

Miami-Dade County Public Schools

Westland Hialeah Senior High School



2022-23 Schoolwide Improvement Plan

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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: 6/30/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (53%) 2018-19: B (54%) 2017-18: B (58%)
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	ATSI
* 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.

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<http://westland.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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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 students.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
Romero-Mena, Arlete	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.
Acevedo-Brako, Lillian	Reading Coach	Responsible for coaching teachers academically to improve student learning in the classroom. Uses the coaching cycle as a way to improve and support teaching.
Gross, Joseph	Other	Our SPED Chair/Program specialist organizes all SST meetings, Annual IEP and 504 meetings and facilitates collaborative planning sessions with inclusion teachers and general education teachers.
Beyra, Josefina	Other	Magnet Lead and Activities director assist in promoting the school vision and mission to student body and staff. Is also responsible for initiatives and incentives in the school.

Demographic Information

Principal start date

Thursday 6/30/2022, Giovanna Handal

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

12

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

1,113

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	276	309	254	274	1113
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	59	69	90	76	294
One or more suspensions	0	0	0	0	0	0	0	0	0	0	34	26	32	28	120
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	5	49	53	37	144
Course failure in Math	0	0	0	0	0	0	0	0	0	0	20	78	56	21	175
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	121	128	90	0	339
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	117	85	97	1	300
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	146	126	95	91	458

Using the table above, complete the table below with the number of students by current grade level who have 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	117	117	109	37	380

Using current year data, complete the table below with the number of students identified as being "retained.":

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	11	3	2	4	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	3	4	4	15

Date this data was collected or last updated

Saturday 8/27/2022

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	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

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	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	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	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
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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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	54%	51%				42%	59%	56%
ELA Learning Gains	48%						49%	54%	51%
ELA Lowest 25th Percentile	34%						39%	48%	42%
Math Achievement	49%	42%	38%				49%	54%	51%
Math Learning Gains	61%						50%	52%	48%
Math Lowest 25th Percentile	58%						57%	51%	45%
Science Achievement	45%	41%	40%				59%	68%	68%
Social Studies Achievement	55%	56%	48%				58%	76%	73%

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

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
2022					
2019	58%	68%	-10%	67%	-9%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	71%	-15%	70%	-14%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	63%	-3%	61%	-1%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	42%	54%	-12%	57%	-15%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	28	25	14	41	50	28	48		84	24
ELL	16	38	30	41	59	63	35	33		88	53
HSP	38	48	34	48	60	58	44	55		90	52
FRL	38	48	34	48	61	60	45	55		90	50
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	582
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - 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%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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, our raw data indicates that ELA proficiency increased in 9th grade from 28% in 20-21 to 39% 21-22 10th grade. ELA proficiency decreased in 10th grade from 50% 20-21 to 37% 21-22. In the area of math, our Algebra content area increased significantly from 29% proficient in 20-21 to 58% in 21-22. Geometry also increased a total of 2% points from 20-21 to 21-22 school year. In the area of learning gains, our Algebra 1 scored 74% learning gains. In Geometry, learning gains were lower at 40%. In Biology, we decrease 2% points from 43% to 41% and in US History we decreased from 51% to 49%. When looking at our subgroup data, ELL students increased in all areas except, Social Science, ELA proficiency, and ELA L25. Free/Reduced lunch students increased in every area except, graduation and college and career readiness. Students with disabilities data show increases in every area except all ELA categories and math proficiency.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in the area of English and College and Career Readiness. Scores in both of the areas show scores have decreased or plateaued. For example, ELA scores for the SWD decreased by 11 percentage points since 2019. The ELL subgroup dropped 11 percentage points from 2019 to 2021 and showed no change in 2022. HSP and FRL groups decreased in ELA proficiency from 2019 to 2021 by 10 percentage points and 12 percentage points respectively and showed an increase of 5 percentage points in 2022. In the area of ELA learning gains, both the HSP and FRL groups showed increases from 2021 to 2022 14 percentage points and 15 percentage points respectively. The SWD group stayed consistent from 2021 to 2022 at 28 percentage points. The ELL students increased by 5 percentage points. Acceleration rates have decreased since 2019 for all subgroups and for the school overall. There is an opportunity for growth in the area of acceleration. Westland did have a 67% acceleration rate in 2019 but has held steady in the low 50% area since 2019.

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 the 2021-22 school year, students returned to the building after a full school year of disrupted learning. Student behavior, mental health issues, and apathy were more apparent as indicated in our Climate

Survey data from teachers and students. Acclimating to the school environment was a major contributing factor to the trends that emerged across grade levels, sub-groups, and content areas. For the 2022-23 school year, students will be accustomed to a 'normal' school routine and we will be implementing several new initiatives to increase student motivation as well as incentivize and promote positive behavior.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Algebra 1 Learning Gains increased from 29% in 2021 to 58% in 2022 in overall achievement. The SWD subgroup increased from 13% in 2021 to 41% in 2022 in Math learning gains. ELL showed an increase of 26 percentage points from 2021 to 2022 in Math learning gains. The HSP and FRL subgroup both increased by 13 percentage points from 2021 to 2022 in Math learning gains.

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

The collaborative planning schedule allowed for standards-aligned planning. Data chats with teachers contributed to conversations about student progress and how to increase student achievement. Data chats with students led to focus on areas of improvement and allowed students to take ownership of their learning. These actions improved data tracking, instructional planning and capitalized on instructional time to promote student understanding.

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

The following strategies will be implemented to accelerate learning:

- Standards-Based Collaborative Planning
- Differentiated Instruction
- Data-Driven Instruction
- Ongoing Progress Monitoring (OPM)
- English Language Learners (ELL) Strategies
- Special Education (SPED) Strategies
- Instructional Support/Coaching

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.

Instructional coaches, administrators and Professional Learning Support Team (PLST) will develop the following professional development opportunities:

- Understanding current school data- August 12th
- Common Planning to align resources and instruction - August 15th
- Performance Matters training and ELA OPM data review - September 26th
- Continuous PDs - ELA department will continue to meet and use OPM data throughout the year while other department areas will be using Performance Matters Data. Data will drive data chats.
- Continuous - Reading coach will continue to assist teachers with reading strategies in various subject areas and intervention groups will be adjusted based on data.

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

Other learning opportunities will be provided such as after-school tutoring, strategic interventions, Saturday School, and educationally rich extracurricular activities.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Learning Environment

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

When analyzing Climate Survey data, 42% of students indicated student behavior as affecting learning, Violence concerns went up to 22% and the statement "teachers are interested in how I do in the future" decreased to 34%. Teachers also echoed the lack of student interest in learning and indicated an increase in violence in the school. Attendance indicators also show 45% of students with 16 or more absences, further proving a lack of interest in school and a non-supportive learning environment. PowerBi data indicates the school is 1% point higher than the district in referrals as well. These areas while focused on behavior and attendance depict a learning environment that negatively reinforces unwanted outcomes. By promoting positive relationships and behaviors in the building through incentives and opportunities for meaningful connections, all stakeholders will be able to feel supported and safe in their environment. Through the use of monthly SEL activities, students and staff will learn to regulate emotions and stress.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Successful implementation of Positive Behavior Support strategies will increase student and staff feelings of security and value, which will be evidenced by a 5% point increase on the questions related to safety and security in the 2023 climate survey.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

School leadership team will meet monthly to review the implementation of activities, presentations and actions taken to address the learning environment through multiple PBS and SEL initiatives planned for the 22-23 school year. The leadership team will evaluate progress of achieving the goal by participation in activities and overall changes in the school environment and culture.

Person responsible for monitoring outcome:

Arlete Romero-Mena (ar_romero@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

The evidence-based strategy being implemented for the Learning Environment area of focus in our school will concentrate on Positive Behavior Support and Social Emotional Learning strategies with the assistance of various volunteers who have created ways to shift focus on positive behaviors for all stakeholders. During monthly meetings, the leaders of these initiatives will meet to discuss the ways our school is progressing in the achievement of creating a more supportive learning environment and ways we can shift to continue to see growth.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. The rationale for selecting positive behavior support along with social emotional support strategies to support the learning environment is based on research that when the shift is made to focus on positive behavior and teach stakeholders how to manage emotions, students and staff alike, make responsible decisions and create positive connections that in turn support a classroom environment's growth. We know when students are recognized for positive behaviors and focus is shifted towards creating positive relationships, students are better prepared to engage in their learning.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 22nd – October 14th: Bi-weekly meetings with our lead teachers heading the Positive Student Behavior and Employee Wellness plans will discuss impact and feedback on initiatives such as birthday grams for students and staffs, attendance incentives for students and staff and monthly recognition of values matter and do the right thing for students. These meetings will help increase focus on the positive behaviors and sound decision making by the stakeholders in our school. The outcome of these meetings will help create a supportive learning environment that will impact student learning positively.

Person Responsible Arlete Romero-Mena (ar_romero@dadeschools.net)

August 22nd – October 14th: Our counselors will organize SEL Strong meetings for students focusing on various topics concerning mindfulness, breathing techniques, nutrition, and other topics to provide students with the skills to manage stress and emotions which will improve behavior and increase the positive impact on the learning environment.

Person Responsible Solmaria Cohen (scohen@dadeschools.net)

August 22nd – October 14th: Our Employee Wellness lead teacher will provide staff with stress relief techniques and other strategies. They will also celebrate staff birthdays, organize staff wellness meetings, and trainings to help staff members focus on positive behaviors as well as get recognized for their positivity.

Person Responsible Arlete Romero-Mena (ar_romero@dadeschools.net)

August 22nd – October 14th: Our teacher heading out Positive Behavior Initiative will create various ways to recognize student behavior and shift focus to positive behavior in our school culture. Examples of promoting positivity include, Do the Right Thing, Values Matter, Student Birthdays, Athlete Spotlight and other ways to recognize students.

Person Responsible Lolita Samuel (lsamuel@dadeschools.net)

October 31st - December 16th: During faculty meetings, our teachers will continue to nominate a faculty member to be recognized for each respective month. The "Level Up" recognition promotes positive behavior and in turn positive school culture.

Person Responsible Arlete Romero-Mena (ar_romero@dadeschools.net)

October 31st - December 16th: Our counselors will organize SEL Strong Classroom visits. They will meet with students to discuss various topics such as social isolation, promoting inclusivity, the effects of drug use, and mindfulness. These activities encourage school-wide student participation and help create decreased levels of stress and promote a positive school culture. These strategies can help reduce the negative effects of stress and increase students' SEL which in turn helps students to stay engaged, and focus, increases classroom participation, and compassion towards others, resulting in an overall improvement in academic performance.

Person Responsible Solmaria Cohen (scohen@dadeschools.net)

#2. Instructional Practice specifically relating to Career & Technical Education**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Most areas of the 2022 data points showed increases. The area indicating a decrease overall and decreases or stagnancy in our subgroup data was our Career and College Readiness data. In 2018 the school achieved a level of 67% acceleration. Currently the school sits at 50% acceleration even though students have the opportunity to attend various CTE earning magnet programs, Dual Enrollment classes, AP Classes and vocational programs through Lindsey Hopkins or George T. Baker. With all the opportunities here at Westland, students are not taking advantage of career or college readiness courses to their full potential.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Successful implementation of Data-Driven Decision Making throughout the school year will increase student focus on course options and will increase our acceleration points by a minimum of 5 percentage points by the end of the 22-23 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

School administrators will meet with Vocational Lead Teacher, Spanish and 2D Art Design Teachers, counselors and Dual Enrollment, Lindsey and George T. Baker coordinator monthly to look at data success of students in the courses/programs. Together, school administrators and indicated school personnel will evaluate progress of these programs and make necessary adjustments.

Person responsible for monitoring outcome:

Arlete Romero-Mena (ar_romero@dadeschools.net)

Evidence-based

Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy implemented for the Career & Technical Education area of focus in our school will concentrate on Data-Driven Decision Making. As select teachers and administrators will review magnet data, CTE data, academic progress and identify students as candidates for the programs at Westland Hialeah Senior High, students will be able to realize their full potential and increase their proficiency.

Rationale for Evidence-based Strategy: Explain the rationale for

The rationale for selecting Data-Driven Decision Making to support the learning environment is based on research that when data is used at every level the school can set better goals and students will be more likely to make better choices and improve their behavior and/or academic progress.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 31st - October 14th: Teachers and counselors will identify students who may benefit from the many programs in our school. Identified students will then speak to the Dual Enrollment, George T. Baker and Lindsey Hopkins coordinator, or one of our Advanced Placement or Vocational teachers to go over student data, showcase school programs and provide students with feedback and benefits of following these tracks. Students will then be able to sign up for the courses the next year or take placement exams to begin vocational programs.

Person Responsible Solmaria Cohen (scohen@dadeschools.net)

August 31st - October 14th: Vocational teachers will identify and speak to students in their classes about the programs Westland offers. Teachers will provide students with applications to apply for their magnet track which will offer students the opportunity to earn industry certifications, or higher GPAs which will prepare students for work and/or college or vocational programs.

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

August 31st - October 14th: Advanced Placement courses such as 2D Design and Spanish will be available to create opportunities for students who due to language barriers or academic barriers would not normally take an AP course. These courses offer underrepresented students in AP classes the opportunity to achieve a college credit. Teachers will provide students with corrective feedback throughout the course to ensure their success in these courses.

Person Responsible Arlete Romero-Mena (ar_romero@dadeschools.net)

August 31st - October 14th: George T Baker and Lindsey Hopkins will be invited to our school to present their programs to our Freshmen. The students will learn about the various programs they can apply to and the opportunities they have to earn career certifications.

Person Responsible Arlete Romero-Mena (ar_romero@dadeschools.net)

October 31st - December 16th: Vocational teachers will be part of our articulation fair, where they present the different opportunities offered at our school. They will speak to students about different paths toward vocational careers. Vocational teachers will invite students to join their club meetings and tour the magnet vocational classrooms. This would allow our students more opportunities to select the vocational track that is interesting to them, which would keep them engaged in school and lead them to get Industry Certified within careers they are interested in pursuing.

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

October 31st - December 16th: Vocational teachers and our student services department organize Middle schools visiting our school to learn about our vocational and Dual Enrollment college programs. This encourages students from other locations to take advantage of opportunities we have to offer at our

school. Our CAP Advisor provides opportunities for our students to visit with George T. Baker and Lindsey Hopkins faculty to learn about their programs, encouraging industry certification in areas of their choice. When students are encouraged to reach their full potential, they will be more likely to make better choices and improve their behavior and/or academic progress.

Person Responsible Arlete Romero-Mena (ar_romero@dadeschools.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

For the past three years, the Students With Disabilities population has increased in enrollment. For the past three years, the group has not met the target. ELA proficiency dropped 10 percentage points from 2019 to 2021 and further decreased by 1 percentage point in 2022. In ELA learning gains, SWD students have maintained an average of 28%. In the area of Math, students have made significant learning gains from 13% points to 41%. Math achievement data, indicates a similar trend to ELA data; a decrease of 7 percentage points from 2019 to 2021 and further decrease of 1 percentage point from 2021 to 2022. While the data indicates an increase in learning gains, it shows a lack of increase in student proficiency.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Successful implementation of differentiated instruction will increase SWD achievement by 5 percentage points in the area of FAST Math and FAST ELA for the 2023 school data.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Inclusion teachers and general education teachers will meet bi-weekly to plan lessons and target student instruction through the use of differentiated instruction. They will review data and make adjustments to strategies and presentation of content in order to target all students in the classroom and increase student progress towards achievement.

Person responsible for monitoring outcome:

Arlete Romero-Mena (ar_romero@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy being implemented for the SWD subgroup area of focus will be Differentiated Instruction. This instructional framework allows students to access the curriculum in a way that is comprehensible and tailored to them. Differentiated Instruction through intervention classes and Saturday School have been shown to increase student mastery of standards.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

The rationale for using differentiated instruction involves strategic planning and review of data by the teachers, therefore affording students the opportunity to achieve mastery of standards through various learning methods. Teachers will review Progress Monitoring Data and MYA data that will allow them to tailor their instruction to the needs of students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 22nd - October 14th: Through departmental collaborative planning sessions teachers will address the the SPED Strategies they will be using in their lessons to properly scaffold instruction and assist in the mastery of content area skills. Teachers will review data and provide differentiated instruction based on findings to assist SPED students.

Person Responsible Arlete Romero-Mena (ar_romero@dadeschools.net)

August 22nd - October 14th: Inclusion and general education teachers who work in the same classes will monitor the use of SPED strategies and differentiated instruction and will make adjustments based on informal/formal data collection.

Person Responsible Joseph Gross (308103@dadeschools.net)

August 22nd - October 14th: Teachers will conduct data chat with students using multiple data points. Students will understand their area of needs and strengths and will be able to track their progress in mastering content-based standards.

Person Responsible Joseph Gross (308103@dadeschools.net)

September 19th - October 14th: Students in the lowest 25 and 35 percent will be placed in targeted intervention times during their elective times. This instruction will focus on strengthening mastery of standards and therefore increasing proficiency on state exams and district assessments. These interventions are the action steps that will take place through the majority of the school year.

Person Responsible Lillian Acevedo-Brako (lacevedo-brako@dadeschools.net)

October 31st - December 16th: Analyze recent data points to adjust instruction for reteaching and plan for differentiated instruction. Data binders will be made available and will provide evidence of data and discussions that have taken place. Teachers will continue to make modifications to their instructional plans and strategies as data becomes available. This continues to involve strategic data planning by teachers and in turn providing SPED students with SPED strategies and differentiated instruction.

Person Responsible Arlete Romero-Mena (ar_romero@dadeschools.net)

October 31st - December 16th: A continuation of teachers conducting data chats with students using multiple data points. Students will understand their area of needs and strengths and will be able to track

their progress in mastering content-based standards. This continues to involve strategic planning and review of data by the teachers, therefore affording students the opportunity to achieve mastery of standards through various learning methods.

Person Responsible Arlete Romero-Mena (ar_romero@dadeschools.net)

#4. Transformational Leadership specifically relating to Instructional Leadership Team**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2022 Staff Climate Survey data indicates a decline in the question, I feel my ideas are listened to and considered. This item decreased from 76% in 2021 to 48% in 2022. We want to continue to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel they are contributing members of the school community. By allowing teachers to express and implement ideas, we can increase staff morale and impact student success positively.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Successful continuation of our monthly Curriculum Council (Instructional Leadership Team) meetings will allow teachers to contribute to school-wide decisions which will increase the number of teachers who feel their ideas are listened to and considered by a minimum of seven percentage points in the 2023 School Climate Survey.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Curriculum Council Meetings will discuss current school-wide initiatives, progress towards school initiatives, and ideas to improve progress. Leaders will be provided with the opportunity to share concerns and solutions to improve staff morale and the culture in the school. Other teachers will then be informed in various ways, through faculty/department/committee meetings or professional developments designed to address concerns.

Person responsible for monitoring outcome:

Arlete Romero-Mena (ar_romero@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidenced-based strategy we will be using is the strategy of Empowering Teachers and Staff. Teacher leaders will speak to respective departments and assist administrators in monitoring staff morale, teacher concerns, and current initiatives in place to create an environment where teachers feel they are contributing members of our community.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Overall, the data points indicate that school culture is an area of improvement across the board with all stakeholders. Involving teachers in the process of creating, monitoring, and assessing initiatives and allowing them to become active participants in the school will impact the culture positively.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 22nd -October 14th: We will open multiple supplements providing teachers with the opportunity to become leaders in the areas of student behavior, morning and afternoon, employee wellness, and other initiatives. This will enable staff members to see the function of the school outside of the classroom and will empower them as school leaders.

Person Responsible Myrna Fiallo (love2teach@dadeschools.net)

August 22nd - October 14th: Curriculum Council meetings will take place monthly and will empower teachers to help the school develop actions to impact culture and academics positively.

Person Responsible Arlete Romero-Mena (ar_romero@dadeschools.net)

August 22nd - October 14th: Teachers who are receiving supplements from EESAC, will create initiatives to incentivize students and staff and will be able to create systems/processes to monitor their progress. They will report back to administrators and will be able to report the impact of their initiatives throughout various meetings.

Person Responsible Arlete Romero-Mena (ar_romero@dadeschools.net)

August 22nd - October 14th: Department leaders will meet monthly with department members to go over department data, requirements, school updates, activities and other information. This will provide all teachers a platform to voice concerns and ideas that can be used school-wide.

Person Responsible Arlete Romero-Mena (ar_romero@dadeschools.net)

October 31st - December 16th: Provide opportunities for department leaders to participate and debrief in the impact review process. Teacher leaders discussed and planned for targeted strategies and interventions needed for specific areas of improvement. As a result, teacher leaders will actively collaborate on a bi-weekly basis along with the administration to lead and present best practices during common planning. They will present to the faculty their findings and strategies for instructional improvement from the latest impact review. meetings.

Person Responsible Arlete Romero-Mena (ar_romero@dadeschools.net)

October 31st - December 16th: A continuation and full implementation of providing supplements to teachers with the opportunity to become leaders in the areas of student behavior, morning and afternoon, employee wellness, and other initiatives. This will continue to empower teachers to leadership roles outside of the classroom. As school-wide initiatives continue to take place, teacher leaders will feel more involved in school-wide decision-making. By allowing teachers to express and implement ideas, we will see an increase in staff morale and thus impacting student success positively.

Person Responsible Arlete Romero-Mena (ar_romero@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, and 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.