

Miami-Dade County Public Schools

Miami Southridge Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

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Miami Southridge Senior High

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<http://www.miamisouthridge.com/>

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.

Miami Southridge Senior High is an all-inclusive educational institution committed to providing at transformative education through the infusion of the 4 A's (Academic, Activities, Athletics, and the Arts), innovative teaching practices, and technology. Miami Southridge is fostering student intellectual growth and social qualities to produce contributing members of society by preparing students for the evolving global needs of the 21st century.

Provide the school's vision statement.

Miami Southridge Senior High School will set the standard in secondary education by offering distinctive curricular programs to enlighten the leaders of tomorrow in an open and inclusive environment. Our vision is to provide a student focused education that will inspire young minds and propel them to achieve excellence in their post-secondary endeavors.

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 |
|--------------------------|---------------------------|---|
| Miret, Humberto J. | Principal | Ensures the development and execution of the school's vision. Responsible for planning, organizing, administering, and directing all activities and functions, which are essential for an effective, efficient, and safe instructional learning environment that provides maximum opportunity for a student's growth potential. |
| Gerena, Judith | Assistant Principal | Assists the principal in planning, organizing, administering, and directing all activities and functions that are essential to an effective, efficient, and safe instructional learning environment that provides maximum opportunity for a student's growth potential. |
| Evans , Seren | Administrative Support | CAP advisors help students secure information for the selection of appropriate colleges, universities, vocational and/or technical schools; obtain and complete college admissions applications; and complete financial aid applications. |
| Uriarte, Adrienne | Instructional Coach | The Transformation Coach provides direct instructional services for improving and supporting classroom instruction. Focused on utilizing the coaching model to support teachers in effective evidence-based instructional strategies to improve students' academic success. |
| Pires, Briana | Teacher, K-12 | Instructs students in Intensive Reading. Plans and delivers lessons. Administers assessments, uses data to provide differentiated instruction, and helps develop our students to achieve reading proficiency. |
| Singleton, Akera | Assistant Principal | Assists the principal in planning, organizing, administering, and directing all activities and functions that are essential to an effective, efficient, and safe instructional learning environment that provides maximum opportunity for a student's growth potential. |
| Akins, Tawana | Assistant Principal | Assists the principal in planning, organizing, administering, and directing all activities and functions that are essential to an effective, efficient, and safe instructional learning environment that provides maximum opportunity for a student's growth potential. |
| Duque, David | Assistant Principal | Assists the principal in planning, organizing, administering, and directing all activities and functions that are essential to an effective, efficient, and safe instructional learning environment that provides maximum opportunity for a student's growth potential. |

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.

Involving stakeholders in the school improvement plan was vital to the academic success of students. Key stakeholders included parents, teachers, students, staff, and community members. Having stakeholders involved through regular communication, feedback mechanisms, collaborative planning, data sharing, training, and accountability measures provides an inclusive approach that ensures a shared commitment to improving the school. Parents/Guardians were given climate surveys to gather feedback on their priorities and concerns. Administrators, teachers, and staff were part of the SIP committee which encouraged teachers to provide input on instructional strategies, classroom practices, and gathering suggestions. Students also completed climate surveys and were part of focus groups, or student forums to gather their insights on the school's strengths and areas for improvement. The administration along with the SIP committee engaged with community members, such as local business leaders, community organizations, and elected officials, in discussions about the SIP and hosted community meetings or forums to share information and gather their input. The school's leadership team, including the principal, assistant principals, and department heads, collaborated to ensure alignment with the SIP goals and strategies and were involved in the decision-making and implementation efforts.

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))

Involving key stakeholders such as parents, teachers, students, staff, and community members is vital to the success of the school. Strategies for involvement include regular communication, feedback mechanisms, collaborative planning, data sharing, training, and accountability measures. This inclusive approach ensures a shared commitment to improving the school. Monitoring the SIP involves collecting and analyzing data, tracking progress, making adjustments as necessary, and ensuring alignment with the school's goals and priorities. Collection of relevant data such as academic performance, attendance records, teacher feedback, and student surveys. By collecting data regularly it will provide insight if the school is making progress toward its goal(s). An analysis of the data will uncover trends, identify areas where improvements are needed, and help pinpoint the sources of any challenges. Conducting frequent progress reviews provides stakeholders the opportunities for open dialogue, problem-solving, and idea-sharing. Goals that are unrealistic or unattainable and strategies that are not giving results will be modified if needed and new approaches will be considered. Data-driven decision-making, adaptability, and collaboration among all stakeholders will ensure that the school remains focused on its goals and responsive to the changing needs of students and the community.

| Demographic Data | |
|---|---------------------|
| 2023-24 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 8-12 |

| | |
|--|--|
| Primary Service Type (per MSID File) | K-12 General Education |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 96% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 100% |
| Charter School | No |
| RAISE School | No |
| 2021-22 ESSA Identification | ATSI |
| 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) | |
| School Grades History | 2021-22: C 2019-20: B 2018-19: B 2017-18: C |
| 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 | 0 |
| One or more suspensions | 0 | 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 | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide Math assessment | 0 | 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 | 0 |
| | 0 | 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 | 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 | 0 |
| Students retained two or more times | 0 | 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 | 757 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 504 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 225 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 341 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 807 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 750 |
| 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 | 900 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | 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 | 1013 |

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 | 24 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |

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 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide Math assessment | 0 | 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 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 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 | 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 | 0 |
| Students retained two or more times | 0 | 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.

District and State data will be uploaded when available.

| Accountability Component | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 33 | | | 31 | | | 28 | | |
| ELA Learning Gains | 46 | | | 37 | | | 44 | | |
| ELA Lowest 25th Percentile | 37 | | | 36 | | | 43 | | |
| Math Achievement* | 31 | | | 23 | | | 37 | | |
| Math Learning Gains | 57 | | | 27 | | | 57 | | |
| Math Lowest 25th Percentile | 63 | | | 32 | | | 59 | | |

| Accountability Component | 2022 | | | 2021 | | | 2019 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Science Achievement* | 51 | | | 54 | | | 70 | | |
| Social Studies Achievement* | 50 | | | 42 | | | 52 | | |
| Middle School Acceleration | | | | | | | | | |
| Graduation Rate | 97 | | | 96 | | | 88 | | |
| College and Career Acceleration | 60 | | | 80 | | | 76 | | |
| ELP Progress | 56 | | | 53 | | | 67 | | |

* 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) | ATSI |
| OVERALL Federal Index – All Students | 53 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 581 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 98 |
| Graduation Rate | 97 |

ESSA Subgroup Data Review (pre-populated)

| 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 | 41 | | | |
| ELL | 51 | | | |
| AMI | | | | |

| 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% |
| ASN | | | | |
| BLK | 45 | | | |
| HSP | 56 | | | |
| MUL | 31 | Yes | 1 | 1 |
| PAC | | | | |
| WHT | 64 | | | |
| FRL | 52 | | | |

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)

| 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 | 33 | 46 | 37 | 31 | 57 | 63 | 51 | 50 | | 97 | 60 | 56 |
| SWD | 21 | 31 | 22 | 16 | 50 | 62 | 33 | 38 | | 97 | 40 | |
| ELL | 17 | 38 | 39 | 31 | 53 | 61 | 45 | 33 | | 99 | 91 | 56 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 23 | 40 | 28 | 22 | 55 | 61 | 38 | 38 | | 98 | 47 | |
| HSP | 38 | 49 | 44 | 36 | 57 | 61 | 57 | 54 | | 97 | 67 | 56 |
| MUL | 19 | 32 | | 14 | 50 | | 40 | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 52 | 63 | | 32 | 64 | | 70 | 69 | | 100 | 64 | |
| FRL | 32 | 44 | 37 | 30 | 55 | 61 | 49 | 48 | | 97 | 61 | 55 |

| 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 | 31 | 37 | 36 | 23 | 27 | 32 | 54 | 42 | | 96 | 80 | 53 |
| SWD | 12 | 23 | 26 | 8 | 19 | 27 | 28 | 24 | | 100 | 66 | |

| 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 |
| ELL | 16 | 37 | 41 | 21 | 31 | 37 | 39 | 27 | | 88 | 89 | 53 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 19 | 30 | 35 | 17 | 26 | 27 | 43 | 29 | | 99 | 83 | |
| HSP | 37 | 41 | 39 | 25 | 27 | 37 | 58 | 47 | | 94 | 78 | 53 |
| MUL | 18 | 31 | | 17 | 29 | | 36 | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 48 | 48 | | 50 | 39 | | 85 | | | 94 | 75 | |
| FRL | 30 | 36 | 34 | 22 | 28 | 33 | 53 | 39 | | 95 | 81 | 51 |

| 2018-19 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 2017-18 | C & C Accel 2017-18 | ELP Progress |
| All Students | 28 | 44 | 43 | 37 | 57 | 59 | 70 | 52 | | 88 | 76 | 67 |
| SWD | 21 | 43 | 45 | 22 | 44 | 45 | 39 | 36 | | 86 | 68 | |
| ELL | 17 | 41 | 41 | 30 | 51 | 46 | 66 | 32 | | 78 | 86 | 67 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 19 | 41 | 45 | 33 | 57 | 66 | 61 | 50 | | 88 | 71 | |
| HSP | 34 | 46 | 41 | 41 | 58 | 52 | 76 | 54 | | 87 | 79 | 67 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 32 | 50 | | 25 | 62 | | 71 | 46 | | 93 | 77 | |
| FRL | 27 | 43 | 42 | 37 | 58 | 61 | 69 | 51 | | 88 | 76 | 66 |

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 | 39% | 54% | -15% | 50% | -11% |
| 09 | 2023 - Spring | 35% | 51% | -16% | 48% | -13% |

| ALGEBRA | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 46% | 56% | -10% | 50% | -4% |

| GEOMETRY | | | | | | |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 47% | 52% | -5% | 48% | -1% |

| BIOLOGY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 58% | 65% | -7% | 63% | -5% |

| HISTORY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 57% | 66% | -9% | 63% | -6% |

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.

55% of our United States History students were proficient based on the 2023 EOC results. Our goal was to obtain a proficiency rate of 61%. Although the 21-22 school year this did show an increase of 5 percentage points we unfortunately failed to show increases within the same range as the other tested subjects. As a result, this is our lowest performance of all tested areas. Contributing factors to this performance include the fact that 11th grade U.S. History teachers did not plan together during common planning on a weekly basis which affected their ability to align the standards and curriculum. Additionally,

the lack of data chats, student data tracking, as well as insufficient opportunities for assessment contributed to U.S History performing the lowest.

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

Based on the data from the 22-23 school year there were no declines in any area from the 21-22 school year.

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

The data component that had the greatest gap when compared to the state average was the U.S. History EOC. The state average was 63% and the district average 65% while the school's score was 55% demonstrating -8 difference from the state and a -10 difference from the district.

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

The data component that showed the most improvement was in the area of Math with a 16 percentage point increase of students scoring a level three or above (21-22 with 31% to 47% for the 22-23 school year). Next was ELA with an 11 percentage point increase in proficiency (21-22 with 33% to 44% for the 22-23 school year), finally, Biology had a 9 percentage point increase (21-22 with 51% to 60% for the 22-23 school year).

The data component that showed the most improvement in comparison to the state average was on the Algebra EOC with 53% of students scoring level 3 and above compared to the state at 54% and Biology EOC with a 60% scoring level 3 or above compared to the state at 61%. Both Algebra and Biology were 1 percentage point away from being at the state average.

The new actions that made a significant impact to student learning were small group instruction for students who were not making the adequate progress, along with remediation that included interventions during class, differentiated instruction, and extended learning opportunities. These strategies were implemented in order to accelerate learning and increase student engagement. Monitoring and tracking was imperative to make adjustments to the learning needs of students. Frequent data chats amongst teachers with students as well as target groups with administration were implemented to help students know that teachers and administration were invested in their learning. Regularly scheduled data chats among administration, department chairs, and teachers took place to discuss and analyze scores after topic assessments and progress monitoring assessments in order to develop action steps.

In addition, standards-based instruction accompanied with regular progress monitoring also contributed to improvement in student performance on the BEST and EOC assessments in proficiency. Weekly common planning among departments aligning standards to lesson planning and class instruction as well as creating instructional focus calendars helped provide consistency of the delivery and content of instruction across each department.

The implementation of the MINT program also helped with providing new teachers the support needed to thrive in their classroom with in-house professional development on student engagement, data-driven instruction, differentiated instruction, and other best practices provided by teacher leaders in the building that met the needs of their students.

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

9th and 10th grades Level 1 on 2023 statewide FAST ELA assessment PM3.
Algebra and Geometry Level 1 on 2023 statewide EOC Math assessment

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

1. ELA/Reading 9
2. ELA/ Reading 10
3. Geometry
4. United States History
5. Biology

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 Collaborative Planning**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 FAST/EOC scores 44% of 9th and 10th grade students were proficient in ELA as compared to the state average of 50%, 48% of students were proficient in math. We have identified these data points as crucial needs since Algebra I data provides a good indicator on how a student will likely perform in higher level math and The ability to read is a vital skill in being able to function in today's society. Proficiency in reading is critical in ensuring success in other subjects.

Common planning allows teachers to share their individual expertise, experiences, and teaching strategies with others thus creating a well thought out and impactful lesson. It provides opportunities for professional growth and when teachers plan together, they can ensure that their curriculum aligns and that they are delivering consistent content and instruction. When teachers common plan, students benefit from a more diverse range of teaching approaches. When teachers collaborate, they are exposed to different methods and can tailor their instruction to better meet the diverse learning styles and needs of students. This results in greater academic outcomes.

Measurable Outcome:

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

Miami Southridge intends to increase math proficiency by 2 percentage points to 50% on EOC and we intend to increase our F.A.S.T ELA percentage to 47% for the 2023-2024 school year.

Monitoring:

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

Department chairs will lead weekly common planning meetings with the assistance of instructional coaches (administrators will take part in common planning weekly), teachers will implement data tracking and students will track their personal data. Data chats will be held after each topic assessment and data trackers will be monitored by each respective administrator. The administration will conduct walk-throughs to ensure lesson plans are implemented with fidelity each week. Sign in sheets and agendas will be submitted to administration each week to ensure evidence of collaboration.

Person responsible for monitoring outcome:

Judith Gerena (293968@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.)

Our school will focus on the evidence-based strategy of data-driven instruction. Data-driven instruction for teachers is beneficial for their own professional growth but also for the positive impact it has on students' learning experiences. It promotes a culture of continuous improvement and excellence in education.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers will ensure students have a clear understanding of the learning goal/target and a clear focus of what they will be able to accomplish or produce as a result of the lesson.

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.

Department meetings will focus on goal-orientated learning and utilize resources that are aligned with the standards and facilitate engagement.

Person Responsible: Judith Gerena (293968@dadeschools.net)

By When: August 2023 - September 2023

Teachers will review and align the curriculum with the identified learning goals. They will ensure that instructional materials, activities, and assessments are designed to support goal-oriented learning.

Person Responsible: Akera Singleton (aklathan@dadeschools.net)

By When: August 2023 - September 2023

Teachers will promote the use of formative assessments to monitor student progress and provide timely feedback by using a variety of assessment methods, such as self-assessments, peer assessments, and data chats to help students track their own growth and reflect on their progress toward their goals.

Person Responsible: Tawana Akins (takins@dadeschools.net)

By When: August 2023 - September 2023

Teachers and students will engage in discussion and reflection on their F.A.S.T, Topic Assessments, Class Assessments, Reading Inventory, Phonics Inventory data to establish student goals and ownership in learning.

Person Responsible: Judith Gerena (293968@dadeschools.net)

By When: August 2023 - September 2023

#2. 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.

Based on student attendance from the 2022 - 2023 school year, 62% of students had 11 or more absences. This has been identified as a crucial need because regular attendance is strongly correlated with academic success. Students who attend school consistently are provided more opportunities to receive explicit instruction, participate in discussions, complete assignments, and receive feedback from teachers. This engagement leads to better understanding and retention of the material, which ultimately translates into higher academic achievement. Additionally, regular attendance allows students to build friendships, interact with peers, and develop important social skills like communication, teamwork, and conflict resolution.

Measurable Outcome:

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

Early Warning Systems indicate that 62% of our students have 11 or more absences in the 2022-2023 school year. We intend to reduce this number by 5 percentage points to 57% for the 2023-2024 school year.

Monitoring:

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

Administration along with the attendance team will track student attendance and provide intervention at specific absence intervals as indicated in the attendance plan (i.e. 1 absence, 3 absences, 5 absences, 7 absences, 10 absences, and 15+ absences). An attendance tracker has been created and will be updated weekly by the student services team. Home visits will be conducted; referrals to outside agencies will occur when necessary, this will be monitored by the designated administrator.

Person responsible for monitoring outcome:

Akera Singleton (aklathan@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 focus of improving school culture and environment, we will focus on the evidence-based strategy of attendance initiatives that recognize and reward students with excellent attendance records. This will include certificates, awards, or small incentives like school merchandise or privileges.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Rewarding attendance initiatives motivate students to attend school consistently by reinforcing positive behavior, instilling intrinsic motivation, and highlighting the long-term benefits of regular attendance. They create a sense of accountability and establish attendance as a valued norm in the school community.

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.

Create attendance plan with attendance team. Plan will include interventions for 1,3,5,7,10, and 15+ absences. The intention is to be able to provide each student with individualized support, awareness, and accountability.

Person Responsible: Akera Singleton (aklathan@dadeschools.net)

By When: August 2023 - September 2023

Attendance team will meet on a weekly basis to review students who have been identified to have attendance issues and determine what plan of action will be taken for each individual student (i.e. parent conferences, home visits, referral, and initiating the truancy process).

Person Responsible: Akera Singleton (aklathan@dadeschools.net)

By When: August 2023 -September 2023

On a monthly basis attendance team will recognize students with perfect and most improved attendance. The implementation of this step will aid in improving the overall culture of the school and school wide attendance.

Person Responsible: Akera Singleton (aklathan@dadeschools.net)

By When: August 2023-September 2023

#3. Instructional Practice specifically relating to Differentiation**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 subgroup data, the Students with Disabilities (SWD) subgroup fell below the 41 percent threshold on the Federal Index. Based on this data analysis, our school leadership team has developed a specific plan to address this subgroup's performance. Our leadership team has decided to focus on data-driven instruction and decision-making to strategically target students who need additional levels of instructional support and remediation in order to support our goal of improving academic student achievement and increasing proficiency levels for this specific subgroup.

Measurable Outcome:

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

By successfully implementing data-driven instruction and goal-orientated learning in core subject areas, the percent of students achieving proficiency in Students with Disabilities subgroup will increase by a minimum of 6 percentage points in each content area as evidenced by the 2023-2024 State Summative Assessment.

Monitoring:

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

The Leadership Team will conduct quarterly data chats, and adjust student intervention groups based on the current data, and follow-up with ongoing focused walkthroughs to ensure high-quality instruction is taking place. The Leadership Team will monitor the timely implementation of data-driven instruction based on the district pacing guides. Data analysis and progress monitoring for students in the struggling subgroup will be conducted during Leadership Team meetings to ensure students are showing adequate progress. Additional support will be provided to students not showing progress.

Person responsible for monitoring outcome:

Akera Singleton (aklathan@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.)

Data-driven instruction and decision-making is a process where data is used at every level to inform instruction and make informed decisions on what is best for students. Student performance data is used to inform instructional planning and delivery. This systematic approach to instruction uses formative assessment, data analysis, and differentiation to meet students' needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-driven instruction and decision-making are excellent strategies to best meet the academic needs of students, as well as strategically target students with the need for additional instructional support.

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.

Weekly, the Leadership Team will monitor the timely implementation of data-driven instruction based on the standardized district and state assessments in core subject areas to ensure we are meeting the unique academic needs of each student.

Person Responsible: Judith Gerena (293968@dadeschools.net)

By When: August 2023 -September 2023

Instructional Coaches will facilitate collaborative planning sessions to assist teachers with analyzing and interpreting their data, identifying targeted areas of focus for remediation and enrichment, and assisting with working with small groups for differentiation.

Person Responsible: Adrienne Uriarte (271230@dadeschools.net)

By When: August 2023 -September 2023

Teachers will utilize current standardized assessment data during daily instruction to determine and address the deficiencies and students' needs.

Person Responsible: Tawana Akins (takins@dadeschools.net)

By When: August 2023-September 2023

Data chats with teachers and instructional coaches will be conducted quarterly and as needed to review current student progress and address the areas of need for students in the struggling subgroup. Additional support will be provided based on the current student's needs.

Person Responsible: Tawana Akins (takins@dadeschools.net)

By When: August 2023-September 2023

#4. 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 staff climate survey only 48% do not feel that the staff morale is high. An area of focus that will improve culture and environment is Shared Leadership. Shared Leadership will improve decision-making, increase accountability, and increase engagement and commitment to student learning.

Measurable Outcome:

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

Providing leadership roles or decision-making opportunities for teachers, staff members, and students will allow for improvement in academic performance, teacher effectiveness, and create a strong school culture and climate. By the end of 2023-2024 school year we plan to have a 5 percentage point increase of staff members feeling that morale is high based on the Staff School climate Survey and a 10% increase on staff following school social media platforms.

Monitoring:

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

The administration team, teacher leaders, faculty, and staff will work together to assess the effectiveness of the collaborative leadership efforts to ensure that it promotes inclusivity and transparency. On a monthly basis feedback and assessments such as surveys to faculty and staff will be used to adapt and refine shared leadership strategies in order to meet the unique needs of the school and its stakeholders.

Person responsible for monitoring outcome:

Tawana Akins (takins@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.)

Our school will focus on the evidence-based strategy of Shared Leadership. Shared leadership leads to a variety of measurable outcomes that contribute to the overall success and improvement of the school. It also enhances teacher effectiveness through increased teacher retention rates, greater teacher satisfaction and morale, and improved teacher professional development and growth.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order to increase teacher retention it is important to provide opportunities for teachers to have leadership roles within the school or the opportunity to make decisions. Shared leadership promotes a more inclusive and collaborative decision-making process. By having multiple stakeholders involved in making important decisions, it is more likely that decisions will be well-informed, reflective of diverse perspectives, and aligned with the school's mission and goals. This can lead to better outcomes for students and the school community as a whole.

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 team will provide effective communication channels for sharing information, updates, and decisions among the various leadership teams and the broader school community. Use both formal and informal methods, such as regular meetings, email updates, and collaboration tools.

Person Responsible: Judith Gerena (293968@dadeschools.net)

By When: August 2023-September 2023

The administration team will develop and share with staff the decision-making protocols and processes that outline how decisions will be made, including who has the authority to make specific types of decisions, and how input and feedback will be collected and considered.

Person Responsible: Akera Singleton (aklathan@dadeschools.net)

By When: August 2023-September 2023

Create a compelling vision and mission statement for shared leadership within the school. Ensure that all stakeholders understand and are aligned with this vision. Identify Key Stakeholders and create Leadership teams

or committees that represent a cross-section of the school community. These teams will be diverse in terms of expertise, grade levels, and roles within the school. Clearly define the roles and responsibilities of each leadership team or committee. Determine the scope of their decision-making authority and areas of focus.

Person Responsible: Akera Singleton (aklathan@dadeschools.net)

By When: August 2023-September 2023

As a result, The Spartan Induction Academy will be established to meet monthly for all new teachers or those who have less than three years of service and mentors will be assigned to provide support.

Person Responsible: Tawana Akins (takins@dadeschools.net)

By When: August 2023 - September 2023

#5. ESSA Subgroup specifically relating to Multi-Racial**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 FSA Subgroup data, the Multiracial Subgroup fell below the 41 percent threshold on the

Federal Index. Multiracial Students earned 31 percent according to the Federal Index. Based on this data analysis our school leadership team has developed a specific plan to address this subgroup's performance. Our leadership team has decided to focus on data-driven instruction and decision-making to strategically target students who need additional levels of instructional support and remediation in order to support our goal of improving academic student achievement and increasing proficiency levels for this specific subgroup.

Measurable Outcome:

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

By successfully implementing data-driven instruction and decision-making in core subject areas, the percentage of students achieving proficiency in the Multiracial Subgroup will increase by a minimum of 3 percentage points in each content area as evidenced by the 2023-2024 State Summative Assessment.

Monitoring:

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

The Leadership Team will review lesson plans and conduct focused walkthroughs. The Leadership team will conduct quarterly data chats, adjust student intervention groups based on the current data, and follow-up with teachers to ensure high quality instruction is taking place. Data analysis and progress monitoring for students in the struggling subgroup will be conducted during Leadership Team meetings to ensure students are showing adequate progress. Additional support will be provided to students not showing progress.

Person responsible for monitoring outcome:

Judith Gerena (293968@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.)

Data-driven instruction and decision-making is a process where data is used at every level to inform instruction and make informed decisions on what is best for students. Student performance data is used to inform instructional planning and delivery. This systematic approach to instruction uses formative assessment, data analysis, and differentiation to meet students' needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-driven instruction and decision-making is an excellent strategy to best meet the academic needs of students, as well as strategically target students with the need of additional instructional support.

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 Leadership Team will monitor timely implementation of data-driven instruction based on the standardized district and state assessments in core subject areas through walkthroughs and reviewing of lesson plans. Instructional Coaches will assist teachers with planning for remediation and enrichment during common planning sessions.

Person Responsible: Yolanda Stevens (ystevens1@dadeschools.net)

By When: August 2023 - September 2023

Instructional Coaches will facilitate co-planning sessions to assist teachers with analyzing and interpreting their data, identifying targeted areas of focus for remediation and enrichment, and assisting with working with small groups for differentiation.

Person Responsible: Adrienne Uriarte (271230@dadeschools.net)

By When: August 2023 - September 2023

Teachers will utilize current standardized assessment data during daily instruction to determine and address the deficiencies and students' needs.

Person Responsible: Tawana Akins (takins@dadeschools.net)

By When: August 2023 - September 2023

Data chats with teachers and instructional coaches will be conducted quarterly and as needed to review current student progress and address the areas of need for students in the struggling subgroup. Data chats will focus on current performance and will provide additional support to students in need. Additional support will be adjusted based on the current student's needs.

Person Responsible: Judith Gerena (293968@dadeschools.net)

By When: August 2023 - September 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

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.

- Organize meetings and workshops for parents and community members to explain the contents of the SIP, UniSIG budget, and SWP.
- Provide opportunities for questions and discussion, encouraging active participation.
- Post the SIP, UniSIG budget, and SWP on the school's website in a dedicated section.
- Send regular email updates and/or newsletters to parents and staff, summarizing key points from the SIP, UniSIG budget, and SWP.
- Utilize social media platforms and online community forums to share highlights and progress related to the SIP and UniSIG budget.
- Distribute printed copies of the SIP, UniSIG budget, and SWP during parent-teacher conferences, open houses, and school events.
- Make sure these copies are available in the school's main office for easy access.
- Summarize progress and any achievements in a parent-friendly manner.
- Establish a clear feedback mechanism for stakeholders to express their thoughts and concerns regarding the SIP, UniSIG budget, and SWP.
- Actively listen to feedback and make necessary adjustments.
- Create videos or presentations summarizing the SIP and SWP in a visually engaging way.
- Share these multimedia resources on the school website and social media channels.
- Ensure that all materials and communications are accessible to individuals with disabilities.
- Provide translated versions of documents for non-English-speaking families.

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))

Orientation and Welcome Events

- Miami Southridge will host various orientations and welcome events at the beginning of each school year to introduce parents and families to the school's staff, facilities, and policies.
- These events will provide an opportunity for parents and students to connect with teachers and administrators.

Regular Parent-Teacher Conferences

- The school will schedule regular parent-teacher conferences to discuss students' progress, strengths, and areas for improvement.
- Teachers will provide updates on academic performance, behavior, and social development.

Parent Education Workshops

- Offer workshops and seminars for parents on topics such as effective parenting strategies, understanding the curriculum, and college and career readiness.
- These workshops will empower parents to support their child's education.

PTSA

- Establish parent advisory committees where parents can contribute ideas and suggestions for school improvement.
- Include parents in decision-making processes to ensure their perspectives are considered.

Regular Updates

- The school will disseminate information and updates to parents, students and families, highlighting important dates, school activities, and student achievements via various social media platforms and the school website.

Volunteer Opportunities

- Encourage parents and community members to volunteer at the school.
- Create opportunities for parents to participate in school events, and extracurricular activities.

Feedback Mechanisms

- We will create formalized feedback mechanisms, such as surveys and suggestion boxes, to gather input from parents and community stakeholders on school policies, programs, and initiatives.
- Act upon feedback to make improvements.

Celebrating Diversity

- Celebrate the cultural diversity within the school through multicultural events, heritage months, and inclusive curriculum.
- Highlight the unique contributions of different cultures within the school community.

Student and Parent Recognition

- Acknowledge and celebrate student and parent achievements through awards ceremonies, appreciation events, and public recognition.

By implementing these strategies, Miami Southridge aims to create a welcoming and inclusive environment where parents, families, and community stakeholders actively participate in fulfilling the school's mission and supporting the educational needs of students. It promotes a sense of partnership and collaboration, ultimately benefiting the academic and personal development of students.

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)

Differentiated Instruction

- Implement differentiated instruction strategies to meet the diverse learning needs of students. This includes tiered assignments, flexible grouping, and personalized learning plans.

Technology Integration

- Integrate technology into the curriculum to enhance learning experiences: online resources, educational apps, and digital tools that allow for self-paced learning.

Professional Development

- Provide ongoing professional development opportunities for teachers to enhance their instructional strategies and stay updated with the latest teaching methods and technologies.

Student Assessment and Monitoring

- Implement a student assessment and monitoring system to track individual student progress. This system will inform instructional decisions and help identify students who need acceleration or remediation.

Accelerated Programs

- Introduce accelerated programs such as honors classes, Advanced Placement (AP) programs for academically advanced students.

Tutoring and Academic Support

- Offer tutoring and academic support services to students who need additional help in specific subjects, ensuring that all students receive the necessary support to succeed.

Parent and Community Involvement

- Involve parents and the community in the academic program by encouraging their participation in extracurricular activities, mentoring programs, and educational initiatives.

Data-Driven Decision-Making

- Use data from assessments and student performance to make informed decisions about curriculum adjustments, teacher support, and program effectiveness.

Continuous Evaluation

- Continuously evaluate the effectiveness of these strategies through regular assessments, surveys, and feedback from teachers, students, and parents. Adjust the academic program as needed to ensure it aligns with the school's goals.

By focusing on these strategies, the school aims to strengthen its academic program, provide more quality learning time, and offer an enriched and accelerated curriculum to meet the needs of all students, including those identified in the Area of Focus outlined in the SIP. These efforts will contribute to improved student achievement and success.

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))

NA

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))

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))

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).

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))

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))