City Of Hialeah Educational Academy

2019-20 Schoolwide Improvement Plan

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City Of Hialeah Educational Academy

2590 W 76TH ST, Hialeah, FL 33016

www.hialeaheduacademy

Demographics

Principal: Carlos Alvarez

Start Date for this Principal: 8/3/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	88%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: A (62%) 2016-17: B (56%) 2015-16: B (55%) 2014-15: B (57%)
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	TS&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 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	99%

School Grades History

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

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

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Part I: School Information

School Mission and Vision

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.

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.

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
Alvarez, Carlos	Principal	-Day-to-day school operations -Curriculum Decisions -Purchasing Decisions -Facilities Enhancements -School Budget/approves all purchases -SACS/AdvancED -School Wellness Plans -School Improvement Plan (SIP) -Parent concerns -Building maintenance -Faculty meetings -Leadership Meeting -Crisis management -Fire Alarm Contact -Annual School Accountability Report -Personnel Issues Evaluations/Supervision -Maintenance Approvals -Technology purchases and approvals -Conflict Resolution -Discipline -EESAC -Threat Assessment Team -FSSA Safety and Security -SESIR -Athletics -Mental Health
Puente, Ivelisse	Assistant Principal	Principal's designee when the Principal is not present - School Improvement Plan (SIP) -Test Chair for K-9 -Accreditations/SACS -ESOL Compliance -Parent Concerns -Discipline -Certification/Waivers -STEM Liaison -Reports Final Decisions and Approvals to Principal -FCPCS Evaluations/Supervision -PD Supervisor -IPGP -Gradebook Supervisor -Conflict Resolution -Title I and Title III -Master Schedules -Member of Threat Assessment Team
Montelongo, Daniel	Assistant Principal	-Principal's designee when the Principal is not present -Parent Concerns -Discipline

Name	Title	Job Duties and Responsibilities
		-Crisis Management -Reports Final Decisions and Approvals to Principal -Daily Evaluations/Supervision -Conflict Resolution -Assisting with Charter Tools -Master Schedules -Member of Threat Assessment Team -EESAC -Industry Certification -Title I Community Involvement
Carbajosa, Graciela	Administrative Support	-Curriculum Planning/Data Driven/Evidence Based -Analyze data and diagnose student needs per subjects -Conduct classroom walkthroughs of all teachers and offer support where needed -Collaborate with all content areas to address needs -Guidance with instructional resources -Assist administration with any request as needed -Computer Software Purchasing - Reading & Math -Website Administrator -AP Coordinator
Gonzalez, Kristine	School Counselor	-School Counseling -Group counseling -CAP Advisor -Liaison for all wellness programs -Middle and High School Course Requirements -College Readiness Advocate -Virtual School Contact and Facilitator -Parental support -Mental Health -CRISIS and DCF Guidance -Character Education Program Liaison -Member of Threat Assessment Team
Simpson, Amy	Instructional Coach	-Guide ELA/Reading Dept.planning and meetings -Conduct classroom walkthroughs of all teachers and offer support where needed and students, coaching -Model engaging, standard-based lessons as needed -Collaborate with the ELA/Reading Dept. and address needs -Guidance with instructional resources -Attend district and Mater, Inc reading coaches meetings -Debrief and model new strategies -Assist administration with any request as needed -Mater Spelling Bee - i-Ready Program

Name	Title	Job Duties and Responsibilities
Rivero, Milton	Instructional Coach	-Guide ELA/Reading Dept. planning and meetings -Conduct classroom walkthroughs of all teachers and offer support where needed and students, coaching -Model engaging, standard-based lessons as needed -Collaborate with the ELA/Reading Dept. and address needs -Guidance with instructional resources -Attend district and Mater, Inc reading coaches meetings -Debrief and model new strategies -Assist administration with any request as needed
Sanchez, Monica	Instructional Coach	-Guide Math Dept.planning and meetings -STEM planning and meetings -Conduct classroom walkthroughs of all teachers and offer support where needed and students, coaching -Model engaging, standard-based lessons as needed -Collaborate with the Math Dept. and address needs -Guidance with instructional resources -Attend district Math coaches meetings -Debrief and model new strategies -Assist administration with any request as needed - i-Ready Program Math
Hernandez, Madelyn	Instructional Coach	-Guide Science Dept.planning and meetings -Conduct classroom walkthroughs of all teachers and offer support where needed and students, coaching -Model engaging, standard-based lessons as needed -Collaborate with the Science Dept. and address needs -Guidance with instructional resources -Attend district meetings -Debrief and model new strategies -Assist administration with any request as needed

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	117	142	135	124	153	120	124	915
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	28	62	59	52	0	51	41	293

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	18	49	32	17	8	21	27	172

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
Tuesday 9/3/2019

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	1	0	1	1	1	4
One or more suspensions	0	0	0	0	0	0	10	9	7	18	9	19	30	102
Course failure in ELA or Math	0	0	0	0	0	0	2	3	2	1	28	6	0	42
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	58%	59%	56%	56%	56%	53%
ELA Learning Gains	55%	54%	51%	59%	51%	49%
ELA Lowest 25th Percentile	51%	48%	42%	51%	45%	41%
Math Achievement	64%	54%	51%	46%	47%	49%
Math Learning Gains	58%	52%	48%	47%	47%	44%
Math Lowest 25th Percentile	47%	51%	45%	47%	45%	39%
Science Achievement	49%	68%	68%	43%	63%	65%
Social Studies Achievement	75%	76%	73%	66%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	117 (0)	142 (0)	135 (0)	124 (0)	153 (0)	120 (0)	124 (0)	915 (0)
Attendance below 90 percent	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 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	28 (0)	62 (0)	59 (0)	52 (0)	0 (0)	51 (0)	41 (0)	293 (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**
06	2019	56%	58%	-2%	54%	2%
	2018	52%	53%	-1%	52%	0%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	57%	56%	1%	52%	5%
	2018	62%	54%	8%	51%	11%
Same Grade Comparison		-5%				
Cohort Comparison		5%				
08	2019	62%	60%	2%	56%	6%
	2018	61%	59%	2%	58%	3%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		1%				
Cohort Comparison		0%				
09	2019	56%	55%	1%	55%	1%
	2018	60%	54%	6%	53%	7%
Same Grade Comparison		-4%				
Cohort Comparison		-5%				
10	2019	57%	53%	4%	53%	4%
	2018	54%	54%	0%	53%	1%
Same Grade Comparison		3%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	51%	58%	-7%	55%	-4%
	2018	75%	56%	19%	52%	23%
Same Grade Comparison		-24%				
Cohort Comparison						
07	2019	66%	53%	13%	54%	12%
	2018	73%	52%	21%	54%	19%
Same Grade Comparison		-7%				
Cohort Comparison		-9%				
08	2019	85%	40%	45%	46%	39%
	2018	56%	38%	18%	45%	11%
Same Grade Comparison		29%				
Cohort Comparison		12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	33%	43%	-10%	48%	-15%
	2018	25%	44%	-19%	50%	-25%
Same Grade Comparison		8%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	68%	-9%	67%	-8%
2018	58%	65%	-7%	65%	-7%
Compare		1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	76%	73%	3%	71%	5%
2018	76%	72%	4%	71%	5%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	71%	1%	70%	2%
2018	58%	67%	-9%	68%	-10%
Compare		14%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	63%	6%	61%	8%
2018	70%	59%	11%	62%	8%
Compare		-1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	54%	5%	57%	2%
2018	49%	54%	-5%	56%	-7%
Compare		10%			

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
SWD	15	44	41	28	42	29		64			
ELL	39	48	47	53	48	41	35	66	42	97	97
HSP	58	55	50	64	58	47	49	75	50	99	98
WHT	50			50							
FRL	57	55	51	63	58	47	49	75	49	99	98
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
SWD	29	48		44	50						
ELL	34	59	60	54	57	55	26	50		96	96
HSP	59	63	57	64	60	53	43	65	53	97	71
FRL	59	63	58	63	59	52	43	64	55	96	69

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
SWD	21	16		19	38	50	27			100	40
ELL	32	54	57	38	49	57	28	40	18	87	45
HSP	55	59	52	46	47	46	43	66	54	96	54
FRL	54	58	52	45	46	46	42	65	51	95	51

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

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)	TS&I
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	773
Total Components for the Federal Index	12
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	57
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	
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	64
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	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
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 lowest data component was in Math Lowest 25%, scoring at 47%. One contributing factor is the language barrier among the testing population.

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

The greatest decline from the prior year was ELA Learning Gains, scoring at 55% from 63%. One contributing factor is the language barrier among the testing population.

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

The greatest gap in comparison to the state average is in Science achievement with the state scoring at 68%, and City of Hialeah Educational Academy scoring 49%. There is an increase from 43% to 49% in Science achievement from the prior year within our average.

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

The most improvement in data was in the Math Achievement group. The average increased from 51% in 2018 to 64% in 2019. City of Hialeah Educational Academy took many actions in this area. One action was to focus on intervention. Additionally, the school incorporated a pull-out system and Saturday tutoring focusing on student data and individual needs.

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

With most of our students being ELL, we are continuing to work on closing the learning gaps with adequate instructional strategies. We will also be focusing on our students with disabilities in ELA.

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

1. Increasing proficiency SWD population.
2. Increasing math lowest 25th percentile.
3. Maintaining Social Studies achievement at least 75% proficiency.
4. Increasing ELA learning gains
5. Maintaining Math achievement at least 64% proficiency.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	SWD Math
Rationale	The area of focus that was identified as the critical need was SWD in Math. 32% of this subgroup scored level 1 in Math.

State the measurable outcome the school plans to achieve	The SWD group will increase from 32% to 40%
Person responsible for monitoring outcome	Ivelisse Puente (ipuente7@dadeschools.net)
Evidence-based Strategy	Students that scored a Level 1 score on the statewide, standardized assessment in mathematics will be placed in an intensive mathematics course for remediation. In addition, the students will receive push-in/pull-out as needed. The pull outs will be done in small groups, providing extra support in order to master the skills that have not yet been mastered.
Rationale for Evidence-based Strategy	It has been proven here at COHEA that when we conduct push-ins and pull-outs our students increase academically. We collect data from iReady, Math XL, statewide and district wide assessments.

Action Step	
Description	1. Meet with the Department Chair 2. Collect data within the school for the subgroup 3. Then the data analyze and collaborative discussions take place. Once the data is analyzed we work on the weakness of the students. 4. Create the groups based on the needs 5. Start the push-ins and pull-outs. 6. Pre-test and post- test
Person Responsible	Ivelisse Puente (ipuente7@dadeschools.net)

#2	
Title	ELA Learning Gains
Rationale	The area of focus that we identified as a need from the data that was reviewed from the state is ELA Learning Gains. The ELA Learning Gains had a decrease from 63% to 55%.

State the measurable outcome the school plans to achieve	ELA Learning Gains will increase by 5%
Person responsible for monitoring outcome	Graciela Carbajosa (carbajosag@dadeschools.net)
Evidence-based Strategy	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, March and April after school tutoring and Saturday tutoring sessions are provided.
Rationale for Evidence-based Strategy	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. We will provide students with the strategies needed to increase proficiency on district and state assessments. Students will be utilizing the iReady program and book. We will also Fair test our students in order to acquire for more data.

Action Step

Description	1. Meet with the ELA/Reading Coaches 2. Collect data within the school in order to provide the required needs of our students 3. Once we have the data, we will analyze and collaborative conduct discussions. 4. Then use the data to work on the weakness of the students. 4. Create the groups based on the needs 5. Start the push-ins and pull-outs. 6. Pre-test and post- test
Person Responsible	[no one identified]

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, § 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.

City of Hialeah is a Title I school. Please refer to the PFEP.

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 the social-emotional needs of all students are being met by having two full time and one part time 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. We also offer a peer monitoring program where high schoolers provide support to our younger students. Counselors provide in-class lessons to address current societal issues.

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, St. Thomas University and Florida International University and its faculty. Students participate on our College Tour, which they visit different colleges. Our 12th grade students patriciate in College Application week, in which they receive guidance while actively completing applications.

COHEA conducts a new student orientation which is held prior to the beginning of the school year to inform students and parents about policies and procedures. In addition, counselors familiarize students with academic requirements and expectations for grade level advancement/ graduation.

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.

Leadership Team: Principal, Vice Principal, Assistant Principal, Dean of Academics , Reading Coach, Instructional Coach, Counselor, SPED Program Specialist, Test Chair, Math Department Chair, Science Department Chair and Social Studies Department Chair.

The Team will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources.

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.

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 trajectors in order to implement and deliver interventions. Quarterly Failure Reports are also used to track students deficient in their current course requirement for graduation.

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.

Every 8th grade student patriciates in the Career Shine Curriculum to research careers and align their abilities with future career choices.

Part V: Budget

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

1	III.A.	Areas of Focus: SWD Math	$0.00
2	III.A.	Areas of Focus: ELA Learning Gains	$0.00
		Total:	$0.00