

Miami-Dade County Public Schools

Hialeah Gardens Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

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Hialeah Gardens Senior High School

11700 HIALEAH GARDENS BLVD, Hialeah Gardens, FL 33018

<http://hghs.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.

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, 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
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.
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.
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.
Domenech, Madeline	Math Coach	Math Coach oversees student data, facilitates collaboration and planning of standards-aligned instruction, organizes after school tutoring initiatives as well as push-in and pullout interventions.
Allen, Kia	Teacher, K-12	Professional Learning Support Team Digital Innovator offers support in technology initiatives; plans, organizes, and delivers professional learning and training on instructional technology; and provides resources to facilitate student learning and success.
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.

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.

Hialeah Gardens High School's administrative and professional learning support teams first meet in July to review data, compare to last year's initiatives, and determine new areas of focus. The data-driven determination of areas of focus for this year's school improvement process are then presented to all faculty and staff members during August's opening of schools meetings, during which time all faculty and staff members are given the opportunity to develop the action steps. Once phase I requirements of the SIP are presented to and approved by the region, the SIP is shared with parents, students, community members, faculty, and staff at the Educational Excellence School Advisory Committee (EESAC) for final approval. Revisions are made to the SIP thereafter, if needed, before the phase I deadline. Finally, a copy of the SIP is posted on our school's website before its publication is posted on Instagram; relayed to parents and community members via ConnectEd phone call; and emailed to faculty, staff, students, and parents, too.

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 leadership team will continuously review Biology and English Language Arts data gathered from topic tests and other assessments to drive decision-making and facilitate progress toward fulfillment of the goals in our action plan. The leadership team will also monitor student attendance to ensure learners maximize opportunities to learn, remediate, and master content. As the year progresses, the leadership team will create additional action steps to support effective implementation of the plan and adjust implementation as needed to fulfill goals.

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	92%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) 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: B 2019-20: B 2018-19: B 2017-18: B
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	0	
One or more suspensions	0	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	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	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	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	0	458
One or more suspensions	0	0	0	0	0	0	0	0	0	0	132
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	155
Course failure in Math	0	0	0	0	0	0	0	0	0	0	135
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	459
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	402
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	0	679

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	480

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	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	8

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	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	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	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*	60	55	50	60	54	51	57		
ELA Learning Gains				56			46		
ELA Lowest 25th Percentile				45			30		
Math Achievement*	42	43	38	42	42	38	24		
Math Learning Gains				62			25		
Math Lowest 25th Percentile				63			32		
Science Achievement*	44	62	64	45	41	40	36		
Social Studies Achievement*	65	69	66	63	56	48	54		
Middle School Acceleration					56	44			
Graduation Rate	96	89	89	96	56	61	92		
College and Career Acceleration	73	70	65	74	67	67	80		
ELP Progress	50	49	45	64			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)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	96

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	61

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	670
Total Components for the Federal Index	11
Percent Tested	99
Graduation Rate	96

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	42			
ELL	52			
AMI				
ASN				
BLK	48			
HSP	61			
MUL				
PAC				
WHT	69			
FRL	59			

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	43			
ELL	52			
AMI				
ASN				
BLK				
HSP	61			

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%
MUL				
PAC				
WHT	63			
FRL	60			

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	60			42			44	65		96	73	50
SWD	24			17			22	46		41	6	
ELL	30			42			37	45		75	7	50
AMI												
ASN												
BLK	45			50							2	
HSP	60			42			44	65		72	7	51
MUL												
PAC												
WHT	73							64			2	
FRL	57			39			42	62		72	7	47

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	60	56	45	42	62	63	45	63		96	74	64
SWD	19	45	45	22	53	59	28	34		87	39	
ELL	29	44	37	40	60	59	42	38		94	67	64
AMI												
ASN												

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
BLK												
HSP	60	55	45	42	62	62	44	63		96	74	64
MUL												
PAC												
WHT	62	63										
FRL	57	54	44	42	62	62	43	63		95	73	62

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	57	46	30	24	25	32	36	54		92	80	41
SWD	13	20	15	18	30	36	24	48		83	36	43
ELL	23	38	35	25	27	33	28	38		85	70	41
AMI												
ASN												
BLK												
HSP	57	46	30	23	25	33	36	54		92	80	41
MUL												
PAC												
WHT	54	35								76	77	
FRL	53	45	29	23	25	32	35	53		92	80	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	56%	54%	2%	50%	6%
09	2023 - Spring	51%	51%	0%	48%	3%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	56%	-14%	50%	-8%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	45%	52%	-7%	48%	-3%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	65%	-24%	63%	-22%

HISTORY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	66%	-4%	63%	-1%

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.

Student performance on the Biology EOC represents the lowest performance: 41%. More and more students are taking Biology during middle school, as they have for several years now; this trend certainly contributes to our low performance and will continue to.

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

FAST PM 3 results represent the greatest decline of 5% (59% scoring Level 3, 4, or 5 on the 2022 FSA exam to only 54% scoring Level 3, 4, or 5 on the 2023 FAST PM 3). Given that the FAST is a new assessment, it is difficult to determine whether the FSA and FAST data are comparable and/or whether the measures are translatable. Next year's results will provide a better comparison.

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.

When compared to the state average of 63% on the Biology EOC, our students' 41% passing rate represents the greatest gap. As mentioned above, the more students who take the Biology EOC during middle school, the more challenging it seems to achieve schoolwide proficiency. Our teachers have worked diligently to differentiate instruction and scaffold learning so that students are well-supported; nonetheless, our teachers have expressed concerns with pacing and timing as well as struggles surrounding students' struggling literacy.

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

Most improvement is evident in Mathematics, for both Algebra 1 and Geometry results improved 15%! Our teachers have worked collaboratively, utilizing data to drive their instructional practices. This year, scheduling was meticulously crafted to group students based on prior assessment results, which proved to be a promising practice and is one we will continue to employ at Hialeah Gardens High School.

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

Early Warning Systems indicate that the number of students in 9th grade with a substantial reading deficiency is 199 of 614 students, which is 32%. This is an area of concern supported by the decline in student proficiency on the FAST PM3, and one which our 10th grade teachers will have to contend with next school year as they prepare students for the grade 10 FAST PM3 and its accompanying graduation requirement. Another area of concern lies with the same population, for 12% of 9th grade students had attendance below 90 percent. Continuing to miss instructional time will present a challenge next year when teachers work to remediate students' deficiencies; therefore, promoting attendance is an important initiative we will pursue throughout the 23-24 school year.

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

We must focus on the following areas: instructional practices in both Biology and 10th grade English Language Arts as well as promoting and monitoring student attendance, maintaining an extra sharp focus on our 9th and 10th grade student populations.

Area of Focus

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

#1. Instructional Practice specifically relating to Differentiation**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 2022-2023 Biology End of Year Course Exam data, 41% of students were proficient in Biology as compared to the state average of 63% and the district average of 65%. Based on the data and the identified contributing factors of middle school acceleration, remedial testing population, and student attendance, we will implement the targeted element of differentiation.

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 differentiation within Biology classrooms, proficiency will increase 5 percentage points for a total of 46% proficiency on the final course exam by June 2024.

Monitoring:

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

The Leadership Team will conduct data chats to review assessment data. They will also conduct classroom observations and implement a new department-wide protocol for finalizing grades.

Person responsible for monitoring outcome:

Maritza Jimenez (pr7191@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.)

The implementation of the targeted element of differentiated instruction within our Biology Team will provide guidance to teachers about what strategies are best used within the classroom to assist all students, despite their differences in ability, in reaching their full academic potential.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

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.

8/14-9/1: Biology teachers will participate in professional learning focused on differentiated instruction to promote teachers' ability to identify students' needs, group by deficiencies, and progress monitor.

Person Responsible: Michelle Dehghani (mdehghani@dadeschools.net)

By When: September 1, 2023

8/14-9/29: The Leadership Team will support Biology teachers with the planning and implementation of differentiated instruction based on topic assessment data.

Person Responsible: Michelle Dehghani (mdehghani@dadeschools.net)

By When: September 29, 2023

8/14-9/29: Biology teachers will incentivize students to pass the end of course exam by implementing a department-wide protocol of overriding the final grade of students who pass the Biology End of Course exam.

Person Responsible: Michelle Dehghani (mdehghani@dadeschools.net)

By When: September 29, 2023

#2. Instructional Practice specifically relating to Collaborative Planning**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 2022-2023 English Language Arts FAST PM3 exam, 54% of students were proficient in ELA as compared to the state average of 48% and the district average of 51% as well as our school's 22-23 FSA proficiency rate of 59%. Based on the data and the identified contributing factors of the novelty of the exam, large student population of English Language Learners, and student attendance, we will implement the targeted element of collaborative planning.

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 collaborative planning within the English Language Arts department, student proficiency on the FAST PM3 will increase 4 percentage points, for a total of 58% proficiency, by June 2024.

Monitoring:

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

English Language Arts teachers will meet monthly to plan instruction and share best practices. As a team, they will conduct data chats after each administration of the FAST progress monitoring exam and adjust interventions and acceleration based on the results reviewed. Data analysis 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 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 collaborative data chats, our school will focus on team analysis of student data on formative as well as summative assessments. During monthly team meetings, English Language Arts teachers will analyze student performance data and determine how that information will be used to drive future instruction. Time will also be allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

During collaborative data chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction (incorporation of virtual platforms can be utilized to encourage collaborative data chats). Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in Rtl or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

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.

8/14-9/29: English Language Arts teachers will meet monthly to align instructional plans and share best practices.

Person Responsible: Monica Gonzalez (ms_mogo@dadeschools.net)

By When: September 29, 2023

8/14-9/29: English Language Arts teachers will meet with administrative leaders after each department-wide progress monitoring assessment to review data.

Person Responsible: Michelle Dehghani (mdehghani@dadeschools.net)

By When: September 29, 2023

8/14-9/29: English Language Arts teachers will scaffold instruction to remediate student performance based on on-going assessment results.

Person Responsible: Monica Gonzalez (ms_mogo@dadeschools.net)

By When: September 29, 2023

#3. Instructional Practice specifically relating to Professional Learning Communities**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 data collected on the 2023 professional development survey, only 7% of attended professional learning focused on instructional delivery and engagement. Based on the data and the identified contributing factors of limited offerings at both the district and school levels, we will implement the targeted element of instructional support/coaching.

Measurable Outcome:

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

When surveyed in May 2024, our teachers will report an 8% increase in completion of professional learning focused on the IPEGs standard of instructional delivery and engagement. This will result from the successful implementation of professional learning communities.

Monitoring:

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

Professional learning communities will be monitored by the administrative and professional learning support teams.

Person responsible for monitoring outcome:

Maritza Jimenez (pr7191@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.)

Our school will focus on the evidence-based intervention of instructional support/coaching by conducting interest surveys, establishing professional learning communities, and sharing best practices.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

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.

8/14-9/1: At the beginning of the 2023-2024 school year, the Professional Learning Support Team will conduct a workshop to discuss benefits of the Teacher's Choice grant and professional learning communities.

Person Responsible: Michelle Dehghani (mdehghani@dadeschools.net)

By When: September 1, 2023

8/14-9/1: The Professional Learning Support Team will conduct a survey to effectively gauge and group educators based on interest.

Person Responsible: Michelle Dehghani (mdehghani@dadeschools.net)

By When: September 1, 2023

8/14-9/29: Teachers, within their professional learning communities, will work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

Person Responsible: Michelle Dehghani (mdehghani@dadeschools.net)

By When: September 29, 2023

#4. 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.

According to 2022-2023 student attendance data, only 43% of our student population accumulated 10 or fewer absences during the 22-23 school year. In other words, 57% of our students were absent more than 10 days, which is 12 percentage points greater than the district average of 45%. Based on the data and the identified contributing factors of family engagement and mental health challenges, we will implement the targeted element of student attendance.

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 10 absences in the school year for a goal of no more than 48% of students being absent more than 10 days by June 2024.

Monitoring:

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

Student attendance will be monitored by the leadership team, and the grade-level team with the best attendance will enjoy a celebration each quarter.

Person responsible for monitoring outcome:

Maritza Jimenez (pr7191@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.)

Our school will focus on the evidence-based intervention of strategic attendance initiatives by closely monitoring and reporting student absences, acknowledging students' attendance accomplishments, and providing public celebrations of achievements. These initiatives will encourage student attendance from all stakeholders.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strategic Attendance Initiatives 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.

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.

8/14-9/1: Students will be divided into grade level teams to promote healthy competition among freshmen, sophomores, juniors, and seniors.

Person Responsible: Madeline Domenech (mdomenech19@dadeschools.net)

By When: September 1, 2023

8/14-9/29: The leadership team will review daily attendance bulletins to continuously monitor student attendance by grade level. 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: Madeline Domenech (mdomenech19@dadeschools.net)

By When: September 29, 2023

8/14-9/29: At the end of each week, student government leaders will announce the winning team on the public announcement system. Praise from our school's student leaders 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: Madeline Domenech (mdomenech19@dadeschools.net)

By When: September 29, 2023

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.

Dissemination of the SIP, UniSIG, and SWP will be made throughout the course of the academic year in English, Spanish, and Haitian Creole. These plans and protocols will be thoroughly reviewed and discussed at the Title I Annual Parent Meeting. In addition, copies of these documents will be readily available for students, families, school staff, leadership, and local businesses and organizations at our Parent Resource Center as well as via our website. Information will be provided through numerous social media outlets and updated periodically.

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 will focus on working collaboratively with parents, families, and our community by providing engagement opportunities which will promote a safe and healthy environment for students to succeed and reach their maximum potential. Such activities will be offered onsite and online; they will include, but not be limited to, parent meetings, telephone calls, workshops, and community service events.

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)

The school will implement effective curricula that will lead to improving academic achievement and hold students to high academic standards by examining student data, planning standards-aligned lesson delivery, ensuring ongoing communication, and providing extensive tutoring opportunities. Teachers will utilize existing assessment data along with ongoing progress monitoring to drive effective instructional design and delivery.

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 integration of other resources and programs, such as Project Up-Start, assist us in the identification, enrollment, and attendance of unstable students experiencing difficulties at home. They help ensure students' successful academic achievement by providing essential support services to them and their families.

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))

The overall well-being of students at Hialeah Gardens High School is our priority. To help improve students' skills outside the academic subject areas, our Trust Counselor works with students as needed and/or referred, and our counselors provide personalized support and guidance. They connect students in need of mental health services to resources ranging from those offered by the school psychologist to clubs including Real Talk and SAFE. Students are also afforded mentoring services, from those available in peer counseling to others facilitated by faculty, staff, and support personnel.

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))

Students at Hialeah Gardens High School receive high-quality college- and career-preparation in their day-to-day learning environment. All students are given the opportunity to explore advanced academic courses, whether they choose Honors, Dual Enrollment, Advanced Placement, or Cambridge International Examinations courses. Our Gladiators also have the privilege of working toward earning their AICE Diploma, a route to earning the Florida Bright Futures Scholarship, which covers 100% of a students' college tuition at a public university in the state of Florida. HGHS is also the only school in the nation to have nine academies designated as Distinguished by the National Academy Foundation, for which our students gain not only real-world work experience by completing a paid internship in their chosen field of study, but also by taking industry certification exams that earn credentials ranging from Veterinary Assistant to Medical Administrative Assistant Certification.

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).

Preventive measures from staff and security visibility throughout the building to close monitoring of student populations minimize problem behaviors throughout our campus. Nonetheless, early intervention

and open communication with parents, counselors, and students alike focus on remediating problem behaviors and improving student outcomes, both academically and interpersonally. In keeping with IDEA and ESSA, students with disabilities and special education needs are provided with services and accommodations as outlined in their Individualized Education Programs and Education Plans. Our inclusion model promotes community and engagement for all learners.

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))

Ongoing professional learning occurs throughout the school year to ensure educators, paraprofessionals, and other school personnel are equipped to design instruction that is data-driven, scaffolded, and differentiated to promote students' mastery of content and skills. Mentoring is provided to all new teachers, professional learning communities meet regularly, and teachers collaboratively plan, sharing best practices and modeling strategies.

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))

Not applicable.