City Of Hialeah Educational Academy School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

City Of Hialeah Educational Academy

2590 W 76TH ST, Hialeah, FL 33016

www.hialeaheduacademy

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

Provide the school's vision statement.

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

School Leadership Team, 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
Alvarez, Carlos	Principal	Master Schedule
		Maintenance Administrator
		School Safety & Compliance
		CRISIS Management & Intervention
		Instructional Leadership-All Core Areas
		School Budget & Expenditures
		Staffing
		Federal Grants
		(Title I, II, III, IV / ESSER I, II, III)
		Marketing & Communication
		Enrollment/Admissions
		National COHEA Student Council
		CTE/Academies Administrator
		President/Chief Academic Officer Civica Network
		Oversight of Athletics
		Community Partners
		DLI Evaluation (only Dept. Chairs)
		Walk-Throughs (Informal)
		School Governance/Oversight Committee
		Internal & Operating Accounting
		Discipline: 12th Grade
Carbajosa, Graciela	Assistant Principal	Bulldog Communications
		(Website, School Messenger, Remind)
		CLC Meeting Agendas

Name	Position Title	Job Duties and Responsibilities
		Curriculum Coordinator and Data
		DLI Evaluation
		Leader In Me (LIM) Coordinator
		Mentoring Program Coordinator
		Science Dept. Administrator
		Social Studies Dept. Administrator
		School Assessment Coordinator Supervisor
		Student Services Administrator
		Textbook & Software Ordering
		DLI Professional Development & Certification Coordinator
		Walk-Throughs
		STEM Coordinator
		Discipline 6th Grade
Pena, Nelson	Assistant Principal	Attendance Supervisor
		Athletics Supervisor
		Bulldog Communication
		(Morning Announcements)
		CTE/Academies Coordinator
		Elective/P.E. Dept. Administrator
		Math Dept. Administrator
		Facility/Maintenance Supervisor
		Faculty Meeting Agenda
		DLI Evaluation
		HERO P.B.I.S

Name	Position Title	Job Duties and Responsibilities
		Parent/Teacher Conf. Coordinator
		School Operations
		Walk-Throughs
		School Safety, Security & Compliance
		Business Cool Coordinator
		Master Schedule Mentee
		Title III Grant
		SESIR Submissions
		Threat Assessment Coordinator
		Discipline 10th & 11th Grade
Gonzalez, Kristine	Assistant Principal	Master Scheduling
		Community Involvement/Community Outreach
		DLI Evaluation
		EESAC
		ESOL Coordinator
		Gradebook Manager/Supervisor
		Reading/Language Arts Dept. Administrator
		School Improvement Plan (SIP) Coordinator
		Walk-Throughs
		ESE/Gifted/504 Supervisor (LEA)
		CTE/Academies Coordinator
		Club Supervisor
		Middle/High School Activities Supervisor
		Title I Compliance & Oversight
		Discipline 8th & 9th Grade

Name	Position Title	Job Duties and Responsibilities
Almeida, Anisa	School Counselor	High School Counseling Grades 11-12
		Group counseling
		CAP Advisor
		Liaison for all wellness programs
		Middle and High School Course Requirements
		College Readiness Advocate
		Virtual School Contact and Facilitator
		Parent Support
		Mental Health Counselor
		CRISIS and DCF Guidance
		Member of the Threat Assessment Team
		Trust Counselor
Simpson, Amy	Reading Coach	Guide ELA/Reading Dept. planning and meetings
		Conduct classroom walkthroughs of all teachers
		Offer support where needed to students
		Model engaging, standard-based lessons as needed
		Collaborate with the ELA/Reading Dept. and address needs
		Guidance with instructional resources
		Attend district and Mater, Inc reading coaches meetings
		Debrief and model new strategies
		Assist administration with any request as needed
Basham, Holley	School Counselor	Middle School Counseling
		Group counseling
		Liaison for all wellness programs
		Middle School Course Requirements

Name	Position Title	Job Duties and Responsibilities
		Virtual School Contact and Facilitator
		Parental support
		Mental Health
		CRISIS and DCF Guidance
		Character Education Program Liaison
		Member of Threat Assessment Team
Diaz, Denise	Other	Individualized educational plans (IEP)
		Gifted
		504 Plans
		FAB/SE-BIP
		Classroom Collaboration
		Teacher Consultation
		Support Facilitator Reading/Math
		Learning Strategies Teacher
		SAT & ACT Accommodation Applications
Leroy, Saida	Teacher, K-12	Guide Social Studies Dept. planning and meetings
		Model engaging, standard-based lessons as needed
		Collaborate with the Social Studies Dept. and address needs
		Guidance with instructional resources
		Assist administration with any request as needed
		Leader In Me curriculum planning and implementation
Orta, Marilyn	Administrative Support	School Assessment Coordinator
		Advanced Placement Coordinator

Name	Position Title	Job Duties and Responsibilities
		STEM Coordinator
		DLI Professional Development Liaison
		Teacher Waivers
		Discipline: 7th Grade
Solorzano, Eduardo	Math Coach	Guide Math Dept. planning and meetings
		Conduct classroom walkthroughs of all teachers
		Offer support where needed to students
		Coaching-Model engaging, standard-based lessons as needed
		Collaborate with the Math Dept. and address needs
		Guidance with instructional resources
		Attend district Math coaches meetings
		Debrief and model new strategies
		Assist administration with any request as needed
Suarez, Alexander	Science Coach	Guide Science Dept. planning and meetings
		Conduct classroom walkthroughs of all teachers
		Offer support where needed to students
		Coach and Model engaging, standard-based lessons as needed
		Collaborate with the Science Dept. and address needs
		Guidance with instructional resources
		Attend district meetings
		Debrief and model new strategies
		Assist administration with any request as needed

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.

The SIP is a collaborative effort developed by all stakeholders at City of Hialeah Educational Academy including the school leadership team and the schools curriculum leadership council which met at the commencement of the 2023-2024 school year to review data and give input on the SIP. In addition, an EESAC meeting was held with leadership team, teachers, staff, community partners, parents and students during this meeting stakeholders shared their input on data and goals for the development of the SIP.

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 monitored on a quarterly basis for effective implementation during EESAC meetings with parents, community stakeholders, students, teachers and staff. The leadership team will meet monthly to review data and make adjustments to the SIP as needed to ensure the needs of students with the greatest achievement gaps are being met. Administration will use classroom walkthroughs, and student data to monitor the implementation of the SIP. Teachers, have common planning meetings by department and participate in professional learning communities where they can collaboratively discuss student progress and make adjustments to lessons as needed based on student needs.

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 6-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	88%
Charter School	Yes
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) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
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	K	1	2	3	4	5	6	7	8	Total
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	1	0	0	1
Course failure in Math	0	0	0	0	0	0	0	2	0	2
Level 1 on statewide ELA assessment	0	0	0	0	0	0	24	52	1	77
Level 1 on statewide Math assessment	0	0	0	0	0	0	29	57	2	88
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	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	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	0	0	0	0	18	40	1	59

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

Indicator	K	1	2	3	4	5	6	7	8	Total
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	
One or more suspensions	0	0	0	0	0	0	3	2	2	13
Course failure in ELA	0	0	0	0	0	0	0	1	0	2
Course failure in Math	0	0	0	0	0	0	6	0	0	13
Level 1 on statewide ELA assessment	0	0	0	0	0	0	22	53	55	274
Level 1 on statewide Math assessment	0	0	0	0	0	0	25	59	73	293
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	12	40	50	180

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) 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	3	2	2	7
Course failure in ELA	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	0	0	6	0	0	6
Level 1 on statewide ELA assessment	0	0	0	0	0	0	22	53	55	130
Level 1 on statewide Math assessment	0	0	0	0	0	0	25	59	73	157
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	12	40	50	102

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*	59	55	50	60	54	51	57		
ELA Learning Gains				58			58		
ELA Lowest 25th Percentile				50			46		
Math Achievement*	59	43	38	52	42	38	42		
Math Learning Gains				64			25		
Math Lowest 25th Percentile				62			25		
Science Achievement*	58	62	64	54	41	40	42		
Social Studies Achievement*	74	69	66	77	56	48	67		
Middle School Acceleration	55			51	56	44	52		
Graduation Rate	97	89	89	100	56	61	98		
College and Career Acceleration	86	70	65	94	67	67	99		
ELP Progress	55	49	45	60			77		

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	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	543
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	97

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	782
Total Components for the Federal Index	12
Percent Tested	100
Graduation Rate	100

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	35	Yes	1	
ELL	59			
AMI				
ASN				
BLK				
HSP	68			
MUL				
PAC				
WHT				

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%
FRL	68			

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	59			
AMI				
ASN				
BLK				
HSP	65			
MUL				
PAC				
WHT				
FRL	65			

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	59			59			58	74	55	97	86	55
SWD	39			29			38	33			4	
ELL	40			49			37	53		86	7	55
AMI												
ASN												
BLK												
HSP	60			60			58	74	56	86	8	55
MUL												

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
PAC												
WHT												
FRL	58			59			59	73	57	87	8	55

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	58	50	52	64	62	54	77	51	100	94	60
SWD	36	40	25	34	47	64	42	36				
ELL	40	52	47	42	62	63	42	63	37	100	96	60
AMI												
ASN												
BLK												
HSP	61	58	50	52	64	61	55	78	51	100	95	60
MUL												
PAC												
WHT												
FRL	60	58	49	52	64	63	55	76	52	100	95	61

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	58	46	42	25	25	42	67	52	98	99	77
SWD	28	32	21	33	29	13	21					
ELL	44	50	45	36	23	23	34	59	58	100	100	77
AMI												
ASN												
BLK												
HSP	58	58	47	42	24	24	42	67	52	98	99	75
MUL												
PAC												
WHT												
FRL	56	57	47	41	24	25	41	67	51	98	99	78

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	55%	54%	1%	50%	5%
07	2023 - Spring	54%	50%	4%	47%	7%
08	2023 - Spring	60%	51%	9%	47%	13%
09	2023 - Spring	58%	51%	7%	48%	10%
06	2023 - Spring	59%	50%	9%	47%	12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	65%	58%	7%	54%	11%
07	2023 - Spring	64%	48%	16%	48%	16%
08	2023 - Spring	71%	59%	12%	55%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	46%	40%	6%	44%	2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	56%	1%	50%	7%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	52%	-13%	48%	-9%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	65%	2%	63%	4%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	68%	0%	66%	2%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	66%	13%	63%	16%

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 student data, the component with the lowest student performance was Geometry. One contributing factor was the lack of in-class support for students enrolled in the course of Geometry. Additionally, low performing Geometry students did not receive intensive remediation as did students in the lower math curriculum courses. Saturday tutoring was offered to students, but participation was low for students taking Geometry.

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

The data the showed the greatest decline from the prior year was in the area of 7th grade ELA (-14 points). Some of the factors that contributed to this decline was overall learning gap amongst this group of students and the new assessment standards on the FAST. Additionally, both 7th grade ELA and Reading teachers were new teachers to the education field.

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 that showed the greatest gap when compared to the state average was US History (+16 points). The factors that contributed to this positive gap was investing in students with afterschool tutoring and various seminars targeting the assessment standards. Differentiated instruction targeting vocabulary and analyzing primary and secondary sources from the 1890's -1940's. Cross curricular planning amongst departments.

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

The data component that showed the most improvements was 6th grade math (+14 points). Continued actions that helped were intervention (pull out) provided, and Saturday tutoring sessions. Data chats with students and teachers. Different teachers providing instruction. One teacher for regular mathematics and a different teacher for intensive mathematics. Informational parent nights to increase parental support and understanding of student expectations.

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

Reflection on the EWS data one potential area of concern is the amount of students that scored a Level 1 on statewide ELA/Math assessment

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

1. increase ELA F.A.S.T. PM3
2. increase Math EOC Achievement

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 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.

As part of our initial Professional Learning Community, the Curriculum Leadership Council, met to review and discuss the Math EOC data and collaborated on the trend of second year decline in the area of geometry.

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

Increase Math EOC achievement proficiency by 2% from 53% to 55% as measured by the Spring 2024 Administration of the EOC Assessment.

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

The Administration Team and the Department Head will conduct walk-throughs and data chats on a monthly basis.

Person responsible for monitoring outcome:

Nelson Pena (npena@coheaedu.com)

Evidence-based 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.)

COHEA will be using results from FAST PM1 to identify students that need extra support or remediation. Student will be pulled out and interventions will be determined by the students individual are of need. I-Ready will be used to remediate academic gaps.

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

Our school has hired additional math interventionists in order to support and ensure that our students are being helped in their specific area of need.

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.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Other

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.

One Area of Focus is to increase positive culture and environment which will enable teachers to participate and collaborate in leadership opportunities.

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

Teachers across departments will collaborate and create cross-curricular lessons to support student learning during teacher led professional learning communities throughout the school year.

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

This will be monitored by PLC sign-in sheets and teacher cross-curricular lesson plans.

Person responsible for monitoring outcome:

Graciela Carbajosa (carbajosag@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.)

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

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.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to ELA

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.

As part of our initial Professional Learning Community, the Curriculum Leadership Council, met to review and discuss the ELA data and collaborated on the trends in the area of reading.

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

The students in sixth through tenth grade will increase from 57% to 59% proficient as evidenced by the ELA F.A.S.T. PM3 by June 2024.

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

The Administration Team and the Department Heads with conduct daily walkthroughs.
The team will meet monthly to review and discuss how the students are performing.
COHEA has hired Interventionists to do the push-ins and pull out with our low performing students.

Person responsible for monitoring outcome:

Kristine Gonzalez (kigonzalez@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.)

Differentiated instruction, data chat sheet, Reading intervention will tailor sessions to the students needs, more progress monitoring across all content areas, closer monitor of subgroups, and vertical alignment. Other resources that are being implemented are I Ready and Achieve 3000.

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

COHEA will utilize the resources to assist with this improvement, continuous interventions, Saturday tutoring, and push-ins.

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.

No action steps were entered for this area of focus

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 to all stakeholders including students, families will be during EESAC Meetings and Parent Academies. During EESAC meetings leadership team and staff will collaborate with parents and students to discuss school goals and communicate steps towards meeting these goals. In addition, the SIP will be made available to faculty during monthly faculty meeting and professional learning communities.

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 plans to build positive relationships with parents, and families through monthly Parent Academies, Annual Family Day, Parent Nights, Holiday Parent Recognition Events and quarterly EESAC Meetings. To support the needs of students and keep parents informed of their child's progress the school will host quarterly Parent Teacher conferences. In addition, parents will receive messages via school messenger, Remind, email, and social media regarding upcoming school events and assessments.

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 plans to strengthen the academic program in the school by providing differentiated instruction, data chat sheet, Math interventions tailored to the students, additional progress monitoring across all content areas, closer monitoring of subgroups, and vertical alignment. Teacher will plan cross curricular lessons to support each other and ensure student engagement on aligned topics. In the area of mathematics, additional interventionists have been hired and will provide support to algebra 1 and geometry students.

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))

n/a