City Of Hialeah Educational Academy

2022-23 Schoolwide Improvement Plan

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City Of Hialeah Educational Academy

2590 W 76TH ST, Hialeah, FL 33016

www.hialeaheduacademy

Demographics

Principal: Carlos Alvarez

Start Date for this Principal: 7/1/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (66%) 2018-19: A (64%) 2017-18: A (62%)
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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

N/A

SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The City of Hialeah Educational Academy is committed to setting an environment that strives for academic achievement, develops character and maintains the goal of preparing students to serve and give back to their community in the field of public service.

Provide the school's vision statement.

The vision of the City of Hialeah Educational Academy is to provide a high quality, rigorous career oriented curriculum that will prepare students for successful progression into post-secondary education and productive employment within a multilingual work environment.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Alvarez, Carlos	Principal	Master Schedule Faculty Meetings & CLC Meeting Student Government Association Academy Administrator Oversight of Athletics Community Partners FCPCS Evaluation Walk-Throughs School Governance/Oversight Committee Maintenance Administrator Internal & Operating Accounting School Safety & Compliance CRISIS Management & Intervention Title I Compliance & Oversight Instructional Leadership – All Core Areas School Budget & Expenditures Staffing Federal Grants (Title I, II, III, IV / ESSER I, II, III) Marketing & Digital Advertising Enrollment Oversight
Puente, Ivelisse	Assistant Principal	-Principal's designee when the Principal is not present - School Improvement Plan (SIP) -Accreditations Cognia -ESOL Compliance -Parent Academy and Concerns -Discipline -Advanced Placement (AP) Coordinator -FCPCS Evaluations/Supervision -Walk-Throughs -Gradebook Manager -Conflict Resolution -Title I and Title III -Title I Facilitator -Member of Threat Assessment Team -Science, Technology, Engineering & Math (STEM) Liaison -Teacher's Certification -Teacher's Waivers -Educational Excellence School Advisory Council (EESAC)
Carbajosa, Graciela	Assistant Principal	-Testing Coordinator Supervisor -Leader In Me (LIM) Liaison -Website Administrator -Bulldog Communication -FCPCS Evaluation -Walk-Throughs -Textbook & Software Ordering -Bulldog T.E.A.M Mentoring Program Coordinator

Name	Position Title	Job Duties and Responsibilities
		-Curriculum Coordinator and DATA -Middle/High School Activities Supervisor -Clubs' Supervisor -Silver Knight Facilitator -Professional Development Supervisor -Discipline
Pena, Nelson	Assistant Principal	-Principal's designee when the Principal is not present -CTE Coordinator -Academies -Discipline -Attendance Supervisor -FCPCS Evaluation -Walk-Throughs -HERO Program -Facility Supervisor -Security & Custodial -Safety & Security Drills -Maintenance Coordinator -Athletics Supervisor -School Operations -CRISIS
Gonzalez, Kristine	School Counselor	-School Counseling -Group counseling -CAP Advisor -Liaison for all wellness programs -Middle and High School Course Requirements -College Readiness Advocate -Virtual School Contact and Facilitator -Parental support -Mental Health -CRISIS and DCF Guidance -Character Education Program Liaison -Member of Threat Assessment Team
Almeida, Anisa	School Counselor	-Middle School Counseling -Group counseling -Liaison for all wellness programs -Middle School Course Requirements -Virtual School Contact and Facilitator -Parental support -Mental Health -CRISIS and DCF Guidance -Character Education Program Liaison -Member of Threat Assessment Team

Name	Position Title	Job Duties and Responsibilities
Simpson, Amy	Reading Coach	-Guide ELA/Reading Dept. planning and meetings -Conduct classroom walkthroughs of all teachers and offer support where needed and students, coaching -Model engaging, standard-based lessons as needed -Collaborate with the ELA/Reading Dept. and address needs -Guidance with instructional resources -Attend district and Mater, Inc reading coaches meetings -Debrief and model new strategies -Assist administration with any request as needed -Mater Spelling Bee - i-Ready Program -TURN IT IN
Esquivel, Rosa	Reading Coach	-Middle School: ELA/Reading Dept. planning and meetings -Conduct classroom walkthroughs of all teachers and offer support where needed and students, coaching -Model engaging, standard-based lessons as needed -Collaborate with the ELA/Reading Dept. and address needs -Guidance with instructional resources -Attend district and Mater, Inc reading coaches meetings -Debrief and model new strategies -Assist administration with any request as needed - i-Ready Program
Sanchez, Monica	Instructional Coach	-Guide Math Dept. planning and meetings -Professional Development Liaison -Conduct classroom walkthroughs of all teachers and offer support where needed and students, coaching -Model engaging, standard-based lessons as needed -Collaborate with the Math Dept. and address needs -Guidance with instructional resources -Attend district Math coaches meetings -Debrief and model new strategies -Assist administration with any request as needed - i-Ready Program Math
Hernandez, Madelyn	Science Coach	-Guide Science Dept. planning and meetings -Conduct classroom walkthroughs of all teachers and offer support where needed and students, coaching -Model engaging, standard-based lessons as needed -Collaborate with the Science Dept. and address needs -Guidance with instructional resources -Attend district meetings -Debrief and model new strategies -Assist administration with any request as needed

Demographic Information

Principal start date

Tuesday 7/1/2008, Carlos Alvarez

Number of teachers with a 2022 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.*

31

Number of teachers with a 2022 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.*

13

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

970

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	112	136	160	161	148	133	120	970
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	3	2	2	2	0	1	3	13
Course failure in ELA	0	0	0	0	0	0	0	1	0	0	0	0	1	2
Course failure in Math	0	0	0	0	0	0	6	0	0	0	1	3	3	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	22	53	55	63	0	56	25	274
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	25	59	73	45	46	29	16	293
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	12	40	50	37	1	25	15	180

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Sunday 9/25/2022

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	118	139	143	157	130	126	145	958
Attendance below 90 percent	0	0	0	0	0	0	4	1	1	1	1	2	0	10
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	2	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	3	5	0	0	5	13
Course failure in Math	0	0	0	0	0	0	3	0	2	3	12	9	3	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	28	54	72	71	0	50	43	318
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	40	85	73	53	0	0	0	251
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	25	51	65	55	8	26	15	245

The number of students identified as retainees:

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

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	118	139	143	157	130	126	145	958
Attendance below 90 percent	0	0	0	0	0	0	4	1	1	1	1	2	0	10
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	2	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	3	5	0	0	5	13
Course failure in Math	0	0	0	0	0	0	3	0	2	3	12	9	3	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	28	54	72	71	0	50	43	318
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	40	85	73	53	0	0	0	251
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	25	51	65	55	8	26	15	245

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	54%	51%				58%	59%	56%
ELA Learning Gains	58%						55%	54%	51%
ELA Lowest 25th Percentile	50%						51%	48%	42%
Math Achievement	52%	42%	38%				64%	54%	51%
Math Learning Gains	64%						58%	52%	48%
Math Lowest 25th Percentile	62%						47%	51%	45%
Science Achievement	54%	41%	40%				49%	68%	68%
Social Studies Achievement	77%	56%	48%				75%	76%	73%

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
06	2022					
	2019	56%	58%	-2%	54%	2%
Cohort Comparison						
07	2022					
	2019	57%	56%	1%	52%	5%
Cohort Comparison		-56%				
08	2022					
	2019	62%	60%	2%	56%	6%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	51%	58%	-7%	55%	-4%
Cohort Comparison						
07	2022					
	2019	66%	53%	13%	54%	12%
Cohort Comparison		-51%				
08	2022					
	2019	85%	40%	45%	46%	39%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	33%	43%	-10%	48%	-15%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	68%	-9%	67%	-8%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	73%	3%	71%	5%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	71%	1%	70%	2%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	63%	6%	61%	8%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	54%	5%	57%	2%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	36	40	25	34	47	64	42	36			
ELL	40	52	47	42	62	63	42	63	37	100	96
HSP	61	58	50	52	64	61	55	78	51	100	95
FRL	60	58	49	52	64	63	55	76	52	100	95
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	28	32	21	33	29	13	21				
ELL	44	50	45	36	23	23	34	59	58	100	100
HSP	58	58	47	42	24	24	42	67	52	98	99
FRL	56	57	47	41	24	25	41	67	51	98	99

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	44	41	28	42	29		64			
ELL	39	48	47	53	48	41	35	66	42	97	97
HSP	58	55	50	64	58	47	49	75	50	99	98
WHT	50			50							
FRL	57	55	51	63	58	47	49	75	49	99	98

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	782
Total Components for the Federal Index	12
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Some of our trends that emerged across grade levels, subgroups and core content areas were:
ELA from 2021-2022 increased by 3, Math increased by 10, Science increased by 12 and Social Studies increased by 10 as well. All subgroups are at or over 41%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on our school dat the greatest need for improvement was in Geometry.

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

Contributing factors were: Challenges:
COVID
Student interest decline
10th grade overall learning gap
ESE Accommodations & ELL Strategies – Attention to special populations

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Data showed that 8th Grade Math had the most improvement with +35 points

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

Pull-out – targeted interventions
Teacher built relationships with students
Teacher tutoring after-school in addition to pull-out and Saturday Tutoring
Strategic Sessions w/instructional coach to plan
New math teacher, prior knowledge in subject strategy acceleration
Motivational rewards to achieve learning gains

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

Differentiated instruction, data chat sheet, Reading and Math interventions tailored to the students, more progress monitoring across all content areas, closer monitor of subgroups, and vertical alignment.

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.

This school year, COHEA will propose and organize professional development opportunities based on the needs of the students and teachers. For example, COHEA has adopted the "Teach Like a Champion" strategies that provides educators with a set of techniques, a shared vocabulary, and a framework for practice that equips teachers to prepare students for post-secondary education.

In addition, COHEA has implemented "Teacher Education and Mentoring" (T.E.A.M.) monthly sessions to offer teachers proven methods in addressing the needs of their students. Such as, differentiated

instruction, data analysis, progress monitoring, development of individual professional growth plans, and test taking skills.

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

Continuous monitoring of individual professional growth plans to determine if goals set by teachers that aim to positively impact student scores have been implemented and have been successfully met by the teacher.
Adding an instructional coach that supports and develops high quality and effective teachers, common planning periods for department chairs, new teacher mentoring program, revision of progress monitoring sheet, contracting of data consultant, smaller class sizes for core classes, increase in number of interventionist, taking a deeper dive with the afterschool program to reinforce the standards to customize the educational needs of each student.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. -- Select below -- specifically relating to

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The Leadership team met over the summer to review and discuss the Math achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase Math EOC Achievement proficiency by 7% from 48% to 55% or higher as measured by the EOC Assessment by the EOC 2022-2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Administration Team and the Department Head will conduct walk-throughs and data chats on a monthly basis.
Person responsible for monitoring outcome:	Nelson Pena (npena@coheaedu.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	COHEA will be using iReady and Performance Matters to help support our students. Our school has hired an interventionist in order to support and ensure that our students are being helped in their specific need.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Limitations on interventionist, lack of attention, the number of percent of students that were targeted through intervention, vertical alignment did not occur, progress monitoring window and monitoring of intervention.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Science was identified as a need because COHEA data shows that we have not performed at our full capacity.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase Science achievement proficiency by 3% from 54% to 57% or higher as increased by the Science and State-wide Assessment of 2022-2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student data is broken down to better service them through the use of progress monitoring. The Administration Team will conduct walk-throughs and meet monthly with the Department Chair to review the student's progress.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	COHEA hired more interventionist, purchased additional resources to monitor student progress, observation of interventionist across all content areas that they serve.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We have used our school data and our historical data in order to be able to implement the specific strategies.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The Leadership Team met over the summer to discuss and review the data in order to break down which area to focus on.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Eleventh grade students will increase from 54% proficient to 70% proficient as exhibited on the FSA ELA Assessment or concordant exam by June 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Administration Team and the Department Heads with conduct daily walkthroughs. The team will meet monthly to review and discuss how the students are performing. COHEA has hired an Interventionalist to do the push-ins with our low performing students.
Person responsible for monitoring outcome:	Ivelisse Puente (ipuente7@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Differentiated instruction, data chat sheet, Reading intervention will tailor to the students, more progress monitoring across all content areas, closer monitor of subgroups, and vertical alignment. Other resources that are being implemented are iReady and Achieve 3000.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	COHEA will utilize the resources to assist with this improvement, continuous interventions, Saturday tutoring, and push-ins.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

COHEA's school culture includes an atmosphere of mutual respect among all stakeholders where teaching and learning are valued, achievements and successes are celebrated, and ongoing collaboration is a must. We take priority on creating a healthy school culture.

We have a strong EESAC Team, which consist of Administrators, teachers, parents, business partners and students. Together we make decision that are in the best interest of our school. Collaboration is essential in our school, with every stakeholder within our school.

Our school's Activities Director (AD) and our Community Involvement Specialist (CIS), reaches out to our community in order to secure our partnerships. The AD invites the businesses to our Family Day at school as well as various events at our school. We provide parent academies to teach parents how to utilize technology, know what their children are being tested on, as well other educational help that the parents can utilize.

Our students must complete 75 hours of community services within our community.

COHEA has adopted the Youth Crime Watch Program, in which our trust counselor leads this program for our students. The Youth Crime Watch is a crime- and drug-prevention program. This program provides a forum for discussing drug and crime prevention, establishing communication and reporting systems, and engaging in community networking.

We also conduct 2 times a year, a STEM Night, which involves all stakeholders the parents, students, business partners, teachers, and the community.

The Leader In Me helps create well-rounded learners by developing the whole-person and preparing students to become life-ready leaders. Leader in Me unites students, staff and families around a common goal to prepare students with college, career, and life-readiness skills that are necessary to thrive in our environment.

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

All stakeholders work together to promote a positive culture and environment. The Administration team has an open door policy and welcomes all the ideas from all the stakeholders. COHEA is proud of the parent involvement that has been established at our school.

The school staff, the business partners, the parents and the students are involved because they participate in the EESAC meetings, in our school events, in our Coffee with the Principal meetings and the parent academies that are conducted twice a month. During our school meetings the parents are able to discuss any information that they would like to share/inform the school.