Hialeah Gardens Senior High School

2021-22 Schoolwide Improvement Plan

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Hialeah Gardens Senior High School

11700 HIALEAH GARDENS BLVD, Hialeah Gardens, FL 33018

http://hghs.dadeschools.net/

Demographics

Principal: Maritza Jimenez

Start Date for this Principal: 7/24/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2020-21 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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (55%) 2016-17: B (55%)
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Dade County School Board.

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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	83%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide all students the opportunity, in small learning communities, to receive a high quality, international education that will equip them to compete in our ever-changing, high-tech, global society. In a safe and healthy environment, and through collaboration among disciplines, project-based assignments, and business and community partnerships, we will prepare students to become productive and socially conscious members of society by providing them with the knowledge and skills necessary to succeed in post-secondary education and the workforce.

Provide the school's vision statement.

A collaborative learning community achieving excellence daily.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Jimenez, Maritza	Principal	Head of school
Allen, Kia	Teacher, K-12	PLST - Digital Innovator
Gonzalez, Monica	Teacher, K-12	PLST - Instructional Coach & Content Expert
Dehghani, Michelle	Administrative Support	Activities Director and EESAC Chairperson
Estevez, Kristine	Teacher, K-12	PLST -Professional Development Liaison and Assistant Test Chair

Demographic Information

Principal start date
Wednesday 7/24/2019, Maritza Jimenez

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.*
45

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.*
54

Total number of teacher positions allocated to the school

76

Total number of students enrolled at the school

2,521

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

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	614	658	598	649	2519
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	74	53	46	58	231
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	12	65	143	49	269
Course failure in Math	0	0	0	0	0	0	0	0	0	21	71	122	70	284
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	61	90	93	147	391
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	51	103	92	174	420
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	199	0	0	0	199

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	55	116	134	152	457

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	1	1	0	5	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	4	4	2	12

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

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	0	0	0	681	623	679	635	2618
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	53	45	57	52	207
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	65	142	49	3	259
Course failure in Math	0	0	0	0	0	0	0	0	0	72	121	70	0	263
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	90	93	144	100	427
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	103	93	169	158	523

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	117	133	146	92	488

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	4	1	0	4	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	4	2	4	14

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				54%	59%	56%	59%	59%	56%
ELA Learning Gains				46%	54%	51%	51%	56%	53%
ELA Lowest 25th Percentile				34%	48%	42%	38%	51%	44%
Math Achievement				37%	54%	51%	41%	51%	51%
Math Learning Gains				40%	52%	48%	48%	50%	48%
Math Lowest 25th Percentile				38%	51%	45%	48%	51%	45%
Science Achievement				62%	68%	68%	52%	65%	67%
Social Studies Achievement				74%	76%	73%	67%	73%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	49%	55%	-6%	55%	-6%
Cohort Comparison						
10	2021					
	2019	55%	53%	2%	53%	2%
Cohort Comparison		-49%				

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
2021					
2019	61%	68%	-7%	67%	-6%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	71%	2%	70%	3%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	35%	63%	-28%	61%	-26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	43%	54%	-11%	57%	-14%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Winter Mid-Year Assessment data is reported below for grades 9 and 10.

Winter History Mid-Year Assessment data for U.S. History is reported below for grade 11.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	16.5	0
	Economically Disadvantaged	0	56.1	0
	Students With Disabilities	0	17.4	0
	English Language Learners	0	9.7	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	53.3	0
	Economically Disadvantaged	0	51.7	0
	Students With Disabilities	0	31.3	0
	English Language Learners	0	52.9	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	34.4	0
	Economically Disadvantaged	0	70	0
	Students With Disabilities	0	40	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	56.5	0
	Economically Disadvantaged	0	56.7	0
	Students With Disabilities	0	43.2	0
	English Language Learners	0	51.1	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	18.3	0
	Economically Disadvantaged	0	9	0
	Students With Disabilities	0	10	0
	English Language Learners	0	7.4	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	69.3	0
	Economically Disadvantaged	0	67.4	0
	Students With Disabilities	0	37.5	0
	English Language Learners	0	52	0

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	13	20	15	18	30	36	24	48		83	36
ELL	23	38	35	25	27	33	28	38		85	70
HSP	57	46	30	23	25	33	36	54		92	80
WHT	54	35								76	77
FRL	53	45	29	23	25	32	35	53		92	80

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	33	41	38	22	36	41	48	50		75	39
ELL	29	37	30	34	37	37	52	50		83	64
HSP	54	46	34	36	40	38	61	74		88	68
WHT	67	64						92			
FRL	52	46	35	37	39	35	63	74		89	67

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	35	27	25	40	37	32	49		63	27
ELL	25	39	36	46	55	52	38	36		77	65
BLK	64	50									
HSP	58	51	37	41	48	48	52	67		86	59
WHT	67	68								100	58
FRL	57	50	39	42	48	49	53	65		86	59

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	517
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	47
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	61
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Student achievement data from 2019 state assessments and 2020-2021 winter Mid-Year Assessments indicate that the 2021-2022 tenth grade class requires most improvement in both Math and English Language Arts. Although their Biology data looks promising, we must work to maximize student achievement in all content areas and all grade levels, especially considering that our overall school grade was only one point above a C in 2019.

The school to district comparison shows the following: All ELA Subgroups Achievement decreased except for SWD which increased by 4 percentage points. All ELA Subgroups Learning Gains decreased except for SWD students, which increased by 6 percentage points. All ELA Subgroups Learning Gains L25 decreased except for SWD students, which increased by 11 percentage points. All Math Subgroups Achievement decreased by at least 3 percentage points. All Math Subgroups Learning Gains decreased by at least 4 percentage points. All Math Subgroups Learning Gains L25 decreased by at least 4 percentage points. All Science Subgroups Achievement levels increased by at least 9 percentage points. All Social Studies Subgroups Achievement levels increased by at least 1 percentage point.

Based on 2021 state assessments, ELA Grade 9 proficiency increased by 7 percentage points. In the content areas of Biology, Algebra I, Geometry and U.S. History, however, there was a decrease in proficiency. Biology decreased by 23 percentage points, Algebra I decreased by 6 percentage points, Geometry decreased by 16 percentage points, and U.S. History decreased by 20 percentage points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Data findings from 2019 indicate that the majority of our Math Subgroups Learning Gains decreased by at least 4 percentage points. Students with Free and Reduced lunch decreased by 14 percentage points, hispanic students decreased by 10 percentage points and SWD students decreased by 11 percentage points

The 2020-2021 Mid-Year Assessment (MYA) results for Math and English Language Arts demonstrate the greatest need for improvement, for these areas have shown declines over the past three years. According to the Academic Programs tab (on Power BI), the 2018 Math proficiency in Algebra I was 26%, and it decreased 2 percentage points in 2019 to 24%; the 9th grade ELA proficiency decreased from 52% in 2018 to 49% in 2019. In both Math and English, MYA proficiency levels remained low—below the district average. In fact, the Algebra MYA data indicate only 36% correct with 0% proficiency. The Geometry MYA data are similar: 40% correct with only 2% proficiency. Very little difference appears in the English Language Arts MYA data. Percentages correct (c) and proficient (p) are as follows for grades 9 and 10, respectively: 37% (c) and 3% (p); and 44% (c) and 11% (p). According to the 2021 EOC state assessments, Algebra I decreased by 6

percentage points, and Geometry decreased by 16 percentage points.

The 2021 state assessment data indicate FSA ELA grade 9 proficiency increased by 7%. In contrast, there was a decrease in proficiency in Biology (-23%), Algebra I (-6%), Geometry (-16 %), and U.S. History (-20%).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Data findings from 2019 indicate that contributing factors to the need for improvement in Math data, particularly Algebra I, include that many of our students test for Algebra 1 in middle school. Despite this challenge, we will continue to strengthen our Algebra I team through professional development and common planning. Math teachers will collaborate in teams, create cross-curricular STEAM 5.0 lessons with Math standards that focus on standards that need remediation or acceleration, and will progress monitor through formative and summative assessments. Reading and English teachers will be provided access and departmental training on the data platforms, will be provided time to meet and analyze data utilizing various reports, will conduct data chats with students, will show students how to monitor their learning data, and will monitor progress quarterly. They will increase their lateral and vertical collaboration. Also, they will share best practices at department meetings. We will be strategic with aligning resources and include on-going progress monitoring in our data chats.

For the last three years, we have focused on implementing standards-aligned instruction in all classrooms. Based on 2021 data findings, we will continue to strengthen our Algebra I & Geometry team through professional development related to scaffolding and intervention for lower performing students to help them access grade level content. Math teachers will collaborate in teams and create-cross curricular STEAM 5.0 lessons with Math standards that focus on standards that need remediation or acceleration. We will be strategic with aligning resources and include OPM in our data chats.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In 2019, Science SWD Achievement increased from 32 percentage points in 2018 to 48 percentage points on the 2019 EOC. In 2021, students in the SWD subgroup in Science showed 19 percent proficiency on the Biology Mid-Year Assessment. According to the Academic Programs tab on Power BI, most improvement is evident in Science proficiency, which increased 11 percentage points in 2019, to 59% from 48% (in 2018). According to the 2021 state assessment, ELA Grade 9 increased by 7 percentage points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Throughout the 2020-2021 school year, teachers of Biology courses met biweekly to examine student data, plan lesson delivery, and share best practices through both video conferencing and in-person meetings. They also worked together to develop purposeful STEAM 5.0 lessons. Meeting agendas and sign-in sheets served as evidence that teachers of Biology classes collaboratively utilized data to drive instructional practices, thereby focusing on meeting students' needs and strengthening pedagogy.

Based on 2021 data findings, we restructured the grade level team and provided time for collaborative planning of standards-aligned instruction. Best practices were also shared during departmental meetings. Intentional data discussions using USA Test Prep data provided teacher and students the ability to monitor areas of mastery and deficiency.

What strategies will need to be implemented in order to accelerate learning?

Recuperation of potentially lost learning because of the Covid-19 pandemic is paramount. Teachers will utilize existing assessment data along with ongoing progress monitoring to drive instructional design and delivery. Educators will further implement differentiated instruction, cross-curricular writing, standards-based collaborative planning, and interdisciplinary learning experiences.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop professional development surrounding blended learning, using data to drive instruction for continuous improvement (ongoing), review of B.E.S.T. standards, Alternative assessments, Schoology, capturing engagement, and using data to understand graduation rate.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Extended learning opportunities will be provided with after school tutoring and implementing pull-out tutoring for low or underperforming students. We will encourage larger participation in our STEM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning	
Area of Focus Description and Rationale:	It is critical that we provide our teachers with professional development opportunities so that they can root their instructional design in current and ongoing data to differentiate learning experiences that meet students' levels and fulfill students' needs. It will allow teachers, school-based leaders, and other staff to build instructional practices that improve student learning, particularly in light of these 2021 FSA data: Biology's decrease of 23 percentage points, Algebra I's decrease of 6 percentage points, Geometry's decrease of 16 percentage points, and U.S. History's decrease of 20 percentage points.
Measurable Outcome:	There will be an increase of one professional development meeting per month as evidenced by the registration in PDMS or attendance log.
Monitoring:	Attendance logs will be submitted by the facilitator of the professional development and copy of the completion on their PD transcript submitted to the Professional Development Liaison monthly.
Person responsible for monitoring outcome:	Maritza Jimenez (pr7191@dadeschools.net)
Evidence-based Strategy:	Our school will focus on the evidence-based strategy of job-embedded professional development which refers to teacher learning that is grounded in day-to-day teaching practices and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning.
Rationale for Evidence-based Strategy:	Eliminate the achievement gap while accelerating all students to their full academic potential when provided relevant and rigorous job-embedded professional development.

Action Steps to Implement

1. 9/16 - 10/11: Provide professional development for teachers on Performance Matters and differentiated instruction. As a result, teachers will strengthen their abilities to effectively utilize data to drive instructional design and practices.

Person Responsible	Maritza Jimenez (pr7191@dadeschools.net)

2. 8/31 - 10/11: Teachers will review classroom data weekly to determine their students' learning needs and progress.

Person Responsible	Maritza Jimenez (pr7191@dadeschools.net)

3. 8/31 - 10/11: Teachers will solicit feedback from students on their teaching methods and collaborate with colleagues monthly to discuss data-driven teaching practices.

Person Responsible	Maritza Jimenez (pr7191@dadeschools.net)

4. 8/31 - 10/11: During quarterly faculty meetings, teachers will be surveyed as to their perception of using data to drive instruction and differentiating their instruction to students.

Person Responsible	Maritza Jimenez (pr7191@dadeschools.net)

5. 11/1- 12/21: During monthly department meetings, teachers will receive support with using Performance Matters and differentiating instruction to ensure effective utilization of data, drive instructional practices, and improve student learning outcomes.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

6. 11/1- 12/21: During monthly department meetings, teachers will also share with colleagues the instructional practices they most effectively employ when using data to drive instruction so that all teachers can hone their skills and impact student mastery of content.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

7. 1/31 - 4/29: During monthly department meetings, teachers will model data-driven best practices that have proven effective in monitoring student progress to expand colleagues' skills and further promote data-driven instruction.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

8. 1/31 - 4/29: Teachers will conduct data chats with students to further encourage progress monitoring and student mastery of learning objectives.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

#2. Culture & Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:	Based on the data review, we will implement the targeted element of teacher attendance. According to the 2020-2021 School Climate Survey, the percentage of teachers absent for more than 10.5 days was 24% as compared to the 2018-2019 pre-Covid survey where 27% of teachers were absent more than 10.5 days. In contrast, the 2019-2020 School Climate Survey shows only 18% of teachers were absent 10.5 days, so our teachers' attendance increased pre-Covid, but declined again this past school year.
Measurable Outcome:	If we successfully implement the targeted element, our teachers' annual attendance will improve by at least 5 percentage points in the category of teachers accruing over 10.5 absences in the school year for a goal of no more than 19% of teachers being absent more than 10.5 days.
Monitoring:	Teacher attendance will be monitored by the leadership team and school-wide acknowledgments will be given twice per quarter.
Person responsible for monitoring outcome:	Maritza Jimenez (pr7191@dadeschools.net)
Evidence-based Strategy:	Our school will focus on the the evidence-based strategy of celebrate successes. Staff and student accomplishments will be given special recognition and achievements will be publicly celebrated allowing for encouragement from all stakeholders.
Rationale for Evidence-based Strategy:	Celebrating successes will assist in decreasing the number of teacher absences and ensure our faculty/staff feel valued. Our faculty members have expressed appreciating feeling appreciated. When our principal visited classes last school year and delivered a personalized thank you to teachers who had perfect attendance, they loved it. Posting those pictures on social media and making announcements to the entire faculty encouraged many staff members.

Action Steps to Implement

1. 8/23 - 10/11: The principal's secretary will run a staff attendance report every four weeks, which administrators will use to monitor attendance of the teachers in their respective departments.

Person Responsible	Maritza Jimenez (pr7191@dadeschools.net)

2. 8/23 - 10/11: Mrs. Jimenez will send a recognition email to 7191@dadeschools.net twice per quarter to praise teachers who have fewer than two absences. Among faculty and staff members, this will promote the belief that direct instruction can improve the education of students.

Person Responsible	Maritza Jimenez (pr7191@dadeschools.net)

3. 8/23 - 10/11: Pictures and congratulations will be posted on our school's Instagram and Twitter accounts. Links to the social media posts will also be displayed on the homepage of HGHS's website. This will further promote the belief that direct instruction can improve student learning, not only among faculty and staff members but also among students and parents.

Person Responsible	Maritza Jimenez (pr7191@dadeschools.net)

4. 8/23 - 10/11: Attendance celebrations will be conducted at faculty meetings at the end of each quarter. The consistent recognition of teacher attendance by the administrative team will promote good attendance by making teachers feel appreciated. Among faculty and staff, this will further promote the importance of direct instruction.

Person Responsible   Maritza Jimenez (pr7191@dadeschools.net)

5. 11/1- 12/21: The principal's secretary will continue to run a staff attendance report every four weeks, which administrators will use to monitor attendance of the teachers in their respective departments.

Person Responsible   Maritza Jimenez (pr7191@dadeschools.net)

6. 11/1- 12/21: Administrators will continue to promote the belief that direct instruction can improve the education of students by praising teachers with two absences or fewer and post congratulatory pictures on our school's Instagram and Twitter accounts.

Person Responsible   Maritza Jimenez (pr7191@dadeschools.net)

7. 1/31 - 4/29: While monitoring the hallways between changes of class, administrative leaders will provide teachers with praise and encouragement about their attendance to strengthen teachers' morale and encourage strong attendance.

Person Responsible   Maritza Jimenez (pr7191@dadeschools.net)

8. 1/31 - 4/29: At monthly department meetings, visiting administrators and/or department chairpersons will give kudos to teachers who maintain perfect attendance since the previous meeting to remind all educators that their consistent presence and instruction are vital to student achievement.

Person Responsible   Maritza Jimenez (pr7191@dadeschools.net)

#3. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale:	Based on qualitative data from the school climate survey and the SIP survey and review of the core leadership competencies, we want to use the targeted element of managing accountability systems. Teachers in the building did not feel that they met with administration enough to discuss data; therefore, we want to increase the amount of data chats between faculty members and administration to ensure teachers are using their data to design instruction that meets students' needs. By involving them in frequent disaggregation of data, teachers will be better able to plan future instruction and remediate/ enrich previously taught skills.
Measurable Outcome:	If we successfully implement the targeted element of managing accountability systems, our teachers will be provided the opportunity to contribute to department data chat meetings. This will be realized by teachers participating in quarterly data chats with administration. As a result, the percentage of teachers who feel that they "participate in data chats with [their] administrator" quarterly will increase by 5 percentage points during the 2021-2022 school year.
Monitoring:	The leadership team will maintain agendas, sign-in sheets, and copies of data discussed. By involving teachers in quarterly disaggregation of data, we hope to create an environment of data-driven instructional practices. This initiative will be evident by teacher leaders providing support and development to their colleagues in data analysis, lesson plans, and differentiation. To ensure we are on the right track, teachers and leaders will monitor student performance data on topic assessments, district assessments, USA Test Prep, and teacher-generated assessments.
Person responsible for monitoring outcome:	Maritza Jimenez (pr7191@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of managing accountability systems, we will focus on the evidence-based strategy of managing data systems & processes. By creating department collaboration with fidelity and involving teachers in quarterly data chats with administration, we hope to increase the feeling of focusing on sustainable results. Department chairpersons will provide agendas, sign-in sheets, and copies of data discussed to the assistant principal over curriculum on a quarterly basis to ensure we are on the right track to meeting the outcome above.
Rationale for Evidence-based Strategy:	Faculty data indicate teachers want to improve their use of data for appropriate remediation/enrichment. Teachers also indicated needing additional professional development with conducting data chats with students, parents, and peers.

Action Steps to Implement

1. 8/16-10/11: Provide on-going professional development on accessing data in Performance Matters to empower teachers to access data that will help them closely monitor student progress.

Person Responsible	Maritza Jimenez (pr7191@dadeschools.net)

2. 8/16-10/11: Schedule data chats with core areas and their department chairpersons to promote collaboration, discussion, and data-driven instructional design.

Person Responsible	Maritza Jimenez (pr7191@dadeschools.net)

3. 8/16-10/11: Implement the use of student data chat forms for students in tested areas to track mastery and deficiency.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

4. 8/16-10/11: Provide on-going professional development on how to create teacher assessments using Performance Matters to better monitor student mastery of standards.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

5. 11/1- 12/21: Conduct follow-up data chats with administration, core area teachers, and department chairpersons to continue to promote collaboration, discussion, and data-driven instructional design.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

6. 11/1- 12/21: Teachers and students in tested courses will collaboratively update student data chat forms to track mastery and deficiency.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

7. 1/31 - 4/29: During department and subject-area meetings, teachers will re-evaluate data trends and collaboratively design interventions and enrichment opportunities to ensure student success.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

8. 1/31 - 4/29: Administrators will meet with departments and/or subject-area teams to examine data trends and collaboratively established data-driven instructional goals and practices.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

#4. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the targeted element of standards-aligned instruction. We selected the overarching area of standards-aligned instruction based on our findings that demonstrated learning gains for the L25 subgroup were decreasing. We are not meeting the unique needs of all learners; therefore, it is evident that we must improve our ability to differentiate instruction and scaffold learning to ensure all of our learners can attain the intended standards. We will provide the scaffolding and rigor necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency. By delivering standards-aligned instruction to all students, especially our L25 subgroup, we will recuperate the declines evident in 2021 state assessment data: Biology's decrease of 23 percentage points, Algebra I's decrease of 6 percentage points, Geometry's decrease of 16 percentage points, and U.S. History's decrease of 20 percentage points.
Measurable Outcome:	If we successfully implement standards-aligned instruction, then our L25 students will increase by a minimum of 5 percentage points as evidenced by the 2022 state assessments.
Monitoring:	The leadership team will conduct quarterly data chats, adjust interventions and acceleration based on current data in real time, and follow-up with regular walk-throughs to ensure quality instruction that is standards-aligned. Data analysis of formative assessments of L25 students will be reviewed monthly to observe progress. This data will be analyzed during leadership team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Maritza Jimenez (pr7191@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of standards-aligned instruction, our school will focus on the evidence-based strategy of collaborative data chats. During collaborative data chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction. Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in RTI or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.
Rationale for Evidence-based Strategy:	Collaborative data chats will ensure teachers and support staff make strategic decisions in remediating, accelerating, and designing instruction. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data become available.

Action Steps to Implement

1. 8/16-10/11: During monthly departmental meetings with department chairs, teachers will have an opportunity to team-plan standards-aligned lessons and analyze current data points regarding student progress from formative and summative assessments.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

2. 8/16-10/11: In addition to monthly departmental meetings, teachers will meet monthly with subject-area teams to plan standards-aligned lessons and analyze student data.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

3. 8/16-10/11: Teachers will meet quarterly with administrators, department chairs, and subject-area colleagues to conduct collaborative data chats, focusing on areas of strength and areas in need of improvement as well as design of standards-aligned lessons and ways to adjust instruction based on students' needs.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

4. 8/16-10/11: At the end of each quarter, members of the leadership team will share team progress, from discussing their collaboration and approaches to presenting student data, with the entire faculty.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

5. 11/1- 12/21: In both department and subject-area groups, teachers will continue to team-plan standards-aligned lessons and analyze data points regarding student progress on formative and summative assessments.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

6. 11/1- 12/21: During monthly Gladiator Council leadership team meetings, department chairpersons and administrative leaders will share updates about teachers' collaborative efforts to plan and deliver standards-aligned lessons. They will also review teachers' analysis of data points regarding student progress on formative and summative assessments.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

7. 1/31 - 4/29: Administrators, department chairpersons, and team leaders will monitor teachers' differentiation of instruction and scaffolding of learning during standards-aligned lessons to ensure that students in both the lowest quartile, as well as all levels of achievement, can make progress toward mastery of the intended standards.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

8. 1/31 - 4/29: At department meetings, chairpersons and teachers will share exemplar standards-aligned lessons and explore strengths and areas for improvement for instruction.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In comparison to discipline data from across the state of Florida, Hialeah Gardens High School's school incident ranking is in the "low" category, ranking number 128 of 505 total schools for reporting 1.9 incidents per student. Violent incidents rank "very low," with 0.22 incidents reported per student, a district rank of 37 out of 74 schools, and a statewide rank of 76 out of 505 schools. Property incidents rank in the "middle," with 0.04 incidents reported per student, a district rank of 42 out of 74 schools, and a statewide rank of 285 out of 505 schools. Drug/public order incidents rank in the "middle," with 1.61 incidents reported per student, a district rank of 49 out of 74 schools, and a statewide rank of 234 out of 505 schools.

Given this data, along with the data from PowerBi dashboards, the school will work diligently to prevent and minimize violent incidents, property incidents, and drug/public order incidents. One method will be assigning security guards to monitor hallways near the entrance to restrooms on each floor and in each building, restricting the number of students allowed in the restroom at one time. This will lend itself to an improvement in our school's culture and environment, which we expect will be evident in this year's SIP survey data from educators and students alike.

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.

Our strengths within school culture are in safety, order and security, leadership and relationships, and resources and support systems. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported through mentorship programs within their academies, clubs, and sports programs and our trust counselor and counselors readily assist students on a one on one basis through teacher referrals and student requests. This supports a feeling of a safe environment among staff and students with an overwhelming majority feeling safe, secure, and heard. Staff are provided opportunities to take part in team-building activities and support through departments as well as grade level teams and curriculum. We provide opportunities for staff to provide ongoing feedback and suggestions to school leaders through Google/Microsoft Forms surveys. We also ensure information is provided to all stakeholders through our daily announcements and our Teams page for staff and channels set-up by departments to connect with one another consistently. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning through professional development based on the

needs of the teachers/students through an ongoing Google Form survey. Through these continuous check-ins, our staff and students feel they have the necessary resources to be successful.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the principal, assistant principals, instructional coaches, teacher leaders and counselors (our school leadership team). The principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team-building and morale boosting activities. The assistant principals monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Teacher Attendance	$0.00
3	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
		Total:	**$0.00**