Hialeah Senior High School

2022-23 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: 8/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (49%) 2018-19: C (48%) 2017-18: C (48%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%

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

School Grades History

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

School Board Approval

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SIP Authority

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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, 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.

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
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.
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.
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.
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.
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 standard-based instruction, and manages the Instructional Focus Committees for the English Department.
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.
	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 recruitment of students, coordinating all magnet-related events/activities, and all magnet-related public relations.
Treto, Karen	Math Coach	Mrs. Treto serves as the Mathematics Transformational Coach. She provides academic and instructional coaching to teachers using the coaching model and implementing coach-teacher collaborations 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.

Demographic Information

Principal start date

Friday 8/20/2021, Beatriz Sears C

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.*

0

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.*

11

Total number of teacher positions allocated to the school

93

Total number of students enrolled at the school

1,704

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

17

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

8

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	380	421	434	492	1727
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	88	143	188	208	627
One or more suspensions	0	0	0	0	0	0	0	0	0	110	68	48	56	282
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	80	77	46	208
Course failure in Math	0	0	0	0	0	0	0	0	0	16	44	57	68	185
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	184	153	168	0	505
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	146	191	147	7	491
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	188	172	189	127	676

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	0	0	0	176	205	195	96		672

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	10	3	0	13		26
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	17	4	10		32

Date this data was collected or last updated

Thursday 8/11/2022

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	0	0	0	357	461	522	441		1781
Attendance below 90 percent	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		
Course failure in ELA	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	37	98	150	82		367
Level 1 on 2019 statewide FSA ELA assessment	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	100	132	144	170		546
Number of students with a substantial reading deficiency	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	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	3	2	4	30		39
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	6	5	11		30

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	357	461	522	441	1781
Attendance below 90 percent	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	
Course failure in ELA	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	37	98	150	82	367
Level 1 on 2019 statewide FSA ELA assessment	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	100	132	144	170	546
Number of students with a substantial reading deficiency	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	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	3	2	4	30	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	6	5	11	30

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	54%	51%				39%	59%	56%
ELA Learning Gains	46%						40%	54%	51%
ELA Lowest 25th Percentile	28%						32%	48%	42%
Math Achievement	29%	42%	38%				26%	54%	51%
Math Learning Gains	51%						37%	52%	48%
Math Lowest 25th Percentile	60%						47%	51%	45%
Science Achievement	36%	41%	40%				46%	68%	68%
Social Studies Achievement	52%	56%	48%				60%	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

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
2022					
2019	43%	68%	-25%	67%	-24%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	71%	-14%	70%	-13%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	17%	63%	-46%	61%	-44%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	28%	54%	-26%	57%	-29%

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	25	32	24	27	44	61	32	47		91	31
ELL	19	33	25	24	50	61	21	32		86	44
BLK	32	39		33	61		50	63		100	48
HSP	39	46	28	28	50	60	35	51		93	55
WHT	36	54		55						100	82
FRL	36	44	27	28	51	60	34	51		93	54
	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			
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

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)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	34
Total Points Earned for the Federal Index	525
Total Components for the Federal Index	11
Percent Tested	95%

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	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	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	
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	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	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?

When analyzing the 2022 state assessment data, there were significant increases in proficiency and learning gains in all assessed areas, especially in Mathematics. Mathematics showed an increase of 12-percentage points in proficiency, 33-percentage points in learning gains, and demonstrated a drastic increase of 42-percentage points in learning gains for the L25 students. Despite the significant increases, there were areas with only slight increases in the 2022 FSA Reading where proficiency only increased by 1-percentage point and overall learning gains increased by 8-percentage points.

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

When analyzing the 2022 state assessment data, our ELL and SWD ELA Subgroups demonstrated the greatest need for improvement.
The lowest 25 subgroup within the ELL students decreased by 4-percentage points in the learning gain category.
In the SWD, the ELA learning gains dropped by 9-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?

Our focus on implementing standards-based and data-driven instruction in all classes has contributed to our improvement, however, we have struggled with the consistency of this instruction across all content areas and classrooms. We will continue to support this while incorporating data-driven instruction and student-centered activities to help meet the needs of our L25 subgroup, ELL subgroup, and SWD subgroup.. During bi-weekly 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 2022 state assessments, showed the most improvement?

Mathematics Learning Gains increased from 18% in 2021 to 51% in 2022 in overall achievement. Subgroups for SWD students increased by 20-percentage points in learning gains. SWD increased from 24-percentage points to 44- percentage points.
Subgroups for ELL students increased by 29-percentage points in learning gains. ELL increased from 21- percentage points to 50- percentage points

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

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 use of data trackers to drive instructional planning and data-driven conversations along with the effective implementation of explicit instruction aligned to targeted standards, plan for probing techniques that promote student understanding and maximize instructional time, focusing on the specific academic needs of students.

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/22), common planning on aligning resources to small group instruction and student-centered learning activities using effective questioning / response techniques (September/22), and disseminating ongoing progress monitoring data (OPM) through departments throughout the first half of the school year. English Language Learners (ELL) strategies provided to all teacheres during monthly faculty meetings. ELA ongoing progress monitoring will occur as soon as OPM data is available. Departments will continue adjusting groups as data becomes available (February/23) 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, FIU College Impact Program, and educationally rich extracurricular activities throughout the school year.

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

:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student Engagement was identified as a critical need from the data reviewed because of the need for increased growth in overall proficiency as evidenced by the 2022 data of our content areas, specifically in ELA, Social Studies, and Science. According to the 2022 proficiency data, 39% of 9th & 10th-grade students are proficient in ELA compared to 38% in 2021, 52% of the students are proficient in Social Studies compared to 49% in 2021, and 36% of our students are proficient in Science compared to 33% in 2021. Although strategic and deliberate collaborative planning attributed to a slight increase in proficiency we will continue to focus on the instructional delivery of teachers to target the academic needs of students to improve overall academic performance, along with proactively introducing new teaching strategies that will engender a more personalized learning approach and ultimately increasing student engagement and academic achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement strategic and data-driven student engagement strategies, overall student proficiency will increase by 5- percentage points in all content areas as evidenced by the 2023 State Assessments, June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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 and aligned, reflective of common planning sessions where commonalities are observed in teachers' lesson plans and content covered, implementation of student engagement 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: Describe the evidence-based strategy being	Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of: Student Centered Learning. Student Centered Learning Activities will address the distinct learning needs and interests of students by engaging them in a variety of activity structures such as think-pair-share, group work, gallery walk, etc. that promote student accountable talk, and engage in multiple levels of questionings to promote student understanding/comprehension and analytical interpretations.

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.**	Student Centered Learning activities will ensure that teachers are using strategic and probing questions that are implemented throughout the instructional process to help monitor student understanding and allow teachers to assess student mastery of content. Utilization of effective strategies for a student-centered classroom where teachers are adjusting their instructional pacing and planning for techniques that promote student understanding and maximize instructional time through problem-solving activities, strategic questioning, and cooperative learning structures as new data becomes available.

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.

8/31-10/14: During bi-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 and implementation of student-centered learning activities. As a result, teachers will have data to develop strategies to promote student engagement and accountable talk as well as plan for text-dependent and probing questions that will help assess student content mastery across all content areas.

Person Responsible Beatriz Sears (bcsears@dadeschools.net)

8/31-10/14: Teachers will discuss and reflect on their data and create an action plan for increased student engagement through student-centered activities during bi-weekly common planning sessions. This will be evidenced by teachers creating a learning environment where students are engaged and motivated throughout the learning process as they reteach and review selected standards/benchmarks.

Person Responsible Aileen Rodriguez (arodriguez33@dadeschools.net)

8/31- 10/14: Administration will conduct bi-weekly walkthroughs to ensure that instruction is student-centered, 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 the connection between curriculum and student engagement.

Person Responsible Beatriz Sears (bcsears@dadeschools.net)

8/31- 10/14: During common planning, teachers will create, maintain and monitor an effective data system to track student progress and the effectiveness of the action plan for implementation of lessons that promote student-centered learning and make adjustments as necessary.

Person Responsible Jaqueline Ondar (jondar@dadeschools.net)

10/31-12/16: 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)

10/31-12/16: During weekly common planning sessions, teachers will create lesson plans that allows for content mastery, pacing and moving students towards independent / active 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 Jaqueline Ondar (jondar@dadeschools.net)

#2. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on qualitative data from the School Climate Survey and the SIP Survey and a review of the Core Leadership Competencies, we selected the targeted element of Leadership Development. According to the Staff Sip Survey, 11% 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 the motivation of others to reach a unified goal.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being	Within the targeted element of Leadership Development we will focus on the evidence-based strategy of: Strategic Selection of Training, Development, and Work Assignment; and Promoting the Morale and Performance of the Team. By providing all individuals in the building who are seeking to develop their leadership skills with opportunities for professional development, application of new skills learned, and specific feedback for effective growth, these potential leaders will demonstrate morale and improved productivity, instilling a positive school atmosphere.

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.**	The administrative team will establish opportunities for Leadership Development throughout the school year among all stakeholders providing an opportunity to continue to develop, support, and nurture prospective future school leaders in promoting the school's vision, mission, and goals. Additionally, the administrative team will identify areas for boosting morale through incentive programs, rewards for positive performance, or other positive reinforcement. Motivational efforts are employed regularly to ensure the morale remains high.

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.

8/31-10/14: 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)

8/31-10/14: Provide aspiring teacher leaders opportunities to lead various school-wide initiatives and committees such as the Special Recognition, Attendance, Special Events, Values Matter, Marketing, School Spirit, 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)

8/31-10/14: During faculty meetings, common planning, and department meetings, teachers will be recognized with incentives for positive performance, attendance, or other designated categories to help elevate the team/teacher morale. Additionally, 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)

8/31-10/14: Surveying and identifying aspiring teacher leaders to facilitate and engage in committee meetings, 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	Tiffany Davis (tndavis70@dadeschools.net)

10/31-12/16: Bi-weekly mini PDs facilitated by faculty member for other faculty and staff on various leadership development topics, such as personal, team, change and transformational leadership skills. As a result, this will promote leadership among individuals outside of the Leadership Team.

Person Responsible   Aileen Rodriguez (arodriguez33@dadeschools.net)

10/31-12/16: Provide faculty and staff opportunities for goal setting activities after reflection of leadership development trainings and monthly collaboration opportunities. As a result, the teacher leaders will feel more involved in school-wide decision-making.

Person Responsible   Beatriz Sears (bcsears@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Supportive Learning Environment	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Supportive Learning Environment was identified as a critical area of need from the data review of the SIP survey which reflects a need to increase our 33% neutral results of how students feel when asked if adults care about them as an individual. Additionally of concern, is the combined 57% of negative response for our building's cleanliness and condition indicating students do not feel comfortable in our facility. 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 activities and a curriculum that encourages and promotes school spirit and pride, are critical for promoting and maintaining positive relationships with all stakeholders. Creating opportunities for connections and establishing a clean and positive school environment 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 value their school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 5-percentage point increase on each question related to safety and feeling valued and building cleanliness and condition by the 2023 climate surveys.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school leadership team will meet bi-weekly to plan activities, interventions, and presentations for students and faculty/staff related to addressing a supportive learning environment and promoting school spirit and pride through changes to the school environment and participation in school-wide activities that encourage and promote a positive learning environment.
Person responsible for monitoring outcome:	Beatriz Sears (bcsears@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	The evidence-based strategy being implemented for the Supportive Learning Environment area of focus at our school will concentrate on School Spirit, Pride, and Branding with the assistance of our various Hialeah High Committees. During monthly meetings, our various committees such as Sunshine, Magnet, and Spirit will meet to discuss positive ways to increase school spirit, pride and the branding of our school to improve not only our physical environment but allow for faculty, staff and students to participate in engaging school traditions boosting overall morale and ensuring connections between all stakeholders.

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.	The rationale for selecting spirit, pride and branding strategies along with encouraging a supportive learning environment is based on research that when both are evident in schools there is an increase in school involvement, 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
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.

8/31-10/14: Monthly meetings with our student leadership team to develop school spirit activities to encourage school-wide student participation that helps create decreased levels of stress and promote a positive school culture. As a result, these strategies can help increase school pride and increase students' ability to perform better academically, are more socially and civically engaged, and generally happier, resulting in improved learning achievement.

Person Responsible	Beatriz Sears (bcsears@dadeschools.net)

08/31-10/14: Implementation of weekly school-wide activities that creates a positive school culture, foster relationships among all stakeholders, ultimately, improving students' commitment to their education. As a result, there will be increased student participation in school events as evidenced by their attendance at school-wide activities.

Person Responsible	Noel Sanchez (nbsanchez@dadeschools.net)

8/31-10/14: 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 create a purpose within the school community. 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)

8/31-10/14: Create a "Faculty School Spirit" committee 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 in school-wide initiatives. As a result, teacher leaders will be encouraged to be an an integral part of our school's decision-making team and there will be evidence of increased student/ faculty

participation in school-wide activities.

Person Responsible	Beatriz Sears (bcsears@dadeschools.net)

10/31-12/16: 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   Aileen Rodriguez (arodriguez33@dadeschools.net)

10/31-12/16: Safety & Welcoming Signage will be strategically placed throughout the school building to ensure safety protocols are met and a welcoming atmosphere is created that provides all stakeholders an atmosphere where everyone is a valued member of the school community. As evidenced of signage strategically place throughout the school campus that promote a clean, safe and welcoming environment.

Person Responsible   Noel Sanchez (nbsanchez@dadeschools.net)

#4. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 ESSA Data Review our English Language Learner (ELL) students' Federal Index was 39%; 3 consecutive years where our English Language Learners Subgroup is below 41%. Based on this data, the implementation of differentiation strategies is needed for targeting our ELL students for remediation and improving teachers' ability to differentiate instruction in order to target the specific needs of this subgroup to help increase proficiency and learning gains.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we are successful at implementing Differentiation, our ELL subgroup will increase by 5-percentage points in proficiency as evidenced by the 2023 State Assessments. Overall student proficiency will increase by 5- percentage points in all content areas by June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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, specifically in our ELL classes. Administrators will review bi-weekly lesson plans for indication of differentiation for ELL students. Data analysis of formative assessments of ELL 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 ELL 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:	Aileen Rodriguez (arodriguez33@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: English Language Learners (ELL) Strategies. Instruction implementing ELL strategies and multiple modalities will assist in cultivating relationships, language skills acquisition across the curriculum, and help ELL students learn and use language more effectively. This approach of instruction will help meet the diverse needs of our ELL students to build their confidence and comprehension. Implementation of strategies will be monitored through the use of walkthroughs and lesson plans that address the specific needs of ELL students.

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.

English Language Learners (ELL) strategies will ensure that teachers, interventionists, and coaches are using relevant and aligned strategies utilizing technology, dictionaries, targeted groupings and visuals in their lessons that are customized to student needs. Teachers will continually make adjustments to their instructional delivery throughout the school year as new data becomes available.

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.

8/31-10/14: Ongoing: Bi-weekly common planning sessions to discuss and analyze data and assess the needs, strengths, progress, and performance of ELL students to develop specific curriculum focus, ELL strategies, and targeted lesson plans. As a result, teachers will be able to create targeted lessons for ELL students during whole group and small group instruction.

Person Responsible Beatriz Sears (bcsears@dadeschools.net)

8/31-10/14: Professional development (PD) sessions on English Language Learners (ELL) strategies and resources to address the needs of our ELL students and to differentiate instruction and use multiple modalities across all content areas. As a result, teachers will create lesson plans incorporating ELL strategies to address areas of need and track student data and progress to make necessary recommendations for interventions.

Person Responsible Aileen Rodriguez (arodriguez33@dadeschools.net)

8/31-10/14: Ongoing: Administrators will conduct bi-weekly walkthroughs to ensure that instruction is data-driven, differentiated, and reflective of common planning sessions of ELL strategies. As a result, we will be able to monitor classroom instruction and interventions to ensure students are making adequate progress.

Person Responsible Karen Treto (treto@dadeschools.net)

8/31-10/14: Quarterly data chats will be conducted with administration, instructional coaches, and teachers in an effort to monitor ELL student progress and ensure teachers are utilizing ELL strategies in their 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)

10/31-12/16: Analyze recent / various data points to adjust instruction for reteaching, remediation, and plan for differentiated instruction, specifically, for our ELL students. 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)

10/31-12/16: 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)

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.

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 monitored by our school's leadership and PLST team.

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

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.