

Miami-Dade County Public Schools

Westland Hialeah Senior High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	18
Positive Culture & Environment	26
Budget to Support Goals	27

Westland Hialeah Senior High School

4000 W 18TH AVE, Hialeah, FL 33012

<http://westland.dadeschools.net>

Demographics

Principal: Giovanna Handal

Start Date for this Principal: 6/30/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (58%) 2016-17: C (50%)
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	
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	27

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<http://westland.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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.

Westland Hialeah Senior High School is entrusted with creating independent learners and responsible citizens for an increasingly competitive, diverse and global community. Westland Hialeah Senior High School will enable and facilitate the academic and personal growth of youngsters by fostering a high quality, nurturing, and safe environment that meets the individual, as well as collective needs of all student.

Provide the school's vision statement.

Westland Hialeah Senior High School will be a dynamic, engaging learning environment committed to high academic standards and expectations, as well as strong ethical principles. Westland Hialeah Senior High School will stress academic achievement in a multicultural, multi-ethnic setting, emphasizing collaboration and involvement of all affected stakeholders.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Handal, Giovanna	Principal	Instructional, cultural and and operational leader of the school. She engages all stakeholders and oversees the collaboration in the school's decision making process.
Diaz-Rubio, Ivette	Assistant Principal	Instructional, cultural and and operational leader of the school. She engages all stakeholders and oversees the collaboration in the school's decision making process.

Demographic Information

Principal start date

Wednesday 6/30/2021, Giovanna Handal

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.*

18

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.*

60

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

1,154

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

9

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

5

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	240	253	294	323	1110	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	47	99	107	106	359	
One or more suspensions	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	14	83	77	68	242	
Course failure in Math	0	0	0	0	0	0	0	0	0	34	85	90	69	278	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	64	83	86	108	341	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	64	71	72	71	278	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	112	0	0	0	112	
	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	64	120	117	116	417

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	2	1	0	0	3	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	5	3	2	11	

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	260	314	347	331	1252
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	101	107	109	145	462
One or more suspensions	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	83	76	70	21	250
Course failure in Math	0	0	0	0	0	0	0	0	0	0	85	88	71	30	274
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	82	86	110	118	396
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	69	72	71	81	293

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	120	116	119	107	462

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	2	1	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	3	2	1	11

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				42%	59%	56%	44%	59%	56%
ELA Learning Gains				49%	54%	51%	47%	56%	53%
ELA Lowest 25th Percentile				39%	48%	42%	49%	51%	44%
Math Achievement				49%	54%	51%	55%	51%	51%
Math Learning Gains				50%	52%	48%	57%	50%	48%
Math Lowest 25th Percentile				57%	51%	45%	57%	51%	45%
Science Achievement				59%	68%	68%	58%	65%	67%
Social Studies Achievement				58%	76%	73%	61%	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	44%	55%	-11%	55%	-11%
Cohort Comparison						
10	2021					
	2019	37%	53%	-16%	53%	-16%
Cohort Comparison		-44%				

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	58%	68%	-10%	67%	-9%
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	56%	71%	-15%	70%	-14%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	63%	-3%	61%	-1%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	42%	54%	-12%	57%	-15%

Grade Level Data Review - Progress Monitoring Assessments

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

The 2020-2021 Midyear assessment data is provided as our progress monitoring tool.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	33.0	0
	Economically Disadvantaged	0	33.0	0
	Students With Disabilities	0	7.0	0
	English Language Learners	0	11.0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	60.0	0
	Economically Disadvantaged	0	60.0	0
	Students With Disabilities	0	41.0	0
	English Language Learners	0	65.0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	37.0	0
	Economically Disadvantaged	0	38.0	0
	Students With Disabilities	0	12.0	0
	English Language Learners	0	3.0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	44.0	0
	Economically Disadvantaged	0	37.0	0
	Students With Disabilities	0	5.0	0
	English Language Learners	0	30.0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	4.0	0
	Economically Disadvantaged	0	4.0	0
	Students With Disabilities	0	0.0	0
	English Language Learners	0	2.0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	63.0	0
	Economically Disadvantaged	0	61.0	0
US History	Students With Disabilities	0	53.0	0
	English Language Learners	0	32.0	0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

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
SWD	14	28	21	15	13	24	20	41		70	29
ELL	16	33	31	27	33	38	30	42		87	47
BLK								20			
HSP	33	40	34	25	29	35	45	55		91	50
FRL	33	38	33	25	29	37	43	53		91	48

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
SWD	24	27	36	22	35	42	33	50		83	21
ELL	28	45	40	45	50	56	51	42		80	63
BLK	25	45		30	70						
HSP	43	50	39	50	49	55	59	58		86	54
FRL	41	50	41	49	50	57	58	56		86	53
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
SWD	18	50	59	17	33	44	27	41		57	19
ELL	23	49	49	51	60	59	45	37		73	66
BLK	50	40		60	70						
HSP	44	47	49	56	57	55	58	60		80	66
FRL	43	47	49	55	56	58	58	60		79	66

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)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	484
Total Components for the Federal Index	11
Percent Tested	89%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners 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%	
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	20
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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%	
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Based on the SIP Data Dashboard, ELA and Math course failures increased in almost every grade level except 9th from 2019-20 to 2020-21. Math: 12th grade from 30 to 69, 11th grade, from 71 to 86. ELA 12th grade from 21 to 68, 11th grade from 70 to 77, 10th grade from 76 to 83. Our 2021 FSA raw data indicates that in 9th grade, 28% of students were proficient in Reading and 30% were proficient in Algebra 1. In 10th grade, the 2021 FSA raw data indicates that 36% of students were proficient in Reading and 25% were proficient in Geometry.

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

Based on the 2020-21 progress monitoring data, ELA subgroup ESE decreased in proficiency by 8% (from 23% in 2019 to 15% in 2021). The ELA subgroup ELL decreased in proficiency by 2% (from 13% in 2019 to 11% in 2021). According to the 2021 FSA raw data only 28% of 9th graders and 36% of 10th graders were proficient in Reading.

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

In 2020-21 school year, 75% of students were MSO. Distance learning was a major contributing factor for the trends that emerged across grade levels, sub-groups and content area. However, over 40% of our 9th grade students were physically in the building. For the 2021-22 school year, all students will be returning physically.

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

Based on the 2020-21 progress monitoring data, US History increased in proficiency by 13% (from 56% in 2019 to 69% in 2021).

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

The main contributing factor for this improvement has been our standards-based collaborative planning. Collaboratively, we developed and implemented benchmark-based assignments and assessments.

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

Standards-based collaborative planning, collaborative data chats, and corrective feedback for students needs to be implemented with fidelity.

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.

The PLST will assess teacher needs in order to develop department based sessions to train teachers on a variety of topics such as technology, differentiated instruction, and best practices for specific

content. During faculty meetings, teachers will receive training on overall best practices to stay relevant and maintain student engagement.

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

Collaborative planning will be scheduled weekly and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to our goals. Teachers will also use TEAMS to collaborate and post their shared plans and activities. Extended Learning opportunities will be provided with Saturday tutoring and interventions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Based on the SIP Data Dashboard, ELA and Math course failures increased in almost every grade level except 9th from 2019-20 to 2020-21. Math: 12th grade from 30 to 69, 11th grade, from 71 to 86. ELA 12th grade from 21 to 68, 11th grade from 70 to 77, 10th grade from 76 to 83. Our 2021 FSA raw data indicates that in 9th grade, 28% of students were proficient in Reading and 30% were proficient in Algebra 1. In 10th grade, the 2021 FSA raw data indicates that 36% of students were proficient in Reading and 25% were proficient in Geometry. This indicates a lack of student engagement.
Measurable Outcome:	We will increase the amount of students that successfully pass their ELA and Math courses in each grade level by 20% by monitoring grades quarterly, establishing protocols and ensuring teacher feedback. This will be monitored twice a quarter by reviewing progress reports and report card data through gradebook. This should also promote an increase in proficiency rates on the FSA.
Monitoring:	Student engagement will be monitored quarterly through gradebook course failure reports. Progress of student academic achievement will be monitored through teacher data chats and evidence of student data chats with their respective content area teachers.
Person responsible for monitoring outcome:	Giovanna Handal (pr7049@dadeschools.net)
Evidence-based Strategy:	Student engagement is an evidenced-based strategy that refers to the level of motivation for learning and taking ownership in their education. Through corrective feedback, we can provide intentional constructive verbal or written assistance to students in understanding their areas of success and areas of development.
Rationale for Evidence-based Strategy:	This specific strategy was selected because students should take ownership of their academic progress to ensure maximizing their potential. Students that successfully pass their ELA and Math courses are on track to graduate and will help us increase our graduation rate.
Action Steps to Implement	
Teachers will post their daily assignments on TEAMS for each of their periods to ensure that students have access and can take accountability for their assignments beginning September 1, 2021.	
Person Responsible	Yessenia Lambo (ylambo@dadeschools.net)
Teachers will input their grades on a weekly basis so that students and parents have an accurate and up to date account of their progress beginning the week of August 23, 2021	
Person Responsible	Giovanna Handal (pr7049@dadeschools.net)
Teachers will provide corrective and positive feedback in a timely manner at least twice a quarter to ensure student progress. Teacher will document each session on the gradebook under notes beginning September 1, 2021.	
Person Responsible	Giovanna Handal (pr7049@dadeschools.net)
Teachers will allow students to make up one assignment during the week of Vibe Check after progress reports to encourage students to increase their grades. Teachers will select what assignments may be eligible for makeups. This Vibe Check will take place the week of September 20, 2021.	

Person Responsible Yessenia Lambo (ylambo@dadeschools.net)

Teachers will host data chats with students. Students will use their data from various assessments to take ownership of their learning and track academic progress and growth from November 1st - December 17th, 2021.

Person Responsible Yessenia Lambo (ylambo@dadeschools.net)

Teachers will identify students who will participate in targeted interventions that will increase engagement in learning from November 1st - December 17th, 2021.

Person Responsible Yessenia Lambo (ylambo@dadeschools.net)

Teachers will host data chats to review MYA data with students and progress toward meeting proficiency on the Spring assessments from January 31st, - April 29th, 2022.

Person Responsible Yessenia Lambo (ylambo@dadeschools.net)

Saturday tutorial will begin January 29th - April 23rd and school will invite L25/L35 as well as any other student who can benefit from tutoring. Teachers will identify these students and monitoring will take place from January 31st through April 29th, 2022.

Person Responsible Yessenia Lambo (ylambo@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale:**

Based on the progress monitoring data, it was evident that collaborative planning in different subject areas was not implemented effectively. Based on the SIP Data Dashboard, ELA and Math course failures increased in almost every grade level except 9th from 2019-20 to 2020-21. Math: 12th grade from 30 to 69, 11th grade, from 71 to 86. ELA 12th grade from 21 to 68, 11th grade from 70 to 77, 10th grade from 76 to 83. Our 2021 FSA raw data indicates that in 9th grade, 28% of students were proficient in Reading and 30% were proficient in Algebra 1. In 10th grade, the 2021 FSA raw data indicates that 36% of students were proficient in Reading and 25% were proficient in Geometry.

Measurable Outcome: By implementing Collaborative Planning, our students will increase by 5 percentage points in ELA as evidenced by the 2022 State Assessments.

Monitoring: The Leadership Team will implement a set of guidelines for collaborative planning, adjust master schedule to embed collaborative planning sessions in all content areas, and conduct regular visits during collaborative planning to ensure that its implemented with fidelity within the first quarter of school.

Person responsible for monitoring outcome:

Giovanna Handal (pr7049@dadeschools.net)

Evidence-based Strategy:

Standards-based collaborative planning is an evidenced-based practice that refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers to work together. This practice improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers.

Rationale for Evidence-based Strategy:

Collaborative planning will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available. Additionally, teachers will work together to share best-practices and collaborate to develop engaging lessons.

Action Steps to Implement

Teachers with accountability subjects will have one planning period embedded in their schedule for the purpose of collaborative planning. This will be completed by August 23, 2021.

Person Responsible

Yessenia Lambo (ylambo@dadeschools.net)

Teachers will meet once a week at the beginning of each week to review pacing guides, benchmarks/ standards and create lesson plans. This will begin the week of August 30, 2021.

Person Responsible

Giovanna Handal (pr7049@dadeschools.net)

Teachers will establish shares rolls and protocols to follow during collaborative planning to ensure fairness and share responsibilities. This will be established the week of August 30, 2021.

Person Responsible

Giovanna Handal (pr7049@dadeschools.net)

Teachers will create a collaborative planning TEAMS page to post and share all documents and plans. This will be established the week of August 30, 2021.

Person Responsible

Yessenia Lambo (ylambo@dadeschools.net)

Teachers will engage in collaborative data chats during collaborative planning to analyze the specific academic needs of students in their classes and remediate the concerns. This will take place between November 3rd - 8th, 2021.

Person Responsible Yessenia Lambo (ylambo@dadeschools.net)

Teachers will continue to meet once a week at the beginning of each week to review pacing guides, benchmarks/standards and create lesson plans. This will continue from November 1st - December 17th, 2021

Person Responsible Giovanna Handal (pr7049@dadeschools.net)

Collaborative planning continues to help our teachers work together and plan for lessons. Teachers will continue to meet once a week at the beginning of each week to review pacing guides, benchmarks/standards and create lesson plans. This will continue from January 31st - April 29th, 2022.

Person Responsible Giovanna Handal (pr7049@dadeschools.net)

Teachers will engage in collaborative data chats during collaborative planning to analyze the specific academic needs of students in their classes and remediate the concerns. This will take place between at the beginning of February to discuss MYA data and put plans in place. January 31st - April 29th, 2022.

Person Responsible Yessenia Lambo (ylambo@dadeschools.net)

#3. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	Based on qualitative data from the School Climate survey, 24% of teachers feel their ideas are not listened to and considered. Therefore, we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.
Measurable Outcome:	We will implement the Targeted Element of Instructional Leadership Team. Our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in teacher led presentations on best-practices and participation in activity committees. The percentage of teachers that feel that their ideas are not listened to and considered will decrease by 50% for the 2021-2022 School Climate Survey.
Monitoring:	The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development. By involving teachers and creating new committees, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty/departments/committee meetings.
Person responsible for monitoring outcome:	Giovanna Handal (pr7049@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Empowering Teachers and Staff. Experts in the building will provide a summary of support to the Leadership Team on a monthly basis to ensure we are on the right track to meeting the outcome above. Additionally, we will focus on activities to unite staff and faculty.
Rationale for Evidence-based Strategy:	Involving staff will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process the Leadership Team will create buy-in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

We will conduct a survey to identify what topics or strategies teachers wish to learn more about during a faculty meeting and for professional development. This survey will be conducted by October 6, 2021.

Person Responsible Giovanna Handal (pr7049@dadeschools.net)

We will identify teachers and staff in the building that are knowledgeable on these identified topics to share out for about 10-15 minutes during the monthly faculty meeting. We will also host Professional Development sessions on teacher workdays. This will be completed by October 13, 2021.

Person Responsible Yessenia Lambo (ylambo@dadeschools.net)

Department Chairs and Administration will select a variety of teachers to attend district PDs on rotation. This will take place throughout the year and will begin in October.

Person Responsible Giovanna Handal (pr7049@dadeschools.net)

Teachers will share best practices and information learned at PDs during the monthly Departmental meetings.
This will begin in the October department meetings.

Person Responsible Yessenia Lambo (ylambo@dadeschools.net)

Department Chairs and Administration will continue to select a variety of teachers to attend district PDs on rotation. This will continue from November 1st - December 17th, 2021.

Person Responsible Giovanna Handal (pr7049@dadeschools.net)

Administration will meet with teachers during curriculum council meetings to empower teachers to develop strategies and/or initiatives. This will begin on November 1st, 2021.

Person Responsible Giovanna Handal (pr7049@dadeschools.net)

Administration will continue to meet with teachers during curriculum council meetings to empower teachers to help the school develop actions to improve curriculum and academics in the school. January 31st - April 29th, 2022

Person Responsible Giovanna Handal (pr7049@dadeschools.net)

Curriculum support specialist from the District will come in during planning time and visit classrooms with Department Chair and/or our Academic Coach from January 31st - April 29th, 2022. Some of our teachers have voiced the need for support.

Person Responsible Giovanna Handal (pr7049@dadeschools.net)

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Student Attendance. In 2019, 57% of students had over 11 absences. After implementing attendance initiatives in 2020, students with 11+ absences dropped to 36%. Daily instruction will ensure the fidelity in students' understanding of concepts and skills. Activity initiatives will provide incentives for students to engage in school pride and build culture that leads to higher attendance.

Measurable Outcome: If we implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance rate will increase 5 percentage points by June 2022.

Monitoring: The Leadership Team will plan regular student incentives to promote consistent student attendance. At the end of each month, classes with perfect attendance will be rewarded with various incentives. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Person responsible for monitoring outcome: Giovanna Handal (pr7049@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly/quarterly basis to prevent a pattern of excessive absences.

Rationale for Evidence-based Strategy: Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the LT with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

We will execute the Ready To Go attendance plan which indicates that students may not miss more than 3 days of school, have more than 3 tardies or go home early more than 3 times during each quarter to be eligible to participate in activities, field trips or sports.

Person Responsible Giovanna Handal (pr7049@dadeschools.net)

This initiative will be shared with the faculty and staff at Opening of Schools on August 18, 2021.

Person Responsible Yessenia Lambo (ylambo@dadeschools.net)

This initiative will be shared with students during their grade level orientations on September 2nd and 3rd, 2021.

Person Responsible Josefina Beyra (jmercedes-beyra@dadeschools.net)

This initiative will be shared with parents via the orientation video posted and during open house on September 29, 2021.

Person Responsible Josefina Beyra (jmercedes-beyra@dadeschools.net)

During November 1st - November 8th, the Ready to Go list will be disseminated to all staff members.

Person Responsible Yessenia Lambo (ylambo@dadeschools.net)

During November 1st - November 8th, students on the No Go List will be informed on their status.

Person Responsible Josefina Beyra (jmercedes-beyra@dadeschools.net)

Our Attendance Team will continue to call parents and meet with them regarding student attendance that is over 10 days of unexcused absences. The team will update a live document for the entire team and administration to view. January 31st - April 29th

Person Responsible Giovanna Handal (pr7049@dadeschools.net)

During January 24th - February 1st, students on the No Go List will be informed on their status and all staff members will receive the student list as well.

Person Responsible Josefina Beyra (jmercedes-beyra@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.

Westland Hialeah Sr. ranks as #265 out of 505 which is a moderate incident ranking. Our area of primary focus will be monitoring is the incidents of tobacco use. We will use our social media platforms to post student created PSAs to inform students of the dangers of tobacco use and vaping in order to decrease the number of incidents.

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.

Our strengths within school culture are in Relationships, Physical & Emotional Safety, Engaging Learning Environment, and Support, Care and Connections. Our school activities foster the development of trusting and caring relationships. We encourage mutual respect for individual differences and promote tolerance

and inclusivity. We strive to model and nurture attitudes that emphasize the benefits of learning. Our school leadership is accessible and supportive of school staff.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Department Chairs. The Principal's role is to monitor both the teacher and student initiatives. The Assistant Principals will monitor the mentorship. Department Chairs will assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
Total:			\$0.00