

Miami-Dade County Public Schools

# Hialeah Senior High School



2021-22 Schoolwide Improvement Plan

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# Hialeah Senior High School

251 E 47TH ST, Hialeah, FL 33013

<http://hhs.dadeschools.net/>

## Demographics

Principal: **Beatriz Sears C**

Start Date for this Principal: 6/21/2013

|  |   |
|--|---|
| <b>2019-20 Status</b><br>(per MSID File)   | Active  |
| <b>School Type and Grades Served</b><br>(per MSID File)  | High School<br>9-12   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education  |
| <b>2020-21 Title I School</b>  | Yes   |
| <b>2020-21 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%  |
| <b>2020-21 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities<br>English Language Learners*<br>Black/African American Students<br>Hispanic Students<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2018-19: C (48%)<br>2017-18: C (48%)<br>2016-17: C (44%)  |
| <b>2019-20 School Improvement (SI) Information*</b>  |   |
| <b>SI Region</b>   | Southeast   |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>  |
| <b>Turnaround Option/Cycle</b>   | N/A   |
| <b>Year</b>  |   |
| <b>Support Tier</b>  |   |
| <b>ESSA Status</b>   |   |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |   |

## 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](http://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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# Hialeah Senior High School

251 E 47TH ST, Hialeah, FL 33013

<http://hhs.dadeschools.net/>

## School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2020-21 Title I School</b> | <b>2020-21 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| High School<br>9-12                                     | Yes                           | 87%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(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 |         | C       | C       | C       |

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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.**

The mission of Hialeah High School is to provide an academically and technologically challenging environment that will enable students to become confident, self-directed, lifelong learners in a rapidly changing world.

#### **Provide the school's vision statement.**

The vision of Hialeah High School is to provide a safe, clean, and well equipped technological environment that is conducive to learning and universal student achievement. This vision is inherent in our school motto: To Seek, To Find, and To Share. We are located in an urban setting and populated by students from many cultures whose parents entrust us with the education of their maturing children. We, the members of the faculty, staff and administration, in a spirit of collegiality, commit our energies and expertise to the creation of a learning environment that appeals to the eye, inspires the mind, and provides a source of stability and safety in the life of every student. The high school of our vision is a place where high expectations for academic excellence and testing proficiency are intrinsic to our school culture. Students can expect their curricula to be based on best practices, data-driven instruction, and research-based initiatives delivered through the academies. Students are encouraged to extend and enrich their personal interests and talents through participation in student activities, athletics, and the arts. The high school of our vision is a learning community that teaches and affirms valuable life lessons. Students can expect that focused study and effort will be rewarded in the present and in the future. Students can develop their civic voices by participation in student elections, community service projects, mentoring programs, and voter registration. As valued members of the school community, they discover that trust and respect flow naturally from responsible behavior. Upon graduation, students will truthfully say that members of the faculty, staff, and administration of Hialeah High School encouraged them to seek their own personal vision, to find the inner strength to pursue their goals, and to share their knowledge, talents, and skills for the betterment of their communities.

### 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   |
|---------------------|---------------------|---|
| Sears, Beatriz      | Principal           | Ms. Sears oversees all higher level operations and daily functions of the school, ensuring a safe learning environment and setting education performance goals for students and teachers while supervising the process so that those goals are successfully attained.   |
| Davis, Tiffany      | Assistant Principal | Under the direction of the principal, Ms. Davis serves as an educational leader who assists with the daily functions of the school to ensure a safe learning environment and attainment of the school's educational goals.  |
| Rodriguez, Aileen   | Assistant Principal | Under the direction of the principal, Ms. Rodriguez, serves as an educational leader who assists with the daily functions of the school to ensure a safe learning environment and attainment of the school's educational goals.   |
| Sanchez, Noel       | Assistant Principal | Under the direction of the principal, Mr. Sanchez, serves as an educational leader who assists with the daily functions of the school to ensure a safe learning environment and attainment of the school's educational goals.   |
| Farno, Maria        | School Counselor    | As the head of the Guidance Department Mrs. Farno develops, implements, and manages school guidance programs, requirements, and initiatives to ensure the academic, social, and emotional development of all students.  |
| Ondar, Jaqueline    | Instructional Coach | Mrs. Ondar serves as the ELA Transformational Coach and English department chair. She provides academic and instructional coaching to teachers using the coaching model and implementing coaching cycles where necessary. She also analyzes and disseminates data with teachers, assists with lesson planning of standards- based instruction, and manages the Instructional Focus Committees for the English Department. |
| Romero-Mena, Arlete | Magnet Coordinator  | Mrs. Romero-Mena is responsible for maintaining a comprehensive, instructionally effective and compliant magnet program that accelerates the academic achievement of all students. She is also responsible for the recruiting students, coordinating all magnet related events / activities, and all magnet related public relations.   |
| Treto, Karen        | Math Coach          | Mrs. Alepuz serves as the Mathematics Transformational Coach. She provides academic and instructional coaching to teachers using the coaching model and implementing coaching cycles where necessary. She also analyzes and disseminates data with teachers, assists with lesson planning of standards- based instruction, and manages the Instructional Focus Committees for the Math Department.                        |
| Smith, Yolanda      | Instructional Coach | Ms. Smith serves as our Reading Transformational Coach and Reading department chair. She provides academic and instructional coaching to teachers using the coaching model and implementing coaching cycles where   |



| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---------------------------------|
|------|----------------|---------------------------------|

necessary. She also analyzes and disseminates data with teachers, assists with lesson planning of standards- based instruction, and manages the Instructional Focus Committees for the Reading Department.

**Demographic Information**

**Principal start date**

Friday 6/21/2013, Beatriz Sears 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.*

15

**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.*

81

**Total number of teacher positions allocated to the school**

122

**Total number of students enrolled at the school**

1,809

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

17

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

4

**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 | 0 | 357 | 461 | 522 | 441   | 1781 |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 87  | 144 | 164 | 138   | 533  |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0     | 0    |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15  | 120 | 131 | 61    | 327  |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37  | 98  | 150 | 82    | 367  |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 96  | 135 | 142 | 149   | 522  |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 132 | 144 | 170   | 546  |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 206 | 0   | 0   | 0     | 206  |

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

| Indicator                            | Grade Level |   |   |   |   |   |   |   |   |   |     |     |     | Total |     |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|-----|-----|-----|-------|-----|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10  | 11  | 12  |       |     |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 108 | 189 | 213 | 186   | 696 |

**The number of students identified as retainees:**

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |    |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|----|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |    |
| Retained Students: Current Year     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3  | 2  | 4  | 30    | 39 |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8  | 6  | 5  | 11    | 30 |

**Date this data was collected or last updated**

Monday 7/19/2021

**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                                     | 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 | 0 | 481 | 542 | 456   | 471 | 1950 |
| Attendance below 90 percent                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 142 | 167 | 136   | 155 | 600  |
| One or more suspensions                       | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0     | 0   |      |
| Course failure in ELA                         | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 117 | 134 | 63    | 3   | 317  |
| Course failure in Math                        | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99  | 153 | 83    | 3   | 338  |
| Level 1 on 2019 statewide FSA ELA assessment  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 135 | 144 | 148   | 119 | 546  |
| Level 1 on 2019 statewide FSA Math assessment | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 131 | 146 | 168   | 154 | 599  |

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

| Indicator                            | Grade Level |   |   |   |   |   |   |   |   |   |     |     | Total |     |     |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|-----|-----|-------|-----|-----|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10  | 11  |       | 12  |     |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 186 | 216 | 177   | 141 | 720 |

**The number of students identified as retainees:**

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   |   |    |    | Total |    |    |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|----|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |       | 12 |    |
| Retained Students: Current Year     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1  | 1  | 4     | 30 | 36 |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3  | 4  | 6     | 18 | 31 |

**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            |        |          |       | 39%    | 59%      | 56%   | 43%    | 59%      | 56%   |
| ELA Learning Gains         |        |          |       | 40%    | 54%      | 51%   | 48%    | 56%      | 53%   |
| ELA Lowest 25th Percentile |        |          |       | 32%    | 48%      | 42%   | 43%    | 51%      | 44%   |
| Math Achievement           |        |          |       | 26%    | 54%      | 51%   | 25%    | 51%      | 51%   |

| School Grade Component      | 2021   |          |       | 2019   |          |       | 2018   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| Math Learning Gains         |        |          |       | 37%    | 52%      | 48%   | 35%    | 50%      | 48%   |
| Math Lowest 25th Percentile |        |          |       | 47%    | 51%      | 45%   | 46%    | 51%      | 45%   |
| Science Achievement         |        |          |       | 46%    | 68%      | 68%   | 51%    | 65%      | 67%   |
| Social Studies Achievement  |        |          |       | 60%    | 76%      | 73%   | 54%    | 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 | 40%    | 55%      | -15%                       | 55%   | -15%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 10                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 34%    | 53%      | -19%                       | 53%   | -19%                    |
| Cohort Comparison |      | -40%   |          |                            |       |                         |

| 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        | 43%    | 68%      | -25%                  | 67%   | -24%               |

| 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        |        |          |                       |       |                    |

| <b>HISTORY EOC</b>  |               |                 |                              |              |                           |
|---------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| <b>Year</b>         | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2019                | 57%           | 71%             | -14%                         | 70%          | -13%                      |
| <b>ALGEBRA EOC</b>  |               |                 |                              |              |                           |
| <b>Year</b>         | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2021                |               |                 |                              |              |                           |
| 2019                | 17%           | 63%             | -46%                         | 61%          | -44%                      |
| <b>GEOMETRY EOC</b> |               |                 |                              |              |                           |
| <b>Year</b>         | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2021                |               |                 |                              |              |                           |
| 2019                | 28%           | 54%             | -26%                         | 57%          | -29%                      |

### Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used is the District Mid-Year Assessments (MYA).

| Grade 9               |                            |                      |        |        |
|-----------------------|----------------------------|----------------------|--------|--------|
|                       | Number/% Proficiency       | Fall                 | Winter | Spring |
| English Language Arts | All Students               | 0                    | 36.0   | 0      |
|                       | Economically Disadvantaged | 0                    | 34.0   | 0      |
|                       | Students With Disabilities | 0                    | 19.0   | 0      |
|                       | English Language Learners  | 0                    | 7.0    | 0      |
|                       |                            | Number/% Proficiency | Fall   | Winter |
| Mathematics           | All Students               | 0                    | 39.0   | 0      |
|                       | Economically Disadvantaged | 0                    | 37.0   | 0      |
|                       | Students With Disabilities | 0                    | 35.0   | 0      |
|                       | English Language Learners  | 0                    | 28.0   | 0      |
|                       |                            | Number/% Proficiency | Fall   | Winter |
| 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 |
| US History            | 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 |

| Grade 10              |                            |      |        |        |
|-----------------------|----------------------------|------|--------|--------|
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| English Language Arts | All Students               | 0    | 43.0   | 0      |
|                       | Economically Disadvantaged | 0    | 42.0   | 0      |
|                       | Students With Disabilities | 0    | 33.0   | 0      |
|                       | English Language Learners  | 0    | 10.0   | 0      |
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| Mathematics           | All Students               | 0    | 31.0   | 0      |
|                       | Economically Disadvantaged | 0    | 32.0   | 0      |
|                       | Students With Disabilities | 0    | 13.0   | 0      |
|                       | English Language Learners  | 0    | 23.0   | 0      |
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| Biology               | All Students               | 0    | 4.0    | 0      |
|                       | Economically Disadvantaged | 0    | 3.0    | 0      |
|                       | Students With Disabilities | 0    | 0.0    | 0      |
|                       | English Language Learners  | 0    | 3.0    | 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      |
|                       | Number/% Proficiency       | Fall | Winter | Spring |

| Grade 11              |                            |      |        |        |
|-----------------------|----------------------------|------|--------|--------|
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| English Language Arts | 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 |
| Mathematics           | 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 |
| 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    | 65.0   | 0      |
|                       | Economically Disadvantaged | 0    | 65.0   | 0      |
|                       | Students With Disabilities | 0    | 29.0   | 0      |
|                       | English Language Learners  | 0    | 46.0   | 0      |
|                       |                            |      |        |        |



| Grade 12              |                            |                      |      |        |        |
|-----------------------|----------------------------|----------------------|------|--------|--------|
|                       |                            | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | 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 |
| Mathematics           | 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 |
| 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      |
|                       |                            |                      |      |        |        |

**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                                       | 29       | 28     | 27          | 26        | 24      | 17           | 38       | 20      |           | 94                | 37                  |
| ELL                                       | 18       | 33     | 29          | 16        | 21      | 16           | 23       | 33      |           | 92                | 45                  |
| BLK                                       | 29       | 33     |             | 15        | 32      |              | 50       | 54      |           | 100               | 51                  |
| HSP                                       | 39       | 39     | 26          | 17        | 17      | 17           | 32       | 50      |           | 93                | 54                  |
| WHT                                       | 37       | 35     |             | 10        |         |              |          | 33      |           |                   |                     |

| 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 |
| FRL                                       | 36       | 38     | 28          | 16        | 18      | 18           | 34       | 49      |           | 94                | 54                  |
| 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                                       | 20       | 31     | 31          | 21        | 25      | 44           | 37       | 57      |           | 92                | 21                  |
| ELL                                       | 16       | 32     | 31          | 18        | 34      | 44           | 28       | 41      |           | 67                | 74                  |
| BLK                                       | 31       | 33     | 40          | 21        | 33      |              | 50       | 50      |           | 91                | 49                  |
| HSP                                       | 40       | 41     | 31          | 26        | 37      | 48           | 45       | 61      |           | 83                | 73                  |
| WHT                                       | 53       | 44     |             | 47        | 33      |              |          |         |           | 90                |                     |
| FRL                                       | 38       | 39     | 32          | 26        | 36      | 47           | 45       | 59      |           | 84                | 70                  |
| 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                                       | 26       | 40     | 39          | 22        | 42      | 46           | 33       | 32      |           | 83                | 30                  |
| ELL                                       | 12       | 40     | 43          | 13        | 32      | 41           | 25       | 24      |           | 55                | 59                  |
| BLK                                       | 33       | 65     | 73          | 20        | 36      | 40           | 50       | 52      |           | 83                | 50                  |
| HSP                                       | 44       | 47     | 42          | 25        | 35      | 47           | 52       | 54      |           | 77                | 63                  |
| WHT                                       | 45       | 55     |             | 33        | 36      |              |          |         |           | 93                | 38                  |
| FRL                                       | 42       | 48     | 43          | 25        | 34      | 45           | 50       | 53      |           | 77                | 61                  |

**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  | 39  |
| OVERALL Federal Index Below 41% All Students                                    | YES |
| Total Number of Subgroups Missing the Target                                    | 5   |
| Progress of English Language Learners in Achieving English Language Proficiency | 41  |
| Total Points Earned for the Federal Index                                       | 427 |
| Total Components for the Federal Index  | 11  |
| Percent Tested  | 86% |
| Subgroup Data   |     |
| Students With Disabilities  |     |
| Federal Index - Students With Disabilities                                      | 35  |
| 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                                      | 33  |
| English Language Learners Subgroup Below 41% in the Current Year?              | YES |
| 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                                | 46  |
| Black/African American Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% |     |
| Hispanic Students  |     |
| Federal Index - Hispanic Students  | 39  |
| Hispanic Students Subgroup Below 41% in the Current Year?                      | YES |
| 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   | 29  |
| White Students Subgroup Below 41% in the Current Year?                         | YES |
| Number of Consecutive Years White Students Subgroup Below 32%                  |     |

| Economically Disadvantaged Students  |     |
|--|-----|
| Federal Index - Economically Disadvantaged Students                                | 39  |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | YES |
| 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?

2019 data findings:

When analyzing the 2019 state assessment data, there were overall minimal gains in proficiency and learning gains in all assessed areas, except for Science. There was a 5-percentage point decrease on the Biology EOC from 51% to 46%. ELA 9th & 10th grade showed an increase of 4-percentage points in proficiency and 8-percentage points in learning gains, however, demonstrated a drastic decrease of 11-percentage points in learning gains for the L25 students. Similarly, there was a slight increase on the 2019 EOCs in Algebra I and Geometry combined where proficiency increased by 1-percentage point and learning gains increased 2-percentage points in overall learning gains. The most significant increase was in Social Studies, where proficiency increased by 6-percentage points on the 2019 US History EOC from 54% to 60%. When analyzing subgroup data, it is evident that our SWD and ELL students scored significantly lower in proficiency and learning gains in the assessed areas of Science, ELA, and Math (Algebra 1 & Geometry).

2021 data findings:

When analyzing the 2021 state assessment data, there were significant decreases in proficiency and learning gains in all assessed areas, especially in Mathematics. Mathematics showed a decrease of 9-percentage points in proficiency, 19-percentage points in learning gains, and demonstrated a drastic decrease of 29-percentage points in learning gains for the L25 students. Despite the significant decreases, there were only slight decreases in the 2021 FSA Reading where proficiency only decreased by 1-percentage point and overall learning gains decreased by 2-percentage points.

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

2019 data findings:

The majority of our ELA Subgroup Learning Gains decreased by 12-percentage points. The lowest 25 subgroup within the ELL students decreased by 12-percentage points in the learning gain category. The overall ELA achievement dropped by 6-percentage points within the SWD subgroup. In the SWD, the ELA learning gains dropped by 9-percentage points.

2021 data findings:

Our Mathematics Subgroup Learning Gains decreased by 19-percentage points. The lowest 25 subgroup of students demonstrated the greatest need for improvement decreasing by 29-percentage points in the learning gain category.

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

2021 data findings:

For the last 3 years, we have been focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of our L25 subgroup. During collaborative planning, we will also develop teachers using strategies that focus on scaffolding and intervention for lower-performing students to help them access grade-level content. We will be strategic with aligning resources and include an emphasis on checking for understanding and re-teaching.

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

2019 data findings:

Social Studies Learning Gains increased from 54% in 2018 to 60% in overall achievement. Subgroups for SWD students increased by 25-percentage points. SWD increased from 32-percentage points to 57- percentage points.

2021 data findings:

Increased graduation rate from 84% in 2019 to 94% in 2021 and in College & Career Acceleration from 61% in 2019 to 70% in 2021.

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

2019 data findings:

The contributing factors for this improvement are based on a collaborative planning schedule that allotted time to plan for standards-aligned instruction. Administrators attended bi-weekly collaborative planning sessions and contributed to conversations with individual teachers to carefully align resources and timelines.

The actions taken to improve in this area were the effective implementation of explicit instruction as evidenced by teachers creating and administering authentic assessments, analyzing student data from multiple sources in their data binder, and acting on the information to adjust instruction. This practice will be continued in an effort to improve student retention and understanding of content as observed in their responses in classroom and student work samples.

2021 data findings:

The contributing factors for this improvement are based on collaboration with students services counselors and CAP advisors to strategically target and identify students graduation needs and requirements. Additionally, increased acceleration opportunities such as Dual Enrollment and Industry Certification exam were increased.

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

Strategies that will need to be implemented in order to accelerate learning include:

- Standards-Based Collaborative Planning
- Data-Driven Instruction
- Ongoing Progress Monitoring (OPM)
- English Language Learners (ELL) Strategies
- Effective Questioning/Response Techniques
- Instructional Support/Coaching

### **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 Professional Learning Support Team (PLST) and the instructional coaches will develop whole group and job-embedded sessions on using data to drive instruction (August/21), create a PD on aligning resources to small group instruction (September/21), and a PD disseminating ongoing

progress monitoring data (OPM) through departments throughout the first half of the school year. ELA ongoing progress monitoring will occur as soon as mid-year data is available. Departments will continue adjusting groups as data becomes available (February/22) and continuous data chats with individualized feedback and next steps will be ongoing throughout the school year. Coach teacher collaborations will also be implemented with individual teachers to support specific needs (ongoing throughout the school year).

**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 strategic interventions during the school day as well as Saturday Academies, Spring Break Academy, and educationally rich extracurricular activities.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Social Emotional Learning (SEL) was identified as a critical area of need from the data review of the SIP survey which reflects a need to increase our 40% neutral results of how students feel when asked if adults care about them. Due to the challenges both students and staff are facing as a result of the pandemic and changes throughout the past two school years; implementation of an SEL curriculum will create connections and establish a positive school environment where the SEL framework will help faculty, staff and students learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions that will allow for stakeholders to feel safe, and achieve their shared objectives and goals.

**Measurable Outcome:** If we are successful at implementing a social emotional learning framework, students and faculty/staff will feel safe and valued as evidenced by a minimum of a 3-percentage point increase on each question related to safety and feeling valued by the 2022 climate surveys.

**Monitoring:** The trust counselor will provide professional development during the opening of school presentations introducing Social Emotional Learning to all faculty / staff. Student services department will meet bi-weekly to plan activities, interventions, and presentations for students and faculty / staff related to Social Emotional Learning. Trust Counselor, Student Services Administrator, Mental Health Coordinator, and Chrysalis Mental Health Counselor will additionally meet to discuss implementation plan of SEL framework and monitor student progress.

**Person responsible for monitoring outcome:** Aileen Rodriguez (arodriguez33@dadeschools.net)

**Evidence-based Strategy:** The evidence-based strategy being implemented for the SEL area of focus, our school will concentrate on promoting Mindfulness with the assistance of our Mindfulness Champion at our school site to promote self-care and wellness during monthly faculty meetings, Faculty Fitness Microsoft Teams, and use of our Faculty Wellness/Fitness Center. For our students, our school will implement the Social Emotional Learning framework and promote mental health services provided by student services team, trust counselor, Mental Health Coordinator and Chrysalis Mental Health Counselor.

**Rationale for Evidence-based Strategy:** The rationale for selecting mindfulness strategies along with Social Emotional Learning framework is based on research that when both are taught in schools there is an increase in academic achievement, well-being, less risky behavior and better relationships with peers and teachers to ensure social and emotional well-being that is helpful for thriving in a classroom environment.

**Action Steps to Implement**

9/9- Ongoing: Plan for mindfulness and SEL activities that promote mental wellness on monthly basis for both faculty and students. As a result, students, faculty, and staff will feel less stressed and overwhelmed through participation of monthly activities.

**Person Responsible** Aileen Rodriguez (arodriguez33@dadeschools.net)

9/14- Ongoing: Monthly professional development (PDs) presented at faculty meetings, department meetings, and/or common planning sessions by trust counselor, mindfulness champion, Mental Health Coordinator, or Chrysalis Mental Health Counselor of Social Emotional Learning or Mindfulness lessons that can be implemented in the classroom. As evidenced by, monthly agendas with minutes discussing activities that promote Mindfulness.



**Person Responsible** Christina Knight (cknight@dadeschools.net)

9/14- Ongoing: Monthly Mindful / SEL school-wide activity that promotes mental health and wellness to foster social-emotional wellness and create a connected school environment. As a result, there will be increased staff participation in school events as evidenced by their attendance at the stress-free school wide activities.

**Person Responsible** Aileen Rodriguez (arodriguez33@dadeschools.net)

9/14- Ongoing: Create and Implement Mindfulness/SEL Calendar where morning / school-wide announcements will allow teachers and students to focus their attention on mindfulness and breathing practices that will increase their abilities to regulate emotions, decrease stress, and depression allowing for effective interactions with others and focus on critical skills necessary for functioning well in school and in life. As a result, a monthly calendar containing examples of daily activities and intentions will be read aloud to faculty, staff, and students.

**Person Responsible** Aileen Rodriguez (arodriguez33@dadeschools.net)

11/1-Ongoing: At every monthly faculty meeting, a teacher and /or department will be selected to present a "Mindful" meeting opener to encourage and promote faculty/staff Mindfulness and share best practices. As a result, there will be increase faculty / staff buy-in to implement Mindfulness strategies.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

11/1- Ongoing: Monthly meeting with our student leadership team to develop Mindfulness activities to encourage school-wide student participation that help create decreased levels of stress and promote a positive school culture. As a result, these strategies can help reduce the negative effects of stress and increase students' ability to stay engaged, focus, classroom participation, compassion, resulting in improved academic performance,

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

1/31- Ongoing: Schoolwide Mindful Monday activities that promotes mental health and wellness and creates a positive school culture will be implemented weekly. In addition, school counselors will be available to meet with students during lunch time to encourage emotional wellness and academic assistance. As a result, there will be increased student participation in school events as evidenced by their attendance at SEL school wide activities.

**Person Responsible** Maria Farno (mfarno@dadeschools.net)

1/31- Ongoing: Fun Friday events will be held during lunchtime where various activities will be provided to students, sponsored by various student club organizations, to encourage school spirit and mindfulness. As a result, student participation will increase and fun activities will create decreased levels of stress and promote a positive school culture.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)



**#2. Instructional Practice specifically relating to Collaborative Planning****Area of Focus Description and Rationale:**

Collaborative Planning was identified as a critical need from the data reviewed because of the decline in overall proficiency as evidenced by the 2021 data of our core content areas specifically, 17% in Math, Algebra I and Geometry, 33% in Biology, and 49% in US History. Strategic and deliberate collaborative planning will continue to focus on the instructional delivery of teachers to target the academic needs of students to improve overall academic performance. Implementation of collaborative planning sessions where best practices and data are shared to ensure the fidelity of standards-based instruction and promote student engagement.

**Measurable Outcome:**

If we successfully implement Collaborative Planning, overall student proficiency will increase by 5- percentage points in all content areas as evidenced by the 2022 State Assessments.

**Monitoring:**

The Leadership Team will participate in bi-weekly common planning sessions to address targeted areas of deficiency and analyze continuous assessment data available. Additionally, the Leadership Team will conduct bi-weekly walkthroughs to ensure that instruction is standards-based, reflective of common planning sessions where commonalities are observed in teachers' lesson plans and content covered, utilization of materials, implementation of strategies, and level of rigor / remediation is consistent across the targeted content area.

**Person responsible for monitoring outcome:**

Beatriz Sears (bcsears@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of Collaborative Planning, our school will focus on the evidence based strategies of: Collaborative Data Chats and Standards-Based Collaborative Planning. Collaborative Data Chats will allow for analysis of data for our L25 students and determine targeted strategies for remediation and enrichment to ensure their success. In addition, to ongoing data progress monitoring, teachers will engage in Standards- Based Collaboratively Planning to improve lessons and utilize materials and resources that will lead to improved lesson quality, instructional effectiveness, and student achievement for all students including our L25.

**Rationale for Evidence-based Strategy:**

Collaborative Data Chats and Standards- Based Planning will ensure that teachers are using relevant, recent and aligned data to plan lessons that are aligned to targeted standards, plan for probing techniques that promote student understanding and maximizes instructional time, focusing on the specific academic needs of students.

**Action Steps to Implement**

9/14- Ongoing: During weekly common planning sessions, teachers will analyze continuous assessment data available and utilize the corresponding state standards/pacing guides to ensure fidelity to standards-based instruction. As a result, teachers will have data to discuss during collaborative planning in order to plan targeted whole group and small group instruction.

**Person Responsible**

Beatriz Sears (bcsears@dadeschools.net)

9/9- Ongoing: Teachers will discuss and reflect on their data and create an action plan for remediation and enrichment during bi-weekly common planning sessions. This will be evidenced by teachers providing appropriate scaffolding, coaching, and modeling to support students as they reteach and review selected standards.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

9/9- Ongoing: Administration will conduct bi-weekly walkthroughs to ensure that instruction is standards-based and data driven, reflective of common planning sessions. Administration will provide teachers with timely and specific feedback after walkthroughs; as a result, teachers will be able to make the necessary instructional modifications to ensure student success.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

9/14- Ongoing: Conduct administrative / teacher data chats and student / teacher data chats to analyze and reflect on assessment data available. Providing opportunities for goal setting activities across all content areas. As a result of data chats and goal setting, administration should see data binders in the teachers' classrooms where evidence of data/goals/reflections/feedback discussions have taken place.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

11/1-Ongoing: Implementation of common planning framework to develop notetaking strategies that connect student's knowledge of the learning goal and promotes opportunities for student discussion and collaboration. As a result, teachers will implement the use of notebooks to engage and encourage authentic learning.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

11/1-Ongoing: During weekly common planning sessions, teachers will create lesson plans that allows for content mastery, pacing and moving students towards independent learning. As a result, teachers will be able to make the necessary instructional modifications to ensure there is evidence of students actively engaged in collaborative strategies.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

1/31-Ongoing: Instructional coaches and teachers will develop during common planning an Instructional FSA-EOC calendar that focuses on explicit instruction of targeted weaker standards / benchmarks. As a result, teachers will have an opportunity to review and offer additional practice on assessed standards and provide the remediation necessary for our ELL / L25 students according to recent available data, evidenced in their daily lesson plans.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

1/31-Ongoing: Creation of weekly Exit Tickets and Warm Up / Mini-Lessons across all assessed content areas to provide additional practice on assessed standards and remediation utilizing ELA Cluster, Topic, and Mini Assessment data. Common planning sessions will focus on weaker standards / benchmarks where teachers will engage in sharing of best practices and the development of these targeted activities evidenced by student work.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

**#3. Instructional Practice specifically relating to Differentiation****Area of Focus Description and Rationale:**

Our school will implement the Targeted Element of Differentiation. We selected Differentiation as a critical need from the 2021 data reviewed where Mathematics scored 17% proficiency, significantly below our 2019 school average. When compared to 2019 there is a difference of 9- percentage points in proficiency, and 19 percentage point decrease in overall learning gains, and a 29-percentage point decrease in learning gains for our Lowest 25% demonstrating a need for remediating students and improving teachers' ability to differentiate instruction in order to target the specific needs of students and to help increase proficiency and learning gains.

**Measurable Outcome:**

If we are successful at implementing Differentiation, our L25 students will increase by 5- percentage points in learning gains as evidenced by the 2022 Algebra / Geometry State Assessments. Overall student proficiency will increase by 5- percentage points in all content areas.

**Monitoring:**

The Leadership Team will conduct monthly data chats, adjust groups based on current data in real time, and follow-up with administrative walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for L25 students, specifically. Data analysis of formative assessments of L25 students will be reviewed monthly to observe progress. We will create an action plan to monitor progress and 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 demonstrating growth.

**Person responsible for monitoring outcome:**

Beatriz Sears (bcsears@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 the accelerating the learning gains our our L25s as it is a systematic approach of instruction to meet the needs of students. Data-driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include Ongoing Progress Monitoring.

**Rationale for Evidence-based Strategy:**

Data- Driven Instruction will ensure that teachers, interventionists, and coaches are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instructional delivery as new data becomes available.

**Action Steps to Implement**

8/18- Ongoing: Bi-weekly common planning sessions to discuss and analyze data and assess the needs, strengths, progress, and performance of students to develop specific curriculum focus and targeted lesson plans. As a result, teachers will be able to create targeted lessons for whole group and small group instruction.

**Person Responsible**

Karen Treto (treto@dadeschools.net)

10/5- Ongoing: Mini professional development (PD) sessions on Performance Matters, Power BI, and/or other data resources to review data collection and report analysis. As a result, teachers will create bi-weekly mini standards-based assessments to address areas of need and track student data and progress and make necessary recommendations to our interventions.

**Person Responsible** Jaqueline Ondar (jondar@dadeschools.net)

9/9- Ongoing: Administrators will conduct bi-weekly walkthroughs to ensure that instruction is data-driven, differentiated, and reflective of common planning sessions. As a result, we will be able to monitor classroom instruction and interventions to ensure students are making adequate progress.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

9/21- Ongoing: Quarterly data chats will be conducted with administration, instructional coaches, and teachers in an effort to monitor student progress and ensure teachers are utilizing data to drive instruction and creating groups to implement differentiated instruction in their classrooms. As a result, teachers will be able to reflect on their practice and make the necessary instructional adjustments to ensure student success.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

11/1-Ongoing: Analyze recent / various data points to adjust instruction for reteaching, remediation, and plan for differentiated instruction. As a result, data binders will be made available in the classroom where evidence of data/goals discussions have taken place and teachers are continuously making adjustments to their instructional plans, strategies and groupings as data becomes available.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

11/1-Ongoing: Identify teachers in need of coaching support with differentiated instruction strategies and checking for student understanding and provide opportunities to observe model classrooms that effectively implement the DI process and promote student-accountable talk. As a result, a model classroom visitation schedule for each content area, specifically to observe positive learning environment indicators.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

1/31-Ongoing: During common planning instructional coaches and teachers will plan for "Flashback Friday" lessons targeting review of weaker standards through differentiation and remediation / reteaching of specific standards/benchmarks according to assessment data. As a result, administration will continue to progress monitor the implementation of "Flashback Friday" initiative and student end products to ensure they are making adequate progress.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

1/31- Ongoing: Identify teachers in need of coaching support with differentiated instruction strategies for reteaching and remediation according to available data. In addition, instructional coaches/interventionists will implement and plan for an additional DI day targeting ELL/L25 students for interventions. As a result, we will be able to monitor classroom instruction and interventions to ensure students are making adequate progress.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

**#4. Leadership specifically relating to Leadership Development**

**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 selected the targeted element of Leadership Development. According to the Staff Sip Survey 8% of our teachers strongly disagree that their ideas are listened to and considered. Teachers in the building felt the need to have a voice in the decision making process; therefore, the need to develop teacher leaders by providing opportunities to actively participate in the decision making process, engage in leadership meetings, mentoring and empowering teacher leaders through distributive leadership is essential. In addition, providing Leadership Development opportunities at our school helps equip future educational leaders with the skills needed to be effective leaders, such as communication skills, decision-making skills, and motivate others to reach a unified goal.

**Measurable Outcome:**

If we are successful at providing leadership development, the results of the School Climate Survey and SIP Survey will show an increase as it relates to leadership and decision-making opportunities. The percentage of teachers in leadership roles will increase by at least 5 percentage points during the 2021-2022 school year.

**Monitoring:**

The Leadership team will survey and identify teacher leaders in the building to facilitate and engage in monthly professional development activities, lead various school-wide initiatives, and provide opportunities to collaborate with administration. This initiative will be evident by teacher leaders providing support and development to various colleagues across content areas. In addition, to ensure that leadership development is taking place throughout the school, analysis of needs assessment surveys and participation in professional development and leadership team meetings will be monitored.

**Person responsible for monitoring outcome:**

Beatriz Sears (bcsears@dadeschools.net)

**Evidence-based Strategy:**

Within the targeted element of Leadership Development we will focus on the evidence-based strategy of: Use Principles of Adult Learning. By providing all individuals in the building who are seeking to build on their leadership skills to expand their knowledge opportunities for professional development, application of new skills learned, and providing specific feedback for effective growth will assist potential leaders with morale, improve productivity, and a positive school atmosphere.

**Rationale for Evidence-based Strategy:**

The administrative team will establish opportunities for Leadership Development among all stakeholders. We will have an opportunity to continue to develop, support, and nurture prospective future school leaders in promoting the school's vision, mission, and goals.

**Action Steps to Implement**

9/14: Surveying and identifying aspiring teacher leaders to facilitate and engage in monthly professional development activities, participation in leadership team meetings, and school-wide initiatives. As a result, the teacher leaders will feel more involved in school-wide decision making.

**Person Responsible**

Beatriz Sears (bcsears@dadeschools.net)

9/21- Ongoing: Provide opportunities for teacher leaders to actively collaborate on a monthly basis with administration in the planning and decision-making process. As a result, teachers will have more of a voice and feel more included in the decision-making process as it relates to our school.



**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

9/21- Ongoing: Provide aspiring teacher leaders opportunities to lead various school-wide initiatives and committees such as the PBIS, Values Matter, Marketing, Mindfulness/SEL, Social Media, School Spirit Activities, Discipline, etc. As a result, the teacher leaders will feel more involved in school-wide decision making.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

8/20- Ongoing: During common planning, department meetings, and faculty meetings teachers will have equity of voice throughout the process where they will have opportunities to lead and present best practices. As a result, this will promote leadership among individuals outside of the Leadership Team.

**Person Responsible** Aileen Rodriguez (arodriguez33@dadeschools.net)

11/1-Ongoing: Provide opportunities for teacher leaders to participate and debrief in the instructional / impact review process where they discussed and planned for targeted strategies/interventions needed for designated areas of improvement. As a result, teacher leaders will actively collaborate on a bi-weekly basis along with administration to lead and present best practices during common planning and / or faculty meetings.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

11/1-Ongoing: Host informal group bi-weekly meetings in the Media Center, such as coffee chats or lunches with the administrative team to provide opportunities for faculty & staff to connect and share thoughts on specific topics or issues. As a result, participant feedback survey from their experience at the informal group meetings will be reviewed and discuss for improved leadership opportunities.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

1/31- Ongoing: Weekly "Faculty Spotlight" where administration and / or members of the faculty will nominate one of our stakeholders to highlight or commend from our exceptional team to help foster and nurture positive relationships and enhance trust. This initiative will help further drive faculty engagement, productivity and improve overall school culture. As a result, members who are chosen to be spotlighted will be provided incentives such as gift card and featured on our various social media platforms.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

1/31-Ongoing: Create a "Faculty School Spirit" Team where stakeholders and aspiring leaders will have an opportunity to share ideas and develop an action plan on how to best promote school spirit and encourage participation at school-wide initiatives. As a result, teacher leaders will be encouraged to be an integral part of our school's decision making team and there will be evidence of increased student/faculty participation at school-wide activities.

**Person Responsible** Beatriz Sears (bcsears@dadeschools.net)

## Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

**Based on the Safe Schools Florida School Safety Dashboard, our school was ranked Middle in total violent incidents. According to the most recent data (2019-2020), Hialeah High School was ranked 424 out of 505 high schools statewide and 72 out of 74 county wide in terms of the number of reported incidents per 100 students in 2019-2020. Our school ranks according to this dashboard are extremely concerning as it pertains to the safety of our students, therefore, we will closely monitor student disciplinary incidents daily and take action as needed. An area that ranked Very High was Drug / Public Order Incidents, this is extremely concerning and we will implement an action plan to focus on improving our school culture and environment as it relates to this behavior issue by creating awareness/prevention from or Administration, Student Services Department, PBS / Discipline team and our SWAT Club (Students Against Tobacco).**

#### **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 Relationships, Support, Care, and Connections, and Physical and Emotional Safety. Our school creates experiences throughout the year to engage with parents and families and ensures they have the necessary information to support their children. Students are supported through mentorship programs and involvement in extracurricular clubs such as No Place for Hate, Key Club, National Honor Society, GSA, HIP, and many others. Staff are provided opportunities to take part in Team-Building activities and professional development opportunities that foster positive staff development of trusting and caring relationships. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders through our student government and student leadership team. We also ensure information is provided to all stakeholders through our website and many social media platforms. Create norms, values, and expectations that support social-emotional and physical safety.

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

The stakeholders involved in building positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders, Counselors, and the PLST Team. The Principal's role is to monitor and oversee all the school's initiatives. The Assistant Principals will monitor the mentorship programs and clubs as well as 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 and plan team-building activities. The PLST team will plan and provide professional development PDs for the faculty. The counselors will provide services such as academic advisement and provide social-emotional learning opportunities. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, families, and the community.

**Part V: Budget**

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

|               |        |  |               |
|---------------|--------|--|---------------|
| 1             | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | \$0.00        |
| 2             | III.A. | Areas of Focus: Instructional Practice: Collaborative Planning   | \$0.00        |
| 3             | III.A. | Areas of Focus: Instructional Practice: Differentiation          | \$0.00        |
| 4             | III.A. | Areas of Focus: Leadership: Leadership Development               | \$0.00        |
| <b>Total:</b> |        |  | <b>\$0.00</b> |