Hialeah Miami Lakes Senior High

2021-22 Schoolwide Improvement Plan

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Hialeah Miami Lakes Senior High

7977 W 12TH AVE, Hialeah, FL 33014

http://schoolsites.schoolworld.com/schools/hialeah/

Demographics

Principal: Juan Ram IR Ez C

Start Date for this Principal: 1/7/2020

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)	100%
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 (61%) 2017-18: B (61%) 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.](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	89%

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

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We are committed to building a community of creative and analytical thinkers through rigorous and relevant academic choices and diverse educational opportunities designed to prepare our students to meet the demands of our ever-changing world.

Provide the school's vision statement.

We will empower our students to become confident, self-directed, life-long learners, and proactive members of society.

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
Robinson, Angel	Assistant Principal	The assistant principals are directly responsible to the principal. Each assistant principal is assigned specific duties by the principal; however, general duties include student control, attendance, contact with the community, supervision of personnel, safety, transportation, property control, budget, student records, scheduling, articulation, curriculum development, supervision of all aspects of cafeteria, written reports, security, and classroom observations. Also included are such duties as monitoring school records, maintaining open communications with department chairs, and other responsibilities as directed by the principal
Sosa, Lilibet	Assistant Principal	The assistant principals are directly responsible to the principal. Each assistant principal is assigned specific duties by the principal; however, general duties include student control, attendance, contact with the community, supervision of personnel, safety, transportation, property control, budget, student records, scheduling, articulation, curriculum development, supervision of all aspects of cafeteria, written reports, security, and classroom observations. Also included are such duties as monitoring school records, maintaining open communications with department chairs, and other responsibilities as directed by the principal
Machado Dominguez, Marissa	Teacher, K-12	Ms. Machado Dominguez is our PLST Digital Innovator, Social Studies teacher, and Lead Magnet Teacher for HML. The role of the PLST is to support the development and implementation of a high-quality site-based professional development plan that promotes a school culture of professional growth and collective responsibility for student learning, enhances educators' professional growth and effectiveness, positively impacts student achievement.
Gondar, Ismary	Teacher, K-12	Ms. Gondar is the Lead Mentor for our PLST, Geometry Teacher, and Mathematics Department Head. The role of the PLST is to support the development and implementation of a high-quality site-based professional development plan that promotes a school culture of professional growth and collective responsibility for student learning, enhances educators' professional growth and effectiveness, positively impacts student achievement.
Daniels, Tosha	Math Coach	The match coach is responsible to lead the math common planning to create meaningful lessons that are aligned to the SIP goals. The math coach also provides in-classroom support to all teachers in the math department. The math coach is also part of the school's data team that is responsible for disaggregating and analyzing school-wide data to drive instruction.
Bryson-Prieto, Gina	Teacher, K-12	Ms. Bryson is HML's PLST Content Expert and Social Studies Teacher. The role of the PLST is to support the development and implementation of a high-quality site-based professional development plan that promotes a school culture of professional growth and collective responsibility for student learning, enhances educators' professional growth and effectiveness, positively impacts student achievement.

Name	Position Title	Job Duties and Responsibilities
Chong, Yuan	Teacher, K-12	PLST Professional Development Liaison who ensures adequate and current professional development is provided to HML Faculty. Mr. Chong is also the Science Fair Liaison and takes additional responsibilities as a school lead. The role of the PLST is to support the development and implementation of a high-quality site-based professional development plan that promotes a school culture of professional growth and collective responsibility for student learning, enhances educators' professional growth and effectiveness, positively impacts student achievement.
Ramirez, Juan	Principal	Each principal shall perform such duties as may be assigned by the superintendent pursuant to the rules of the school board. Such rules shall include, but not to be limited to, rules relating to administrative responsibility, instructional leadership of the educational program of the school to which the principal is assigned, submission of personnel recommendations to the superintendent, administrative responsibility for records and reports, and student suspensions.
Ramirez, Juan	Assistant Principal	The assistant principals are directly responsible to the principal. Each assistant principal is assigned specific duties by the principal; however, general duties include student control, attendance, contact with the community, supervision of personnel, safety, transportation, property control, budget, student records, scheduling, articulation, curriculum development, supervision of all aspects of cafeteria, written reports, security, and classroom observations. Also included are such duties as monitoring school records, maintaining open communications with department chairs, and other responsibilities as directed by the principal

Demographic Information

Principal start date
Tuesday 1/7/2020, Juan Ram IR Ez C

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.*
41

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.*
39

Total number of teacher positions allocated to the school
87

Total number of students enrolled at the school
1,430

Identify the number of instructional staff who left the school during the 2020-21 school year.
4

Identify the number of instructional staff who joined the school during the 2021-22 school year.
3

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	428	336	310	342	1416
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	116	136	93	118	463
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	25	60	51	51	187
Course failure in Math	0	0	0	0	0	0	0	0	0	56	79	71	44	250
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	105	107	95	107	414
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	116	103	88	101	408
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	251	0	0	0	251

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	149	121	123	86	479

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	5	2	0	27	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	10	3	7	10	30

Date this data was collected or last updated
Wednesday 6/30/2021

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	374	361	348	359	1442
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	138	94	113	112	457
One or more suspensions	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	62	52	52	0	166
Course failure in Math	0	0	0	0	0	0	0	0	0	81	73	45	0	199
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	111	94	103	68	376
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	106	88	102	90	386

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	149	121	123	86	479

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	5	2	0	27	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	10	3	7	10	30

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				47%	59%	56%	48%	59%	56%
ELA Learning Gains				54%	54%	51%	53%	56%	53%
ELA Lowest 25th Percentile				42%	48%	42%	41%	51%	44%
Math Achievement				42%	54%	51%	47%	51%	51%
Math Learning Gains				51%	52%	48%	54%	50%	48%
Math Lowest 25th Percentile				48%	51%	45%	58%	51%	45%
Science Achievement				68%	68%	68%	71%	65%	67%
Social Studies Achievement				73%	76%	73%	70%	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	42%	55%	-13%	55%	-13%
Cohort Comparison						
10	2021					
	2019	47%	53%	-6%	53%	-6%
Cohort Comparison		-42%				

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	66%	68%	-2%	67%	-1%
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	70%	71%	-1%	70%	0%
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	38%	63%	-25%	61%	-23%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	38%	54%	-16%	57%	-19%

Grade Level Data Review - Progress Monitoring Assessments

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

The data used was the MYA Assessment for each of the subject areas below as indicated in the SIP companion guide.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	30.3	0
	Economically Disadvantaged	0	30.6	0
	Students With Disabilities	0	17.1	0
	English Language Learners	0	2.3	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	47.6	0
	Economically Disadvantaged	0	45.4	0
	Students With Disabilities	0	31.4	0
	English Language Learners	0	41.3	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	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 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	43.2	0
	Economically Disadvantaged	0	56.6	0
	Students With Disabilities	0	23.3	0
	English Language Learners	0	29.7	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	35	0
	Economically Disadvantaged	0	33.3	0
	Students With Disabilities	0	25	0
	English Language Learners	0	40.5	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	11.5	0
	Economically Disadvantaged	0	12.6	0
	Students With Disabilities	0	3.4	0
	English Language Learners	0	2.3	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 11				
English Language Arts	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
Mathematics	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
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	73.1	0
	Economically Disadvantaged	0	73.3	0
	Students With Disabilities	0	50	0
	English Language Learners	0	66.7	0

Grade 12				
English Language Arts	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
Mathematics	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
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

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	37	48	29	31	34	34	58	63		97	29
ELL	21	39	31	17	25	38	41	55		97	77
BLK	19	25	19	10	26	44	42	63		98	54
HSP	41	43	31	23	27	39	56	62		99	69
FRL	35	38	26	18	26	39	54	61		98	64

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	35	47	44	46	59	54	49	64		95	46
ELL	25	47	45	33	50	46	52	54		92	95
BLK	36	49	41	46	58	57	66	67		98	78
HSP	49	54	42	41	50	47	69	73		96	85
WHT	71	73		36	45					100	100
FRL	43	52	41	42	51	47	66	70		96	82
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	35	45	31	45	54	53	59	73		97	39
ELL	15	43	40	38	56	59	45	42		94	75
BLK	36	42	26	33	49	50	68	64		87	64
HSP	50	55	45	50	55	61	71	72		95	80
WHT	75	53		64	73					90	
FRL	45	52	41	45	54	58	69	69		93	76

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	1
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	518
Total Components for the Federal Index	11
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO

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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	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?

In reviewing the 2019 data, there was a downwards trend for Geometry proficiency during topic assessments and ultimately a decrease in the Geometry EOC assessment. Math lowest quartile and reading lowest quartile also decreased. Our English Language Learners were the subgroup with the lowest numbers in ELA. Economically disadvantaged students and students with disabilities performed the best in Social Studies, while their lowest performance was also in ELA. In a positive note, Science and Social studies continue to sustain their high averages across subgroups. Additionally, ELA 10th grade saw an increase for the past three years.

According to the 2021 data, content areas such as Social Studies and Science were able to retain success despite the COVID-19 pandemic and the learning loss experienced in other content areas such as ELA and Math. Progress monitoring assessments (MYA) for 2021 show that English Language Learners and students with disabilities continue to do their best in content areas Social Studies and Science. In addition, 9th graders scored lower in ELA than 10th grade students.

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

Based on the 2019 administration of the Geometry EOC, the results indicate a significant decrease of 18 percentage points in proficiency from 48% to 30% compared to 2017-2018.

Based on the 2019 Algebra EOC, there was an overall decrease of three (3) percentage points in math learning gains from 54% to 51% compared to 2017-2018.

Based on the 2019 Algebra EOC, there was an overall decrease of ten (10) percentage points in math lowest quartile from 58% to 48% compared to 2017-2018.

Based on the 2021 administration of the 9th grade ELA FSA, our scores dropped to twenty five (25) percent proficiency, which has a difference of twenty-six (26) percentage points from the district.

Based on the 2021 administration of the 10th grade ELA FSA, there was an overall decrease to thirty-four (34) proficiency, compared to the district's fifty-two percent (52) proficiency.

Based on the 2021 administration of the Geometry EOC, the school's scores dropped to fifteen-percentage point proficiency (15) which is twenty-six percentage points lower than the district's forty-one (41) percent.

Based on the 2021 administration of the Algebra EOC, the school dropped to twenty-seven (27)

percent proficiency, which is nineteen percentage points lower than the district's average of forty-six (46).

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

Intensive Math was removed from the schedule during the 2018-2019 school year. The loss of instructional time for mathematics had a negative effect on student performance. In addition, the loss of instructional personnel exacerbated the drop in student performance in mathematics.

There are several explanations that showcase why student performance dropped significantly during the 2020-2021 school year. There was uncertainty, loss of instructional time during opening of schools due to the failed K12 launch, and multiple quarantines that forced teachers and students to switch from in-person to on-line learning. Additionally, student absences increased and MSO student participation and engaged were issues that we never contended with before.

In order to address the needs for improvement, a focus should be placed in student-centered instruction, interventions, and student attendance.

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

Based on the 2019 administration of the FSA ELA there was an overall increase among the L25 with an increase of one (1) percentage points from 41% to 42% compared to 2017-2018

Based on the 2019-2020 School Data Maps, 74% percent of teachers agree that progress monitoring is utilized throughout the school year to ensure students receive appropriate remediation or enrichment compared to 2017-2018.

Based on the 2018-2019 administration of the U.S History EOC, overall proficiency increased three (3) percentage points from 70% to 73% compared to the 2017-2018 school year.

Based on the 2018-2019 administration of the GR 10 FSA ELA, the overall proficiency increased three (3) percentage points from 46% to 49% compared to the 2017-2018 school year.

Based on the 2018-2019 administration of the GR 9 FSA ELA, learning gains increased three (3) percentage points from 50% to 53% compared to the 2017-2018.

Based on the 2020-2021 administration of the US History EOC, the school was able to obtain a proficiency of sixty-percent (60), which is one point above the district average of fifty-nine percent (59).

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

Contributing factors to the 2019 data are data-driven instruction and differentiated instruction. Common planning and collaboration among teachers proved effectiveness for student engagement and learning cross-curriculum. The effective use of curriculum and district resources maximized student learning and achievement.

The contributing factors to the 2021 sustained improvement of Social Studies lies in a veteran team of teachers who teach bell to bell, hold high academic expectations, and collaborate and plan together.

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

In order to accelerate learning of the 2021-2022 school year, a Professional Learning Community will be created to focus on teacher practice and support. Additionally, a focus on student centered-instruction, interventions, and differentiated instruction, will also ensure that all student needs are met.

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.

Through the Professional Learning Support Team and Miami Learns grant, our teachers will receive professional development on student-centered instruction, differentiated instruction, and engagement.

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

Additional services provided will include hourly interventionists and mental health support that will directly go to students. Through the Miami Learns Grant, our PLST will continue to provide opportunities for teacher improvement and growth via professional development, mentoring, and more.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	According to 2021 data, there was a decrease in almost all subject areas of 10 or more points. That can be in part, attributed, to low student engagement and out of the classroom. Our students' academic performance in formative assessments declined by ten percentage points over our state tested content areas. We also experienced an increase in absenteeism throughout the school year.
Measurable Outcome:	Student engagement (the capacity by which students make an internal investment in their educational growth) will increase by at least twenty (20) percentage points as evidenced by School Culture data student responses for the 2021-2022 school year.
Monitoring:	The Leadership Team will conduct monthly walkthroughs to ensure student engagement is evident. Data Analysis of district and teacher-generated assessments of ELL and SWD students will be reviewed during monthly Leadership Team meetings to observe progress toward the 20% increase. The leadership team will conduct quarterly data chats with teachers (by department) and determine if engagement strategies need to be altered. The Leadership Team will follow-up with regular walkthroughs to ensure student engagement continually takes place and necessary adjustments occur. Another method of monitoring will involve a quarterly survey of student engagement. Students will receive an initial (baseline) survey asking them to rate engagement in their classroom which will then be given on a quarterly basis thereafter
Person responsible for monitoring outcome:	Lilibet Sosa (lsosa@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Delivery and Engagement, our school will focus on the evidence-based strategy of: Interactive Learning Environment. Interactive Learning Environment will assist in accelerating the learning gains of our SWD and ELL students as it is a systematic approach of instruction to meet the students' needs. Instructional Delivery and Student Engagement will allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of pre-requisite skills, academic vocabulary, and instructional/metacognitive processes. It will be monitored through the use of data trackers (PowerBI) to drive instructional planning.
Rationale for Evidence-based Strategy:	If students are engaged in their assignments and have to complete activities, use manipulatives, or do lab experiments, they take a more active role in their learning. Through doing so, students are more invested in the process and therefore engagement increases.

Action Steps to Implement

During Opening of Schools in August 19, the Professional Learning Support Team will lead a professional development based on Student Engagement through the use of Technology focusing on the needs of our SWD and ELL students.

Person Responsible	Marissa Machado Dominguez (m_dominguez@dadeschools.net)

Teachers will use technology to increase engagement through programs such as Padlet and FlipGrid, where student-centered responses and instruction is evident. (August 30 -October 11, 2021)

Person Responsible	Lilibet Sosa (lsosa@dadeschools.net)

During monthly faculty and department meetings, teachers will review student survey and assessment data, and share best practices for engaging our diverse learners, specifically our SWD and ELL students. Additionally, exemplar lesson plans that contain student engagement strategies will be shared. (September 14 - October 11)

Person Responsible Gina Bryson-Prieto (gmbryson@dadeschools.net)

Teachers in need of additional support will be provided pedagogical tools and coaching cycles by coaches/PLST members. (September to October 11, 2021).

Person Responsible Juan Ramirez (pr7131@dadeschools.net)

Teachers will explore technology resources and strategies to increase student engagement and performance through evidence-based writing and Edpuzzle professional development. (November 1 - December 17, 2021).

Person Responsible Ismary Gondar (igondar@dadeschools.net)

Teachers will use EdPuzzle and/or Perusall in their instructional delivery as a tool to increase student engagement in metacognition, as evidenced by exemplar lesson plans. (November 1 - December 17, 2021).

Person Responsible Lilibet Sosa (lsosa@dadeschools.net)

Teachers will use EdPuzzle and/or Perusall in their instructional delivery as a tool to increase student engagement in metacognition, as evidenced by exemplar lesson plans. (January 31 - April 29).

Person Responsible Lilibet Sosa (lsosa@dadeschools.net)

Teachers will present exemplar lessons in Faculty Meetings that showcase the use of EdPuzzle and/or Perusall. (January 31 - April 29).

Person Responsible Robert Mayrovitz (rmayrovitz@dadeschools.net)

#2. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	The 2020-21 SIP data revealed that 18% of students have 31 or more absences. This percentage is far higher than the district's average, which is only 10%. Additionally, 40% of our students have 16 or more absences. Poor student attendance negatively impacts student academic performance.
Measurable Outcome:	If we successfully implement the target element of Student Attendance, our students will be present daily and receive engaging, quality instruction that contributes to improvement in their performance. By implementing these incentives, the number of students with 31 or more absences for 2021-22 will decrease by eight percentage points.
Monitoring:	The School Leadership Team will work with and monitor the Attendance Review Committee's (ARC) processes and incentives. The Attendance Review Committee, composed of Community Involvement Specialist, Attendance Clerk, Coaches, and teachers, will create a plan of action. The goal of this plan is to incentivize student attendance, create events to engage families in their children's education, and put systems in place to monitor students with two or more Early Warning Indicators. Additionally, the ARC will consistently work with truant students and families to identify root issues. The progress and reports of student attendance concerns will be shared with the School Leadership Team on a bi-weekly basis.
Person responsible for monitoring outcome:	Lilibet Sosa (lsosa@dadeschools.net)
Evidence-based Strategy:	Our school will focus on the evidence-based strategy of attendance initiatives and recognition. Attendance initiatives will allow the ARC and LT to motivate and recognize students who are present. Students will be recognized through the use of gift cards, and certificates, and tweeted. Additionally, students receive quarterly recognitions through the Stellar Trojan initiative.
Rationale for Evidence-based Strategy:	Attendance initiatives will not only recognize students with good attendance but also motivate other students who see the events and recognition to improve theirs. Students need extrinsic motivation first which will be accomplished via incentives.

Action Steps to Implement

Create an Attendance Review Committee process and system composed of teachers and staff, which through monitoring, will positively impact student attendance. (August 20, 2021)

Person Responsible	Lilibet Sosa (lsosa@dadeschools.net)

Attendance committee along with teachers will plan intervention strategies and action steps to support the reduction in absenteeism for the identified students. (September 8 to October 11, 2021)

Person Responsible	Lilibet Sosa (lsosa@dadeschools.net)

ARC will create Stellar Trojan first quarter event, where students with great attendance will be rewarded with a certificate of recognition, website shout-out, and other incentives. (November 1 - December 17, 2021).

Person Responsible	Angel Robinson (301648@dadeschools.net)

ARC will have truancy meetings with stakeholders, as needed throughout the school year, and will use tracker mechanism to ensure all students receive additional services needed. (September through October 11, 2021)

Person Responsible Juan Ramirez (jramirez53@dadeschools.net)

ARC will track and recognize first-block teachers with perfect attendance. (November 1 - December 17, 2021).

Person Responsible Lilibet Sosa (lsosa@dadeschools.net)

Designate an area to recognize student attendance by grade level in the school building. (November 1 - December 17, 2021).

Person Responsible Lilibet Sosa (lsosa@dadeschools.net)

Designate an area to recognize perfect student attendance in the main building. (January 31 - April 29, 2022).

Person Responsible Lilibet Sosa (lsosa@dadeschools.net)

Enter students monthly into a perfect attendance raffle for gift card. (January 31 - April 29, 2022).

Person Responsible Lilibet Sosa (lsosa@dadeschools.net)

#3. Leadership specifically relating to Instructional Leadership Team	
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, Hialeah-Miami Lakes SHS leadership team will use the Targeted Element of Instructional Leadership Team. Although there was an increase of 20% points of how teachers perceive the staff morale over a two year period (from 1819 to 2021), staff members did not feel that staff morale was high during the 2020-2021 school year. An 80% of staff members expressed the morale was great (compared to 60 in the 1819 year). However there is a 20% of the staff that feels the morale of the school needs to be improved; therefore, our goal for this year is to increase school staff morale by empowering teachers and staff to be leaders, innovators, risk-takers and designers of new ways to approach challenges while also encouraging and promoting school spirit through activities and participation in all of the school traditions. A high morale working environment can only lead to better academic results and healthier relationships.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teacher's morale will increase. This will be realized through empowering teachers and their involvement in a variety of school traditions and activities that continuously promotes school spirit. The percentage of teachers who disagree with the school climate survey results question " I feel staff morale is high at my school " will decrease by at least 5% during the 2021-2022 school year.
Monitoring:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teacher's morale will increase. This will be realized through empowering teachers and their involvement in a variety of school traditions and activities that continuously promotes school spirit. The percentage of teachers who disagree with the school climate survey results question " I feel staff morale is high at my school " will decrease by at least 5% during the 2021-2022 school year.
Person responsible for monitoring outcome:	Juan Ramirez (pr7131@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Empowering Teachers and Staff and school Spirit, Pride and Branding. By empowering teachers and involving all stakeholders into revitalizing our school Spirit and bringing old and unique Trojan school traditions back, we hope to increase teachers' morale.
Rationale for Evidence-based Strategy:	Involving all stakeholders will assist in integrating the talent of teachers and students within the building to increase school spirit and increase teacher morale. Involving the leadership team and empowering teachers to becoming risk takers and innovators will provide the support the teachers need to feel appreciated and engaged. Throughout this process the leadership team will increase teacher morale, empower teachers and staff and revitalize the school.

Action Steps to Implement

Create the Trojan Spirit Team (student-based), that will help with decorating, preparing, and distributing Trojan Pride throughout our School. (August 23 - September 17, 2021)

Person Responsible Juan Ramirez (pr7131@dadeschools.net)

During August, teachers and staff will be provided opportunities to step up to lead via committees, sponsoring clubs, or coaching sports. (August 16-20, 2021)

Person Responsible Juan Ramirez (jramirez53@dadeschools.net)

During the first week of school, the Athletics and Activities department will re-start (adhering to COVID-19 restrictions) as many as possible of our high school activities and tradition to increase school spirit and involvement. (August and September, 2021)

Person Responsible Juan Ramirez (jramirez53@dadeschools.net)

The PLST to create meaningful Professional Development in order to empower our staff into becoming teacher leaders, risk takers and innovators through the creation of a Professional Learning Community. (September 17 -October 11, 2021)

Person Responsible Yuan Chong (chong001@dadeschools.net)

During the opening of schools meeting (August 23rd), staff members collaborated in team activities to help build camaraderie and improve our school culture. Staff members had team tasks and competitions. Specific department meetings will be used to have school-wide team building activities that help improve our school culture and morale. (August, 2021 - October 11, 2021)

Person Responsible Juan Ramirez (pr7131@dadeschools.net)

Invite all stakeholders (including teachers, alumni, staff and community members) to a team-building event as a way to reconnect to Trojan traditions. (November 1 - December 17, 2021).

Person Responsible Juan Ramirez (jramirez53@dadeschools.net)

Utilize social media out campaign (website, twitter, Instagram, and Facebook) to showcase the Trojan Pride and branding process. (November 1 - December 17, 2021).

Person Responsible Juan Ramirez (pr7131@dadeschools.net)

Utilize social media out campaign (website, twitter, Instagram, and Facebook) to showcase the Trojan Pride and branding process. (January 31 - April 29, 2022).

Person Responsible Juan Ramirez (jramirez53@dadeschools.net)

Invite all stakeholders (including teachers, alumni, staff and community members) to a team-building event as a way to reconnect to Trojan traditions. (January 31 - April 29, 2022).

Person Responsible Juan Ramirez (pr7131@dadeschools.net)

#4. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	The student proficiency levels in 9th and 10th grade ELA, as well as Algebra and Geometry EOC dropped by double digit percentage points. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25/L35 subgroups to retain grade-level content in order to improve our students' learning gains and accelerate them towards proficiency.
Measurable Outcome:	If we successfully implement Differentiation, then learning gains for our L25 students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct data chats with teachers as topic assessments results are received, so as to adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans (while participating in our common planning sessions) for indication of differentiated instruction that focuses on the L25/L35 students. Data Analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. 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:	Angel Robinson (301648@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of our L25/L35s as it is a systematic approach of instruction to meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

During Opening of Schools, the PLST will lead a professional development on Data Desegregation to ensure that teachers understand where incoming students are. (August 19, 2021).

Person Responsible	Yuan Chong (chong001@dadeschools.net)

Reading and ELA department will plan together weekly in order to create meaningful DI lessons to be executed through the reading classes (September 7 to October 11, 2021)

Person Responsible	Angel Robinson (301648@dadeschools.net)

Algebra and Geometry teachers will plan student-centered DI lessons to meet student deficiencies weekly. (September 7 to October 11, 2021)

Person Responsible	Tosha Daniels (toshap@dadeschools.net)

Science and Social Studies departments will plan to remediate low-performing benchmarks through the use of bell ringers and ability-specific assignments (September 7 to October 11, 2021).

Person Responsible Lilibet Sosa (lsosa@dadeschools.net)

Administrators will conduct weekly walkthroughs and review student work products and lesson plans to ensure fidelity of DI lessons (Ongoing). (September 7 to October 11, 2021).

Person Responsible Juan Ramirez (pr7131@dadeschools.net)

Implement Teacher Driven Observations (TDO) between reading and ELA departments for teachers to work cohesively to target student deficiencies.(November 1 to December 17, 2021).

Person Responsible Angel Robinson (301648@dadeschools.net)

Administration and teachers will use the PAIR (Problem, Analysis, Intervention, Response) protocol to conduct MYA data chats (January 31 - April 29, 2022).

Person Responsible Angel Robinson (301648@dadeschools.net)

Administration and teachers will use data monitoring to ensure fidelity of DI lessons in mathematics and reading. (January 31 - April 29, 2022).

Person Responsible Juan Ramirez (jramirez53@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.

Hialeah-Miami Lakes Senior High School ranked #419 out of 505 as it related to violence incidents, which is a secondary area of concern. In addition, drug and public order incidents were ranked as #445 out of 505 which is a primary area of concern. In order to monitor these areas, there will be increased visibility and accessibility of staff members and administration, an Attendance Review Committee that focuses on building positive student attendance and a Trojan Spirit Team that will engage students in more positive activities.

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 lies in building positive relationships with all stakeholders and providing a safe learning environment that ensures both emotional and physical safety for students and faculty. There are various ways that we build a positive school culture and environment at Hialeah-Miami Lakes Senior High School. Stellar Trojans is designed to recognize students using the VALUES MATTER initiative including attendance, uniform compliance, school and classroom rules, and respect during each grading period. Students selected received certificates, gift cards, and masks.

Teachers will also nominate students for "Do the Right Thing" monthly, where students get a pizza, a t-shirt, and a certificate of recognition. At Hialeah-Miami Lakes Senior we use a lot of social media to promote activities which again shows a positive angle for our school. The leaning conditions of our classrooms are all conducive to learning. Inviting classroom that are clean and organized are evident throughout the building.

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

Various stakeholders are involved in the quest to promote and sustain a positive school culture, including faculty and staff, non-instructional personnel including custodians and cafeteria, parents, and community members. Their roles are to continuously exude HML pride and spirit, support our students and their growth inside and outside of their classrooms, focusing on the whole child.

In addition, our Activities Director, Club Sponsors, and Athletic Directors, along with Assistant Principals and others, will create a plan to host fun activities for both students and staff. Team building activities will take place throughout the school year.

The SGA will be tasked with planning, organizing and executing activities that improve student spirit and pride in school. Such activities will boost the student body involvement and increase ownership or our school.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
3	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
		Total:	$0.00