Charter High School Of The Americas

2020-21 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: 8/14/2015

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 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%)
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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	96%

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	2019-20	2018-19	2017-18	2016-17
Grade	A	A	I	A

School Board Approval

N/A

SIP Authority

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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 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Sanchez, Barbara	Principal	The principal will schedule and facilitate regular MTSS/RtI meetings, ensure consistency of follow-up action steps and allocate resources.
Alves, Viviana	Assistant Principal	The assistant principal will ensure attendance of all members and ensure consistency of follow-up action steps; She will participate in the problem solving process.
Forjans, Licety	Administrative Support	Administrative support will help with students in the ESOL program.
De Paula, Sandra	Instructional Coach	Reading Lead Teacher; responsible for the implementation of the school's comprehensive core and supplemental reading programs. Disaggregating and analyzing students' data to monitor strengths and weaknesses.
Alejo, Maria	Teacher, K-12	Mathematics lead teacher will monitor the students' data and monitor their progress, attend regular meetings, carry out SIP Planning with the focus on Mathematics.
Diaz, Marilyn	Teacher, K-12	Social Science Teacher; will monitor the students' data and monitor their progress, attend regular meetings, carry out SIP Planning with the focus on Social Science.
Corcho, Ivonne	Teacher, K-12	Teacher will monitor the students' data and monitor their progress, attend regular meetings, carry out SIP Planning with the focus on Science.
Perez, Claudia	School Counselor	The counselor will carry out SIP planning with a focus on the social and behavioral needs aspect of the school operation, periodically monitor the students' ongoing progress.

Demographic Information

Principal start date
Friday 8/14/2015, Barbara Sanchez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
12

Demographic Data

2020-21 Status (per MSID File)	Active
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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	63	67	48	35	213
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	2	1	4
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	27	0	0	5	32
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	7	0	0	0	7

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	7	0	0	0	7

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	

Date this data was collected or last updated

Monday 9/14/2020

Prior Year - As Reported

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	
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	

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	
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	

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%

Indicator	Grade Level (prior year reported)				Total
	9	**10**	**11**	**12**	
	(0)	(0)	(0)	(0)	0 (0)

EWS Indicators as Input Earlier in the Survey

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

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

ESSA Federal Index	
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0

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 that was the lowest was that of the ELA assessments. This is due to the high population of ESOL students within the school.

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

The data is pretty constant, math is always higher than ELA. The overall data in all areas increased from 2018 to 2018. There is no data for 2020.

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 district was over in ELA by 3%.

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

The area that improved by 4% was that of the History EOC.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The major area of concern will always be ELA because of the heavy ESOL population.

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

1. Move ESOL level students from score of 1 to 2 or more on ELA assessments.
2. Keep increasing scores in Math assessments.
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	There will be a high focus for students while in their ELA courses. This way the students can increase their ELA assessment scores from 2019 to 2021.
Measurable Outcome:	The students will increase ELA assessment scores from 52% to 62% for the 2020 - 2021 school year.
Person responsible for monitoring outcome:	Marilyn Diaz (945279@dadeschools.net)
Evidence-based Strategy:	We will use resources such as FAIR testing to monitor the student improvement throughout the school year.
Rationale for Evidence-based Strategy:	We need to focus on ELA due to the high ESOL student population that is at the school.

Action Steps to Implement

Students will take multiple assessments to measure their progress. This includes section exams, FAIR and any other assessments needed to measure progress.

Person Responsible Marilyn Diaz (945279@dadeshools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Keep increasing math scores as always.
Measurable Outcome:	Students will maintain or increase the 63% Algebra EOC scores for the 2020 - 2021 school year. Students will increase the Geometry EOC score of 54% to 60% for the 2020 - 2021 school year.
Person responsible for monitoring outcome:	Marilyn Diaz (945279@dadeshools.net)
Evidence-based Strategy:	Students will be assessed in different forms, for example Performance Matters and other assessment forms to monitor the increasing data.
Rationale for Evidence-based Strategy:	These will be used, as it is what is always used for data monitoring.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

School administration will monitor student progress with the use of different assessments.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 all stakeholders, this ensures that students are always up to date on assignments and grades. Teachers will keep constant contact with all families to

ensure the success of their students within a challenging environment, so they always work to their full potential. Teacher - Parent conferences will also be held as needed.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
		Total:	**$0.00**