

City Of Hialeah Educational Academy

2590 W 76TH ST, Hialeah, FL 33016

www.hialeaheduacademy

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| High School 6-12 | Yes | 87% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | Yes | 98% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | B | B* | A | A |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for City Of Hialeah Educational Academy

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The City of Hialeah Educational Academy is committed to setting an environment that strives for academic achievement, develops character and maintains the goal of preparing students to serve and give back to their community in the field of public service.

b. Provide the school's vision statement.

The vision of the City of Hialeah Educational Academy is to provide a high quality, rigorous career oriented curriculum that will prepare students for successful progression into post-secondary education and productive employment within a multilingual work environment.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The school learns about students' cultures and builds relationships between teachers and students through a variety of school wide events and extra curricular activities. Some examples of school wide events include family fun day, afterschool dances, and pep rally's. In addition, to these events many teachers sponsor a variety of clubs such as the Spanish club, art club, math club, first priority, Key Club, and Future Educators of America. The school also offers honors societies such as the National Honor Society, and National Social Studies Honor Society. Many teachers are also coaches for a variety of sports such as basketball, swimming, volleyball, baseball and softball.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The school creates an environment where students feel safe and respected before, during and after school by having an active collaborative team of administrators, teachers and security guards monitoring students at all times. On Monday through Friday City of Hialeah police officers assist with morning arrival and afternoon dismissals.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school has established a honor code of student conduct which lists student expectations and consequences for disruptive behaviors. As a school we also follow the district code of conduct for all behavioral disciplinary incidents.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school ensures that the social-emotional needs of all students are being met by having two in-house counselors on staff. When needed counselors refer students to outside agencies that offer free therapeutic services. The school has implemented a bully prevention curriculum presented to the students five times throughout the school year.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Students with attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension Students accumulating ten (10) or more absences in an annual course, or five (5) or more absences in a semester course, will be subject to the withholding of passing final grade(s) pending a student/parent requested administrative screening and/or review of all absences by the attendance review committee. Students with 15 or more unexcused absences in a 90 calendar day period are subject to having a complaint of truancy filed with the Department of Juvenile Justice and legal action will be taken to insure regular attendance.

Students with one or more suspension will receive training in conflict resolution skills to decrease likelihood of suspensions.

Students that have failed English Language Arts or mathematics will attend summer school or complete course via virtual school.

Students that scored a Level 1 score on the statewide, standardized assessment in English Language Arts or mathematics will be placed in an intensive reading and/or intensive mathematics course for remediation. In addition, the students will receive push-in/pull-out as needed.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|----|----|----|-----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8 | 8 | 14 | 2 | 13 | 9 | 55 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 6 | 9 | 6 | 4 | 5 | 33 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 63 | 56 | 101 | 27 | 63 | 22 | 359 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|----|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 38 | 36 | 58 | 2 | 12 | 4 | 165 |

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The intervention strategies employed by the school are dependent on the students area of weakness. If students received a level 1 or level 2 on the statewide assessment students are registered in an intensive reading course for remediation. In addition, our lowest 25th percentile receives weekly push-in services in their intensive reading course and/or pull out from an elective course. During the months of January, February, and March after school tutoring and Saturday tutoring sessions are provided.

In the area of mathematics, our lowest 25th percentile are registered in an intensive mathematics course. In addition, during the months of January, February, and March pull out tutoring and after school tutoring is provided.

If a student fails to comply with the attendance policies we conduct a parent/teacher conference to ensure academics are not being affected by attendance.

Students exhibiting behavior difficulties are provided with counseling as needed.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/314648>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our school's Activities Director (AD) and our Community Involvement Specialist (CIS) , reaches out to our community in order to secure our partnerships.The AD invites the businesses to our Family Day at school as well as various events at our school. We provide parent academies to teach parents how to utilize technology and know what their children are being tested on.

Our students must complete 75 hours of community services within our community.

The City of Hialeah Police Department provides our students in middle school with a training course throughout the school year called "Gang Resistant Education And Training" (G.R.E.A.T).

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|------------------------|------------------------|
| Alvarez, Carlos | Principal |
| Puente, Ivelisse | Assistant Principal |
| Simpson, Amy | Instructional Coach |
| Carbajosa, Graciela | Teacher, K-12 |
| Gonzalez, Kristine | Teacher, ESE |
| Rodriguez, David | Teacher, K-12 |
| Sanchez-Soriano, Maria | Teacher, K-12 |
| Gonzalez, Doris | School Counselor |
| Iglesias, Noelle | Administrative Support |
| Hernandez, Madelyn | Teacher, K-12 |
| Sanchez, Monica | Teacher, K-12 |

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Leadership Team: Principal, Assistant Principal, Lead Teacher, Reading Coach, Counselor, SPED Program Specialist, Test Chair, Math Department Chair, Science Department Chair and Social Studies Department Chair.

Weekly meetings with Department Chairs and Literacy Literature Team to discuss analysis of data, provide intervention strategies, monitor intervention progress, and maintain communication with staff.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The leadership team monitors and adjusts the school's academic and behavior goals, monitor the delivery and fidelity of instruction and intervention, and provide support and intervention to students based on data.

Weekly meeting with each department chair to discuss analysis of data, provide intervention strategies, monitor intervention progress and maintain communication with staff.

Provide ongoing data driven professional development activities that align core student goals and staff needs.

Data used will be Fair and interim Assessments, State Math and Science Assessments, FSA, school site specific assessments. Data from these assessments will be used to guide instructional decisions and systems procedures which will include allocation of school resources, delivery of curriculum and instruction to meet students' needs, create student growth trajectories in order to implement and deliver interventions. Quarterly Failure Reports are also used to track students deficient in their current course requirement for graduation.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Rocio Acin | Parent |
| Kristine Gonzalez | Teacher |
| Martha Morales | Education Support Employee |
| Lillian Rodriguez | Parent |
| Carlos O. Alvarez | Principal |
| Cynthia Padron | Parent |
| Lianette Guasch | Education Support Employee |
| Sandra Cardozo | Parent |
| Dana Martinez | Parent |
| Stephanie Acin | Student |
| Jonathan Fernandez | Student |
| Jaselyn Garcia | Student |
| Ivelisse Puente | Education Support Employee |
| Graciela Carbajosa | Teacher |
| Noelle Iglesias | Education Support Employee |
| Barbara Lahera | Parent |
| Idael Ortiz | Student |
| Elier Ortiz | Student |
| Elizabeth Miro | Business/Community |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

City of Hialeah Educational Academy holds various SAC meetings throughout the school year. We review the SIP at the beginning of the school year, mid-year and ending of the school year.

A meeting was held to review the School Improvement Plan during the meeting the SIP was presented to the SAC members for approval this meeting took place in our school cafeteria on September of 2016.

b. Development of this school improvement plan

The school is effectively involving parents in its programs. Parents have been members of SAC Board as stipulated in the By-Laws and parents who non-members also attend the meetings on a regular basis. SAC meets are on a quarterly basis. Feedback from the parents is also gathered through surveys conducted on a yearly basis. Our SAC meeting took place this school year in October.

c. Preparation of the school's annual budget and plan

The SAC members will be provided with copies of the entire school budget. Budget training will be provided to all SAC member by the Principal and the school's treasurer. The SAC portion of the

budget will be spent on programs and projects selected by the SAC. Projects will not include capital improvements or projects that have duration of more than one year. Budget decisions will be reflected in the SAC minutes.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

SAC funds will be used for printing of the Student Code of Conduct \$250.00

SAC funds will be used to provide students with academic incentives during the 2016-2017 FSA administration \$565.00

SAC funds will be used to purchase SAT and ACT Preparatory Books for Juniors and Seniors in preparation for the SAT and ACT Examinations \$2,000.00

Total: \$2,815.00

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|------------------------|------------------------|
| Alvarez, Carlos | Principal |
| Puente, Ivelisse | Assistant Principal |
| Simpson, Amy | Instructional Coach |
| Rodriguez, David | Teacher, K-12 |
| Carbajosa, Graciela | Teacher, K-12 |
| Sanchez-Soriano, Maria | Teacher, K-12 |
| Hernandez, Madelyn | Teacher, K-12 |
| Sanchez, Monica | Teacher, K-12 |
| Iglesias, Noelle | Administrative Support |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The goals will be to improve the percentage of students meeting mastery and increase the percentage of students with learning gains, as well as properly serving the needs of the lowest quartile to better prepare them for success on the ELA FSA. Daily homeroom activities will reinforce the same clusters being taught through language arts and reading, in addition to the emphasis on sustain silent reading. The implementation of Reading Plus offers remediation through intensive reading classes and will allow students who have already achieved mastery to further advance their reading skills after school. The implementation of Springboard through language arts offers a comprehensive approach to building the skills and understanding that students need to achieve success in AP courses and better prepare them for post secondary education. In addition, students will see an increase rigor throughout all classes. These initiatives will be implemented with fidelity and

will be supplemented by other strategies such as the usage of CRISS strategies across the curriculum, providing modeling and coaching by reading coach and administration for teachers and students, pull-out tutoring, and Saturday tutoring.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

City of Hialeah Educational Academy has department chairs and each department meets on a weekly basis.

Some departments meet before and after school in order to share and plan together. In addition, on early release days we have our Professional Learning Communities (PLC) meetings. We also have Curriculum Council Meetings on a monthly basis.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

City of Hialeah Educational Academy provides the opportunities for teachers to grow and advance professionally. We provide mentoring, administrative support and instrumental support (e.g., materials, space, resources, time, etc.). City of Hialeah Educational Academy also has a partnership with Miami-Dade College and Florida International University in order to recruit. We also utilize Teacher-Teacher.com.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Our program pairs a beginning teacher with a mentor in order to provide support to the teacher. We have paired:

Ms. Castiniera with Mr. Rodriguez
Mr. Rabulan with Ms. Carbajosa

The rationale for pairing is because the reading coach and the social studies department chair can help the teachers with lesson plans, coaching, observations and bi-weekly chat sessions.

The teachers will go to Professional Developments offered by our District as well as any Professional Development offered at City of Hialeah Educational Academy.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

City of Hialeah Educational Academy uses the District approved Reading and Math book series that are aligned to the Florida Standards. We ensure that our teachers attend all Miami-Dade County Professional Developments that can be implemented in each class as well as all resources. We ensure the use of these resources by collecting weekly lesson plans and conducting daily observations/walk-throughs. We ensure that all information is disseminated throughout the school. We also utilize as part of our instructional program Spring Board for ELA, iReady and Reading Plus for Reading. For Mathematics we utilize iReady and Math XL.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school data is used to differentiate the curriculum to ensure all levels of learners are being targeted in any level course. Data is also used ensure accommodations and strategies are used for students requiring modifications to the general education curriculum. Instruction is supplemented to assist students having difficulty attaining the proficient level on state assessments by providing small group interventions and a variety of strategies to attain state required goals.

Our school data comes from an array of programs such as Math XL, Reading Plus, iReady, Gateway to Data (G2D), and FAIR.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year: 3,380

Level 3 Students are invited to attend tutoring two times a week for 60 minutes per day to help remediate and strengthen areas of weakness in Reading using Reading Plus.

Teachers use different strategies for example: modeling, use of task cards, focus on key vocabulary with context clues, Use of multiple meaning words, summarizing, cooperative learning and repetition of basic fundamental skills

Strategy Rationale

We decided to target our bubble students for after school and all other students for the weekend program intervention because we want to help them and ensure that they do not down in levels. We provide students with the strategies needed to increase proficiency on state and/or district assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Simpson, Amy, acsimpson@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students are pre-tested and post-tested. Then the data is analyzed and collaborative discussions take place. Once the data is analyzed we work on the weakness of the students.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

City of Hialeah Educational Academy (COHEA) participates in recruitment fairs in order to inform students from other school about our school. Our school also, uses the social media and flyers.

COHEA conducts quarterly excursions to different schools within the college to expose students to the expectations set by the Miami-Dade College and Florida International University and its faculty. Students participate on our College Tour, which is visiting different colleges.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Every student meets one-on-one with a counselor to review their coursework taken, coursework needed to complete for graduation, and coursework recommended for his/her specified possible career choice through the Electronic Personal Education Planner (EPEP) accessed in the FACTS.org website. In addition, the school counselor provides classroom guidance to address their academic and career planning needs to facilitate a course of study that is personally meaningful. Students are also able to access their academic, scholarship and transcript information using ConnectEDU.net website. This website is personalized with individual student accounts that allows students to access their information and keep in constant communication with their counselor virtually.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Our school implements Criminal Justice, Forensic Science, Firefighter, Paramedic, Early Childhood, Law and Public Administration academies which participate in the implementation of reading and math strategies to demonstrate the relevance in real-world careers. Seniors who have completed the Fire Responder course will be registered for the First Responder Industry Certification Exam through the National Registry Service. We also incorporate and integrate with Miami Dade School of Justice the PSA, CPR and Parking Enforcement Certificate for our students. HEA implements an Exploratory Wheel for the lower grade levels in order to experience all the academies.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

City of Hialeah Educational Academy has developed an Executive PASS partnership with Miami-Dade College Hialeah Campus and with Florida National University. This partnership will enable students to begin taking college placement tests to determine the level of remediation needed in preparation for post secondary studies. Students who perform at a high proficiency level will be encouraged to take Advanced Placement and/or Dual Enrollment classes with Miami-Dade College and/or Florida International University. There will also be quarterly excursions to different schools within the college to expose students to the expectations set by the Miami-Dade College and Florida National University and its faculty. Students participate on our College Tour, which is visiting different colleges.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Our school prepares our students for exams such as the ACT, SAT, PERT and Advanced Placement. We provide tutoring after school to our student to better prepare them for these exams. Through our Senior Language Arts Classes and Math classes our teachers embed ACT and SAT strategies. We also take our student on a college tour to learn about the requirements of the college.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** City of Hialeah Educational Academy goal is to increase student achievement by improving school wide core instruction in all content areas.
- G2.** City of Hialeah Educational Academy goal is to use the Early Warning System to decrease the total number of absences/tardies and behavior issues that result in a referral/ detention as indicated by Early Warning System (EWS) to improve student achievement.
- G3.** City of Hialeah Educational Academy goal is to increase student achievement in the area of STEM/CTE by providing the students with project-based instruction and an active hands-on learning environment in the areas of science, technology, engineering and mathematics incorporating a problem-solving approach to learning in collaborative formats.
- G4.** City of Hialeah Educational Academy will adhere to the District Goal being that we are a Title 1 school. City of Hialeah Educational Academy goal is to build stronger family and community involvement in all aspects of school programs and activities by assisting parents in supporting student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. City of Hialeah Educational Academy goal is to increase student achievement by improving school wide core instruction in all content areas. 1a

G088157

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------------------|---------------|
| 4-Year Grad Rate (At-Risk) | 85.0 |
| 4-Year Grad Rate (Standard Diploma) | 91.0 |
| Bio I EOC Pass | 52.0 |
| AMO Math - All Students | 71.0 |

Targeted Barriers to Achieving the Goal 3

- For the 2015-2016 school year, the FSA ELA grade 10 proficiency was 55%. Students had difficulty analyzing, inferring and responding to informational text using text-based evidence. Students had difficulty producing valid and reliable evidence-based argumentative and informative writing using mature vocabulary and proper grammatical structure.
- For the 2015-2016 school year, the Algebra 1 EOC level for 3 and above was 47%. Students had difficulty with the conceptual understanding of key mathematical concepts, procedural skills and fluency, and application of mathematical knowledge in solving problems.
- For the 2015-2016 school year, United States History EOC the student proficiency was at 75% and for Civics student proficiency was at 61%. Students have a limited knowledge of key terminology used in the study of United States History as well as in Civics.
- For the 2015-2016 Biology student proficiency was at 43%. The area of deficiency according to the 2016 administration of the Biology EOC assessment is Molecular and Cellular Biology. In addition, students need to develop their ability to distinguish characteristics of the domains and kingdoms of living organisms.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math XL
- iReady (Math and Reading)
- Interim Assessment Data
- Reading Plus
- FAIR
- Gateway to Data
- GIZMOS
- Scope Language Arts Magazine
- Science World Scholastic Magazine
- Spring Board (Math and Language Arts)
- Math Coach Books
- Bio Interactive
- Discovery Learning
- Lab Kits

- Virtual Labs
- Quia Web
- Upfront Scholastic Magazine

Plan to Monitor Progress Toward G1. 8

Interim assessment data

Person Responsible

Carlos Alvarez

Schedule

Quarterly, from 8/29/2016 to 6/8/2017

Evidence of Completion

District issued data showing levels of proficiency.

Plan to Monitor Progress Toward G1. 8

Reading Plus (Grades 6-12)

Person Responsible

Amy Simpson

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Individual student data reports printed weekly to ensure students are progressing at 70% or above in comprehension.

Plan to Monitor Progress Toward G1. 8

iReady (Grades 6-8)

Person Responsible

Amy Simpson

Schedule

Biweekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Individual student data reports printed biweekly to ensure students are progressing at 70% or above in comprehension.

G2. City of Hialeah Educational Academy goal is to use the Early Warning System to decrease the total number of absences/tardies and behavior issues that result in a referral/ detention as indicated by Early Warning System (EWS) to improve student achievement. 1a

G088158

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------------|---------------|
| Attendance Below 90% Grade 10 | 18.0 |
| One or More Suspensions | 16.0 |

Targeted Barriers to Achieving the Goal 3

- Students have limited resources and information on not only the Student Code of Conduct and Attendance Policies, which holds an important role in their academic achievement, but also on the standards required for them to succeed academically in each subject.
- After a careful analysis of the suspension during 2015-2016 school year, it was determined that a common cause for suspension was the lack of conflict-resolution strategies.
- Another barrier for students who scored a failed score in the FSA state assessment is the lack of early intervention.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Plus
- Math XL
- Attendance and Tardy Report
- iReady
- Discovery Learning

Plan to Monitor Progress Toward G2. 8

Data Chats, Leadership meetings and agendas and minutes.

Person Responsible

Noelle Iglesias

Schedule

Monthly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Sign-In Sheets, Data Sheets, Minutes and the Follow-up minutes.

G3. City of Hialeah Educational Academy goal is to increase student achievement in the area of STEM/CTE by providing the students with project-based instruction and an active hands-on learning environment in the areas of science, technology, engineering and mathematics incorporating a problem-solving approach to learning in collaborative formats. **1a**

G088159

Targets Supported **1b**

| Indicator | Annual Target |
|---------------------------------------|---------------|
| Advanced coursework completion - H.S. | |
| 4-Year Grad Rate (At-Risk) | 93.75 |

Targeted Barriers to Achieving the Goal **3**

- Students lack the basic knowledge experience in the fields of STEM to be adequately prepared for the work force.
- The opportunity for students to earn industry certification.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- National Student Clearinghouse
- Potential Failure Report
- Formative Assessments and Projects

Plan to Monitor Progress Toward G3. **8**

Projects, Formative Assessments, Recorded Minutes and Observation Forms

Person Responsible

Carlos Alvarez

Schedule

Monthly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Follow up Chat session will be held with the Leadership Team

G4. City of Hialeah Educational Academy will adhere to the District Goal being that we are a Title 1 school. City of Hialeah Educational Academy goal is to build stronger family and community involvement in all aspects of school programs and activities by assisting parents in supporting student achievement. 1a

G088160

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

Targeted Barriers to Achieving the Goal 3

- Parents do not know how to log on to the parent portal in their MDCPS Parent Portal.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Center
- PTSA meetings
- School Website
- EESAC meetings

Plan to Monitor Progress Toward G4. 8

Documentation provided to the parents, website, and sign-in sheets

Person Responsible

Ivelisse Puente

Schedule

Monthly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Website, the documentations that the parents collect and the parental involvement in meetings

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. City of Hialeah Educational Academy goal is to increase student achievement by improving school wide core instruction in all content areas. **1**

 G088157

G1.B1 For the 2015-2016 school year, the FSA ELA grade 10 proficiency was 55%. Students had difficulty analyzing, inferring and responding to informational text using text-based evidence. Students had difficulty producing valid and reliable evidence-based argumentative and informative writing using mature vocabulary and proper grammatical structure. **2**

 B234423

G1.B1.S1 Students will use context clues, analytical graphic organizers, critical thinking questions, reading strategies, reciprocal teaching, Bloom's Critical Thinking Cue Questions, Coding/Comprehension Monitoring, paired reading, reading response logs, analysis, inference techniques, Cornell Note-taking and summarization to identify central ideas and themes, analyze text structure, comprehend, integrate, and evaluate text content, and determine relevant and appropriate text-based evidence in order to read and comprehend literary and informational texts proficiently. **4**

 S247178

Strategy Rationale

To provide students with the strategies needed to increase proficiency on district and state assessments.

Action Step 1 **5**

Students will participate in cooperative learning activities when it relates to vocabulary.

Person Responsible

David Rodriguez

Schedule

Daily, from 8/29/2016 to 6/8/2017

Evidence of Completion

Administrative Walk-Throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Informative and Formative Observation data provided by the software, staff data observation and lesson plans

Person Responsible

Ivelisse Puente

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Teacher Observation (formal and informal)

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The reading coach will conduct detailed observations to ensure that the standards are being taught effectively and that differentiated instruction is being used effectively.

Person Responsible

Amy Simpson

Schedule

Weekly, from 8/29/2016 to 6/8/2017


Evidence of Completion

Data chats will be conducted as well as walk through observations.

G1.B2 For the 2015-2016 school year, the Algebra 1 EOC level for 3 and above was 47%. Students had difficulty with the conceptual understanding of key mathematical concepts, procedural skills and fluency, and application of mathematical knowledge in solving problems. **2**

 B234424

G1.B2.S1 Students in the middle school will be utilizing the iReady program in conjunction with the Coach Books. **4**

 S247179

Strategy Rationale

To provide students with an array of differentiated instruction utilizing technology.

Action Step 1 **5**

Teachers in the intensive classes will implement the use of technology and support content.

Person Responsible

Monica Sanchez

Schedule

Daily, from 9/6/2016 to 6/8/2017

Evidence of Completion

Computer logs, student data, data chats and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Informative and Formative Observation data provided by the software, staff data observation and lesson plans.

Person Responsible

Carlos Alvarez

Schedule

Weekly, from 9/6/2016 to 6/8/2017

Evidence of Completion

Teacher Observation, Student Data and Assessments

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Individual student data reports will be printed weekly to ensure students are progressing

Person Responsible

Monica Sanchez

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Student Logs, Data reports and lesson plans

G1.B2.S2 Students in the high school will be using Math XL to support content, skills and strategies. 4

S247180

Strategy Rationale

To provide students with support in order to increase proficiency throughout.

Action Step 1 5

Teachers in the math department will implement the use of technology and support content.

Person Responsible

Monica Sanchez

Schedule

Daily, from 9/6/2016 to 6/8/2017

Evidence of Completion

Computer Logs, Student data, data chats and lesson plans, ThinkGate, I-Ready and Math XL

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Observation Data provided by the software, staff data observation and lesson plans

Person Responsible

Carlos Alvarez

Schedule

Weekly, from 9/6/2016 to 6/8/2017

Evidence of Completion

Teacher Observation, Student Data and Assessments

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

The Administration and Math Department Head will conduct detail observations ensure that the standards are being taught effectively.

Person Responsible

Ivelisse Puente

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Data report will be collected as well as walk through observations, I-Ready, Math XL, Gizmo and ThinkGate

G1.B3 For the 2015-2016 school year, United States History EOC the student proficiency was at 75% and for Civics student proficiency was at 61%. Students have a limited knowledge of key terminology used in the study of United States History as well as in Civics. 2

B234425

G1.B3.S1 Students will be provided with activities and instruction tailored to develop an understanding of the content-specific vocabulary needed to gain an in-depth understanding of events in United States History. 4

S247181

Strategy Rationale

To increase student performance in their EOC.

Action Step 1 5

The US History students will utilize graphic organizers to introduce content specific vocabulary.

Person Responsible

Graciela Carbajosa

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Assessments and Projects

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Individual student data reports will be printed weekly to ensure students are progressing at 70% or above.

Person Responsible

Graciela Carbajosa

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

The individual student data reports will be collected and share among the Leadership team to better the progress.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The Administration will conduct details observations to ensure that the standards are being taught effectively.

Person Responsible

Noelle Iglesias

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Assessments and Data Reports will be collected

G1.B4 For the 2015-2016 Biology student proficiency was at 43%. The area of deficiency according to the 2016 administration of the Biology EOC assessment is Molecular and Cellular Biology. In addition, students need to develop their ability to distinguish characteristics of the domains and kingdoms of living organisms.

2

B234426

G1.B4.S1 Implement routine use of technology and provide technology accessibility across all sciences to support content, skills and curricular goals. 4

S247182

Strategy Rationale

The integration of routine use of technology will support student achievement across all the sciences. In order to reach our 2016 goal of 5% increase.

Action Step 1 5

The students will take the Interim Assessments.

Person Responsible

Madelyn Hernandez

Schedule

Biweekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Science Department meeting agendas, sign in sheets, professional attendance and handouts.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Data Chats and Leadership meetings will be conducted.

Person Responsible

Madelyn Hernandez

Schedule

Biweekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Data Sheets, Minutes and student progress sheet.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Leadership meetings, student's data, and walk through will be conducted.

Person Responsible

Ivelisse Puente

Schedule

Biweekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Individual student data reports will be printed biweekly to ensure that students are progressing at 70% or higher

G2. City of Hialeah Educational Academy goal is to use the Early Warning System to decrease the total number of absences/tardies and behavior issues that result in a referral/ detention as indicated by Early Warning System (EWS) to improve student achievement. 1

G088158

G2.B1 Students have limited resources and information on not only the Student Code of Conduct and Attendance Policies, which holds an important role in their academic achievement, but also on the standards required for them to succeed academically in each subject. 2

B234427

G2.B1.S1 Provide our parents and students with information and meetings during flexible hours and through a variety of sources such as the school's website, parent portal, parent academy etc.to provide a comprehensive understanding. 4

S247183

Strategy Rationale

Once our students and parents are aware and understand the strategies, rules and regulations, the implementation of policies and procedures will be successful.

Action Step 1 5

The students and parents will participate in several informational meetings on attendance and behavior regulations to ensure that all parents and students understand the requirement in the attendance and conduct policy.

Person Responsible

Carlos Alvarez

Schedule

Quarterly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Agenda, Minutes and sign-in sheets

Action Step 2 5

Students and parents will receive our parent compact, connect-ed messages, participate in Title 1 meetings and be encouraged to attend school during morning announcements.

Person Responsible

Ivelisse Puente

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Leadership meetings will be held monthly to ensure that all updates appropriately broken down for all students and parents. Technology record sheets and data from our phone system.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Providing students with guidance as well as encouraging parental involvement in this process.

Person Responsible

Noelle Iglesias

Schedule

Quarterly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Sign In Sheets and Student Reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Attendance in Meetings and Follow-Up chats wit the Leadership Team

Person Responsible

Carlos Alvarez


Schedule

Monthly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Data Chats, Sign-In Records, Minutes and follow-up minutes will all be records.

G2.B2 After a careful analysis of the suspension during 2015-2016 school year, it was determined that a common cause for suspension was the lack of conflict-resolution strategies. **2**

 B234428

G2.B2.S1 Peer mediation to address Conflict-Resolution Strategies with students in order to acquire attitude, knowledge, and interpersonal skills to help them understand and respect self and others. Character development and team building activities conducted weekly by a Criminal Justice Academy instructor. **4**

 S247184

Strategy Rationale

To decrease the number of suspensions within this school year,

Action Step 1 **5**

Parents Contact Log for evidence of communication with parents of students who have been placed on indoor and outdoor suspension.

Person Responsible

Noelle Iglesias

Schedule

Monthly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Parent sign-in log/Parental Involvement Monthly School Report

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Parents Contact Logs for evidence of communication and parent meetings.

Person Responsible

Ivelisse Puente

Schedule

Monthly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Parent sign-in Log/Parental Involvement Monthly School Report

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Meeting with the Guidance Counselor

Person Responsible

Doris Gonzalez

Schedule

Monthly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Sign-In sheet and parent meetings.

G2.B3 Another barrier for students who scored a failed score in the FSA state assessment is the lack of early intervention. 2

 B234429

G2.B3.S1 Students who scored failed on the 2015-2016 FSA will attend after school tutoring to receive remedial instructions. 4

 S247185

Strategy Rationale

A smaller learning environment should benefit students who need additional learning experiences on particular standards.

Action Step 1 5

Students and parents will receive tutoring notification letters, connect ed messages and will participate in parent teacher conferences.

Person Responsible

Noelle Iglesias

Schedule

Monthly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Tutoring letters signed by the parent and parent compacts signed during the conferences.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Teacher's tutoring sign in sheets, lesson plans and parent communication logs will be monitored.

Person Responsible

Carlos Alvarez

Schedule

Weekly, from 11/7/2016 to 4/14/2017

Evidence of Completion

Signed tutoring letters, parents communication logs, parent compacts signed during the conferences.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The leadership team analyze the scores from the unit and interim assessments scored by Think gate.

Person Responsible

Amy Simpson

Schedule

Weekly, from 11/14/2016 to 4/7/2017

Evidence of Completion

Weekly unit and interim assessments scores.

G3. City of Hialeah Educational Academy goal is to increase student achievement in the area of STEM/CTE by providing the students with project-based instruction and an active hands-on learning environment in the areas of science, technology, engineering and mathematics incorporating a problem-solving approach to learning in collaborative formats. 1

G088159

G3.B1 Students lack the basic knowledge experience in the fields of STEM to be adequately prepared for the work force. 2

B234430

G3.B1.S1 Students will participate in project-based instruction and an active hands-on learning environment the areas of science, technology, engineering and mathematics incorporating a problem-solving approach to learning in a collaborative formats. 4

S247186

Strategy Rationale

In order to increase student achievement the students needs to be exposed to fully understand the concepts.

Action Step 1 5

Students will learn through STEM formative assessment such as 3-2-1 reflections, "As I See It" sentence stems, prompts, questioning techniques, reflections, thinking diagrams, ranking alternative strategies, exit tickets, Venn diagrams, individual projects facts/questions/response strategy and group projects.

Person Responsible

Madelyn Hernandez

Schedule

Quarterly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Formative Assessments and Projects

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Quarterly monitoring of students credit history

Person Responsible

Kristine Gonzalez

Schedule

Quarterly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Formative Assessments

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administrative team meetings/chat to discuss academic achievement and growth for all students

Person Responsible

Noelle Iglesias

Schedule

Monthly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Classroom Observations Documentation

G3.B2 The opportunity for students to earn industry certification. 2

B234431

G3.B2.S1 Enroll students into Career-themed courses for 2016-2017 school that will lead to industry certification. 4

S247187

Strategy Rationale

In order to increase our academies of First Response, Fire Fighting, Criminal Justice, Law, Early Childhood and Public Administration.

Action Step 1 5

The guidance counselor will closely monitor the students academic progress of the CTE students in their CTE courses.

Person Responsible

Carlos Alvarez

Schedule

Monthly, from 8/29/2016 to 6/8/2017

Evidence of Completion

CTE students will participation in internships, internships and/or on-the-job training.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

The principal will closely monitor the progress of the CTE students in internships, externships, and/or on-the-job training.

Person Responsible

Carlos Alvarez

Schedule

Monthly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Report for meetings with the community partners.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Quarterly monitoring of students credit history.

Person Responsible

Carlos Alvarez

Schedule

Quarterly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Formative Assessments

G4. City of Hialeah Educational Academy will adhere to the District Goal being that we are a Title 1 school. City of Hialeah Educational Academy goal is to build stronger family and community involvement in all aspects of school programs and activities by assisting parents in supporting student achievement. 1

G088160

G4.B1 Parents do not know how to log on to the parent portal in their MDCPS Parent Portal. 2

B234433

G4.B1.S1 Limited knowledge on school-wide events and activities that promote student learning because of not understanding English as well as knowing how to operate the websites. 4

S247188

Strategy Rationale

Parents need to understand concepts and regulations in order to be more supportive, active and comprehensible to school-wide activities and events.

Action Step 1 5

Communication in English and Spanish

Person Responsible

Noelle Iglesias

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Letters, Flyers etc.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Copies of communication with parents and website

Person Responsible

Ivelisse Puente

Schedule

Monthly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Website, Letters and flyers

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Parental Involvement

Person Responsible

Noelle Iglesias

Schedule

Monthly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Sign-in sheets, Copies of documentation provided to parents.



IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|---|------------------|-------------------------------|--|--------------------|
| 2017 | | | | | |
| G2.B3.S1.MA1 M334812 | The leadership team analyze the scores from the unit and interim assessments scored by Think gate. | Simpson, Amy | 11/14/2016 | Weekly unit and interim assessments scores. | 4/7/2017 weekly |
| G2.B3.S1.MA1 M334813 | Teacher's tutoring sign in sheets, lesson plans and parent communication logs will be monitored. | Alvarez, Carlos | 11/7/2016 | Signed tutoring letters, parents communication logs, parent compacts signed during the conferences. | 4/14/2017 weekly |
| G1.MA1 M334805 | Interim assessment data | Alvarez, Carlos | 8/29/2016 | District issued data showing levels of proficiency. | 6/8/2017 quarterly |
| G1.MA2 M334806 | Reading Plus (Grades 6-12) | Simpson, Amy | 8/29/2016 | Individual student data reports printed weekly to ensure students are progressing at 70% or above in comprehension. | 6/8/2017 weekly |
| G1.MA3 M334807 | iReady (Grades 6-8) | Simpson, Amy | 8/29/2016 | Individual student data reports printed biweekly to ensure students are progressing at 70% or above in comprehension. | 6/8/2017 biweekly |
| G2.MA1 M334814 | Data Chats, Leadership meetings and agendas and minutes. | Iglesias, Noelle | 8/29/2016 | Sign-In Sheets, Data Sheets, Minutes and the Follow-up minutes. | 6/8/2017 monthly |
| G4.MA1 M334822 | Documentation provided to the parents, website, and sign-in sheets | Puente, Ivelisse | 8/29/2016 | Website, the documentations that the parents collect and the parental involvement in meetings | 6/8/2017 monthly |
| G1.B1.S1.MA1 M334795 | The reading coach will conduct detailed observations to ensure that the standards are being taught... | Simpson, Amy | 8/29/2016 | Data chats will be conducted as well as walk through observations. | 6/8/2017 weekly |
| G1.B1.S1.MA1 M334796 | Informative and Formative Observation data provided by the software, staff data observation and... | Puente, Ivelisse | 8/29/2016 | Teacher Observation (formal and informal) | 6/8/2017 weekly |
| G1.B1.S1.A1 A321678 | Students will participate in cooperative learning activities when it relates to vocabulary. | Rodriguez, David | 8/29/2016 | Administrative Walk-Throughs | 6/8/2017 daily |
| G1.B2.S1.MA1 M334797 | Individual student data reports will be printed weekly to ensure students are progressing | Sanchez, Monica | 8/29/2016 | Student Logs, Data reports and lesson plans | 6/8/2017 weekly |
| G1.B2.S1.MA1 M334798 | Informative and Formative Observation data provided by the software, staff data observation and... | Alvarez, Carlos | 9/6/2016 | Teacher Observation, Student Data and Assessments | 6/8/2017 weekly |
| G1.B2.S1.A1 A321679 | Teachers in the intensive classes will implement the use of technology and support content. | Sanchez, Monica | 9/6/2016 | Computer logs, student data, data chats and lesson plans | 6/8/2017 daily |
| G2.B1.S1.MA1 M334808 | Attendance in Meetings and Follow-Up chats wit the Leadership Team | Alvarez, Carlos | 8/29/2016 | Data Chats, Sign-In Records, Minutes and follow-up minutes will all be records. | 6/8/2017 monthly |
| G2.B1.S1.MA1 M334809 | Providing students with guidance as well as encouraging parental involvement in this process. | Iglesias, Noelle | 8/29/2016 | Sign In Sheets and Student Reports | 6/8/2017 quarterly |
| G2.B1.S1.A1 A321683 | The students and parents will participate in several informational meetings on attendance and... | Alvarez, Carlos | 8/29/2016 | Agenda, Minutes and sign-in sheets | 6/8/2017 quarterly |
| G2.B1.S1.A2 A321684 | Students and parents will receive our parent compact, connect-ed messages, participate in Title 1... | Puente, Ivelisse | 8/29/2016 | Leadership meetings will be held monthly to ensure that all updates appropriately broken down for all students and parents. Technology record sheets and data from our phone system. | 6/8/2017 weekly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|---------------------|-------------------------------|---|--------------------|
| G2.B2.S1.MA1 M334810 | Meeting with the Guidance Counselor | Gonzalez, Doris | 8/29/2016 | Sign-In sheet and parent meetings. | 6/8/2017 monthly |
| G2.B2.S1.MA1 M334811 | Parents Contact Logs for evidence of communication and parent meetings. | Puente, Ivelisse | 8/29/2016 | Parent sign-in Log/Parental Involvement Monthly School Report | 6/8/2017 monthly |
| G2.B2.S1.A1 A321685 | Parents Contact Log for evidence of communication with parents of students who have been placed on... | Iglesias, Noelle | 8/29/2016 | Parent sign-in log/Parental Involvement Monthly School Report | 6/8/2017 monthly |
| G2.B3.S1.A1 A321686 | Students and parents will receive tutoring notification letters, connect ed messages and will... | Iglesias, Noelle | 8/29/2016 | Tutoring letters signed by the parent and parent compacts signed during the conferences. | 6/8/2017 monthly |
| G3.B2.S1.MA1 M334817 | Quarterly monitoring of students credit history. | Alvarez, Carlos | 8/29/2016 | Formative Assessments | 6/8/2017 quarterly |
| G3.B2.S1.MA1 M334818 | The principal will closely monitor the progress of the CTE students in internships, externships,... | Alvarez, Carlos | 8/29/2016 | Report for meetings with the community partners. | 6/8/2017 monthly |
| G3.B2.S1.A1 A321688 | The guidance counselor will closely monitor the students academic progress of the CTE students in... | Alvarez, Carlos | 8/29/2016 | CTE students will participation in internships, internships and/or on-the-job training. | 6/8/2017 monthly |
| G4.B1.S1.MA1 M334820 | Parental Involvement | Iglesias, Noelle | 8/29/2016 | Sign-in sheets, Copies of documentation provided to parents. | 6/8/2017 monthly |
| G4.B1.S1.MA1 M334821 | Copies of communication with parents and website | Puente, Ivelisse | 8/29/2016 | Website, Letters and flyers | 6/8/2017 monthly |
| G4.B1.S1.A1 A321689 | Communication in English and Spanish | Iglesias, Noelle | 8/29/2016 | Letters, Flyers etc. | 6/8/2017 weekly |
| G1.B2.S2.MA1 M334799 | The Administration and Math Department Head will conduct detail observations ensure that the... | Puente, Ivelisse | 8/29/2016 | Data report will be collected as well as walk through observations, I-Ready, Math XL, Gizmo and ThinkGate | 6/8/2017 weekly |
| G1.B2.S2.MA1 M334800 | Observation Data provided by the software, staff data observation and lesson plans | Alvarez, Carlos | 9/6/2016 | Teacher Observation, Student Data and Assessments | 6/8/2017 weekly |
| G1.B2.S2.A1 A321680 | Teachers in the math department will implement the use of technology and support content. | Sanchez, Monica | 9/6/2016 | Computer Logs, Student data, data chats and lesson plans, ThinkGate, I-Ready and Math XL | 6/8/2017 daily |
| G3.MA1 M334819 | Projects, Formative Assessments, Recorded Minutes and Observation Forms | Alvarez, Carlos | 8/29/2016 | Follow up Chat session will be held with the Leadership Team | 6/9/2017 monthly |
| G1.B3.S1.MA1 M334801 | The Administration will conduct details observations to ensure that the standards are being taught... | Iglesias, Noelle | 8/29/2016 | Assessments and Data Reports will be collected | 6/9/2017 weekly |
| G1.B3.S1.MA1 M334802 | Individual student data reports will be printed weekly to ensure students are progressing at 70% or... | Carbajosa, Graciela | 8/29/2016 | The individual student data reports will be collected and share among the Leadership team to better the progress. | 6/9/2017 weekly |
| G1.B3.S1.A1 A321681 | The US History students will utilize graphic organizers to introduce content specific vocabulary. | Carbajosa, Graciela | 8/29/2016 | Assessments and Projects | 6/9/2017 weekly |
| G1.B4.S1.MA1 M334803 | Leadership meetings, student's data, and walk through will be conducted. | Puente, Ivelisse | 8/29/2016 | Individual student data reports will be printed biweekly to ensure that students are progressing at 70% or higher | 6/9/2017 biweekly |
| G1.B4.S1.MA1 M334804 | Data Chats and Leadership meetings will be conducted. | Hernandez, Madelyn | 8/29/2016 | Data Sheets, Minutes and student progress sheet. | 6/9/2017 biweekly |
| G1.B4.S1.A1 A321682 | The students will take the Interim Assessments. | Hernandez, Madelyn | 8/29/2016 | Science Department meeting agendas, sign in sheets, professional attendance and handouts. | 6/9/2017 biweekly |
| G3.B1.S1.MA1 M334815 | Administrative team meetings/chat to discuss academic achievement and growth for all students | Iglesias, Noelle | 8/29/2016 | Classroom Observations Documentation | 6/9/2017 monthly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|--------------------|-------------------------------|---------------------------------------|--------------------|
| G3.B1.S1.MA1  M334816 | Quarterly monitoring of students credit history | Gonzalez, Kristine | 8/29/2016 | Formative Assessments | 6/9/2017 quarterly |
| G3.B1.S1.A1  A321687 | Students will learn through STEM formative assessment such as 3-2-1 reflections, "As I See It"... | Hernandez, Madelyn | 8/29/2016 | Formative Assessments and Projects | 6/9/2017 quarterly |

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. City of Hialeah Educational Academy goal is to increase student achievement by improving school wide core instruction in all content areas.

G1.B1 For the 2015-2016 school year, the FSA ELA grade 10 proficiency was 55%. Students had difficulty analyzing, inferring and responding to informational text using text-based evidence. Students had difficulty producing valid and reliable evidence-based argumentative and informative writing using mature vocabulary and proper grammatical structure.

G1.B1.S1 Students will use context clues, analytical graphic organizers, critical thinking questions, reading strategies, reciprocal teaching, Bloom's Critical Thinking Cue Questions, Coding/Comprehension Monitoring, paired reading, reading response logs, analysis, inference techniques, Cornell Note-taking and summarization to identify central ideas and themes, analyze text structure, comprehend, integrate, and evaluate text content, and determine relevant and appropriate text-based evidence in order to read and comprehend literary and informational texts proficiently.

PD Opportunity 1

Students will participate in cooperative learning activities when it relates to vocabulary.

Facilitator

Carlos Alvarez

Participants

Teachers

Schedule

Daily, from 8/29/2016 to 6/8/2017

G1.B2 For the 2015-2016 school year, the Algebra 1 EOC level for 3 and above was 47%. Students had difficulty with the conceptual understanding of key mathematical concepts, procedural skills and fluency, and application of mathematical knowledge in solving problems.

G1.B2.S1 Students in the middle school will be utilizing the iReady program in conjunction with the Coach Books.

PD Opportunity 1

Teachers in the intensive classes will implement the use of technology and support content.

Facilitator

David Rodriguez

Participants

Teachers

Schedule

Daily, from 9/6/2016 to 6/8/2017

G1.B2.S2 Students in the high school will be using Math XL to support content, skills and strategies.

PD Opportunity 1

Teachers in the math department will implement the use of technology and support content.

Facilitator

David Rodriguez

Participants

Math Teachers

Schedule

Daily, from 9/6/2016 to 6/8/2017

G1.B3 For the 2015-2016 school year, United States History EOC the student proficiency was at 75% and for Civics student proficiency was at 61%. Students have a limited knowledge of key terminology used in the study of United States History as well as in Civics.

G1.B3.S1 Students will be provided with activities and instruction tailored to develop an understanding of the content-specific vocabulary needed to gain an in-depth understanding of events in United States History.

PD Opportunity 1

The US History students will utilize graphic organizers to introduce content specific vocabulary.

Facilitator

David Rodriguez

Participants

Social Studies Teachers

Schedule

Weekly, from 8/29/2016 to 6/9/2017

G1.B4 For the 2015-2016 Biology student proficiency was at 43%. The area of deficiency according to the 2016 administration of the Biology EOC assessment is Molecular and Cellular Biology. In addition, students need to develop their ability to distinguish characteristics of the domains and kingdoms of living organisms.

G1.B4.S1 Implement routine use of technology and provide technology accessibility across all sciences to support content, skills and curricular goals.

PD Opportunity 1

The students will take the Interim Assessments.

Facilitator

Carlos Alvarez

Participants

Science Teachers

Schedule

Biweekly, from 8/29/2016 to 6/9/2017

G2. City of Hialeah Educational Academy goal is to use the Early Warning System to decrease the total number of absences/tardies and behavior issues that result in a referral/ detention as indicated by Early Warning System (EWS) to improve student achievement.

G2.B1 Students have limited resources and information on not only the Student Code of Conduct and Attendance Policies, which holds an important role in their academic achievement, but also on the standards required for them to succeed academically in each subject.

G2.B1.S1 Provide our parents and students with information and meetings during flexible hours and through a variety of sources such as the school's website, parent portal, parent academy etc.to provide a comprehensive understanding.

PD Opportunity 1

The students and parents will participate in several informational meetings on attendance and behavior regulations to ensure that all parents and students understand the requirement in the attendance and conduct policy.

Facilitator

Ivelisse Puente

Participants

Students and Parents

Schedule

Quarterly, from 8/29/2016 to 6/8/2017

G3. City of Hialeah Educational Academy goal is to increase student achievement in the area of STEM/CTE by providing the students with project-based instruction and an active hands-on learning environment in the areas of science, technology, engineering and mathematics incorporating a problem-solving approach to learning in collaborative formats.

G3.B1 Students lack the basic knowledge experience in the fields of STEM to be adequately prepared for the work force.

G3.B1.S1 Students will participate in project-based instruction and an active hands-on learning environment the areas of science, technology, engineering and mathematics incorporating a problem-solving approach to learning in a collaborative formats.

PD Opportunity 1

Students will learn through STEM formative assessment such as 3-2-1 reflections, "As I See It" sentence stems, prompts, questioning techniques, reflections, thinking diagrams, ranking alternative strategies, exit tickets, Venn diagrams, individual projects facts/questions/response strategy and group projects.

Facilitator

Ivelisse Puente

Participants

Teachers

Schedule

Quarterly, from 8/29/2016 to 6/9/2017

G4. City of Hialeah Educational Academy will adhere to the District Goal being that we are a Title 1 school. City of Hialeah Educational Academy goal is to build stronger family and community involvement in all aspects of school programs and activities by assisting parents in supporting student achievement.

G4.B1 Parents do not know how to log on to the parent portal in their MDCPS Parent Portal.

G4.B1.S1 Limited knowledge on school-wide events and activities that promote student learning because of not understanding English as well as knowing how to operate the websites.

PD Opportunity 1

Communication in English and Spanish

Facilitator

Ivelisse Puente

Participants

Parents and Students

Schedule

Weekly, from 8/29/2016 to 6/8/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. City of Hialeah Educational Academy goal is to use the Early Warning System to decrease the total number of absences/tardies and behavior issues that result in a referral/ detention as indicated by Early Warning System (EWS) to improve student achievement.

G2.B1 Students have limited resources and information on not only the Student Code of Conduct and Attendance Policies, which holds an important role in their academic achievement, but also on the standards required for them to succeed academically in each subject.

G2.B1.S1 Provide our parents and students with information and meetings during flexible hours and through a variety of sources such as the school's website, parent portal, parent academy etc.to provide a comprehensive understanding.

TA Opportunity 1

Students and parents will receive our parent compact, connect-ed messages, participate in Title 1 meetings and be encouraged to attend school during morning announcements.

Facilitator

Ivelisse Puente

Participants

Parents and Students

Schedule

Weekly, from 8/29/2016 to 6/8/2017

VII. Budget

| | | | | | | |
|--|--------------------|--|--|----------------|-----|--------------------|
| 1 | G1.B1.S1.A1 | Students will participate in cooperative learning activities when it relates to vocabulary. | | | | \$5,314.53 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 7262 - City Of Hialeah Educational Academy | General Fund | | \$5,314.53 |
| <i>Notes: Notes</i> | | | | | | |
| 2 | G1.B2.S1.A1 | Teachers in the intensive classes will implement the use of technology and support content. | | | | \$39,400.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 7262 - City Of Hialeah Educational Academy | General Fund | | \$39,400.00 |
| <i>Notes: iReady, Reading Plus, Coach Digital and Spring Board</i> | | | | | | |

| | | | | | | |
|---|-------------|---|--|----------------|-----|--------------------|
| 3 | G1.B2.S2.A1 | Teachers in the math department will implement the use of technology and support content. | | | | \$30,289.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 7262 - City Of Hialeah Educational Academy | General Fund | | \$30,289.00 |
| <i>Notes: Math XL, iReady, Spring Board and Calculators</i> | | | | | | |
| 4 | G1.B3.S1.A1 | The US History students will utilize graphic organizers to introduce content specific vocabulary. | | | | \$815.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 7262 - City Of Hialeah Educational Academy | General Fund | | \$815.00 |
| <i>Notes: Notes</i> | | | | | | |
| 5 | G1.B4.S1.A1 | The students will take the Interim Assessments. | | | | \$0.00 |
| 6 | G2.B1.S1.A1 | The students and parents will participate in several informational meetings on attendance and behavior regulations to ensure that all parents and students understand the requirement in the attendance and conduct policy. | | | | \$500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | General Fund | | \$500.00 |
| 7 | G2.B1.S1.A2 | Students and parents will receive our parent compact, connect-ed messages, participate in Title 1 meetings and be encouraged to attend school during morning announcements. | | | | \$0.00 |
| 8 | G2.B2.S1.A1 | Parents Contact Log for evidence of communication with parents of students who have been placed on indoor and outdoor suspension. | | | | \$0.00 |
| 9 | G2.B3.S1.A1 | Students and parents will receive tutoring notification letters, connect ed messages and will participate in parent teacher conferences. | | | | \$0.00 |
| 10 | G3.B1.S1.A1 | Students will learn through STEM formative assessment such as 3-2-1 reflections, "As I See It" sentence stems, prompts, questioning techniques, reflections, thinking diagrams, ranking alternative strategies, exit tickets, Venn diagrams, individual projects facts/questions/response strategy and group projects. | | | | \$3,150.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 7262 - City Of Hialeah Educational Academy | General Fund | | \$3,150.00 |
| <i>Notes: Notes</i> | | | | | | |
| 11 | G3.B2.S1.A1 | The guidance counselor will closely monitor the students academic progress of the CTE students in their CTE courses. | | | | \$0.00 |
| 12 | G4.B1.S1.A1 | Communication in English and Spanish | | | | \$2,430.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |

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| | | | | | | |
|---------------|--|--|--|-----------------|--|--------------------|
| | | | 7262 - City Of Hialeah Educational Academy | Title I, Part A | | \$2,430.00 |
| Total: | | | | | | \$81,898.53 |