

Miami-Dade County Public Schools

# HIALEAH GARDENS SENIOR HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 3
  - A. School Mission and Vision ..... 3
  - B. School Leadership Team ..... 3
  - C. Stakeholder Involvement and Monitoring ..... 7
  - D. Demographic Data ..... 8
  - E. Early Warning Systems ..... 9
- II. Needs Assessment/Data Review ..... 11
  - A. ESSA School, District, State Comparison ..... 12
  - B. ESSA School-Level Data Review ..... 13
  - C. ESSA Subgroup Data Review ..... 14
  - D. Accountability Components by Subgroup ..... 17
  - E. Grade Level Data Review ..... 20
- III. Planning for Improvement ..... 21
- IV. Positive Culture and Environment ..... 28
- V. Title I Requirements (optional) ..... 31
- VI. ATSI, TSI and CSI Resource Review ..... 35
- VII. Budget to Support Areas of Focus ..... 36

## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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

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

### Provide the school's vision statement

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A collaborative learning community achieving excellence daily.

## 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

Maritza Jimenez

#### Position Title

Principal

#### Job Duties and Responsibilities

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Educational leader and head of school responsible for personnel, budget, and overall school operations, including designing, directing, and facilitating academics, programs, activities, and school-wide initiatives.

### Leadership Team Member #2

#### Employee's Name

Kristine Estevez

#### Position Title

Assistant Principal

### **Job Duties and Responsibilities**

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Educational leader and assistant to the principal in the designing, facilitating, and directing of curricula, programs, activities, and school-wide initiatives.

### **Leadership Team Member #3**

#### **Employee's Name**

Madeline Domenech

#### **Position Title**

Math Coach

### **Job Duties and Responsibilities**

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Math Coach oversees student data, facilitates collaboration and planning of standards-aligned instruction, organizes after school tutoring initiatives as well as push-in and pullout interventions.

### **Leadership Team Member #4**

#### **Employee's Name**

Monica Gonzalez

#### **Position Title**

PLST Instructional Coach

### **Job Duties and Responsibilities**

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Professional Learning Support Team Instructional Coach & Content Expert, English Language Arts Department Chairperson, and STEAM Coordinator promotes pedagogy, best practices, literacy, and STEAM initiatives schoolwide

### **Leadership Team Member #5**

#### **Employee's Name**

Sinthia Del Toro

#### **Position Title**

PLST Lead Mentor

### **Job Duties and Responsibilities**

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Professional Learning Support Team Lead Mentor offers support to new teachers; plans, organizes, and delivers professional learning and training on instructional strategies (including N.E.S.T. sessions); and provides resources to facilitate mentor, buddy, and peer collaboration.

## **Leadership Team Member #6**

### **Employee's Name**

Jack Espinosa

### **Position Title**

Science Department Chairperson

### **Job Duties and Responsibilities**

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Science Department Chairperson oversees Science teachers' student data, facilitates collaboration and planning of standards-aligned instruction, and organizes push-in and pullout interventions.

## **Leadership Team Member #7**

### **Employee's Name**

Eric Cainas

### **Position Title**

EESAC Chairperson

### **Job Duties and Responsibilities**

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Educational Excellence School Advisory Councils (EESAC) Chairperson responsible for planning, facilitating, and reporting EESAC meetings and Reading Chairperson responsible for school-wide, cross-curricular literacy initiatives.

## **Leadership Team Member #8**

### **Employee's Name**

Steven Herrera

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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Educational leader and assistant to the principal in the designing, facilitating, and directing of curricula, programs, activities, and school-wide initiatives.

## **Leadership Team Member #9**

### **Employee's Name**

Arlene Pineda

### **Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Educational leader and assistant to the principal in the designing, facilitating, and directing of curricula, programs, activities, and school-wide initiatives.

**Leadership Team Member #10**

**Employee's Name**

Andy Granados

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Educational leader and assistant to the principal in the designing, facilitating, and directing of curricula, programs, activities, and school-wide initiatives.



## 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.*

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

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state 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))

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

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH PK, 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>98.8%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>91.4%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: B* 2021-22: B 2020-21: 2019-20: B</b>

## 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	88	85	133	91	397
One or more suspensions	14	7	6	5	32
Course failure in English Language Arts (ELA)	1	40	99	56	196
Course failure in Math	5	1	13	42	61
Level 1 on statewide ELA assessment	154	189	198	1	542
Level 1 on statewide Algebra assessment	74	0	0	0	74

### 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	90	50	89	32	261

### 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	16	1	0	2	19
Students retained two or more times	1	5	0	2	8

## **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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	60	60	55	60	55	50	60	54	51
ELA Grade 3 Achievement **									
ELA Learning Gains	51	58	57				56		
ELA Learning Gains Lowest 25%	50	55	55				45		
Math Achievement *	44	51	45	42	43	38	42	42	38
Math Learning Gains	44	50	47				62		
Math Learning Gains Lowest 25%	52	56	49				63		
Science Achievement *	58	68	68	44	62	64	45	41	40
Social Studies Achievement *	74	73	71	65	69	66	63	56	48
Graduation Rate	98	92	90	96	89	89	96	56	61
Middle School Acceleration								56	44
College and Career Readiness	82	74	67	73	70	65	74	67	67
ELP Progress	62	57	49	52	49	45	64		

\*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	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	675
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	61%	61%	47%		55%	55%

\* 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	46%	No		
English Language Learners	54%	No		
Black/African American Students	48%	No		
Hispanic Students	61%	No		
White Students	76%	No		
Economically Disadvantaged Students	60%	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	42%	No		



**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
English Language Learners	52%	No		
Black/African American Students	48%	No		
Hispanic Students	61%	No		
White Students	69%	No		
Economically Disadvantaged Students	59%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	43%	No		
English Language Learners	52%	No		
Native American 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%
Asian Students				
Black/African American Students				
Hispanic Students	61%	No		
Multiracial Students				
Pacific Islander Students				
White Students	63%	No		
Economically Disadvantaged Students	60%	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	60%		51%	50%	44%	44%	52%	58%	74%		98%	82%	62%
Students With Disabilities	32%		50%	50%	24%	39%	44%	28%	37%		95%	58%	
English Language Learners	27%		47%	45%	40%	49%	59%	44%	49%		95%	78%	62%
Black/African American Students	58%		36%		50%								
Hispanic Students	60%		51%	49%	44%	44%	52%	58%	74%		98%	82%	62%
White Students	82%		55%								94%	71%	
Economically Disadvantaged Students	57%		50%	50%	42%	42%	53%	56%	71%		97%	81%	64%

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	60%				42%			44%	65%		96%	73%	52%
Students With Disabilities	24%				17%			22%	46%		100%	41%	
English Language Learners	30%				42%			37%	45%		88%	75%	50%
Black/African American Students	45%				50%								
Hispanic Students	60%				42%			44%	65%		96%	72%	51%
White Students	73%								64%				
Economically Disadvantaged Students	57%				39%			42%	62%		96%	72%	47%

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	60%		56%	45%	42%	62%	63%	45%	63%		96%	74%	64%
Students With Disabilities	19%		45%	45%	22%	53%	59%	28%	34%		87%	39%	
English Language Learners	29%		44%	37%	40%	60%	59%	42%	38%		94%	67%	64%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	60%		55%	45%	42%	62%	62%	44%	63%		96%	74%	64%
Multiracial Students													
Pacific Islander Students													
White Students	62%		63%										
Economically Disadvantaged Students	57%		54%	44%	42%	62%	62%	43%	63%		95%	73%	62%

## 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	53%	56%	-3%	53%	0%
Ela	9	51%	54%	-3%	53%	-2%
Biology		51%	70%	-19%	67%	-16%
Algebra		37%	55%	-18%	50%	-13%
Geometry		45%	56%	-11%	52%	-7%
History		70%	70%	0%	67%	3%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		15%	17%	-2%	16%	-1%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		13%	18%	-5%	17%	-4%
History		40%	17%	23%	29%	11%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* 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?

---

This year's Math data shows the lowest performance; in particular, Algebra I is the area most in need of improvement since only 37% achieved proficiency. A long-term contributing factor is the increased number of students at Hialeah Gardens High School taking Algebra I during their middle school years, which has been an ongoing trend for several years now. More important, however, is the lack of updated data available last summer for proper placement of students in the master schedule.

##### Lowest Performance

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

---

This year's Math data shows the lowest performance; in particular, Algebra I is the area most in need of improvement since only 37% achieved proficiency. A long-term contributing factor is the increased number of students at Hialeah Gardens High School taking Algebra I during their middle school years, which has been an ongoing trend for several years now. As such, our Algebra I student population is comprised of learners who require significant remediation.

##### Greatest Decline

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

---

Algebra I showed the greatest decline from last year; nonetheless, that decline was only 1%. Moreover, it is the only area showing a decline because all other tested areas (Geometry, Biology, 9th and 10th Grade English Language Arts, and United States History) all increased. The increasing acceleration of middle school students by our feeder schools contributed to this decline. Moreover, two of our Algebra I teachers faced personal challenges that required extended leaves of absence.

##### 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.

---

When compared to the state average, Algebra I data of 37% proficiency is most disparate from the state average of 50% proficiency. The challenges mentioned above contributed to the decline in

Algebra I proficiency.

### **EWS Areas of Concern**

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

---

Students scoring Level 1 on the 2023-2024 English Language Arts Florida Assessment of Student Thinking Progress Monitoring 3 and student attendance are the Early Warning Systems area of most concern. The English Language Arts teachers will consistently collaborate and analyze data to effectively scaffold and differentiate instruction. The leadership team will also closely monitor student absences and provide incentives to students for positive trends in attendance.

### **Highest Priorities**

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

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Hialeah Gardens High School's top priorities for school improvement in the 2024-2025 school year, include:

1) Math student proficiency on the Algebra I Florida B.E.S.T. exam, 2) Biology student proficiency on the End of Course exam, 3) learning gains for Level 1 students in English Language Arts, 4) student attendance, and 5) data-driven instruction.



## 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 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.

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According to the 2023-2024 Algebra I Florida B.E.S.T. exam, 37% of students were proficient in Algebra I as compared to the state average of 50%. Based on the data and the identified contributing factors of middle school acceleration, remedial testing population, and scheduling of students, we will implement collaborative data chats.

#### 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.

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With the successful implementation of collaborative data chats within the Algebra I team, student proficiency on the 2024-2025 Algebra I Florida B.E.S.T. exam will increase 5 percentage points for a total of 42% proficiency by June 2025.

#### 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.

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The Leadership Team will conduct data chats to review assessment data. They will also conduct classroom observations.

#### Person responsible for monitoring outcome

Madeline Domenech, 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:

The implementation of the targeted element of collaborative data chats within our Algebra I and Geometry teams will provide guidance to teachers about effective disaggregation of data, which will

facilitate selection of strategies that will optimize student potential.

**Rationale:**

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

**Tier of Evidence-based Intervention:**

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**

Weekly Team Meetings

**Person Monitoring:**

Madeline Domenech, Math Coach

**By When/Frequency:**

By September 27, 2024

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

Teachers of Algebra I will meet weekly in their respective teams to analyze student data. Along with the Math Coach, they will consistently monitor improvements in student achievement.

**Action Step #2**

Common Planning

**Person Monitoring:**

Madeline Domenech, Math Coach

**By When/Frequency:**

By September 27, 2024

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

Teachers of Algebra I will meet weekly in their respective teams for common planning. Along with the Math Coach, they will collaboratively reflect on the effectiveness of shared instructional decisions and best practices.

**Action Step #3**

Classroom Data Chats

**Person Monitoring:**

Madeline Domenech, Math Coach

**By When/Frequency:**

By September 27, 2024

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

Teachers will conduct classroom data chats with students after each lesson and topic assessment. Along with the Math Coach, the Algebra I teachers will, thereafter, analyze impacts on student achievement.

## Area of Focus #2

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.

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According to the 2023-2024 Biology End of Year Course Exam data, 58% of students were proficient in Biology as compared to the state average of 68%. Based on the data and the identified contributing factors of middle school acceleration, remedial testing population, and student attendance, we will implement the targeted element of differentiation.

#### Measurable Outcome

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.

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With the successful implementation of differentiation within Biology classrooms, proficiency will increase 5 percentage points for a total of 63% proficiency on the final course exam by June 2025.

#### 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.

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The Leadership Team will conduct data chats to review assessment data. They will also conduct classroom observations.

#### Person responsible for monitoring outcome

Jack Espinosa, Science Department Chairperson

#### 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:

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

#### Rationale:

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching

materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

**Tier of Evidence-based Intervention:**

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**

Professional Learning on Differentiation

**Person Monitoring:**

Jack Espinosa, Science Department Chairperson

**By When/Frequency:**

September 27, 2024

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

Biology teachers will participate in professional learning focused on differentiated instruction to promote teachers' ability to identify students' needs, group by deficiencies, and progress monitor. Thereafter, Biology teachers will determine needs for further professional development.

**Action Step #2**

Differentiation of Resources

**Person Monitoring:**

Jack Espinosa, Science Department Chairperson

**By When/Frequency:**

August 15, 2024 - September 27, 2024

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

To meet students' individual needs, Biology teachers will vary the resources they utilize, from EdPuzzle and Edgenuity to EOC Biology Coach and Promethean Interactives. Along with Mr. Espinosa, the Biology team will analyze effectiveness of resources used for differentiation based on ongoing assessment of student content mastery.

**Action Step #3**

Ongoing Formative Assessment

**Person Monitoring:**

Jack Espinosa, Science Department Chairperson

**By When/Frequency:**

August 15, 2024 - September 27, 2024

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

Biology teachers will continually assess and identify students' areas of need and strengths so they can modify their teaching styles and help students achieve learning gains. As a team, they will revisit results of topic tests and unit assessments and differentiate student learning accordingly.

**Area of Focus #3**

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

**Instructional Practice specifically relating to Intervention**

**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.

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The 2023-2024 ESSA data table indicates that the subgroup with the lowest Federal Index (46%) is students with disabilities, which correlates with the Lowest 25% student population. Even though this year's Federal Index improved 4% from last year's Federal Index of 42%, there is still need for improvement given its proximity to the 41% cut-off.

**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.

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With the successful implementation of Ongoing Progress Monitoring (OPM) of the students with disabilities population, the Federal Index will increase at least 4 percentage points for a total of 50% or more on the 2024-2025 ESSA Subgroup Data Review.

**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.

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The Leadership Team will closely monitor students with disabilities in the areas of: 1) English and Math academic achievement, 2) attendance, 3) discipline, and 4) graduation readiness. They will also conduct one-on-one conferences with students and parents, as needed.

**Person responsible for monitoring outcome**

Maritza Jimenez, 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:**

The implementation of the targeted element of Ongoing Progress Monitoring (OPM) with our students with disabilities will provide support to students, parents, and educators in maximizing student outcomes and achievement.

**Rationale:**

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

**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**

Intensive Care for Grade 9 and 10 English Language Arts Students with Disabilities

**Person Monitoring:**

Kristine Estevez, Assistant Principal

**By When/Frequency:**

August 15, 2024 - September 27, 2024

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

Ms. Estevez will conduct close Ongoing Progress Monitoring (OPM) of the academic achievement, attendance, discipline, and graduation readiness of 9th and 10th grade English Language Arts students with disabilities. She will confer with students, parents, and educators as needed. After each month, the leadership team will collectively disaggregate data to analyze areas of success as well as areas of improvement.

**Action Step #2**

Intensive Care for Algebra I and Geometry Students with Disabilities

**Person Monitoring:**

Madeline Domenech, Math Coach

**By When/Frequency:**

August 15, 2024 - September 27, 2024

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

Ms. Domenech will conduct close Ongoing Progress Monitoring (OPM) of the academic achievement, attendance, discipline, and graduation readiness of Algebra I and Geometry students with disabilities. She will confer with students, parents, and educators as needed. After each month, the leadership team will collectively disaggregate data to analyze areas of success as well as areas of improvement.

**Action Step #3**

Intensive Care for Grade 11 and 12 Students with Disabilities

**Person Monitoring:**

Maritza Jimenez, Principal

**By When/Frequency:**

August 15, 2024 - September 27, 2024

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

Mrs. Jimenez will conduct close Ongoing Progress Monitoring (OPM) of the academic achievement, attendance, discipline, and graduation readiness of 11th and 12th grade students with disabilities. She will confer with students, parents, and educators as needed. After each month, the leadership team will collectively disaggregate data to analyze areas of success as well as areas of improvement.

## **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.

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According to 2023-2024 schoolwide student attendance data on Power BI, 39% of our student population accumulated 10 or more absences during the school year. Based on the data and the identified contributing factors of family engagement and mental health challenges, we will implement the targeted element of student attendance.

**Measurable Outcome**

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.

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With the successful implementation of promoting and monitoring student attendance, our students' annual attendance will improve by at least 5 percentage points in the category of students accruing over 10 absences in the school year for a goal of no more than 34% of students being absent more than 10 days by June 2025.

**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.

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

**Person responsible for monitoring outcome**

Steven Herrera, 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:**

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

**Rationale:**

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Monitoring of Student Attendance

**Person Monitoring:**

Steven Herrera, Assistant Principal

**By When/Frequency:**

August 30, 2024

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

Students will be divided into grade level teams to promote healthy competition among freshmen, sophomores, juniors, and seniors. Student attendance will be monitored by the leadership team to analyze effectiveness of this action step.

**Action Step #2**

Daily Attendance Bulletin Reviews

**Person Monitoring:**

Steven Herrera, Assistant Principal

**By When/Frequency:**

August 15, 2024 - September 27, 2024

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

The leadership team will review daily attendance bulletins to continuously monitor student attendance by grade level. Each week, the grade level with the highest percentage of attendance will earn one point for their team to encourage attendance among students in all grade levels. Student attendance trends by grade level group will be monitored by the leadership team to analyze effectiveness of this action step.

**Action Step #3**

Weekly Attendance Competition Updates

**Person Monitoring:**

Steven Herrera, Assistant Principal

**By When/Frequency:**

August 23, 2024 - September 27, 2024

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

At the end of each week, the winning grade-level team will be announced on the public announcement system. Praise from our school's leaders will not only establish student attendance as a core value at our school, but it will also encourage students to refrain from being absent. Student attendance trends by grade level group will be monitored by the leadership team to analyze effectiveness of this action step.



## 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.

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

#### 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))

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The school will focus on working collaboratively with parents, families, and our community by providing engagement opportunities which will promote a safe and healthy environment for students to succeed and reach their maximum potential. Such activities will be offered onsite and online; they will include, but not be limited to, parent meetings, telephone calls, workshops, and community service events. Announcements will be shared via Instagram @hghs.gladiators and our school website: [www.hghsgladiators.com](http://www.hghsgladiators.com).

#### 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

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the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

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

### **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))

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

## **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))

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

#### **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))

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

#### **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)).

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Preventive measures from staff and security visibility throughout the building to close monitoring of

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

### **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)).

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

### **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))

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Not applicable.

## 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.

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No Answer Entered

### Specifics to Address the Need

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

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No Answer Entered

## 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