Miami-Dade County Public Schools

Westland Hialeah Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Westland Hialeah Senior High School

4000 W 18TH AVE, Hialeah, FL 33012

http://westland.dadeschools.net

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation 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.
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	ELL Compliance Specialist	Instructional, cultural and and operational leader of the school. She engages all stakeholders and oversees the collaboration in the school's decision making process.
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.
Samuel, Lolita	Teacher, K-12	Social Studies Department Chair, EESAC Member, responsible for PBIS, Values Matter, and Student Government.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Involving stakeholders in the school improvement development process is crucial to ensuring that the plan addresses the needs, aspirations, and concerns of all parties involved. The school leadership team is directly involved in the planning and decision-making process of our school improvement plan. Teachers that are part of our curriculum council leadership team meet within their departments, gather data, and provide insight into the needs of the school. Through our student government and our interclub meetings, our students provide input into improving school culture and increasing student engagement. Through our EESAC Council, members of the community and parents, along with staff provide insight into areas of focus of our school improvement plan. Through the various meetings, all our stakeholders gather input, analyze, and synthesize feedback. This helps in looking for common themes, concerns, and priorities that emerge from different stakeholder groups.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Ensuring the effective implementation and impact of the School Improvement Plan (SIP) to increase student achievement and address achievement gaps is a priority. The SIP will be regularly monitored and revised for continuous improvement through the collection and analysis of data, on-going meetings with all stakeholders, input, and feedback from all stakeholders, and using benchmark data from the previous year to determine if the SIP is leading to significant improvements. This will take place during our monthly Faculty Meeting, Curriculum Council, Department meetings, EESAC meetings, with a frequency of over 3-4 times per month.
Addressing achievement gaps through:
-Targeted interventions, identifying and addressing the needs of students with achievement gaps. These interventions might include specialized tutoring, mentoring, differentiated instruction, and enrichment programs. Ensure that all interventions and strategies promote equity and inclusion. Consider individualized education plans, English language learner support, and special education accommodations.
-Collaborate with teachers, counselors, and support staff to develop personalized approaches for students facing achievement gaps. Regular meetings and collaborative planning will be essential. Conducting periodic evaluations of the SIP's effectiveness in narrowing the achievement gap and overall student performance. These evaluations will inform decisions about the plan's continuance, modification, or redirection. Based on the data and feedback collected, the SIP will be revised as necessary. Strategies that show positive impact will be reinforced, while those with limited impact will be re-evaluated.
-Offer ongoing professional development for teachers to ensure they are equipped with the best instructional practices to support students' needs. By maintaining a comprehensive monitoring process, addressing achievement gaps with targeted strategies, and embracing a commitment to continuous improvement, the school will create an environment where all students can succeed and thrive academically.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	294
One or more suspensions	0	0	0	0	0	0	0	0	0	120
Course failure in ELA	0	0	0	0	0	0	0	0	0	144
Course failure in Math	0	0	0	0	0	0	0	0	0	175
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	339
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	300
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	458

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	380

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	15

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41	55	50	38	54	51	34		
ELA Learning Gains				48			40		
ELA Lowest 25th Percentile				34			34		
Math Achievement*	49	43	38	49	42	38	26		
Math Learning Gains				61			29		
Math Lowest 25th Percentile				58			35		
Science Achievement*	52	62	64	45	41	40	44		
Social Studies Achievement*	59	69	66	55	56	48	54		
Middle School Acceleration					56	44			
Graduation Rate	88	89	89	90	56	61	91		
College and Career Acceleration	55	70	65	52	67	67	50		
ELP Progress	55	49	45	52			47		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	399
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	96
Graduation Rate	88

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	582
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	90

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	4	
ELL	47			
AMI				
ASN				
BLK	60			
HSP	57			
MUL				
PAC				
WHT				
FRL	56			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	3	
ELL	46			
AMI				
ASN				
BLK				
HSP	53			
MUL				
PAC				
WHT				
FRL	53			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	41			49			52	59		88	55	55
SWD	26			23			25	42		28	6	
ELL	20			44			44	40		50	7	55
AMI												
ASN												
BLK	40			50							3	
HSP	42			49			50	59		56	7	55
MUL												
PAC												
WHT												
FRL	38			47			45	59		54	7	56

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	38	48	34	49	61	58	45	55		90	52	52
SWD	13	28	25	14	41	50	28	48		84	24	
ELL	16	38	30	41	59	63	35	33		88	53	52
AMI												
ASN												
BLK												
HSP	38	48	34	48	60	58	44	55		90	52	52
MUL												
PAC												
WHT												
FRL	38	48	34	48	61	60	45	55		90	50	52

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	34	40	34	26	29	35	44	54		91	50	47
SWD	14	28	21	15	13	24	20	41		70	29	
ELL	16	33	31	27	33	38	30	42		87	47	47
AMI												
ASN												
BLK								20				
HSP	33	40	34	25	29	35	45	55		91	50	47
MUL												
PAC												
WHT												
FRL	33	38	33	25	29	37	43	53		91	48	46

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	35%	54%	-19%	50%	-15%
09	2023 - Spring	24%	51%	-27%	48%	-24%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	56%	0%	50%	6%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	52%	-16%	48%	-12%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	65%	-23%	63%	-21%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	66%	-10%	63%	-7%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The area of English Language Arts (ELA) remains an area of challenge for our student body. According to 2022 FSA proficiency data, 37% of 9th-10th grade students mastered proficiency compared to 2023 FAST Data, where 29% of 9th - 10th grade students mastered proficiency. This indicates a decline of 8% points in ELA. Westland serves a significant English for Speakers of Other Languages (ESOL) demographic, and the current academic year has witnessed a substantial influx of newly arrived immigrant students. Furthermore, the absence of a highly effective reading instructor due to a leave of absence has posed a considerable challenge, as identifying a replacement with equivalent qualifications

and experience has proven to be intricate. Moreover, the recent implementation of the new FAST assessment, unfamiliar to our students, has introduced an additional layer of complexity. Simultaneously, the persistent repercussions of the pandemic-induced learning disruptions further compound our endeavors to mitigate the accrued educational loss.

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

Our graduation rate declined by three percentage points (from 90% in 2022 to 87% in 2023). The factors that contributed to this decline are the lack of student engagement due to attendance. In the upcoming academic year of 2023-24, students will intern become more engaged in school culture and in turn impact in attendance, and concurrently, we will introduce a series of initiatives aimed at elevating student motivation. Additionally, these initiatives will serve to provide incentives for and foster positive behavior.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA had the greatest gap when compared to the state average. The challenge arises from the fact that due to this predominant focus on language acquisition, the students encounter considerable difficulty in achieving the development of grade-level standard-based skills, which are rigorously assessed by the state.

Which data component showed the most improvement? What new actions did your school take in this area?

Math showed the most improvement with 63% of students scoring a level 3 or higher, compared the district's 60% and the state score of 50%. This demonstrates a 9%-point increase from 54% during the year 2022. This advancement can be attributed to the strategic implementations that encompass standard-based collaborative planning, instruction tailored to individual learning needs, instruction informed by data analysis, continual monitoring of academic progress, as well as the incorporation of strategies pertinent to English Language Learners (ELL) and Special Education (SPED) students. In addition, a multifaceted approach was undertaken to address the learning disparities resulting from the pandemic-induced disruptions. This encompassed after school hours tutoring sessions, targeted interventions designed to bridge learning gaps, and Saturday School, offering diverse avenues for students to make-up the learning deficits incurred during the pandemic.

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

ELA continues to be an area of concern specifically our lowest 25 percentile, which the majority of students are English Language Learners. Students are presented with various avenues for enhancing language acquisition and cultivating proficiency in accordance with standard-based requirements. These avenues encompass tailored after-school tutoring sessions exclusive to English Language Learners, supplementary Saturday tutoring, utilization of both instructional pull-outs and in-class push-ins. Through these continued initiatives, we will work on ensuring our ELL students are engaged and have a positive school culture experience, and in turn improve their attendance. During the current academic year, an extensive all-day boot camp was even introduced, aimed at priming senior and junior students for the FAST assessment. This summer there is a new initiative for a summer beginners program targeting ELL students. The aim is that this initiative will significantly benefit these students. Another persistent area of concern pertains to student attendance. However, the establishment of an attendance team has yielded some noticeable improvements during the 22-23 academic year. We will also need to prioritize hiring a reliable and effective attendance clerk. Prioritizing the recruitment of a capable attendance clerk is paramount for addressing this continuous concern.

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

1) Positive Culture and Environment specifically relating to Learning Environment
2) ELA proficiency levels targeting our bubble students AND our ELL and SWD population
3) Student Attendance
4) Graduation Rate, specifically our reading retake population

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Upon analyzing the 2023 Climate Survey data, it was revealed that 53% of students did not agree with the statement of "the overall climate or feeling at my school is positive and helps me learn". 54% of students indicated that they do not like coming to school, and the statement "adults in my school care about me as an individual" received a 47% indicating that students feel that 53% of students feel that adults at their school do not care about them. The attendance metrics further corroborate these observations, with a substantial 40% of students with 16 or more absences, providing additional evidence of lack of school interest and an environment less conducive to learning. These identified aspects, although centering around behavior and attendance, collectively delineate an academic environment that unintentionally reinforces underperforming outcomes.

To counteract this scenario, the strategic implementation of initiatives fostering positive relationships and behaviors within the school emerges as a pivotal necessity. Such interventions will not only leave stakeholders with a sense of support and security but also cultivate a learning atmosphere conducive to overall well-being. Through the incorporation of monthly Social and Emotional Learning (SEL) activities, an avenue for emotional regulation and stress management skills among both students and staff can be achieved. This multifaceted approach stands to cultivate an environment where positive outcomes are nurtured, and a sense of well-being prevails.

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

Effective execution of Positive Behavior Support strategies is anticipated to elevate both student and staff sentiments of security and value. This improvement is expected to be demonstrated through a 7 percentage points increase in the safety and security-related inquiries in the 2024 climate survey.

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

On a monthly basis, the school leadership team will meet to assess the implementation of activities, presentations, and measures taken to enhance the learning environment. These efforts encompass a range of Positive Behavior Support (PBS) and Social and Emotional Learning (SEL) initiatives carefully devised for the academic year 2023-2024. Accounting for participation in these initiatives will involve student sign-ins, club memberships increase across the school, student participation in activities and athletic events, and an increase in student attendance throughout the school year. The leadership team's assessment will evaluate progress by active participation in these activities and tracking the changes in the school environment and culture, ultimately contributing to reaching our goal.

Person responsible for monitoring outcome:

Arlete Romero-Mena (ar_romero@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The approach being employed for enhancing the Learning Environment at our school is grounded in evidence-based strategies. This initiative will concentrate on Positive Behavior Support (PBS) and Social Emotional Learning (SEL) techniques. For our SWD our inclusive school clubs, activities, and athletics, will provide our students with exceptionalities opportunities to be part of our extracurricular activities. This will help our SWD students in improving their behavior and in turn their attendance. Through regular monthly gatherings, the leaders spearheading these initiatives will convene to deliberate on the progress

our school is making in the pursuit of cultivating a more supportive learning environment. Additionally, these meetings will serve as a platform to brainstorm ways we can strategically evolve our approach to foster sustained growth.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The decision for selecting positive behavior support, combined with strategies for social and emotional development, is grounded in research. Studies show that when the emphasis is redirected towards fostering positive behavior and equipping stakeholders with emotional management skills, both students and staff demonstrate a propensity for making responsible decisions and forging meaningful connections. These factors, in turn, contribute to the progressive development of the classroom environment. Acknowledging that positive behavior and prioritizing the cultivation of positive relationships enhances students' readiness to actively participate in their learning endeavors.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Every two weeks, our lead teachers overseeing the Positive Student Behavior and Employee Wellness plans will convene to deliberate on the outcomes and input regarding initiatives like distributing birthday grams for both students and staff, providing attendance incentives, and recognizing students monthly for demonstrating the values of integrity and responsibility. These meetings will play a pivotal role in accentuating positive behaviors and fostering well-informed choices among all stakeholders within our school community. The results of these discussions will collectively contribute to the establishment of a nurturing learning environment, thereby yielding a positive impact on student learning.

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

By When: September 29th

Our school counselors will arrange SEL Strong sessions targeting students, concentrating on subjects like mindfulness, breathing methods, nutrition, and more. These sessions aim to equip students with tools to handle stress and emotions effectively, leading to better behavior and a heightened positive influence on the learning environment.

Person Responsible: Solmaria Cohen (scohen@dadeschools.net)

By When: September 29th

Our Employee Wellness lead teacher will offer our staff stress-relief techniques and other valuable strategies. Additionally, they will oversee staff birthday celebrations, coordinate wellness meetings, and facilitate training to encourage positive behaviors and acknowledge staff members for their positive contributions.

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

By When: September 29th

Our teacher leading the Positive Behavior Initiative will create diverse ways to acknowledge student behavior and redirect our school culture's attention towards positive conduct. Examples of fostering positivity include initiatives like "Do the Right Thing," "Values Matter," acknowledging student birthdays, highlighting athletes in the spotlight, and other avenues for recognizing students.

Person Responsible: Lolita Samuel (lsamuel@dadeschools.net)

By When: September 29th

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Career and College Readiness subgroup showed growth of 3% points from the 2020-2021 school year to the 2021-2022 school year. When compared to the district, there is a 15% discrepancy between our school and MDCPS with the district reporting 70% in this category. Our school offers a Early College and Career magnet program, where students have the opportunity to earn college credit and receive industry certification in various CTE courses. Our acceleration and college readiness rate through our Career and technical education programs should be closer to the district average. The various CTE, magnet programs, dual enrollment college classes, Advanced Placement courses and vocational programs through Lindsey Hopkins or George T. Baker, should give more of our students the ability to earn college and career credits.

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

Effective execution of Data-Driven Decision Making throughout the academic year is anticipated to enhance student engagement with course choices. This endeavor is projected to result in a minimum increase of 5% points in our acceleration rate by the end of the 2023-2024 school year.

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

Monthly meetings will be conducted by school administrators, involving the Vocational Lead Teacher, Advanced Placement Spanish instructors, 2D Art Design Teachers, Miami Dade College teachers, Florida International University teachers, counselors, and the Dual Enrollment coordinator, Lindsey, along with the George T. Baker coordinator. The primary focus of these meetings will be to assess the students' achievements in the respective courses and programs. Collaboratively, the school administrators and the designated school personnel will analyze the progress of these initiatives and make any required adjustments.

Person responsible for monitoring outcome:

Arlete Romero-Mena (ar_romero@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based approach being employed for the Career & Technical Education area of focus at our school centers on Data-Driven Decision Making. Through the evaluation of magnet student enrollment, CTE exam passing rate, number of students taking CTE exams, and academic progress, certain teachers and administrators will identify students who align with the programs at Westland Hialeah Senior High. This process is designed to enable students to unlock their full potential and enhance their proficiency.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The decision for selecting Data-Driven Decision Making in strengthening the learning environment is founded on research that underscores how comprehensive data utilization empowers schools to establish more precise objectives. This, in turn, influences students to make improved choices, thereby enhancing both their behavior and academic progress.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Educators and counselors will identify students who could potentially gain from the various programs offered at our school. Once these students are selected, they will have the opportunity to discuss with the Dual Enrollment, George T. Baker, and Lindsey Hopkins coordinators, as well as one of our Advanced Placement or Vocational teachers. These discussions will involve a comprehensive review of student data, a presentation of school programs, and a presentation of the advantages associated with pursuing these pathways. Consequently, students will have the opportunity to enroll in courses for the following year or undertake placement exams to initiate their vocational journey.

Person Responsible: Solmaria Cohen (scohen@dadeschools.net)

By When: September 29th

Vocational instructors will recognize and engage with students enrolled in their classes to discuss the range of programs available at Westland. These teachers will provide students with application forms to apply for their respective magnet tracks. These tracks present students with the chance to attain industry certifications or achieve higher GPAs, thereby preparing them for future endeavors in the workforce, college, or vocational programs.

Person Responsible: Joseph Gross (308103@dadeschools.net)

By When: September 29th

Advanced Placement courses like 2D Design and Spanish are designed to open pathways for students who might not typically opt for an AP course due to language or academic barriers. These offerings aim to provide underrepresented students in AP classes with the chance to earn college credits. Student Learning Success Dual Enrollment classes through Miami Dade College are open this year to students who may not have the ability to enroll traditionally through the Dual Enrollment track. Educators will offer continuous corrective feedback to students throughout the duration of the course, ensuring their success in these programs.

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

By When: September 29th

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For the past four years, the Students with Disabilities population has increased in enrollment. For the past four years, the group has not met the target. ELA proficiency dropped by 22 percentage points when compared to the general student population for the 2022-2023 school year. In the area of Math, students have made significant learning gains from 13% points to 41% and then during the 22-23 school year went down to 36%. Math achievement data, indicates a similar trend to ELA data; a decrease of percentage points in the 22-23 school year.

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

Increase SWD achievement by 5 percentage points in the area of FAST Math and FAST ELA for the 2024 school data by the implementation of differentiated instruction.

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

Every two weeks, inclusion teachers and general education teachers will meet to collaboratively plan lessons and tailor student instruction by employing differentiated instruction. This consistent process involves assessing data and fine-tuning strategies, as well as adjusting how content is presented, all aimed at effectively addressing the needs of every student in the classroom and fostering increased student progress towards academic achievement.

Person responsible for monitoring outcome:

Arlete Romero-Mena (ar_romero@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based approach being applied to enhance the SWD subgroup area of focus involves the utilization of Differentiated Instruction. This instructional methodology facilitates students' access to the curriculum by customizing it to their individual needs. Implementing Differentiated Instruction through intervention classes and Saturday School has demonstrated a proven increase in student proficiency in meeting standards.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The evidence-based strategy for employing differentiated instruction entails teachers engaging in deliberate planning and data analysis. This approach offers students the prospect of attaining standard mastery through diverse learning approaches. Teachers will assess Progress Monitoring Data and MYA data, enabling them to customize their teaching methods to suit students' requirements.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

During departmental collaborative planning sessions, teachers will review student data to identify areas of deficiency in the standards. This will be done through analyzing student work, assessments, and progress monitoring. Teachers would then collectively address the SPED strategies they intend to incorporate into their lessons. This collaborative effort aims to effectively scaffold instruction and support the mastery of content-specific skills. The process involves data review, which then leads to the delivery of differentiated instruction tailored to meet the needs of SPED students.

Person Responsible: Joseph Gross (308103@dadeschools.net)

By When: September 29th

Inclusion and general education teachers, collaborating within the same classes, will consistently monitor the implementation of SPED strategies and differentiated instruction. They will then modify these approaches based on both informal and formal data collection, such as assessments, bi-weekly student progress monitoring, and walk-throughs. Targeted best practices to maximize growth in specific subject areas.

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

By When: September 29th

Educators will conduct data chats with students, incorporating a range of data sources. This process will empower students to identify their strengths and areas for improvement, enabling them to monitor their advancement in achieving mastery of content-based standards.

Person Responsible: Joseph Gross (308103@dadeschools.net)

By When: September 29th

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The results from the 2023 Staff Climate Survey reveal a notable improvement, with 72% agreement on the question, "I feel my ideas are listened to and considered," compared to 48% in 2022. Despite this progress, there is still a significant 28% of staff members indicating their ideas are not considered. This highlights an area where we are dedicated to further enhancement, primarily through the cultivation of teacher leaders. This can be accomplished by involving them in school-wide initiatives and ensuring that staff members are well-informed and perceive themselves as valued contributors to the school community. By facilitating opportunities for teachers to voice and execute their ideas, we anticipate a boost in staff morale and a positive impact on student success.

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

Consistently holding monthly Curriculum Council (Instructional Leadership Team) meetings will enable teachers to actively participate in school-wide decisions, leading to a projected increase of at least five percentage points in the number of teachers who believe their ideas are acknowledged and considered, as evidenced in the 2024 School Climate Survey.

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

During Curriculum Council Meetings, the agenda will consist of ongoing school-wide initiatives, the assessment of advancement in these initiatives, and brainstorming ways to enhance progress. This platform will offer leaders a chance to voice their concerns and propose solutions aimed at boosting staff morale and fostering a positive school culture. Subsequently, the dissemination of information to other teachers will occur through multiple channels, including faculty, department, and committee meetings, as well as tailor-made professional development sessions targeting specific concerns.

Person responsible for monitoring outcome:
Arlete Romero-Mena (ar_romero@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidenced-based strategy revolves around Empowering Teachers and Staff. Teacher leaders will engage with their respective departments and collaborate with administrators to oversee staff morale, address teacher concerns, and evaluate existing initiatives. This collective effort aims to foster an environment where teachers perceive themselves as valuable contributors to our school community.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In general, the data percentage points demonstrate that school culture is an area that requires improvement across all stakeholders. Engaging teachers in the process of creating, overseeing, and evaluating initiatives, and granting them a role as active contributors to the school, is expected to have a beneficial impact on the overall culture.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

We will introduce various additional roles, offering teachers the chance to assume leadership positions in domains such as student behavior, morning and afternoon routines, employee wellness, and various other initiatives. This endeavor will allow staff members to gain insights into the school's operations beyond the classroom and will empower them as influential figures within the school community

Person Responsible: Myrna Fiallo (love2teach@dadeschools.net)

By When: September 29th

Monthly Curriculum Council meetings will serve as a platform to empower teachers, enabling them to collaboratively create strategies that can positively influence both the school's culture and academic environment.

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

By When: September 29th

Staff who are receiving supplements from EESAC will be tasked with developing initiatives aimed at motivating both students and staff. They will also have the opportunity to establish efficient systems and processes to track the progress of these initiatives. Subsequently, they will provide feedback to administrators and will present the outcomes of their initiatives in various meetings.

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

By When: September 29th

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Through EESAC, Curriculum Council, and our Administrative and Leadership teams, all stakeholders have the opportunity to review the funding available through Title 1. The needs of the school are assessed through our data analysis of various measurable areas, including, instructional practice, school culture, college and career readiness, and our subgroups of Students with Disabilities and English Language Learners. To ensure our resources are allocated based on need, our EESAC committee meets to vote on each initiative, provides feedback, and monitors ongoing progress throughout the implementation.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Through our school website, parent Title 1 Resource fair, and EESAC Meetings.
Link to our SIP on our school website, westlandwildcats.net > Parents > School Improvement Plan (SIP) redirects parents to this page:
https://www.floridacims.org/districts/dade/schools/7049

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

To build positive relationships with parents, families, and other community stakeholders and fulfill the school's mission, support student needs, and keep parents informed of their child's progress, Westland Hialeah Senior High School will implement the following strategies:
1. Welcome and Introduction: The school will continue to welcome all students and families with a warm and inviting atmosphere. Ensuring families feel valued and included in the school community.
2. Open Communication Channels: The school will continue to maintain open and accessible communication channels for parents and families. This includes regular emails, texts, monthly calendars, and a dedicated section on the school website where parents can find important updates, announcements, and resources.
3. Parent-Teacher Conferences: Regular parent-teacher conferences will be scheduled upon request to provide parents with opportunities to meet with teachers, discuss their child's progress, and address any concerns. These conferences will be conducted in person and virtually to accommodate different preferences and schedules.
4. Parent Workshops and Information Sessions: The school will organize workshops and information sessions on various topics, such as curriculum, college readiness, and mental health support. These sessions will empower parents with knowledge and resources to better support their child's education.
5. Community Engagement: The school will engage with the broader community by participating in local events, collaborating with community organizations, and inviting community leaders to participate in school activities. This will create a sense of shared responsibility for student success.
6. Progress Reports: The school will provide parents with progress reports, report cards, and access to online portals where they can track their child's academic progress, attendance, and behavior.
7. Parent Surveys: Periodic surveys will be conducted to gather feedback from parents and families on their experiences with the school. This feedback will be used to make improvements and adjustments as necessary.
8. Counselor Support: School counselors will be readily available to provide guidance and support to parents and students, helping them navigate academic and personal challenges.
9. Parent Engagement Events: The school will organize events and activities that encourage parent and family involvement, such as parent nights, volunteer opportunities, and school celebrations.
10. Multilingual Support: Recognizing the diversity of our community, the school will provide multilingual resources and support for families who speak languages other than English.
By implementing these strategies, Westland Hialeah Senior High School aims to create a supportive and inclusive school community where parents, families, and stakeholders are actively engaged in the education and well-being of all students. These efforts align with the school's mission to provide a high-quality education and prepare students for success in their future endeavors.

https://westlandwildcats.net/apps/pages/
index.jspuREC_ID=422585&type=d&termREC_ID=&pREC_ID=1035494

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The school is committed to making the academic program stronger. This will be done through continuous progress monitoring and ensuring our students are learning the standards in each subject area. Through our magnet programs, students from all subgroups including English Language Learners and Students with Exceptionalities, will thrive while developing their talents in Early College or Career Pathway academies. Through our advanced academics, all students in all grade levels have the opportunity to engage in college-level classes through the courses offered on campus. Through our activities and athletics programs students of all ages will experience a positive school culture through sports, events, field trips, and much more, making memories to last a lifetime. By doing all this, the school wants to ensure that students get the best education possible and are well-prepared for their future.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our Early College and Career Pathways programs through our technical colleges allow our students to take courses in George T. Baker School of Aviation and Lindsey Hopkins Technical College in the fields of aviation, nursing, and healthcare.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We provide various services to help students in different ways such as
1. Counseling: There are counselors available to talk to students about any personal or emotional concerns they may have.
2. Mental Health Services: We offer on site support support to students who may be in need. Our counselors also offer referrals to other agencies who may be able to help families through a crisis.
3. Specialized Support: Some students need extra help in specific areas, like reading or behavior management.
4. Positive Behavior Strategies: We use various methods to help students improve skills beyond academics. This includes recognition, doing the right thing, attendance incentives, clubs, and activities that build life skills.
These services and strategies ensure that students are not only learning academically but also growing personally and emotionally, making for a well-rounded education.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Through our Early College and Career Pathways programs, our students are provided with opportunities to enter the workforce and/or earn college credit while they are still in high school. They are provided with opportunities to take classes in technical colleges and become prepared to enter the workforce during their high school experience.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Through our SPED department our students with disabilities have counselors, teachers, and staff to help them throughout their high school career. Through our positive behavior program, we focus on positive reinforcement and redirecting students towards improving their behavior.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers and paraprofessionals attend various professional development opportunities throughout the school year in their respective content areas. Through common planning, data chats, and instructional planning, teachers continue to improve their instructional practices, ensuring all students receive an excellent education.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

This does not apply to our school.