnover.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The administration will meet with curriculum leaders to assess faculty needs. As a result, the establishment of open communication channels between the administration and the faculty will be strengthened.

Person Responsible: Jose Gonzalez (jmgonzalez@dadeschools.net)

By When: 8/15 - 8/17

Representatives of the Employee Assistance Program will be invited to interact with faculty. As a result, faculty members will be informed of resources available to them that focus on self-care and managing stress levels.

Person Responsible: Jorge Bulnes (pr7741@dadeschools.net)

By When: 8/15 - 9/29

Positions of school leadership will be advertised at the opening of school meeting. As a result, interested faculty can apply for opportunities to contribute their skillset and talents.

Person Responsible: Jorge Bulnes (pr7741@dadeschools.net)

By When: 8/15 - 8/31

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 School Student Climate Survey, only 51% of respondents stated that they "Strongly Agree" or "Agree" with the statement "Q16 - Adults at my school care about me as an individual.". Based on the data and the identified contributing factor of increased student enrollment, students may feel like a number and not an individual. Therefore, we will implement the Targeted Element of Other.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Other, an additional 9% (51% to 60%) of the 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 2023-2024 School Student Climate Survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

A collaborative effort between faculty and administration will be needed to monitor students' feeling of belonging. This collaborative effort includes the monitoring student absences, increased communication with students and parents, and the promotion of a school culture of wellness, mindfulness and community. Additionally, the administration will provide an in-house midyear "climate survey", to assess student sentiments of belonging.

Person responsible for monitoring outcome:

Orlando Martinez-Fortun (ofortun@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Other, Southwest Miami Senior High School will focus on the Evidence-based Intervention of: Staff-Student Connections. Building relationships between students and faculty fosters a sense of student belonging at school.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Staff-Student Connections encourage students and faculty to build relationships based on trust and positive interactions by participating in activities and events beyond the confines of academic learning and disciplinary actions. Activities such as quick check-ins, staff visibility during arrival/lunch/dismissal, and student-centered extracurricular activities foster these connections between students and faculty.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The administration will share the results of the 2022-2023 Student School Climate Survey, focusing on question Q16 (student sentiments of belonging) during the Opening of School Faculty Meeting. As a result, staff will be more aware of student needs.

Person Responsible: Jorge Bulnes (pr7741@dadeschools.net)

By When: 8/15 - 8/17

Staff will be surveyed for interest in participation of a teacher-student mentorship program. As a result, the administration and the counseling department can select faculty candidates for the creation of the teacher-student mentorship program.

Person Responsible: Jose Gonzalez (jmgonzalez@dadeschools.net)

By When: 8/15 - 8/31

Students will participate in Club Rush. As a result, students will have the opportunity to sign-up to clubs and extracurricular activities that meet their own unique interests.

Person Responsible: Madeleine Luis (186537@dadeschools.net)

By When: 9/20

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 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 a variety of methods to cater to different communication preferences. This ensures that the dissemination of the live documents is ongoing, which allows for updates and engagement throughout the school year. Firstly, the SIP will be uploaded to the school's official website (https://southwestmiamieagles.net/) in 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. Finally, the PTA and other committees will be utilized to discuss and share the SIP with 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 Family Engagement Plan is made publicly available. (ESSA 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.

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 III of the SIP. (ESSA 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.

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). (ESSA 1114(b)(5))

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.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 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 connecting students with trusted adults, fostering positive relationships, and involving 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.

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. (ESSA 1114(b)(7)(iii)(II))

Southwest Miami Senior High School is dedicated to preparing students for successful careers and post-secondary education through various strategies. Firstly, 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 postsecondary credit through Dual Enrollment and AP Courses. Additionally, industry professionals and guest speakers provide valuable insights into specific career fields. Lastly, Southwest Miami Senior High School ensures IEPs, and 504 Plans are tailored to support students' transition to post-secondary institutions, offering accommodations and additional assistance as needed.

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 ESSA 1114(b)(7)(iii)(III).

Southwest Miami Senior High School employs a comprehensive tiered model to address and prevent problem behavior, with collaboration from 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.

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. (ESSA 1114(b)(7)(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: Firstly, professional development opportunities focusing on research-based instructional strategies, classroom management, and technology integration are offered to the staff in order to build capacity. Secondly, collaboration is fostered organizationally between administrators and teachers, promoting student data utilization focusing on differentiated instruction. 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.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A.