

Miami-Dade County Public Schools

Charter High School Of The Americas (Florida City



2021-22 Schoolwide Improvement Plan

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Charter High School Of The Americas (Florida City Campus)

103 LUCY ST, Florida City, FL 33034

www.lincolnmartischarterschools.com

Demographics

Principal: **Barbara Sanchez**

Start Date for this Principal: 8/12/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Charter High School of the Americas (FI City) is to provide a challenging curriculum in which academic excellence, character development and individual growth are nurtured in a safe and positive environment that includes the active participation of students, teachers, parents and community stakeholders.

Provide the school's vision statement.

At Charter High School of the Americas we believe that the quality of any nation, state, city, community and family must be judged by the preparation and advancement of the individuals who comprise them

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Sanchez, Barbara	Principal	
Llorente, Marielys	Assistant Principal	
Groso, Alexandra	ELL Compliance Specialist	
Laing, Monepha	Teacher, K-12	
Mason, Jacqueline	Teacher, K-12	
Gonzalez, Maribel	Teacher, K-12	

Demographic Information

Principal start date

Monday 8/12/2019, Barbara Sanchez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

3

Total number of students enrolled at the school

25

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	9	14	0	0	23
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	2	1	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	2	2	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 9/22/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	19	6	0	0	25
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - Updated

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	19	6	0	0	25
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%				59%	56%		59%	56%
ELA Learning Gains	18%				54%	51%		56%	53%
ELA Lowest 25th Percentile					48%	42%		51%	44%
Math Achievement	62%				54%	51%		51%	51%
Math Learning Gains	35%				52%	48%		50%	48%
Math Lowest 25th Percentile					51%	45%		51%	45%
Science Achievement					68%	68%		65%	67%
Social Studies Achievement					76%	73%		73%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019					
Cohort Comparison						
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

I-READY- Grade 9 only (Grade 8 data for 20-21), FAIR, Adaptive Progress Monitoring Assessments, Mid Year Assessments, FSA/EOC

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29	32	35
	Economically Disadvantaged	29	32	35
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57	63	50
	Economically Disadvantaged	57	63	50
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64	61	50
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			50
	Economically Disadvantaged Students With Disabilities English Language Learners			50
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ELL	17	17		58	25						
HSP	35	18		62	35						
FRL	36	19		60	32						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	150
Total Components for the Federal Index	4
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	

Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The areas most affected according to the 2020-2021 data was English Language Arts Proficiency, English Language Arts Learning Gains and Mathematics Learning Gains . ELA Achievement: 35%, ELA Learning Gains learning gains: 18% and Mathematics Learning gains: 35%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to the latest data we need to increase the overall ELA Proficiency in addition to ELA learning gains and Mathematics learning gains.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Last year due to the pandemic we had an average of 50% - 51% of students attending school physically which had a significant negative impact in the ELA proficiency, ELA Learning gains and Mathematics learning gains data. The latest data reflect the statistics - the students who remained at home (or mostly at home) scored the lowest on the standardized assessments versus the students' who mainly attended school physically.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

No data was available for the 2018-2019 school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

N/A

What strategies will need to be implemented in order to accelerate learning?

Students are all physically back in school, this will assist students' in overcoming learning gaps especially in English Language Arts and overall learning gain.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

N/A

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Intervention pull outs and tutoring camps.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Due to the pandemic and having 50% of students in remote-learning during the 2020-2021 school year the 2021-2022 SIP goal is to Increase English Language Arts Proficiency, English Language Arts learning gains on the 2022 FSA/EOC Assessments. This goal was selected as the student' who were in remote-learning scored the lowest on the 2021 assessments.

Measureable Outcome: The following are the goals for this school year: increase ELA overall proficiency from 66% to 75%, increase ELA learning gains from 18% to 50%, increase Mathematics learning gains from 35% to 60%.

Monitoring: The students will be administered the FAIR AP 1- 3 Reading assessment three times during the year. In addition, students will be administered the Adaptive Progress Monitoring assessments (Baseline & Post Baseline) to measure their Reading academic progress.

Person responsible for monitoring outcome: Marielys Llorente (928560@dadeschools.net)

Evidence-based Strategy: Ongoing progress monitoring through the I-READY Program for students who obtained a level 1/2 on the 2021 FSA Assessments. Imagine Learning for ESOL level 1 students.

Rationale for Evidence-based Strategy: Ongoing progress monitoring through the I-READY Program. Consistent assessment of the Mathematics standards through Standards Mastery (I-Ready). District Topic Tests (Performance Matters).

Action Steps to Implement

The administration will monitor the usage of the I- READY and Reading Plus program. Administrative - teacher data chats will be conducted at the conclusion of each diagnostic assessment. Interventions will be provided to the students.

Person Responsible Marielys Llorente (928560@dadeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Due to the pandemic and having 50% of students in remote-learning during the 2020-2021 school year the 2021-2022 SIP goal is to Increase Mathematics learning gains on the 2022 EOC Mathematics Assessments. This goal was selected as the students who were in remote-learning scored the lowest on the 2021 assessments.

Measureable Outcome: The Mathematics 2021-2022 goal is to increase the Mathematics learning gains from 35% to 60% on the 2022 EOC Mathematics assessments.

Monitoring: The students will be periodically assessed utilizing the district topic assessments found on Performance matters.

Person responsible for monitoring outcome: Marielys Llorente (928560@dadeschools.net)

Evidence-based Strategy: Students will gain fluency in mathematics concepts through the IXL program. In addition, students will be assessed on the different Mathematics standards through the District Topic Tests (Performance Matters). Lastly, students who achieved a level 1/2 on the 2021 FSA / EOC will receive interventions through the I-READY program.

Rationale for Evidence-based Strategy: One of the lowest domains on the FSA was the Mathematics learning gains.

Action Steps to Implement

The administration will monitor the usage of the IXL and I-READY program. Administrative - teacher data chats will be conducted at the conclusion of each topic and district assessment. Interventions will be provided to the students.

Person Responsible: Marielys Llorente (928560@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The mission of Charter High School of the Americas (FI City) is to provide a challenging curriculum in which academic excellence, character development and individual growth are nurtured in a safe and positive environment that includes the active participation of students, teachers, parents and community stakeholders.

The school strongly believes that the main factor on promoting academic success is by consistently having ongoing communication with all stakeholders when it comes to school-wide data and school improvement strategies. Our utmost goal is to ensure all students are provided with a challenging education which will prepare them to be successful in the real world.

Since our school is a Title I school we conduct physical and/or remotely parent / student workshops on a monthly basis focusing on important topics including but not limited to: Accessing the electronic grade book portal, Code of Student conduct, statewide assessments, Reading strategies, Graduation requirements, Truancy, migrant resources etc.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The leadership team comprised of school principal, assistant principal, counselor and lead teachers will focus on maintaining and enhancing a positive school culture. Our utmost goal is to provide a safe, nurturing and encouraging atmosphere while exposing all students to a rigorous academic curriculum.

Students in our school are cognizant that they aren't just a 'number' and know that each of us part of the leadership team have an open door policy for our students. The advantage of having a relative small high school is that each student is assigned to a mentor (administrator, support staff and/or teacher). School counselor in addition to mentors will provide academic advisement sessions throughout the school year in order to assist our students in meeting their graduation requirements.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00

	Total: \$0.00
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