

Miami-Dade County Public Schools

# MIAMI SOUTHRIDGE SENIOR HIGH



## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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Miami Southridge Senior High is an all-inclusive education institution committed to providing a 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

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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.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

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

#### Leadership Team Member #1

##### Employee's Name

Humberto J. Miret

hmiret@dadeschools.net

##### Position Title

Principal

##### Job Duties and Responsibilities

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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

## **Leadership Team Member #2**

### **Employee's Name**

Tawana Akins

takins@dadeschools.net

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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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.

## **Leadership Team Member #3**

### **Employee's Name**

David Duque

dduque@dadeschools.net

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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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

## **Leadership Team Member #4**

### **Employee's Name**

Ronald Lherisson

288745@dadeschools.net

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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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.

## **Leadership Team Member #5**

### **Employee's Name**

Yolanda Stevens

ystevens1@dadeschools.net

### **Position Title**

English Language Arts Department Chairperson

### **Job Duties and Responsibilities**

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The Department chairperson provides direct instructional services for improving and supporting classroom instruction. Focused on utilizing the coaching model to support teachers in implementing effective, evidence-based instructional strategies that improve students' academic success. Also, coordinates biweekly collaborative planning.

## **Leadership Team Member #6**

### **Employee's Name**

Saida Chebbi

schebbi@dadeschools.net

### **Position Title**

Math Department Chairperson

### **Job Duties and Responsibilities**

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The Department chairperson provides direct instructional services for improving and supporting classroom instruction. Focused on utilizing the coaching model to support teachers in implementing effective, evidence-based instructional strategies that improve students' academic success. Also, coordinates biweekly collaborative planning.

## **2. Stakeholder Involvement**

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

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

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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 gather 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.

### 3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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Involving key stakeholders, such as parents, teachers, students, staff, and community members, is vital to the school's success. 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. This consists in gathering relevant data, such as academic performance, attendance records, teacher feedback, and student surveys. Collecting data regularly will provide insight into whether 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 with 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.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 8-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>95.5%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: B</b> <b>2023-24: A</b> <b>2022-23: B</b> <b>2021-22: C</b> <b>2020-21:</b>



## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

## 2. Grades 9-12 (optional)

### Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

### Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

### Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	86	107	103	82	378
One or more suspensions	82	45	29	10	166
Course failure in English Language Arts (ELA)	27	84	28	34	173
Course failure in Math	49	45	63	25	182
Level 1 on statewide ELA assessment	186	222	194		602
Level 1 on statewide Algebra assessment	98				98

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	254	265	226	46	791

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	16	3	3	3	25
Students retained two or more times	6	20	15	10	51

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

## A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	46	62	59	45	60	55	44	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	52	60	58	54	58	57			
ELA Lowest 25th Percentile	51	55	56	60	55	55			
Math Achievement*	46	54	49	48	51	45	46	43	38
Math Learning Gains	48	50	47	52	50	47			
Math Lowest 25th Percentile	63	54	49	68	56	49			
Science Achievement	56	71	72	70	68	68	63	62	64
Social Studies Achievement*	61	78	75	63	73	71	58	69	66
Graduation Rate	98	93	92	98	92	90	94	89	89
Middle School Acceleration									
College and Career Acceleration	88	78	69	86	74	67	74	70	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	65	56	52	69	57	49	55	49	45

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	674
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	65%	62%	53%	46%		56%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
English Language Learners	57%	No		
Black/African American Students	60%	No		
Hispanic Students	62%	No		
Multiracial Students	70%	No		
White Students	69%	No		
Economically Disadvantaged Students	62%	No		



D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

F	2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
	All Students	46%		52%	51%	46%	48%	63%	56%	61%	98%	88%	65%
	Students With Disabilities	33%		44%	43%	37%	46%	62%	43%	35%	96%	68%	47%
	English Language Learners	24%		50%	53%	43%	52%	59%	43%	49%	96%	93%	65%
	Black/African American Students	47%		52%	51%	47%	50%	70%	47%	58%	95%	83%	
	Hispanic Students	46%		52%	52%	46%	47%	60%	60%	62%	99%	91%	64%
	Multiracial Students	46%		46%		64%	73%				100%	93%	
	White Students	64%		82%		50%	40%		64%		100%	80%	
	Economically Disadvantaged Students	45%		54%	59%	46%	49%	65%	56%	58%	97%	87%	66%
5													

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	45%		54%	60%	48%	52%	68%	70%	63%		98%	86%	69%
Students With Disabilities	25%		49%	56%	39%	52%	63%	63%	55%		94%	74%	
English Language Learners	24%		53%	58%	36%	54%	66%	59%	40%		95%	85%	69%
Black/African American Students	35%		52%	63%	45%	50%	65%	66%	63%		96%	84%	
Hispanic Students	50%		54%	57%	49%	53%	70%	71%	61%		98%	87%	69%
Multiracial Students	79%		57%		83%	75%							
White Students	41%		70%		56%	60%		82%	94%		96%	91%	
Economically Disadvantaged Students	45%		54%	62%	48%	53%	71%	70%	62%		97%	85%	70%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	44%				46%			63%	58%		94%	74%	55%
Students With Disabilities	23%				32%			45%	31%		97%	59%	
English Language Learners	21%				40%			36%	44%		98%	93%	53%
Black/African American Students	35%				42%			52%	45%		92%	65%	
Hispanic Students	50%				47%			67%	65%		95%	79%	53%
Multiracial Students	40%				30%				46%				
White Students	39%				63%			86%	70%		100%	85%	
Economically Disadvantaged Students	43%				45%			62%	57%		93%	74%	51%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	41%	60%	-19%	58%	-17%
ELA	9	40%	56%	-16%	56%	-16%
Biology		53%	74%	-21%	71%	-18%
Algebra		43%	59%	-16%	54%	-11%
Geometry		41%	58%	-17%	54%	-13%
History		59%	75%	-16%	71%	-12%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		6%	17%	-11%	16%	-10%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		43%	20%	23%	18%	25%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

### III. Planning for Improvement

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#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### **Most Improvement**

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

---

The data component that showed the most improvement was ELA. ELA was at 45% proficiency in 2024 and increased to 46% proficiency in 2025. This represented a one percentage point increase. This increase was contributed to the introduction of reading strategies, differentiated instruction, anchor charts, and collaborative planning.

##### **Lowest Performance**

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

---

The data component that showed the lowest performance is Math Proficiency at 46%. The contributing factor to last year's low performance was a shift in teachers from one subject to another.

##### **Greatest Decline**

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

---

When analyzing the science data that showed the greatest decline from the prior year, it's important to consider not just the absolute changes but the context of those changes. For the 2023-2024 school year, we earned 70% proficiency in Science. For the 2024-2025 school year, we earned 56% proficiency in science. This led to a 14 percentage point decrease. Assigning neophyte educators to science was a contributing factor to the outcomes, as well as limited professional learning opportunities.

##### **Greatest Gap**

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

---

The greatest gap when compared to the state average is in Science. In 2025, 56% of our students were proficient, compared to the state's average of 72%. That is a 16 percentage point difference. This gap was partially due to a large influx of ELL students new to the country, whose reading and writing skills were extremely limited.

##### **EWS Areas of Concern**

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

---

Two areas of concern based on EWS are: 602 students in grades 9th-11th have a substantial reading deficiency, and 378 students have attendance below 90%.

### **Highest Priorities**

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

---

1. Attendance
2. ELA
3. Math
4. Biology
5. US History

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

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

### Area of Focus #1

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

### Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale

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

---

According to the 2024-2025 FAST/EOC scores, 46% of 9th and 10th grade students were proficient in ELA, compared to the state average of 59%; Proficiency in reading is critical to ensuring success in other subjects. Common planning through differentiation allows teachers to share their individual expertise, experiences, and teaching strategies with others, thus creating a well-thought-out and impactful DI lesson. It provides opportunities for professional growth, and when teachers plan DI together, they can ensure that their curriculum aligns and that they are delivering quality reteaching strategies and methods. When teachers common plan for DI, 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

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

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Miami Southridge intends to increase our F.A.S.T. ELA proficiency percentage from 46% to 50% for the 2025-2026 school year.

#### Monitoring

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

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Department chairpersons will lead biweekly common planning sessions, assisted by coaches who will develop DI plans tailored to students' needs. After completing the lessons, students will be reassessed to ensure that ongoing progress monitoring is occurring with fidelity. Administrators will conduct walkthroughs with a focus on DI lesson plans as well as lessons and assessments.

#### Person responsible for monitoring outcome

Ms. Akins

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

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

**Rationale:**

This approach addresses varied reading and writing levels by providing differentiated materials and scaffolds that meet students where they are. It supports English Language Learners (ELLs) through the use of visual aids, vocabulary support, and language-friendly strategies that enhance comprehension and expression. By offering opportunities for student choice, it builds engagement and fosters a sense of ownership over the learning process. The framework encourages growth for all learners by promoting personalized goals and progress tracking.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Lesson Plan Review for Differentiated Instruction

**Person Monitoring:**

Ms. Akins, Mr. Duque, and Mr. Lherisson

**By When/Frequency:**

September 26, 2025

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

Teachers will create a daily or weekly standard-based lesson plan to support goal-oriented and differentiated learning. The review of standards-based lesson plans will help identify any additional professional development needs

**Action Step #2**

The Differentiated Instruction (D.I.) grouping template will assist teachers with organization and targeted instruction.

**Person Monitoring:**

Ms. Akins, Mr. Duque, Mr. Lherisson

**By When/Frequency:**

September 26, 2025

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

The ELA Department chairperson will create a grouping template based on students' levels. The



grouping template will serve as evidence of ability grouping. The grouping templates will be monitored by administration in the form of conducting walkthroughs.

### **Action Step #3**

Data Chat Forms

#### **Person Monitoring:**

Ms. Akins, Mr. Duque and Mr. Lherisson

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

September 26, 2025

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

Twice every nine weeks, teachers will conduct data chats using the provided data chat forms. Department leaders and administration will monitor the data chat forms to check for fidelity of use to track and monitor students.

## **Area of Focus #2**

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

### **Instructional Practice specifically relating to ELA**

#### **Area of Focus Description and Rationale**

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

Based on the 2024-2025 FAST ELA PM 3 L25 data, 51% of our L25 students made a learning gain compared to 60% of the L25s making learning gains in the 2023-2024 school year. This resulted in a decrease of 9 percentage points. Absenteeism and limited professional learning opportunities contributed to this decline.

#### **Measurable Outcome**

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

Based on the 2024-2025 FAST ELA PM 3 L25 data, 51% of our L25 students made a learning gain compared to 60% of the L25s making learning gains in the 2023-2024 school year. This resulted in a decrease of 9 percentage points. The 2025-2026 goal for the ELA PM3 L25s is to be at 60%. This represents a 9 percentage point increase.

#### **Monitoring**

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

Data chat forms specific to L25s progress monitoring will be utilized. This will encourage and motivate, track the students' overall performance, and increase student achievement.

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

Ms. Akins, Mr. Duque and Mr. Lherisson

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Data-driven instruction is an educational approach that relies on teachers using student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students' needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

**Rationale:**

Students who are in the bottom quartile need additional support, guidance, redirection, and motivation, as well as feedback to do better. Implementing data-driven instruction enables teachers to monitor, track, and make informed decisions about how to improve student outcomes. Data-driven instruction also allows educators to monitor progress over time, adjust strategies in real time, and provide timely interventions. For English Language Learners (ELLs) and students at different proficiency levels, this approach ensures equitable support by highlighting who needs what kind of help. Ultimately, it shifts teaching from a one-size-fits-all model to a more personalized and intentional practice, helping all students grow as readers, writers, and critical thinkers.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Small Group Teacher-Led Instruction for the lowest quartile students.

**Person Monitoring:**

Ms. Akins, Mr. Duque Mr. Lherisson

**By When/Frequency:**

Biweekly until September 26, 2025

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

Teachers will create intentional lessons that address the lowest quartile students. In these lessons, the teachers will look at the data (to group students) and drive instruction based on the needs of the students.

**Action Step #2**

Assessments to reteach skills that were not mastered.

**Person Monitoring:**

Ms. Akins, Mr. Duque and Mr. Lherisson

**By When/Frequency:**

September 26, 2026

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

**step:**

After reteaching a benchmark or standard, teachers will create an assessment and tracker to monitor the effectiveness of the small-group instruction that occurred following reassessment of the students.

**Action Step #3**

Data Analysis of FAST PM 1

**Person Monitoring:**

Ms. Akins

**By When/Frequency:**

September 26, 2025

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

The Data Analysis team will gather to disaggregate data from FAST PM 1. After disaggregating the data, teachers will have a data chat with the admin team to address the needs of students. The administration will monitor this action.

## IV. Positive Learning Environment

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**Area of Focus #1**

Student Attendance

**Area of Focus Description and Rationale**

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

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Attendance is an area of focus for Miami Southridge. 18% of our students missed 31+ days for the 2024-2025 school year compared to 14% in 2023-2024. This is a four percentage point increase. 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 enables students to form friendships, interact with their peers, and develop essential social skills, including communication, teamwork, and conflict resolution.

**Measurable Outcome**

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

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Student attendance for those missing 31+ days will decrease from 18% to 14%. This will result in a four percentage point decrease, resulting in better attendance.

**Monitoring**

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

how ongoing monitoring will impact student achievement outcomes.

---

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., one absence, three absences, five absences, seven 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, and referrals to outside agencies will be made when necessary, with monitoring by the designated administrator.

**Person responsible for monitoring outcome**

Ronald Lherrison

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, as well as calls to parents and more direct measures, including home visits, counseling, and referrals to outside agencies, along with incentives for students with perfect attendance.

**Rationale:**

Rewarding attendance initiatives motivates students to attend school consistently by reinforcing positive behavior, instilling intrinsic motivation, and highlighting the long-term benefits of regular attendance. They foster a sense of accountability and establish regular attendance as a valued norm within the school community. We aim to reduce the number of absences among students who miss 31+ days.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Form an attendance committee and assign roles.

**Person Monitoring:**

Mr. Lherisson

**By When/Frequency:**

September 12, 2025

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

The attendance committee will make phone calls to guardians to ask about the whereabouts of the student, as well as to see if additional support can be given from the school.

**Action Step #2**

Provide incentives to students who decrease their number of absences.

**Person Monitoring:**

Ms. Akins

**By When/Frequency:**

September 26, 2025

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

The committee will meet and discuss attendance improvements on a biweekly basis to monitor those targeted students who show improvement. An ongoing list will be kept to track improvements.

**Action Step #3**

Conduct home visits if the parent can not be reached via phone and/or email.

**Person Monitoring:**

Mr. Lherisson

**By When/Frequency:**

September 26, 2025

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

The students who have 10+ or more absences will be tracked on an Excel document. If the parent and/or guardian is unable to be reached, a home visit will occur.

**Area of Focus #2**

Teacher Attendance

**Area of Focus Description and Rationale**

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

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Miami Southridge teacher attendance is a priority. For the 2024-2025 school year, 25% of our teachers did not miss a single day of work. This represents a 12 percentage point increase from the previous year. Frequent teacher absences can lead to increased student absenteeism, lower-quality instruction, and higher rates of student dropouts. Strategies and benefits to maintain and increase the percentage of teachers with perfect attendance include financial incentives, positive school climates, supportive leadership, and teacher wellness programs; however, the effectiveness of these methods varies.

**Measurable Outcome**

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

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For the 2024-2025 school year, 25% of our teachers did not miss a single day of work. This represents a 12 percentage point increase from the previous year. Our goal this year is to continue this positive trend and increase the percentage of teachers with perfect attendance to 28%, a three percentage point increase.

**Monitoring**

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

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Administration will monitor teacher attendance. Consistent monitoring ensures accountability and allows leaders to intervene early when issues arise. This stability reduces reliance on substitutes, maintains instructional continuity, and fosters stronger teacher-student relationships, all of which directly support improved student achievement outcomes.

**Person responsible for monitoring outcome**

Mr. Miret, Ms. Akins, Mr. Duque, and Mr. Lherisson

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Rewards and incentives refer to a school's leadership team creating and implementing reward and incentive programs.

**Rationale:**

Incentivizing teachers for consistent attendance promotes stable instruction, reduces reliance on substitutes, and improves student learning. It fosters a positive school culture by recognizing reliability, boosts teacher morale through appreciation and rewards, and lessens administrative strain from covering absences. Regular teacher presence also strengthens relationships with students, parents, and colleagues, leading to better engagement and classroom management. Over time, reduced absenteeism can improve student outcomes and enhance the school's overall reputation, provided the system reasonably accounts for legitimate absences.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

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

**Action Step #1**

Attendance Incentive for Staff

**Person Monitoring:**

Ms. Akins

**By When/Frequency:**

September 26, 2025

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

Teachers will receive a certificate and schoolwide recognition if they are present every day of each quarter. The school will monitor the impact of this action step by looking at the overall improvement of teacher attendance.

**Action Step #2**

Monitor and Analyze Attendance Data

**Person Monitoring:**

Ms. Akins Mr. Duque

**By When/Frequency:**

September 26, 2025

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

We will use digital attendance tracking systems to monitor trends. Also, analyze patterns to identify chronic absenteeism and its causes. Develop action plans for specific individuals with higher absenteeism.

**Action Step #3**

Professional Development and Engagement

**Person Monitoring:**

Ms. Akins

**By When/Frequency:**

September 26, 2025

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

Invest in continuous professional development to keep teachers motivated and invested by using icebreakers, share-outs, and other engaging activities. Offer teacher leader advancement opportunities to increase job satisfaction. Lastly, involve teachers in decision-making processes to build ownership.



## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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Information is available on <https://miamisouthridgeshs.com/> - Organize meetings and workshops for parents and community members to explain the contents of the SIP and SWP. - Provide opportunities for questions and discussion, encouraging active participation. - Post the SIP 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 and SWP. - Utilize social media platforms and online community forums to share highlights and progress related to the SIP. - Distribute printed copies of the SIP 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 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—positive relationships with Parents, Families, and other stakeholders.

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made



publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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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 an 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.

### **Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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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 and 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 - Utilize data from assessments and student performance to inform 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.

**How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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N/A

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

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

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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Mental wellness is a priority for all stakeholders of Miami Southridge Senior High. Positive behavioral school-wide programming is implemented throughout the year through prevention and intervention supports facilitated by all members of the Student Services Team. Partnerships with the Sandy Hook Promise, CHS/UCF Community Partnership School, our District Mental Health office, and local mental health contracted agencies help facilitate a diversified approach to mental health supports via face-to-face individual counseling, peer mediation, bullying prevention, restorative justice, and more. The needs of students, families, and all other stakeholders are assessed at the point of identification, whether through self-reports or mental health professional assessments. Such activities are warranted to help ease any negative emotion that may impact academic progression and further increase knowledge on self-care and awareness specific to mental wellness.

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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At Miami Southridge, we pride ourselves on preparing students to be successful in all postsecondary journeys. Beginning in 9th grade, students are strategically exposed to postsecondary opportunities through PSAT and PERT testing, as well as strategic enrollment in advanced courses such as AP Human Geography and AP Spanish Language. The Student Services team works with students and families to plan postsecondary journeys and invite students to take part in our 20 AP courses and four in-school dual enrollments, as well as our multiple career and technical education certification tracks (magnet programs and other CTE electives). Through strategic partnerships with South Dade Technical College, Robert Morgan Educational Center, and George T. Baker Aviation Technical College, students have additional career technical pathways that are complementary to our on-campus offerings. The Advanced Academic Coordinator, College Assistant Program (CAP) Advisor, and Magnet Lead/CTE Department Chair collaborate to provide advanced academic (DE, AP, and CTE) student interest meetings, college and technical school presentations, and field trips, and parent

meetings to ensure students, their families, and all stakeholders are aware and have access to these opportunities.

### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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At Miami Southridge, we align early intervening services with the school's tiered model. Tier 1, which includes our progressive discipline plan, teaches and promotes positive behaviors through school-wide expectations, a social-emotional learning curriculum, and behavior management techniques. Tier 2, which involves small group interventions, check-in/check-out systems, counseling services, and social skills training. Tier 3 includes individualized behavior plans, counseling services, functional behavior assessments, and collaboration with outside agencies or specialists to address more complex needs. Our teachers can ensure that students will receive the appropriate and timely interventions to address behavior concerns before they escalate. This coordinated approach allows for a continuum of support that can effectively meet the needs of all students, promoting positive behavior and academic success for every child in the school.

### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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Here at Southridge, we have designated days for professional learning opportunities to improve instruction, utilize data for academic purposes, and recruit and retain teachers. We have the monthly Spartan Induction Academy that pairs new teachers with veteran teachers based on the professional needs of the staff. We also have mandatory professional learning sessions based at our school site and within the school district. These professional learning opportunities are based on the staff members' choice.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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N/A

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

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

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00