HIALEAH SENIOR HIGH SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Dade County School Board.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team
For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Ignacio Rodriguez

Position Title
Principal

Job Duties and Responsibilities

Mr. Rodriguez 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.

Leadership Team Member #2

Employee's Name
Aileen Rodriguez

Position Title
Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name
Vanette Pinder

Position Title
Assistant Principal

Job Duties and Responsibilities

Under the direction of the principal, Ms. Pinder 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.

Leadership Team Member #4

Employee's Name
Jaquelin Ondar

Position Title
Literacy Coach

Job Duties and Responsibilities

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 disaggregate data with teachers, assists with lesson planning of standard based instruction, and manages the Instructional Focus Committees for the English Department.

Leadership Team Member #5

Employee's Name
Karen Treto

Position Title
Math Coach

Job Duties and Responsibilities

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 disaggregate data with teachers, assists with lesson planning of standards based instruction, and manages the Instructional Focus Committees for the Math Department.

Leadership Team Member #6

Employee's Name
Tereza Quintero

Position Title
Magnet Lead

Job Duties and Responsibilities

Ms. Quintero is responsible for maintaining a comprehensive, instructionally effective and compliant magnet program that accelerates the academic achievement of all students. She is also responsible for the recruitment of students, coordinating all magnet-related events/activities, and all magnet-related public relations.

Leadership Team Member #7

Employee's Name
Maria Farno

Position Title
School Counselor

Job Duties and Responsibilities

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.

C. Stakeholder Involvement and Monitoring

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. *(ESEA 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, parents, community, 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 2024 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 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 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. All stakeholders will review ongoing progress monitoring data at their respective meetings (i.e. EESAC, Faculty, and Curriculum Council meetings) to determine needs for interventions, assign students to those interventions, and allocate school resources.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**98.6%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20: C**

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	49	64	72	73	258
One or more suspensions	22	28	20	7	77
Course failure in English Language Arts (ELA)	6	35	28	18	87
Course failure in Math	16	39	42	49	146
Level 1 on statewide ELA assessment	187	161	180	0	528
Level 1 on statewide Algebra assessment	99	0	0	0	99

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	222	176	196	51	645

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	9	0	1	8	18
Students retained two or more times	4	1	1	9	15

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	48	60	55	38	55	50	39	54	51
ELA Grade 3 Achievement **									
ELA Learning Gains	61	58	57	46					
ELA Learning Gains Lowest 25%	71	55	55	28					
Math Achievement *	41	51	45	25	43	38	29	42	38
Math Learning Gains	60	50	47	51					
Math Learning Gains Lowest 25%	73	56	49	60					
Science Achievement *	44	68	68	35	62	64	36	41	40
Social Studies Achievement *	63	73	71	59	69	66	52	56	48
Graduation Rate	97	92	90	95	89	89	94	56	61
Middle School Acceleration							56	56	44
College and Career Readiness	74	74	67	71	70	65	56	67	67
ELP Progress	53	57	49	40	49	45	34		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	685
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	97%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
62%	52%	48%	39%		47%	48%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	48%	No		
English Language Learners	55%	No		
Black/African American Students	57%	No		
Hispanic Students	63%	No		
Economically Disadvantaged Students	63%	No		

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%
Students With Disabilities	49%	No		
English Language Learners	40%	Yes	4	

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%
Black/African American Students	49%	No		
Hispanic Students	53%	No		
White Students	72%	No		
Economically Disadvantaged Students	51%	No		

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%
Students With Disabilities	41%	No		
English Language Learners	39%	Yes	3	
Native American Students				
Asian Students				

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%
Black/African American Students	53%	No		
Hispanic Students	47%	No		
Multiracial Students				
Pacific Islander Students				
White Students	65%	No		
Economically Disadvantaged Students	46%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	48%		61%	71%	41%	60%	73%	44%	63%		97%	74%	53%
Students With Disabilities	27%		45%	59%	24%	52%	73%	17%	55%		91%	40%	
English Language Learners	25%		58%	70%	30%	60%	69%	41%	30%		94%	73%	53%
Black/African American Students	38%		59%		50%	63%			36%		100%	52%	
Hispanic Students	48%		61%	71%	40%	60%	73%	46%	65%		96%	76%	53%
Economically Disadvantaged Students	48%		63%	77%	41%	60%	71%	47%	62%		96%	74%	52%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	40%
Students With Disabilities	33%				23%			43%	52%		98%	44%	
English Language Learners	17%				16%			24%	27%		90%	62%	44%
Black/African American Students	33%				19%			25%	62%		100%	53%	
Hispanic Students	38%				25%			36%	59%		94%	73%	44%
White Students	58%										100%	57%	
Economically Disadvantaged Students	39%				24%			34%	58%		94%	69%	40%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
English Language Learners	19%		33%	25%	24%	50%	61%	21%	32%		86%	44%	34%
Students With Disabilities	25%		32%	24%	27%	44%	61%	32%	47%		91%	31%	
Native American Students													
Asian Students													
Black/African American Students	32%		39%		33%	61%		50%	63%		100%	48%	
Hispanic Students	39%		46%	28%	28%	50%	60%	35%	51%		93%	55%	34%
Multiracial Students													
Pacific Islander Students													
White Students	36%		54%		55%						100%	82%	
Economically Disadvantaged Students	36%		44%	27%	28%	51%	60%	34%	51%		93%	54%	33%

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	36%	56%	-20%	53%	-17%
Ela	9	34%	54%	-20%	53%	-19%
Biology		38%	70%	-32%	67%	-29%
Algebra		32%	55%	-23%	50%	-18%
Geometry		36%	56%	-20%	52%	-16%
History		54%	70%	-16%	67%	-13%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		13%	17%	-4%	16%	-3%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		12%	18%	-6%	17%	-5%
Biology		*data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		*data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the most improvement for our school was Science/Biology where we scored 38% proficiency, an increase of 12 percentage point from the previous year. Actions that contributed to this increase were weekly common planning with administrator, Biology Intern intervention targeting L25/Bubble students, implementation of entrance quizzes to target standards in isolation, student incentives, Saturday & Winter/Spring break academy participation and targeted Biology camps.

Lowest Performance

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

The data component with the lowest performance was Mathematics with a 38% proficiency rate. Although, an 11 percentage point gain from last year this area continues to be our lowest performance in comparison to the District's 54% proficiency rate. Some contributing factors include our large ELL population where increase implementation of ELL strategies and small-group instruction to target areas of deficiency and re-teach to address the needs of our ELL students and differentiate instruction is critical for increased proficiency.

Greatest Decline

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

According to the trend data, each of our data components showed significant increase in proficiency for the exception of our Social Studies, US History, which only increased 1 percentage point in comparison to the prior year. This data component is historically our school's highest proficiency percentage overall, however, our large ELL population may have contributed to the slight increase.

Greatest Gap

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 compared to the District was Mathematics with a 38%

proficiency rate. Although, an 11 percentage point gain from last year this area continues to be our lowest performance in comparison to the District's 54% proficiency rate. A contributing factor include our large ELL population where increase implementation of ELL strategies and small-group instruction to target areas of deficiency and re-teach to address the needs of our ELL students and differentiate instruction is critical for increased proficiency.

EWS Areas of Concern

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

The percentage of students with attendance below 90% & the number of students with a substantial reading deficiency (757).

Highest Priorities

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

Biology, Student Attendance, Mathematics, Acceleration, School Culture

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 Science assessment data our students in Biology scored 39% compared to the district average of 53%, still one the lowest performance data component for our school despite a significant increase of 12% percentage points compared to 2023 assessment results. Based on the data we will implement data driven decision making through collaborative planning sessions to make informed decisions on what is best for our students in the area of Science.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

If we successfully implement Data Driven Decision Making in the area of Science, overall student proficiency will increase by 7- percentage points as evidenced by the 2025 State Assessments.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Ignacio Rodriguez, Principal and Vanette Pinder, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

Rationale:
Data-Driven Decision Making ensures that educators, including teachers, interventionists, and coaches, utilize up-to-date and pertinent data to tailor lessons to meet student needs. As new data is collected, teachers will consistently refine their instructional plans and methods to better serve their students.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Common Planning

Person Monitoring:	**By When/Frequency:**
Ignacio Rodriguez, Principal and Vanette Pinder, Assistant Principal	September 30, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Common planning sessions focused on reviewing and analyzing previous school year data. As a result, teachers will create a framework that sustains success by developing lesson plans and standards-based assessments to address areas of need and track student data and progress, making necessary recommendations for interventions.

Action Step #2
Data Analysis

Person Monitoring:	**By When/Frequency:**
Ignacio Rodriguez, Principal and Vanette Pinder, Assistant Principal	September 30, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administration will analyze data to make informed decisions during common planning. As a result, teachers will create a data tracker that promotes student discussion and goal setting plan, making students accountable for their growth.

Action Step #3
Administrative Walkthroughs

Person Monitoring:	**By When/Frequency:**
Ignacio Rodriguez, Principal and Vanette Pinder, Assistant Principal	September 30, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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 groupings to ensure students are making adequate progress.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 mathematics assessment data, our students in Algebra 1 and Geometry scored 34%, compared to the district average of 54%. Despite a significant improvement of 11 percentage points from the 2023 assessment results, this remains one of the lowest performance areas for our school. Based on this data, we will implement differentiated instruction to provide students with various ways to grasp the content being taught.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

If we successfully implement Differentiated Instruction in Mathematics, overall student proficiency will increase by 7- percentage points as evidenced by the 2025 State Assessments.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Leadership Team will engage in weekly common planning sessions to address specific areas of deficiency and analyze ongoing assessment data as it becomes available. Additionally, they will conduct weekly walkthroughs to ensure that instruction is standards-based and aligned. These walkthroughs will reflect the commonalities of whole group instruction and the data-driven decision made by the teacher to implement engagement strategies and resources that maintain the level of rigor and provide support and remediation across the targeted content area.

Person responsible for monitoring outcome

Ignacio Rodriguez, Principal, Vanette Pinder, Assistant Principal, and Karen Treto, Math Coach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
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 classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Rationale:
Differentiated Instruction will ensure that students have a variety of ways of learning, process information, and demonstrate understanding. This will ensure that each student can access and engage with content in a way that suits them best.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Common Planning

Person Monitoring: **By When/Frequency:**
Ignacio Rodriguez, Vanette Pinder, & Karen Treto September 30, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Common planning sessions focused on reviewing and analyzing previous school year data. As a result, teachers will create targeted lessons for ELL students during whole group and small group instruction.

Action Step #2
Learning Walks

Person Monitoring: **By When/Frequency:**
Ignacio Rodriguez, Vanette Pinder, & Karen Treto September 30, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Cross curricular learning walk opportunities spotlighting exemplar differentiated instruction strategies. As a result, teachers will create lesson plans incorporating DI strategies to address areas of need and track student data and progress to make necessary recommendations for instruction.

Action Step #3
Administrative Walkthroughs

Person Monitoring: **By When/Frequency:**
Ignacio Rodriguez, Vanette Pinder, & Karen Treto   September 30, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will conduct 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.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In prior years, our English Language Learners(ELL) students' have been targeted as a subgroup that is below the 41% threshold. This school year our school was not identified as a crucial need from data reviewed, however, our school strongly feels based on our historical data, the implementation of English Language Learners (ELL) strategies is needed for the continued focus on 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
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

If we effectively apply English Language Learner (ELL) strategies during small group instruction, our ELL subgroup's proficiency and learning gains will increase by 4 percentage points, as shown by the 2024 State Assessments.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Leadership Team will hold monthly data chats, adjust groups based on real-time data, and conduct administrative walkthroughs to ensure quality instruction in our ELL classes. Administrators will review biweekly lesson plans for ELL strategies. Monthly data analysis of formative assessments will track ELL student progress. We will develop an action plan to monitor progress and data bi-weekly. This data will be analyzed in leadership team meetings to ensure ELL students are improving on remediated standards. Extended learning opportunities will be provided for students not showing

growth.

Person responsible for monitoring outcome
Ignacio Rodriguez, Principal and Vanette Pinder, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
In our focus on instructional practices for English Language Learners (ELL), our school will emphasize evidence-based ELL strategies. These strategies involve deliberate processes and actions to help language learners improve their language skills. They include thoughts and actions consciously chosen by learners to assist with various tasks, from the beginning stages of learning to advanced levels of language performance. Technology, such as visuals, videos, and audio, can be used to support English Language Learners.

Rationale:
English Language Learners strategies will ensure that teachers, interventionists, and coaches use relevant and aligned methods, incorporating technology, dictionaries, targeted groupings, and visuals tailored to ELL student needs. Teachers will continuously adjust their instructional delivery throughout the school year as new data emerges. Implementing ELL strategies will help build relationships, enhance language skills across the curriculum, and enable ELL students to learn and use language more effectively. This instructional approach will address the diverse needs of our ELL students, boosting their confidence and comprehension. The implementation of these strategies will be monitored through walkthroughs and lesson plans that specifically address ELL student needs.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Collaborative Planning

Person Monitoring:	**By When/Frequency:**
Ignacio Rodriguez, Principal and Aileen Rodriguez, Assistant Principal	September 30, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly cross-curricular collaborative planning sessions will be held to discuss and analyze data, assess the needs, strengths, progress, and performance of ELL students. This will help in developing

a focused curriculum, effective ELL strategies, and targeted lesson plans. Consequently, teachers will be able to create tailored lessons for ELL students during both whole group and small group instruction.

Action Step #2
Walkthroughs

Person Monitoring:	**By When/Frequency:**
Ignacio Rodriguez, Principal and Aileen Rodriguez, Assistant Principal	September 30, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will perform bi-weekly walkthroughs to ensure that instruction is data-driven, differentiated, and incorporates ELL strategies from common planning sessions. This will allow us to monitor classroom instruction and interventions, ensuring students are making adequate progress.

Action Step #3
Data Chats

Person Monitoring:	**By When/Frequency:**
Ignacio Rodriguez, Principal and Aileen Rodriguez, Assistant Principal	September 20, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data chats will be held with administration, instructional coaches, and teachers to monitor the progress of ELL students. These discussions will ensure that teachers are implementing ELL strategies in their instruction and forming groups to apply these strategies. This includes explicit teaching of vocabulary and comprehension strategies, flexible groupings, language and visual aids, appropriate pacing, and progress monitoring in their classrooms. Consequently, teachers will be able to reflect on their practices and make necessary instructional adjustments to promote student success.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale
Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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 schoolwide attendance.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. 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 2024-2025 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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, attendance clerks, 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

Ignacio Rodriguez, Principal, Vanette Pinder, Assistant Principal and Aileen Rodriguez, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Within the targeted element of Positive Culture and Environment, our school will focus on Attendance Initiatives. 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. 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:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1
Attendance Action Plan

Person Monitoring:	**By When/Frequency:**
Ignacio Rodriguez, Vanette Pinder, and Aileen Rodriguez	September 30, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action 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.

Action Step #2
ARC Meetings

Person Monitoring:	**By When/Frequency:**
Ignacio Rodriguez, Vanette Pinder, and Aileen Rodriguez	September 30, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct ARC team meeting with administration to review attendance Power Bi dashboard, reports and provide status updates.

Action Step #3
Incentives

Person Monitoring:	**By When/Frequency:**
Ignacio Rodriguez, Vanette Pinder, and Aileen Rodriguez	September 30, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

https://www.hialeahhigh.org/apps/pages/?type=d&uREC_ID=120503&pREC_ID=944833

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. Phone calls will be communicated to parents, businesses and community stakeholders in both languages. EESAC will review the SIP on a monthly basis.

Positive Relationships With Parents, Families and other Community Stakeholders
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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

https://www.hialeahhigh.org/apps/pages/?type=d&uREC_ID=120503&pREC_ID=944833

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.

Plans to Strengthen the Academic Program
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 II of the SIP. (ESEA Section 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 of 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.

How Plan is Developed
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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The school will coordinate and integrate parent and family engagement programs 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 provides resources to families in transition and helps students overcome barriers to learning.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 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.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 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.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 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 engages 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.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

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 focused on best practices for all teachers.

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

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

N/A

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00