

Miami-Dade County Public Schools

CITY OF HIALEAH EDUCATIONAL ACADEMY



2024-25 Schoolwide Improvement Plan

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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:

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 City of Hialeah Educational Academy is committed to setting an environment that strives for academic achievement, develops character and maintains the goal of preparing students to serve and give back to their community in the field of public service.

Provide the school's vision statement

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

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

Carlos O. Alvarez

Position Title

Principal

Job Duties and Responsibilities

Master Schedule Maintenance Administrator School Safety & Compliance CRISIS Management & Intervention Instructional Leadership-All Core Areas School Budget & Expenditures Staffing Federal Grants (Title I, II, III, IV / ESSER I, II, III) Marketing & Communication Enrollment/Admissions National COHEA Student Council CTE/Academies Administrator President/Chief Academic Officer Civica Network Oversight of Athletics Community Partners DLI Evaluation (only Dept. Chairs) Walk-Throughs (Informal) School Governance/Oversight Committee Internal & Operating Accounting

Leadership Team Member #2

Employee's Name

Graciela Carbajosa

Position Title

Assistant Principal

Job Duties and Responsibilities

Bulldog Communications

Website, School Messenger, Remind

Curriculum Coordinator and Data DLI Evaluation Leader In Me (LIM) Coordinator Mentoring Program

Coordinator Science Dept. Administrator Social Studies Dept. Administrator

Administrator ELA Dept. Administrator

School Assessment Coordinator Supervisor

Textbook & Software Ordering

DLI Professional Development & Certification Coordinator

Walk-Throughs

STEM Coordinator

Club Supervisor Middle/High School Activities Supervisor

Leadership Team Member #3

Employee's Name

Kristine Gonzalez

Position Title

Assistant Principal

Job Duties and Responsibilities

Master Scheduling

Community Involvement/Community Outreach

DLI Evaluation

EESAC

ESOL Coordinator

Gradebook Manager

Supervisor Reading/Language Arts Dept. Administrator

School Improvement Plan (SIP)

Coordinator Walk-Throughs ESE/Gifted

504 Supervisor (LEA)

Title I Compliance & Oversight

Student Services Administrator

CTE Administrator

Discipline 10th & 11th Grade

Leadership Team Member #4

Employee's Name

Michael Pena

Position Title

Lead Teacher

Job Duties and Responsibilities

Elective/P.E. Dept. Administrator

Facility/Maintenance Supervisor

DLI Evaluation

HERO P.B.I.S

Parent/Teacher Conf. Coordinator

School Operations

Walk-Throughs

School Safety, Security & Compliance

Title III Grant

SESIR Submissions

Discipline 8th & 9th Grade

Leadership Team Member #5

Employee's Name

Marilyn Orta

Position Title

Lead Teacher

Job Duties and Responsibilities

School Assessment Coordinator

Advanced Placement Dept. Coordinator

Math Dept. Administrator

STEM Coordinator

DLI Professional Development Liaison

Teacher Waivers

Discipline: 6th & 7th Grade

Leadership Team Member #6

Employee's Name

Amy Simpson

Position Title

Reading Coach

Job Duties and Responsibilities

Guide ELA/Reading Dept. planning and meetings
Conduct classroom walkthroughs of all teachers
Offer support where needed to students
Model engaging, standard-based lessons as needed
Collaborate with the ELA/Reading Dept. and address needs
Guidance with instructional resources
Attend district and Mater, Inc reading coaches meetings
Debrief and model new strategies
Assist administration with any request as needed

Leadership Team Member #7

Employee's Name

Basham, Holley

Position Title

Counselor

Job Duties and Responsibilities

Middle School Counseling
Group counseling
Liaison for all wellness programs
Middle School Course Requirements
Virtual School Contact and Facilitator
Parental support
Mental Health
CRISIS and DCF Guidance
Character Education Program Liaison
Member of Threat Assessment Team

Leadership Team Member #8

Employee's Name

Denise Diaz

Position Title

Sped Program Specialist

Job Duties and Responsibilities

Individualized educational plans (IEP)

Gifted

504 Plans

FAB/SE-BIP

Classroom Collaboration

Teacher Consultation

Support Facilitator Reading/Math

Learning Strategies Teacher

SAT & ACT Accommodation Applications

Leadership Team Member #9

Employee's Name

Saida Leroy

Position Title

Teacher, K-12

Job Duties and Responsibilities

Guide Social Studies Dept. planning and meetings

Model engaging, standard-based lessons as needed

Collaborate with the Social Studies Dept. and address needs

Guidance with instructional resources

Assist administration with any request as needed

Leader In Me curriculum planning and implementation

Leadership Team Member #10

Employee's Name

Eduardo Solorzano

Position Title

Math Coach

Job Duties and Responsibilities

Guide Math Dept. planning and meetings

Conduct classroom walkthroughs of all teachers

Offer support where needed to students

Coaching-Model engaging, standard-based lessons as needed

Collaborate with the Math Dept. and address needs

Guidance with instructional resources

Attend district Math coaches meetings

Debrief and model new strategies

Leadership Team Member #11

Employee's Name

Alexander Suarez

Position Title

Science Coach

Job Duties and Responsibilities

Guide Science Dept. planning and meetings

Conduct classroom walkthroughs of all teachers

Offer support where needed to students

Coach and Model engaging, standard-based lessons as needed

Collaborate with the Science Dept. and address needs

Guidance with instructional resources

Attend district meetings

Debrief and model new strategies

Assist administration with any request as needed

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.

The SIP is a collaborative effort developed by all stakeholders at City of Hialeah Educational Academy

including the school leadership team and the schools curriculum leadership council which met at the commencement of the 2024-2025 school year to review data and give input on the SIP. In addition, an

EESAC meeting was held with leadership team, teachers, staff, community partners, parents and students during this meeting stakeholders shared their input on data and goals for the development of the SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state 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 monitored on a quarterly basis for effective implementation during EESAC meetings with

parents, community stakeholders, students, teachers and staff. The leadership team will meet monthly to

review data and make adjustments to the SIP as needed to ensure the needs of students with the greatest achievement gaps are being met. Administration will use classroom walkthroughs, and student

data to monitor the implementation of the SIP. Teachers, have common planning meetings by department and participate in professional learning communities where they can collaboratively discuss

student progress and make adjustments to lessons as needed based on student needs.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	99.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	88.9%
CHARTER SCHOOL	YES
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) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

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
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							26	2	0	28
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math									2	2
Level 1 on statewide ELA assessment							9	7	21	37
Level 1 on statewide Math assessment							3	3	16	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							42	16	0	58

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA							1			1
Course failure in Math								2		2
Level 1 on statewide ELA assessment							24	52	1	77
Level 1 on statewide Math assessment							29	57	2	88
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							18	40	1	59

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

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	20	24	17	15	76
One or more suspensions					0
Course failure in English Language Arts (ELA)	0	0	0	0	0
Course failure in Math	7	12	2	0	21
Level 1 on statewide ELA assessment	29	22	0	0	51
Level 1 on statewide Algebra assessment	28	14	17	0	59

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	34	3	26	14	77

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					0
Students retained two or more times					0

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 *	70	60	55	59	55	50	60	54	51
ELA Grade 3 Achievement **									
ELA Learning Gains	63	58	57				58		
ELA Learning Gains Lowest 25%	64	55	55				50		
Math Achievement *	58	51	45	59	43	38	52	42	38
Math Learning Gains	49	50	47				64		
Math Learning Gains Lowest 25%	54	56	49				62		
Science Achievement *	71	68	68	58	62	64	54	41	40
Social Studies Achievement *	74	73	71	74	69	66	77	56	48
Graduation Rate	100	92	90	97	89	89	100	56	61
Middle School Acceleration	71			55			51	56	44
College and Career Readiness	100	74	67	86	70	65	94	67	67
ELP Progress	71	57	49	59	49	45	60		

*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	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	845
Total Components for the FPPI	12
Percent Tested	100%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
70%	68%	65%	57%		64%	63%

* 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	45%	No		
English Language Learners	64%	No		
Hispanic Students	71%	No		
Economically Disadvantaged Students	70%	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	35%	Yes	1	
English Language Learners	59%	No		
Hispanic Students	68%	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%
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Economically
Disadvantaged
Students

68%

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%
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Students With
Disabilities

41%

No

English
Language
Learners

59%

No

Native American
Students

Asian Students

Black/African
American
Students

Hispanic
Students

65%

No

Multiracial
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%
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	65%	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	70%		63%	64%	58%	49%	54%	71%	74%	71%	100%	100%	71%
Students With Disabilities	41%		51%	47%	43%	45%	47%	33%	50%				
English Language Learners	53%		66%	63%	54%	52%	50%	54%	50%	58%	100%	100%	71%
Hispanic Students	70%		64%	65%	59%	49%	54%	71%	74%	72%	100%	100%	71%
Economically Disadvantaged Students	69%		63%	64%	58%	49%	53%	70%	73%	70%	100%	100%	68%

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	59%				59%			58%	74%	55%	97%	86%	59%
Students With Disabilities	39%				29%			38%	33%				
English Language Learners	40%				49%			37%	53%		93%	86%	55%
Hispanic Students	60%				60%			58%	74%	56%	96%	86%	55%
Economically Disadvantaged Students	58%				59%			59%	73%	57%	97%	87%	55%

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 PROGRE
All Students	60%		58%	50%	52%	64%	62%	54%	77%	51%	100%	94%	60%
Students With Disabilities	36%		40%	25%	34%	47%	64%	42%	36%				
English Language Learners	40%		52%	47%	42%	62%	63%	42%	63%	37%	100%	96%	60%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	61%		58%	50%	52%	64%	61%	55%	78%	51%	100%	95%	60%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	60%		58%	49%	52%	64%	63%	55%	76%	52%	100%	95%	61%

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	64%	56%	8%	53%	11%
Ela	6	72%	57%	15%	54%	18%
Ela	7	71%	55%	16%	50%	21%
Ela	8	66%	54%	12%	51%	15%
Ela	9	70%	54%	16%	53%	17%
Math	6	73%	60%	13%	56%	17%
Math	7	51%	49%	2%	47%	4%
Math	8	66%	58%	8%	54%	12%
Science	8	52%	42%	10%	45%	7%
Civics		76%	70%	6%	67%	9%
Biology		85%	70%	15%	67%	18%
Algebra		50%	55%	-5%	50%	0%
Geometry		43%	56%	-13%	52%	-9%
History		70%	70%	0%	67%	3%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		8%	17%	-9%	16%	-8%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		29%	18%	11%	17%	12%
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 improvements was 7th grade ELA (+16% points compared to district and +21% compared to state). Continued actions that helped were intervention (push in/pull out) provided, and Saturday tutoring sessions. Data chats with students and teachers. Informational parent nights to increase parental support and understanding of student expectations.

Lowest Performance

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

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

Greatest Decline

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

The data that showed the greatest decline from the prior year was in the area of 7th grade Math (-12 points). Some of the factors that contributed to this decline was overall learning gap amongst this group of students and the new assessment standards on the math assessment.

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 that showed the greatest gap when compared to the state average was 7th

grade ELA

(+21% points). The factors that contributed to this positive gap was providing intensive remediation via push in and pull out. In addition students provided students with Saturday tutoring targeting the assessment standards.

EWS Areas of Concern

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

Reflection on the EWS data one potential area of concern is the amount of students with chronic absenteeism

Highest Priorities

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

1. increase Math EOC Achievement
- 2.increase BEST writing assessment scores
- 3.Increase overall student attendance

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.

As part of our initial Professional Learning Community, the Curriculum Leadership Council, met to review

and discuss the Math EOC data and collaborated on the trend of second year decline in the area of algebra and geometry.

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.

Students taking algebra 1 and geometry EOC will increase overall learning gains from 35% to 44% as evidenced by the spring 2025 administration BEST math EOC assessment.

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

Person responsible for monitoring outcome

Marilyn Orta (morta@coheaedu.com)

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:

COHEA will be using results from PM1 to identify students that need extra support or remediation. Student will be pulled out and interventions will be determined by the students individual are of need.

IReady will be used to remediate academic gaps.

Rationale:

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

Tier of Evidence-based Intervention:

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

Person Monitoring:

By When/Frequency:

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

Area of Focus #2

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

Instructional Practice specifically relating to ELA

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.

As part of our initial Professional Learning Community, the Curriculum Leadership Council, met to review

and discuss the ELA data and collaborated on the trends in the area of reading and writing.

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.

The students from sixth through tenth grade will increase from 50% to 57% in achieving eight points or more as evidenced by the B.E.ST. Writing Assessment Rubric 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.

The Administration Team and the Department Heads will conduct daily walkthroughs.

The team will meet monthly to review and discuss how the students are performing.

COHEA has hired Interventionists to do the push-ins and pull out with our low performing students.

Person responsible for monitoring outcome

Graciela Carbajosa (gcarbajosa@coheaedu.com)

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, data chat sheet, writing intervention will tailor sessions to the students needs, more progress monitoring across all content areas, closer monitor of subgroups, and vertical alignment.

Rationale:

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

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

Person Monitoring:

By When/Frequency:

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

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.

One Area of Focus is to increase positive culture and environment is to improve students overall

school 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.

Increase overall student attendance from 91% to 94% for 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.

Weekly attendance reports to check more than 3 consecutive absences. Parent conferences with any students that have accumulated more than 5 unexcused absences.

Person responsible for monitoring outcome

Michael Pena (mpena@coheaedu.com)

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:

PBIS will be used to recognize students with good attendance.

Rationale:

To improve the education of students with the belief that Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular 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

Person Monitoring:

By When/Frequency:

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

Dissemination of the SIP to all stakeholders including students, families will be during EESAC Meetings

and Parent Academies. During EESAC meetings leadership team and staff will collaborate with parents

and students to discuss school goals and communicate steps towards meeting these goals. In addition,

the SIP will be made available to faculty during monthly faculty meeting and professional learning communities.

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))

The school plans to build positive relationships with parents, and families through monthly Parent Academies, Annual Family Day, Parent Nights, Holiday Parent Recognition Events and quarterly EESAC

Meetings. To support the needs of students and keep parents informed of their child's progress the school will host quarterly Parent Teacher conferences. In addition, parents will receive messages via school messenger, Remind, email, and social media regarding upcoming school events and assessments.

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))

The school plans to strengthen the academic program in the school by providing differentiated instruction, data chat sheet, Math interventions tailored to the students, additional progress monitoring

across all content areas, closer monitoring of subgroups, and vertical alignment. Teacher will plan cross

curricular lessons to support each other and ensure student engagement on aligned topics. In the area

of mathematics, additional interventionists have been hired and will provide support to algebra 1 and geometry students.

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))

No Answer Entered

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))

COHEA addresses counseling, school-based mental health services, specialized support services, mentoring, and other strategies to enhance students' skills:

1. Counseling Services

COHEA places a strong emphasis on providing accessible and effective counseling services. This includes:

- **Individual and Group Counseling:** Students can receive personal support through one-on-one sessions or group counseling, addressing emotional, social, and behavioral issues.
- **Crisis Intervention:** Immediate support for students in crisis situations, ensuring their safety and well-being.
- **Regular Check-Ins:** Ongoing counseling sessions to monitor and support students' mental health over time.

2. School-Based Mental Health Services

COHEA integrates mental health services directly into the school environment to make them more accessible. This involves:

- **On-Site Mental Health Professionals:** School has 3 counselors on staff.
- **Mental Health Education:** Programs designed to increase awareness and reduce stigma around mental health, teaching students about coping strategies and mental wellness.
- **Coordination with Local Agencies:** Collaboration with community mental health organizations to provide additional resources and referrals.

3. Mentoring Services

Mentoring is a key component of COHEA's strategy to foster personal and academic growth. This includes:

- **Peer Mentoring Programs:** Older students or peers help guide and support younger students, promoting positive behavior and academic success.

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 students receive exposure to a career field of their choice, while benefitting from a vocational or college-prep curriculum whereby as graduates they will be prepared to compete in and contribute to a global economy. Students take a career exploration course in 7th and 8th grade. In 9th grade, students subsequently choose an Academy that will provide the framework for their career development for the 9th – 12th grade years. All students graduate with a certificate of completion in their chosen Academy. As a major component, students receive career counseling and guidance through their high school years tailored to their intended career pathways. Each program offers guest lecturers, worksite visits and an overview of the skills and training required along with the development of leadership and technological skills to best prepare our students for the career track they have chosen.

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)).

We believe that a safe, character development change learning environment is of utmost importance. When children behave in a respectful, honorable, and responsible manner, they learn more and develop into responsible adults whose “character counts.”

The COHEA Honor Code is a school-wide plan that clearly outlines student expectations. Model student behavior is recognized and consequences are given for not adhering to the Honor Code. **As a Miami-Dade County Public Charter School, COHEA uses the Code of Student Conduct published and distributed by the Miami- Dade County Public School Board. In order to ensure a safe and orderly learning environment, COHEA is enforcing stricter standards for its students.**

Please note :

All students enrolled at COHEA are students of Miami Dade County Public Schools, subject to all applicable policies and entitled to same rights.

Each parent must play an active role in supporting this plan. We want our children to learn to be responsible citizens in our community. It is in the children’s best interest that parents and staff work together to ensure a safe and productive learning experience where all students can maximize their potential.

COHEA Honor Code requires students to be honest, kind, respectful, patient, proud, and courteous. COHEA encourages children to believe that mistakes may occur, and what is most important is that

we learn from mistakes and commit not to repeat those errors.

COHEA does not tolerate inappropriate physical contact, such as holding hands, kissing, inappropriate touching, and laying on each other.

If a student does not follow our “Honor Code,” the consequences are as follows: Classroom/Hallway Consequences:

1. **1-2 Violations**-Warning
2. **3 Violations** – Lunch Detention
3. **4-5 Violations** -Warning
4. **6 Violations** – Afterschool Detention
5. **7 Violations** – Warning & Referral to school counselor who will arrange a meeting with parents.
6. **8 or more Violations** - Referral to administration and meeting with parent/guardian. Appropriate disciplinary measures will be taken to prevent future tardies. Referrals may appear on student’s permanent record.

Administrative Consequences:

1st Consequence - Student is sent to the administrator’s office with a referral notice and the parent is notified. Dependent on the incident- reprimand, detention, work detail, indoor suspension, and outdoor suspension will be considered as acceptable forms of punishment.

2nd – 4th Consequence(s) – Indoor Suspension

5th Consequence– Indoor Suspension and placed on a Behavioral Contract

6th Consequence- Subject to disciplinary hearing

A severe clause can be enacted automatically when the student performs one of the violations listed below.

Severe Clause Violations - Fighting, Use or involvement of Drugs and/or Weapons, Use of Profanity, Defiance of School Personnel, Assault upon a Staff Member, Continuous Disruptive Behavior. The Parent/guardian will be called to pick up the student. Any infraction within the Severe Clause will result in an immediate 7-10 day outdoor suspension.

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)).

2024-2025 Year Overview

- **August**

- CLC PLC: School Culture, Schoolwide Goals/WIGs (MPP: 6)
- Opening of Schools (MPP: 32)
- AP Classroom
- Classroom Strategies and De-Escalation
- ESOL Strategies
- Explicit Instruction
- Gradebook
- PBIS
- Planbook

- **September**

- CLC PLC: School Culture, Schoolwide Goals/WIGs (MPP: 3)
- Introduction to the Coaching Cycle (Department Heads) (MPP: 3)
- Team Tuesday: Mentoring Zone (September 10, 2024) (MPP: 3)
- DLI Frontline Dashboard
- LiM Dashboard

- **October**

- CLC PLC: School Culture, Schoolwide Goals/WIGs (MPP: 3)
- Faculty Meeting Bell Ringers: STEAM, LiM (MPP: 2)
- PD Day (MPP: 8)
- Topic: Data Chats. Differentiated Instruction
- Date: October 3, 2024
- TEAM PLC (Customized for Departments) (MPP: 3):
- Topics: STEAM
- Date: Week of October 7, 2024

- **November**

- CLC PLC: School Culture, Schoolwide Goals/WIGs (MPP: 3)
- Faculty Meeting Bell Ringers: STEAM, LiM (MPP: 2)
- PD Day (MPP: 8)
- Topic: Tech Tools for Educators
- Date: November 5, 2024
- Team Tuesday: Topic based on teacher needs. (November 19, 2024) (MPP: 3)

- **December**

- CLC PLC: School Culture, Schoolwide Goals/WIGs (MPP: 3)
- Faculty Meeting Bell Ringers: STEAM, LiM (MPP: 2)
- Team Tuesday: Mentoring Zone (December 17, 2024) (MPP: 3)
- TEAM PLC (Customized for Departments) (MPP: 3):
- Topics: STEAM

- Date: Week of December 2, 2024
- **January**
- CLC PLC: School Culture, Schoolwide Goals/WIGs (MPP: 3)
- Faculty Meeting Bell Ringers: STEAM, LiM (MPP: 2)
- Team Tuesday: Topic based on teacher needs. (January 14, 2025) (MPP: 3)
- TEAM PLC (Customized for Departments) (MPP: 3):
- Topics: PM2 Data Chats, Focus Calendars (Raising the Barr)
- Date: TBD
- PD Day (MPP: 8)
- Topic: Teaching Strategies
- Date: January 17, 2025
- **February**
- CLC PLC: School Culture, Schoolwide Goals/WIGs (MPP: 3)
- Faculty Meeting Bell Ringers: STEAM, LiM (MPP: 2)
- TEAM PLC (Customized for Departments) (MPP: 3):
- Topics: Mid-Year Data Chats, Focus Calendars (Raising the Barr)
- Date: TBD
- **March**
- CLC PLC: School Culture, Schoolwide Goals/WIGs (MPP: 3)
- Faculty Meeting Bell Ringers: STEAM, LiM (2)
- **April**
- CLC PLC: School Culture, Schoolwide Goals/WIGs (MPP: 3)
- Faculty Meeting Bell Ringers: STEAM, LiM (2)

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.

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).

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