Hialeah Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Hialeah Senior High School

251 E 47TH ST, Hialeah, FL 33013

http://hhs.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Sears, Beatriz	Principal	Ms. Sears oversees all higher-level operations and daily functions of the school, ensuring a safe learning environment and setting education performance goals for students and teachers while supervising the process so that those goals are successfully attained.
Rodriguez, Aileen	Assistant Principal	Under the direction of the principal, Ms. Rodriguez serves as an educational leader who assists with the daily functions of the school to ensure a safe learning environment and attainment of the school's educational goals.
Sanchez, Noel	Assistant Principal	Under the direction of the principal, Mr. Sanchez serves as an educational leader who assists with the daily functions of the school to ensure a safe learning environment and attainment of the school's educational goals.
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.
Treto, Karen	Math Coach	Mrs. Treto serves as the Mathematics Transformational Coach and Mathematics Department Chair. 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.
Draschner, Carlos	Teacher, K-12	Mr. Draschner serves as the Science Department Chairperson. He provides academic and instructional coaching to teachers using modeling and planning collaboratively where necessary. He also analyzes and disseminates data with teachers, assists with lesson planning of standards-based instruction, and manages the Instructional Focus Committees for the Science 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.
Estevez, Kristine	Assistant Principal	Under the direction of the principal, Ms. Estevez serves as an educational leader who assists with the daily functions of the school to ensure a safe

Name	Position Title	Job Duties and Responsibilities
		learning environment and attainment of the school's educational goals.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholder involvement which includes our school leadership team, faculty, staff, students, and members of our EESAC committee will be examining all aspects of the school when developing the Schoolwide Improvement Plan (SIP). It will prioritize the needs of the school and develop strategies for improving each of those areas, as well as develop a plan for measuring the results of the SIP as it relates to the analysis of trend data and feedback. Stakeholders will have the authority, as well as the responsibility, to make recommendations on how the school operates and improves overall student achievement and school culture. During EESAC meetings, the committee will examine last year's school improvement plan to identify areas of weakness and strength in order to focus on the necessary shifts and practices needed to strengthen teaching and academic success. EESAC will discuss the 2023 assessment results to determine the target areas for the upcoming school year along with determining the necessary resources and strategies to improve effective instruction and increase academic achievement for the upcoming school year. Once approved by all EESAC stakeholders, the SIP will be reviewed with the faculty and staff during faculty meetings and Curriculum Council meetings. Additionally, the SIP will be available for the community and parents on the school's website and our Parent Resource Center.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be continuously monitored throughout the school year by all stakeholders and the school leadership team to determine the effectiveness of implementation and overall school impact. The team will review ongoing progress monitoring data to determine needs for interventions, assign students to those interventions, allocate school resources.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%

2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	627
One or more suspensions	0	0	0	0	0	0	0	0	0	282
Course failure in ELA	0	0	0	0	0	0	0	0	0	208
Course failure in Math	0	0	0	0	0	0	0	0	0	185
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	505
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	491
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	676

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	672

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	32

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	55	50	39	54	51	38		
ELA Learning Gains				46			38		
ELA Lowest 25th Percentile				28			28		
Math Achievement*	25	43	38	29	42	38	17		
Math Learning Gains				51			18		
Math Lowest 25th Percentile				60			18		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	35	62	64	36	41	40	33		
Social Studies Achievement*	59	69	66	52	56	48	49		
Middle School Acceleration					56	44			
Graduation Rate	95	89	89	94	56	61	94		
College and Career Acceleration	71	70	65	56	67	67	53		
ELP Progress	44	49	45	34			41		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	367
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	95

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	525
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	94

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	49			
ELL	40	Yes	4	
AMI				
ASN				
BLK	49			
HSP	53			
MUL				
PAC				
WHT	72			
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	39	Yes	3	
AMI				
ASN				
BLK	53			
HSP	47			
MUL				
PAC				
WHT	65			
FRL	46			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			25			35	59		95	71	44
SWD	33			23			43	52		44	6	
ELL	17			16			24	27		62	7	44
AMI												
ASN												
BLK	33			19			25	62		53	6	
HSP	38			25			36	59		73	7	44
MUL												
PAC												
WHT	58									57	3	
FRL	39			24			34	58		69	7	40

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	39	46	28	29	51	60	36	52		94	56	34
SWD	25	32	24	27	44	61	32	47		91	31	
ELL	19	33	25	24	50	61	21	32		86	44	34
AMI												
ASN												
BLK	32	39		33	61		50	63		100	48	
HSP	39	46	28	28	50	60	35	51		93	55	34
MUL												
PAC												
WHT	36	54		55						100	82	
FRL	36	44	27	28	51	60	34	51		93	54	33

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	38	38	28	17	18	18	33	49		94	53	41
SWD	29	28	27	26	24	17	38	20		94	37	40
ELL	18	33	29	16	21	16	23	33		92	45	41

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	29	33		15	32		50	54		100	51	
HSP	39	39	26	17	17	17	32	50		93	54	42
MUL												
PAC												
WHT	37	35		10				33				
FRL	36	38	28	16	18	18	34	49		94	54	40

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	33%	54%	-21%	50%	-17%
09	2023 - Spring	22%	51%	-29%	48%	-26%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	56%	-36%	50%	-30%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	52%	-26%	48%	-22%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	65%	-39%	63%	-37%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	66%	-12%	63%	-9%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the 2023 state assessments, Mathematics demonstrated the lowest performance at 23%. Three year
trend data shows that although math proficiency has only slightly decreased, it has not been able to move
above 27%. Additionally when compared to the District, we were 31 points below (District 54%, HHS
23%). One leading contributing factor was the lack of fidelity and consistency when implementing
standards-based and data-driven instruction in all classrooms because of the large influx of newly
enrolled ELL students that continuously changed the dynamics in the classroom. Another major
contributing factor was teachers new to the profession needing professional development with an
emphasis on instructional delivery. This school year teachers will focus on small group explicit instruction
interventions utilizing ELL strategies such as incorporating visuals, cognates, and clarifying meaning of
words through the use of word-to-word dictionaries to meet the needs of our ELL students. There will
also be strategic scheduling in anticipation of a continued growth in enrollment. In addition, the math
coach will provide instructional support through coaching cycles and professional learning opportunities.
We will continue to support this while incorporating data-driven instruction and student-centered activities
to help meet our math goals and the needs of our ELL subgroup.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was student performance on
the Biology EOC. According to the 2023 Biology EOC assessment, only 26% of our students showed
proficiency, a 7 percentage point decline compared to 2022. The greatest contributing factor to this
decline was an influx of ESOL Level 1 students enrolled in our school midway through the school year,
drastically altering the learning environment, classroom dynamics, and daily routines. This decline is also
evident in the 9th grade ELA results where only 22% of students tested at proficiency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap was in the area of mathematics. Our school fell significantly below the state's average with only 23% of our students in Algebra 1 and Geometry demonstrating proficiency- a 31 percentage point difference when compared to the district. The factors contributing to this gap were an influx of ESOL Level 1 students enrolled in our school midway through the school year, classroom management / dynamics, and low level of student engagement.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component with the most improvement was in the area of social studies. According to the 2023 EOC
state assessment, US History demonstrated an improvement of 7 percentage points, increasing
from 47% the previous year to a total of 54% for the 2023 school year. The actions that contributed to this improvement were district support offered by the Social Studies Curriculum Support Specialist and a collaborative planning schedule that allotted time to plan for standards-aligned instruction, effective implementation of explicit instruction and planning for student-centered activities that promoted student understanding and maximized instructional time.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

According to the EWS data from Part 1, our area of concern is the percentage of students scoring a Level 1 in the Algebra 1 and Geometry EOCs combined and ELA. Interventions that will be implemented to ensure gradual improvement and sustainability of progress in the next year, specifically our Level 1 students, include a focus on data to ensure that differentiated instruction is implemented effectively, sharing of best practices during collaborative planning, department meetings, and faculty meetings, hiring interventionists at the start of the school year to provide adequate, long-term academic support to students, and providing teachers with targeted professional learning sessions aligned to our school's needs.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities for school improvement in the upcoming school year are: 1) increase student engagement; 2) employ data-driven strategies in the tested areas that will maximize learning gains and proficiency, specifically targeting our ELL subgroup; 3) increase overall math proficiency in Algebra 1 and Geometry combined; 4) increase student and staff morale; and 5) improve student attendance.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on data from Early Warning Indicator report, students are exhibiting truant behavior resulting in loss of
instructional time and an increase of course failure, which is affecting overall student academic and assessment performance. Based on this data our school will focus on increasing student engagement through an array of strategies, best practices and incentives to motivate and help increase overall school-wide attendance.

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

With the continued implementation of an attendance review / truancy committee, there will be at least a 5 percent decrease of students with 15 or more unexcused absences in the 2023-2024 school year.

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

The Attendance Review Committee will identify students with frequent absences and make parent contact for truancy meeting. They will refer them to grade level administrator, guidance counselor, and community involvement specialist to determine cause of poor attendance and recommend solutions to address the circumstances regarding truancy. The administrative team will monitor and work effortlessly to increase and foster a positive school culture that promotes attendance and academic student progress.

Person responsible for monitoring outcome:
Noel Sanchez (nbsanchez@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of Positive Culture and Environment, our school will focus on Attendance Initiatives. Strategic Attendance Initiatives will involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling, and referrals to outside agencies as well as incentives for students with perfect attendance. Improving overall student attendance will ensure consistent instruction that is needed to improve academic performance, assessment scores, and reduce learning gaps. School-wide attendance will be monitored through attendance rosters, academic verification reports, and the daily Attendance Bulletin.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting Attendance Initiatives strategies along with encouraging a supportive learning environment is based on research that indicates that when both are evident in schools there is an increase in overall school involvement, academic achievement, well-being, and better relationships with peers and teachers to ensure social and emotional well-being that is crucial for thriving in the classroom.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Attendance action plan will be reviewed with select staff and grade level team members of the Attendance Review Committee to discuss roles, responsibilities, and monitoring procedures for students who are exhibiting attendance issues (absences/tardies) or flagged as truant the previous school year.

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

By When: September 8

Conduct Bi-Weekly ARC team meeting with administration to review attendance Power Bi dashboard, reports and provide status updates.

Person Responsible: Noel Sanchez (nbsanchez@dadeschools.net)

By When: August 14 - September 29

Monthly incentives provided to individuals with perfect attendance and / or grade level exhibiting highest attendance percentages. Recognitions to highlight attendance success may include gift cards, certificate, pep rallies, etc.

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

By When: August 14 - September 29

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 Math assessment data our students in Algebra 1 and Geometry scored 23% compared to the district average of 54%, the lowest performance data component for our school. Based on the data and contributing factors of a large increase of newly enrolled ELL level 1 students we will implement standards-based and data-driven instruction in the area of Math.

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

If we successfully implement standards-based and data-driven student engagement strategies, overall student proficiency will increase by 5- percentage points in the area of Math as evidenced by the 2024 State Assessments.

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

The Leadership Team will participate in weekly common planning sessions to address targeted areas of deficiency and analyze continuous assessment data as it becomes available. Additionally, the Leadership Team will conduct 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 Intervention: Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of instructional practices in mathematics, our school will focus on the evidence-based strategy of Data-Driven Instruction. It is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students' needs. This strategy will include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention (Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Common planning sessions focused on reviewing and analyzing previous school year data. As a result, teachers will develop lesson plans and standards-based assessments to address areas of need and track student data and progress, making necessary recommendations to our interventions.

Person Responsible: Karen Treto (treto@dadeschools.net)

By When: August 14 - September 29

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

Person Responsible: Kristine Estevez (kestevez@dadeschools.net)

By When: August 14 - September 29

Instructional focus calendars will be implemented and monitored for fidelity by administration and instructional coach to ensure teachers are utilizing lesson delivery and best practices shared during common planning 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)

By When: August 14 - September 29

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 Science assessment data our students in Biology scored 26% compared to the district average of 52%, one the lowest performance data component for our school and most significant decrease of 7% percentage points compared to 2022 assessment results. Based on the data we will implement collaborative planning structures and through collaborative planning sessions we will discuss best practices and data to ensure improve lesson delivery and promote student engagement in the area of Science.

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

If we successfully implement Collaborative Learning Structures in the area of Science, overall student proficiency will increase by 5- percentage points as evidenced by the 2024 State Assessments.

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

The Leadership Team will conduct weekly walkthroughs to ensure that instruction is standards-based, reflective of collaborative learning structures, utilization of materials, implementation of strategies, and level of rigor / remediation is consistent across all Biology and Research classes.

Person responsible for monitoring outcome:

Beatriz Sears (bcsears@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of instructional practices in science, our school will focus on the evidence based strategies of Collaborative Learning / Structures. This strategy is based on the theory that knowledge is a social construct. Collaborative activities are most often based on four principles: (1) the learner or student is the primary focus of instruction; (2) interaction and "doing" are of primary importance; (3) working in groups is an important mode of learning; (4) structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Learning from peers increases learning both for the students being helped as well as for those giving the help.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Collaborative Learning / Structures will ensure that teachers are planning for collaborative learning opportunities that involve students working in pairs or small groups to discuss concepts or find solutions to problems. It enables learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks. Additionally, teachers will be tasked with using relevant, recent, and aligned data to arrange collaborative student groupings that promote student understanding and maximizes instructional time while simultaneously gaining new understanding or insight from multiple perspectives.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Lesson presentation calendar will be developed for common planning sessions where teachers present their lessons and receive feedback on delivery, collaborative learning structures, and share best practices/recommendations.

Person Responsible: Noel Sanchez (nbsanchez@dadeschools.net)

By When: August 28 - September 11

Teachers and administration will discuss and reflect on their data and create an action plan for remediation and enrichment using collaborative learning structures during weekly common planning sessions. This will be evidenced by teachers providing appropriate scaffolding, coaching, and modeling to support students as they reteach and review selected standards.

Person Responsible: Noel Sanchez (nbsanchez@dadeschools.net)

By When: August 14 - September 29

Administration will provide teachers with timely and specific feedback after walkthroughs on the use of collaborative learning structures; as a result, teachers will be able to make the necessary instructional modifications to ensure student success.

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

By When: August 14 - September 29

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 English Language Learners (ELL) strategies is needed for targeting our ELL students for remediation and improving teachers' ability to provide systematic and explicit 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 English Language Strategies (ELL) strategies, our ELL subgroup will increase by 3- percentage points in proficiency as evidenced by the 2024 State Assessments.

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 biweekly lesson plans for indication of ELL strategies 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of instructional practices for English Language Learners, our school will focus on the evidence based strategy of English Language Learners (ELL) Strategies. English Language Learners (ELL) Strategies refers to the processes and actions that are consciously deployed to language learners to help them learn or use a language more effectively. They have also been defined as thoughts and actions, consciously chosen by language learners to assist them in carrying out a variety of tasks from the very onset of learning to the most advanced levels of target language performance. The use of technology can be utilized to incorporate visuals, video, audio, etc. to assist English Language Learners.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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 ELL student needs. Teachers will continually make adjustments to their instructional delivery throughout the school year as new data becomes available. Implementation of ELL strategies 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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: Aileen Rodriguez (arodriguez33@dadeschools.net)

By When: August 14 - September 29

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: Aileen Rodriguez (arodriguez33@dadeschools.net)

By When: August 14- September 29

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 ELL strategies such as explicit teaching of vocabulary and comprehension strategies, flexible groupings, language and visual aids, appropriate pace, and progress monitoring 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: Aileen Rodriguez (arodriguez33@dadeschools.net)

By When: August 14- September 29

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

At Hialeah High School, services are provided to ensure students requiring additional remediation are assisted through after-school tutoring programs and Saturday School through Title I funding. Transformation Instructional Coaches are hired and are an integral part of our school developing and evaluating the school's core content standards/programs and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidenced-based intervention strategies; assisting in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development, common planning and provide support

between the actions of teachers and the impact on student achievement. Additionally our school receives Title III funds that are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide: Tutorial Programs, Parent outreach activities, Professional development on best practices for ESOL and content area teachers, Coaching and mentoring for ESOL and content area teachers, Reading and supplementary instructional materials, Purchase of supplemental hardware and software for the development of language and literacy skills to be used by ELL students.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP Plan will be posted on the school's website and available in our Parent Resource Center / Main Offices. In addition, every staff member will review during faculty meetings and have access to the SIP as well as provide input during the different phases throughout the year. Our Community Involvement Specialist will be available to
interpret documents for parents. Parent meetings, Parent orientations, Back to School meetings and Open House will be conducted in both languages in English and Spanish. Phone calls will be communicated to parents, businesses and community stakeholders in both languages. EESAC will review the SIP on a monthly basis.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school's website www.hialeahhigh.org provides up to date information for students and parents to include our school's SIP and PFEP Family Engagement Plan. The Parent Resource Center is located in the registration office where our community involvement specialist meets with families and provides assistance that will offer them the necessary strategies and the available community and school resources to help their children with their academic and social needs. Parents are encouraged to actively participate in our school community.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Students are encouraged to take Advanced Placement or Dual Enrollment courses by encouraging more teacher discussion on these courses and having students speak with guidance counselors regarding their postsecondary plans. Partnership collaborations with Miami Dade College (MDC) and Florida International University (FIU) to increase dual enrollment and offer students the opportunity to take

college-level courses at the Hialeah High School campus. The school continues to provide activities with students (several which involve parents) to assist them in their transition from one grade to the next such as freshmen orientation parent night, articulation, grade-level assemblies, and Senior Parent Night. The school's CAP Advisor also organizes classroom visits throughout the school year, visits to local colleges and universities, and visits from college representatives to Hialeah High to speak to the students regarding their programs.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The school will coordinate and integrate parent and family engagement program and activities to help their child at home with services from Title III (Tutoring for English Learners) which provide strategies to ELL students and parents that will help enhance their academic performance. Also Title IX, Homeless Project Up-Start which provides resources to families in transition and helps students overcome barriers to learning.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Students meet with their counselors on a needs basis. Students are able to meet with their counselor to discuss academic and/or social needs during lunch. A Mental Health Coordinator and Trust Counselor is on staff and readily available to assist with students that require mental health services. The counselors and Mental Health Specialist use strategies and coping skills to address the students' mental and emotional health needs.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Our school offers a variety of CTE / Vocational course in culinary, education/childcare, nursing, and business where students can earn industry certification necessary for the workforce during their time in high school. In addition, AP and Dual Enrollment courses are offered for students to accelerate their credit hours and receive post-secondary credit for their classes.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

In accordance with the Code of Student Conduct and the Progressive Discipline Plan, students that are not in
compliance or participates in behaviors that violate the various levels of these plans are referred to administration and receive counseling as well as disciplinary action. Special Education students with an Individual Educational Plan or 504 Plan will be placed on a Behavioral Intervention Plan (BIP) according to their IEP. This Behavioral Plan will outline strategies and outcomes for students with disabilities.

Students will work toward correcting their misbehaviors with the assistance of this plan and support of teachers / parents.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The school has established instructional focus committees that engage in common planning sessions on a weekly basis. The collaborative structures in place discuss goals, strategies, and best practices within their content / curriculum that reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these common planning initiatives where the IFCs priorities for student growth are established, understood by staff and students, and plans to achieve those priorities are aligned with the actual actions and participation in both the planning and goal-setting process. Additionally, beginning teacher programs with ongoing mentoring by veteran teachers of new and recently hired teachers. Monthly group meetings and individual collaboration to provide information and support. Ongoing in-house professional development opportunities focusing on best practices for all teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A