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Hialeah Gardens Senior High School

11700 HIALEAH GARDENS BLVD, Hialeah Gardens, FL 33018

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

Demographics

Principal: Maritza Jimenez

Start Date for this Principal: 7/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
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: B (61%) 2018-19: B (54%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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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<http://hghs.dadeschools.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>92%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>98%</p>

School Grades History

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

School Board Approval

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

A collaborative learning community achieving excellence daily.

School Leadership Team

Membership

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
Jimenez, Maritza	Principal	Educational leader and head of school responsible for personnel, budget, and overall school operations, including designing, directing, and facilitating academics, programs, activities, and school-wide initiatives.
Cainas, Eric	Teacher, K-12	Educational Excellence School Advisory Councils (EESAC) Chairperson responsible for planning, facilitating, and reporting EESAC meetings and Reading Chairperson responsible for school-wide, cross-curricular literacy initiatives.
Dehghani, Michelle	Assistant Principal	Educational leader and assistant to the principal in the designing, facilitating, and directing of curricula, programs, activities, and school-wide initiatives.
Domenech, Madeline	Teacher, K-12	Math Coach oversees student data, facilitates collaboration and planning of standards-aligned instruction, organizes after school tutoring initiatives as well as push-in and pull-out interventions.
Gonzalez, Monica	Teacher, K-12	Professional Learning Support Team Instructional Coach & Content Expert, English Language Arts Department Chairperson, and STEAM Coordinator promotes pedagogy, best practices, literacy, and STEAM initiatives school-wide.
Allen, Kia	Teacher, K-12	Professional Learning Support Team Digital Innovator offers support in technology initiatives; plans, organizes, and delivers professional development and trainings on instructional technology; and provides resources to facilitate student learning and success.

Demographic Information

Principal start date

Monday 7/15/2019, Maritza Jimenez

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.*

22

Total number of teacher positions allocated to the school

97

Total number of students enrolled at the school

2,755

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

15

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

17

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	0	0	0	0	812	690	668	585	2755
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	98	138	101	121	458
One or more suspensions	0	0	0	0	0	0	0	0	0	0	66	38	8	20	132
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	5	80	44	26	155
Course failure in Math	0	0	0	0	0	0	0	0	0	0	19	28	57	31	135
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	195	143	121	0	459
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	194	120	88	0	402
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	221	179	153	126	679

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	0	165	155	120	40	480

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	15	3	1	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	2	3	3	8

Date this data was collected or last updated

Tuesday 8/23/2022

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

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	55	116	134	152	457

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	55	116	134	152	457

The number of students identified as retainees:

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

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%				54%	59%	56%
ELA Learning Gains	56%						46%	54%	51%
ELA Lowest 25th Percentile	45%						34%	48%	42%
Math Achievement	42%	42%	38%				37%	54%	51%
Math Learning Gains	62%						40%	52%	48%
Math Lowest 25th Percentile	63%						38%	51%	45%
Science Achievement	45%	41%	40%				62%	68%	68%
Social Studies Achievement	63%	56%	48%				74%	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	61%	68%	-7%	67%	-6%
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	73%	71%	2%	70%	3%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	35%	63%	-28%	61%	-26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	54%	-11%	57%	-14%

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	19	45	45	22	53	59	28	34		87	39
ELL	29	44	37	40	60	59	42	38		94	67
HSP	60	55	45	42	62	62	44	63		96	74
WHT	62	63									
FRL	57	54	44	42	62	62	43	63		95	73
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	20	15	18	30	36	24	48		83	36
ELL	23	38	35	25	27	33	28	38		85	70
HSP	57	46	30	23	25	33	36	54		92	80
WHT	54	35								76	77
FRL	53	45	29	23	25	32	35	53		92	80

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	41	38	22	36	41	48	50		75	39
ELL	29	37	30	34	37	37	52	50		83	64
HSP	54	46	34	36	40	38	61	74		88	68
WHT	67	64						92			
FRL	52	46	35	37	39	35	63	74		89	67

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 comparing 2021 to 2022 proficiency rates on state assessments, increases in proficiency are evident in all subject areas: grade 9 Florida Standards Assessment (FSA) English Language Arts (ELA) increased 4%, grade 10 FSA ELA increased 1%, Algebra 1 increased 27%, Geometry increased 14%, Biology increased 10%, and History increased 9%. Moreover, when compared to 2019 data, 2022 student achievement data reveal that grade 9 FSA ELA increased 11%, grade 10 FSA ELA increased 1%, and Algebra 1 increased 21%; however, from 2019-2022, Geometry decreased 2%, Biology decreased 13%, and History decreased 11%.

In the lowest 25% student subgroups, proficiency levels for FSA ELA were 41% for 9th graders and 45% for 10th graders; Algebra I EOC proficiency measured 57%; and Geometry proficiency levels measured 81% for 9th grade students and 62% for 10th grade students.

Notably, FSA ELA learning gains measured 57% for 9th graders and 53% for 10th graders, Algebra I EOC learning gains measured 67%, and Geometry learning gains measured 56% for 9th graders and 48% for 10th graders.

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

When compared to 2019 data, student achievement data from 2022 state assessments reveal that Biology and History are the two areas that require most improvement; proficiency rates dropped 13% and 11%, respectively.

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

Data findings from 2019 and 2022 indicate that contributing factors to the need for improvement in Biology data include that many of our students test for Biology in middle school. Despite this challenge, we will continue to strengthen our Biology team through professional development and common planning. Biology teachers will collaborate, create cross-curricular STEAM 5.0 lessons with standards that focus on remediation or acceleration as needed, and progress monitor through formative and summative assessments.

Similarly, History teachers will meet and analyze data utilizing various reports, conduct data chats with

students, show students how to monitor their learning data, and monitor progress quarterly. They will increase their collaboration and share best practices at department meetings.

For the last four years, we have focused on implementing standards-aligned instruction in all classrooms, and this best practice is one that we will continue.

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

Most improvement is evident in Algebra 1 based off both progress monitoring and 2022 state assessment data. Not only do student achievement data from 2022 Algebra 1 EOC show a 27% increase in proficiency from 2021-2022, but they also reveal a 21% increase from 2019 to 2022.

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

Throughout the 2021-2022 school year, teachers of Algebra 1 courses met weekly to examine student data, plan standards-aligned lesson delivery, and share best practices. Meeting agendas and sign-in sheets served as evidence that teachers of Algebra 1 classes collaboratively utilized data to drive instructional practices, thereby focusing on meeting students' needs and strengthening pedagogy. District support twice per month proved effective, too. Moreover, we added a Math Coach to our staff, and that leader provided ongoing support to all Algebra 1 teachers, guiding them with focus calendars, ensuring ongoing communication, and initiating pull-out tutoring opportunities as well as an after-school tutoring program. Intentional data discussions using Performance Matters data also provided Algebra 1 teachers and students the ability to monitor areas of mastery and deficiency.

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

Teachers will utilize existing assessment data along with ongoing progress monitoring to drive instructional design and delivery. Educators will implement differentiated instruction, cross-curricular writing, standards-based collaborative planning, and interdisciplinary learning experiences.

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

The Professional Learning Support Team (PLST) will develop professional learning that focuses on using data to drive instruction for continuous improvement and to understand graduation rate, reviewing B.E.S.T. standards, fostering student engagement, implementing alternative assessments, and utilizing Schoology and Performance Matters. The PLST will also create professional learning opportunities that teachers request on the PD Needs Assessment survey and ongoing surveys 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 pull-out tutoring for low or underperforming students. We will promote participation in our STEAM clubs. Students in grades 9, 10, and 11 will also receive SAT exam preparation in newly added courses.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Promoting and Monitoring Student Attendance

**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 the data review, we will implement the targeted element of student attendance. According to the 2021-2022 School Climate Survey, the percentage of students absent for more than 6 days was 84% as compared to the 2020-2021 survey in which 41% of students were absent for more than 6 days.

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

With the successful implementation of promoting and monitoring student attendance, our students' annual attendance will improve by at least 5 percentage points in the category of students accruing over 6 absences in the school year for a goal of no more than 79% of students being absent more than 6 days.

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

Student attendance will be monitored by the leadership team and school-wide acknowledgments will be given once each quarter.

Person responsible for monitoring outcome:

Maritza Jimenez (pr7191@dadeschools.net)

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

Our school will focus on acknowledging students' accomplishments in the area of attendance, providing public celebrations of special recognition and achievements, which will encourage student attendance from all stakeholders.

**Rationale for Evidence-based Strategy:
Explain the**

Celebrating successes will assist in decreasing the number of student absences and ensuring our learners feel valued. Student responses on the 2021-2022 School Climate Survey demonstrate that our students feel: 1) "Adults at my school care about me as an individual" (question 16), and 2) "My teachers are interested in how I do in the future" (question 14). Each time our principal visited classes last school year and delivered

rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

personalized thank yous to students who had perfect attendance, they loved it. Posting pictures of such acknowledgements on social media and making announcements to the entire student body encouraged countless students.

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.

8/22-10/14: Students will be divided into grade level teams to promote healthy competition among freshmen, sophomores, juniors, and seniors.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

8/22-10/14: The attendance clerk will run a student attendance report every week to help administrators continuously monitor student attendance by grade level.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

8/22-10/14: Each week, the grade level with the highest percentage of attendance will earn one point for their team to encourage attendance among students in all grade levels.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

8/22-10/14: The principal will announce the winning team at the end of each week on both the public announcement system and social media. Praise from our school's leader will not only establish student attendance as a core value at our school, but it will also encourage students to refrain from being absent.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

10/31-12/16: Grade level teams will continue to earn one point per week for achieving the highest percentage of attendance to encourage attendance among students in all grade levels.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

10/31-12/16: The student government leaders will announce the winning team at the end of each week on the public announcement system to continue to encourage students to refrain from being absent.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

#2. Transformational Leadership specifically relating to Teacher Recruitment and Retention

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

Responses to Question 28 of the 2021-2022 School Climate Survey, "I feel staff morale is high at my school," indicate that only 20% of faculty strongly agreed while 22% agreed. Since only 42% of our staff reported feelings of high morale, we will employ the targeted element of teacher recruitment and retention. Although teacher turnover at our school has decreased from 21 teachers in 2020-2021 to 15 teachers in 2021-2022--which suggests improvement--we want to increase teacher retention, if not eliminate teacher turnover altogether.

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

With the implementation of the targeted element of teacher recruitment and retention during the 2022-2023 school year, the percentage of teachers who agree that "staff morale is high" on the school climate survey will increase by at least 5 percentage points.

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

The leadership team will conduct ongoing teacher surveys so that teachers feel that their voices are being heard. The results of those surveys will be reviewed by the leadership team to gauge staff morale and meet teachers' needs.

Person responsible for monitoring outcome:

Maritza Jimenez (pr7191@dadeschools.net)

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

Within the targeted element of teacher recruitment and retention, we will focus on the evidence-based strategy of involving staff in important decision making. By soliciting the input of our faculty, on topics ranging from professional learning to operations, we will promote collaboration, improve school culture, and increase teachers' investment in the overall success of our school.

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

Data collected from the 2021-2022 School Climate Survey indicate 87% of teachers felt "satisfied concerning their careers at our school" (Question 25) and 75% "like working at our school" (Question 27). Nonetheless, only 85% of the faculty felt their ideas were "listened to and considered" (Question 5), while 7% strongly disagreed.

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.

8/22-10/14: Within the first two weeks of the school year, via emails and meeting announcements, the leadership team will request faculty involvement in our newly formed attendance and marketing committees. This will ensure that both returning and incoming teachers have the opportunity to make their voices heard by the leadership team and their colleagues.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

8/22-10/14: The leadership team, along with the Professional Learning Support Team, will conduct the PD Needs Assessment Survey within the first two weeks of the school year to utilize the results to guide the design and delivery of all professional learning at our school.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

8/22-10/14: Within the first two weeks of school, the leadership team will launch a digital suggestion box Microsoft Form to provide teachers with a way of anonymously reporting questions or concerns. This will ensure that all educators at Hialeah Gardens High School are reminded that the leadership team is "listening and considering" their views (as asked in Question 5 of the School Climate Survey).

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

8/22-10/14: During monthly faculty meetings, the leadership team will host activities that promote collaboration among faculty and staff members to facilitate colleague bonding and improve school culture.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

10/31-12/16: The assistant principal will continue to monitor the Gladiator digital suggestion box Microsoft Form to promote communication between teachers and administrators and ensure that teachers have the opportunity to make their voices heard.

Person Responsible Michelle Dehghani (mdehghani@dadeschools.net)

10/31-12/16: The assistant principal will send monthly emails summarizing the concerns teachers have shared on the Gladiator digital suggestion box Microsoft Form as well as the actions taken to respond to those concerns. This will not only encourage teachers to continue to use the form and increase communication among the entire faculty, but also promote morale in the school.

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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

It is critical that we provide our History teachers with professional development opportunities so that they can root their instructional design in current and ongoing data to differentiate learning experiences that meet students' levels and fulfill students' needs. Working with our district support personnel will also allow History teachers to build instructional practices that improve student learning, particularly in light of the 2022 History EOC results, which show an 11% decrease in proficiency from 2019 data (despite a seeming increase of 9% from 2021 data).

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

With the implementation of instructional coaching and professional learning, an additional 5% or more of students who take the History End of Course exam will achieve proficiency on the 2022-2023 History EOC assessment.

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

Each month, the facilitator of the professional development and/or district-guided support session will submit agendas, sign-in sheets, and/or attendance logs to the Professional Development Liaison and Title 1 Coordinator.

Person responsible for monitoring outcome:

Maritza Jimenez (pr7191@dadeschools.net)

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

Our school will focus on facilitating teacher learning opportunities grounded in day-to-day teaching practices and designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. District support will further strengthen this initiative.

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

Given the decline in student proficiency over the past four years, from 73% proficiency in 2019 to 62% proficiency in 2022, we aim to facilitate teachers' closing of the achievement gap while accelerating all students to their full academic potential when provided relevant and rigorous job-embedded professional development.

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.

8/22-10/14: History teachers will receive support from district personnel twice per quarter.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

8/22-10/14: Professional development will be provided to History teachers on Performance Matters and differentiated instruction. As a result, History teachers will strengthen their abilities to effectively utilize data to drive instructional design and practices.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

8/22-10/14: History teachers will review classroom data weekly to determine students' learning needs and progress.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

8/22-10/14: History teachers will solicit feedback from students on their teaching methods and collaborate with colleagues monthly to discuss data-driven teaching practices.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

11/8: History teachers will participate in the Gladiator Gauntlet, a professional development experience focused on sharing best practices--from data-driven instruction to differentiation--to strengthen their abilities to effectively utilize data to drive instructional design and practices.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

10/31-12/16: At least once a month, History teachers will meet as a team to review student achievement data to determine students' learning needs and progress.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

#4. Instructional Practice specifically relating to Collaborative Planning**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 the data review which revealed that the greatest decrease in proficiency occurred in Biology, from 59% proficiency in 2019 to 43% proficiency in 2021, our school will implement the targeted element of collaborative planning among teachers of Biology. By working together and sharing best practices, our Biology teachers will be better able to differentiate instruction and scaffold learning to ensure all learners can attain the intended standards. We will provide the scaffolding and rigor necessary for the L25 subgroup to access Biology content in order to make learning gains and move towards proficiency. By working together to design standards-aligned instruction for all students, Biology teachers will recuperate the declines evident in 2022 Biology EOC assessment data.

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

With the implementation of collaborative planning, our Biology EOC assessment proficiency rate will increase by a minimum of 5 percentage points as evidenced by the 2023 state assessments.

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

The Biology team will meet weekly to plan instruction and share best practices. They will conduct data chats after each topic test and adjust interventions and acceleration based on data in real time. Data analysis of formative assessments will be reviewed with administrative leaders quarterly to observe progress. Extended learning opportunities will be provided to those students who demonstrate need.

Person responsible for monitoring outcome:

Maritza Jimenez (pr7191@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Within the targeted element of collaborative planning, our school will focus on collaborative analysis of student data on formative as well as summative assessments. During collaborative data chats, Biology teachers, support staff, and administration will analyze student performance data and determine how that information will be used to drive future instruction and identify needs for additional assistance from support staff and administration. Time will also be allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards.

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.

Collaborative data chats will ensure that Biology teachers and support staff make strategic decisions in remediating, accelerating, and designing instruction. Biology teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data become available, focusing on improving student mastery of content with the ultimate goal of increasing Biology proficiency rates on the 2023 EOC assessment by at least 5 percentage points.

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.

8/22-10/14: During weekly Biology team meetings, Biology teachers will team-plan standards-aligned lessons.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

8/22-10/14: In their team meetings, Biology teachers will also collaboratively analyze current data points regarding student progress from collaboratively-designed formative and summative assessments.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

8/22-10/14: Biology teachers will meet quarterly with administrators and the department chair to conduct collaborative data chats, focusing on areas of strength and areas in need of improvement as well as design of standards-aligned lessons and ways to adjust instruction based on students' needs.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

8/22-10/14: At monthly Science department meetings, Biology teachers will share their team progress with colleagues in other subject areas (e.g., Chemistry and Environmental Management), discussing their collaboration, best practices, and approaches to disaggregating student data.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

10/31-12/16: Biology teachers will continue to have weekly team meetings and collaboratively plan standards-aligned lessons.

Person Responsible Maritza Jimenez (pr7191@dadeschools.net)

10/31-12/16: During team meetings, Biology teachers will collaboratively analyze student progress based on data collected from unit tests.

Person Responsible Maritza Jimenez (pr7191@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 safety, order and security, leadership and relationships, and resources and support systems. Our school creates experiences throughout the year to engage with parents and families to ensure they have necessary information to support their children. Students are supported through mentorship programs within their academies, clubs, and sports programs, and our TRUST counselor and counselors readily assist students on a one-on-one basis through teacher referrals and student requests. This supports a feeling of a safe environment among staff and students with an overwhelming majority feeling safe, secure, and heard. Staff are provided opportunities to take part in team building activities and receive support through departments as well as grade level teams and curriculum. We provide opportunities for staff to provide ongoing feedback and suggestions to school leaders through Microsoft Forms surveys. We also ensure information is provided to all stakeholders through our daily announcements and social media. We design professional learning opportunities based on the needs of the teachers/students through ongoing surveys. Through these continuous check-ins, our staff and students feel they have the necessary resources to be successful.

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

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