

Miami-Dade County Public Schools

Charter High School Of The Americas



2019-20 Schoolwide Improvement Plan

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Charter High School Of The Americas

988 FLAGLER ST, Miami, FL 33130

www.lincolnmarticharterschools.com

Demographics

Principal: Barbara Sanchez

Start Date for this Principal: 8/15/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: I (%) 2016-17: A (71%) 2015-16: A (74%) 2014-15: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	I	A	A

School Board Approval

N/A

SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Charter High School of the Americas is to provide a challenging curriculum in which academic excellence, character development and individual growth are nurtured in a safe and positive environment that includes the active participation of students, teachers, parents and community stakeholders.

Provide the school's vision statement.

At Charter High School of the Americas we believe that the quality of any nation, state, city, community and family must be judged by the preparation and advancement of the individuals who comprise them.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Sanchez, Barbara	Principal	
Alves, Viviana	Assistant Principal	
Forjans, Licety	Administrative Support	
De Paula, Sandra	Instructional Coach	
Alejo, Maria	Teacher, K-12	
Diaz, Marilyn	Teacher, K-12	
Corcho, Ivonne	Teacher, K-12	
Perez, Claudia	School Counselor	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	77	58	42	37	214
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	10	7	7	6	30
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	45	26	22	6	99

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	15	9	11	4	39

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)**Date this data was collected or last updated**

Wednesday 7/31/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - Updated**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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	61%	59%	56%	38%	56%	53%
ELA Learning Gains	62%	54%	51%	56%	51%	49%
ELA Lowest 25th Percentile	62%	48%	42%	78%	45%	41%
Math Achievement	90%	54%	51%	86%	47%	49%
Math Learning Gains	63%	52%	48%	82%	47%	44%
Math Lowest 25th Percentile	74%	51%	45%	76%	45%	39%
Science Achievement	79%	68%	68%	72%	63%	65%
Social Studies Achievement	91%	76%	73%	76%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	77 (0)	58 (0)	42 (0)	37 (0)	214 (0)
Attendance below 90 percent	10 ()	7 ()	7 ()	6 ()	30 (0)
One or more suspensions	1 (0)	0 (0)	0 (0)	0 (0)	1 (0)
Course failure in ELA or Math	0 (0)	2 (0)	0 (0)	0 (0)	2 (0)
Level 1 on statewide assessment	45 (0)	26 (0)	22 (0)	6 (0)	99 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	52%	55%	-3%	55%	-3%
	2018	63%	54%	9%	53%	10%
Same Grade Comparison		-11%				
Cohort Comparison						
10	2019	53%	53%	0%	53%	0%
	2018	74%	54%	20%	53%	21%
Same Grade Comparison		-21%				
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	68%	7%	67%	8%
2018	86%	65%	21%	65%	21%
Compare		-11%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	84%	71%	13%	70%	14%
2018	75%	67%	8%	68%	7%
Compare		9%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	63%	12%	61%	14%
2018	82%	59%	23%	62%	20%
Compare		-7%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	89%	54%	35%	57%	32%
2018	98%	54%	44%	56%	42%
Compare		-9%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	47	59	65	88	60	69	76	88		59	40
HSP	60	62	62	90	62	72	79	91		52	46
FRL	60	63	65	90	61	72	79	93		57	50
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	21	57	78	89	88	83	67	64			
HSP	35	55	78	86	82	76	72	76			
FRL	38	56	78	88	83	80	72	75			

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	736
Total Components for the Federal Index	11
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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 which showed the lowest performance in 2019 include:

ELA Achievement: 61%

ELA Learning Gains: 62%

ELA Lowest 25% Learning Gains: 62%

Although these areas showed the lowest improvement in comparison to the 2018 data; the school still did higher than both the district and state's average in these 3 areas.

The school determined that the contributing factor for the low performance are due to the increase of ELL students level 1 who took the FSA ELA for the first time in 2019.

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

The data component which showed the greatest decline from the prior year is:

ELA Lowest 25% Learning Gains 62% (2019) 86% (2018) = -24% points difference

Although the school declined in this data component area, the school did higher than the District and State average in the ELA Lowest 25% data component. The school did +14 higher than the District and +20 according to the State's average.

The school determined that the contributing factor for the low performance are due to the increase of ELL students who have less than 2 years in this country and took the FSA ELA in 2019. The school has determined that ELL students will receive additional intervention in their home language in addition to expose students to online supplemental programs including EdGenuity and Imagine Learning. Students will also be trained on computer skills since many come from their native countries with limited or no knowledge on computer literacy.

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.

When analyzing all of the data components of 2019, the school surpassed each component in comparison to the state. The greatest gap was in Mathematics. The school obtained 90% of Mathematics Achievement while the state obtained 51%, a total of +39 points difference. This great achievement is contributed to the additional supplemental support the school offers including: Extended learning day tutoring, Winter & Spring break tutoring, Saturday academy tutoring (every January - April) . Moreover, there has been consistency with the Mathematics teachers in our school and all of them are classified as Highly Effective.

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

Social Studies showed the most improvement as 91% of students passed the U.S History EOC. A 10% increase in comparison to 2018. This great achievement is contributed to the additional supplemental support the school offers including: Extended learning day tutoring, Winter & Spring

break tutoring, Saturday academy tutoring (every January - April) . Moreover, our U.S History teacher has been with us for over 6 years and is classified as highly effective.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

According to the EWS the two areas of concern include:

Attendance below 90%

Students earning Level 1 on statewide assessment

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

1. Ensure students in Grade 10 pass their FSA ELA in order to meet their ELA Graduation requirement.
2. Ensure students in Grade 9 pass their FSA EOC Algebra 1 in order to meet their Mathematics Graduation requirement.
3. Ensure students maintain a GPA of 2.0 or higher

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Online supplemental programs
Rationale	The school determined that the contributing factor for the low performance are due to the increase of ELL students who have less than 2 years in this country and took the FSA ELA in 2019. The school has determined that ELL students will receive additional intervention in their home language in addition to expose students to online supplemental programs including EdGenuity, Reading Plus and Imagine Learning. Students will also be trained on computer skills since many come from their native countries with limited or no knowledge on computer literacy.
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	Marilyn Diaz (945279@dadeschools.net)
Evidence-based Strategy	ELL students will receive additional intervention in their home language in addition to expose students to online supplemental programs including EdGenuity and Imagine Learning.
Rationale for Evidence-based Strategy	Students will also be trained on computer skills since many come from their native countries with limited or no knowledge on computer literacy.
Action Step	
Description	<ol style="list-style-type: none"> 1. Purchase Edgenuity licenses for use by students. 2. Provide PD for teachers to use Edgenuity, Reading Plus and Imagine Learning in classes to supplement instruction. 3. Teachers will use Edgenuity, Reading Plus and Imagine Learning in lessons. 4. Teachers will use data from Edgenuity, Reading Plus and Imagine Learning diagnostics to determine the progress of students.
Person Responsible	Marilyn Diaz (945279@dadeschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

The mission of Charter High School of the Americas is to provide a challenging curriculum in which academic excellence, character development and individual growth are nurtured in a safe and positive environment that includes the active participation of students, teachers, parents and community stakeholders. With that said, having communication is key with parents and teachers, this ensures that students are always up to date on assignments and keep their grades up. Teachers will keep in constant contact with families to ensure that all student are challenged and working to their full potential at all times. Teachers will also hold parent conferences when needed to ensure as well that students are working at their full potential.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 all students have social-emotional needs met by letting all students know that all school administrators, faculty and staff are always available to speak to them about any problem or issue they may be facing. If students need counseling or any other services for example, they are referred and assisted by the proper faculty member.

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

When new 9th graders come in, the assistant principal and counselor make sure to speak to all of the students on the importance of their ninth grade year and the establishment of a good GPA for the rest of their high school career. As well when the 12th grade cohort leaves they are also tracked and assisted by the assistant principal and counselor to make sure that those still missing graduation requirements are met in another fashion, such as ACT or SAT, as well as assisting those transitioning to higher education with any questions or doubts they may have.

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.

When considering what resources to use, the administration guides itself by the district requirements and suggestions. All personnel is used to its potential and expertise. Students are provided multiple forms of tutoring throughout the school year to help them learn and advance where they may face difficulties. Inventory of resources are kept by the administration and resources are ordered based on needs and enrollment of students.

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

Students are taken on various campus tours throughout the school year. They visit local campuses such as: Florida International University, The University of Miami, Miami Dade College Padron Campus and Miami Dade College Wolfson Campus.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Online supplemental programs				\$33,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1382	690-Computer Software	7080 - Charter High School Of The Americas	UniSIG		\$27,000.00
			<i>Notes: Purchase school wide licenses for Edgenuity, Imagine Learning and Reading Plus.</i>			
	6000	310-Professional and Technical Services	7080 - Charter High School Of The Americas	UniSIG		\$5,000.00
			<i>Notes: Professional Development services to train teachers on Edgenuity, Reading Plus and Imagine Learning.</i>			
	2110	100-Salaries	7080 - Charter High School Of The Americas	UniSIG		\$1,250.00
			<i>Notes: Hourly salaries for teachers to provide extended learning lessons to ELL students.</i>			
Total:						\$33,250.00