

Hillsborough County Public Schools

Lennard High School



2023-24

Schoolwide Improvement Plan (SIP)

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Lennard High School

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www.sdhc.k12.fl.us

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.

As a united and diverse community, we will provide all students with modern skills that will prepare them for success.

Provide the school's vision statement.

Guiding graduates to a life of learning.

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
Savino, Denise	Principal	
Greene, Talana	Assistant Principal	SIP Team Member
Gollett, Arnitra	SAC Member	Chair- AVID Teacher
Giles, Catrena	Administrative Support	Climate and Culture Resource Teacher

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.

The School Advisory Council met at the end of last year to plan for this year's SIP. The Instructional Leadership Team (ILT) met over the summer to discuss the SIP as well. The ILT team has been meeting on a regular basis to implement the proposed action plans.

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))

There will be monthly PTSA and SAC meetings after school in which students, parents, and stakeholders are welcome to attend in order to monitor the SIP. Performance data will be reviewed by the ILT team and Department Heads as well as with the Administration team.

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	71%
2022-23 Economically Disadvantaged (FRL) Rate	88%
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)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

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*	45	51	50	48	52	51	47		
ELA Learning Gains				52			46		
ELA Lowest 25th Percentile				44			36		
Math Achievement*	40	42	38	42	39	38	30		
Math Learning Gains				57			27		
Math Lowest 25th Percentile				48			32		
Science Achievement*	52	64	64	50	46	40	46		
Social Studies Achievement*	61	69	66	58	49	48	46		
Middle School Acceleration					41	44			
Graduation Rate	87	89	89	89	64	61	88		
College and Career Acceleration	56	62	65	40	72	67	41		
ELP Progress	24	39	45	38			33		

* 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](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	365
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	87

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	566
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	89

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	33	Yes	4	
ELL	33	Yes	4	
AMI				
ASN	76			
BLK	52			
HSP	45			
MUL	67			
PAC				
WHT	70			
FRL	45			

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	37	Yes	3	
ELL	34	Yes	3	
AMI				
ASN	72			
BLK	49			
HSP	45			

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%
MUL	59			
PAC				
WHT	68			
FRL	47			

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	45			40			52	61		87	56	24
SWD	18			16			30	37		21	6	
ELL	15			25			27	38		29	7	24
AMI												
ASN	56			70				80		79	5	
BLK	41			34			48	50		48	6	
HSP	33			31			40	55		51	7	23
MUL	68			48			68	68		62	6	
PAC												
WHT	62			58			68	76		69	6	
FRL	33			32			40	55		46	7	26

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	48	52	44	42	57	48	50	58		89	40	38
SWD	17	45	47	22	44	36	20	35		85	15	
ELL	15	39	40	19	34	42	19	27		78	20	38
AMI												
ASN	77	55								100	57	

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
BLK	43	52	41	39	60	50	37	47		93	32	
HSP	37	46	44	34	47	44	38	50		83	34	35
MUL	49	52		52	64		63	71		96	25	
PAC												
WHT	69	61	45	62	73	69	78	75		93	59	
FRL	37	48	45	39	54	45	40	53		86	35	38

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	47	46	36	30	27	32	46	46		88	41	33
SWD	13	22	23	15	33	41	14	32		77	13	
ELL	18	32	34	18	27	42	26	19		73	18	33
AMI												
ASN	94	87								86	67	
BLK	39	46	33	17	19	24	26	37		95	35	
HSP	34	38	36	25	27	34	40	41		81	36	34
MUL	66	66		52	43		69	50		96	48	
PAC												
WHT	65	54	33	48	31	30	66	70		94	51	
FRL	38	43	38	24	25	34	39	38		85	35	33

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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	49%	50%	-1%	50%	-1%
09	2023 - Spring	43%	48%	-5%	48%	-5%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	34%	55%	-21%	50%	-16%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	49%	-2%	48%	-1%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	62%	-12%	63%	-13%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	65%	-6%	63%	-4%

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.

ELA showed the lowest proficiency due to a new state test implementation and new standards and instructional resources.

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

ELA showed the greatest decline among all subject areas due to a new state test implementation and new standards and instructional resources.

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

The data is not available at this time, due to the new state test implementation and new standards and instructional resources.

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

The data is not available at this time, due to the new state test implementation and new standards and instructional resources.

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

-

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

-

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 Early Warning System**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.

Positive Behavior Interventions and Supports (PBIS) will be implemented via our Tier 1 Behavior Plan to drive positive culture on campus. Students with Disabilities (SWD) and English Language Learners (ELL) subgroups will both be supported using daily Class Dojo behavior points.

Measurable Outcome:

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

The goal is to increase positive behavior using a system of rewards for students that follow the school-wide expectations. The measurable outcome the school plans to achieve is to increase the percentage of points being awarded to students by 3%.

Monitoring:

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

The Climate and Culture Resource Teacher along with all faculty will monitor the usage of student incentive points.

Person responsible for monitoring outcome:

Catrena Giles (catrena.giles@hcps.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 Positive Behavior Interventions and Supports (PBIS) rewards system will be used as student incentives to promote positive attendance, academics, behavior, tardies, and skipping. This allows faculty and staff to award students points for following the school-wide expectations, which are "We are respectful, We are productive, and We are present."

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Positive Behavior Interventions and Supports (PBIS) rewards system is a framework for supporting students' academic, behavioral, emotional, social, and mental health.

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.

Teacher will use the Longhorn 3 schoolwide expectations as their behavioral guide.

Teacher will reward daily points to students to reinforce positive behaviors.

Teacher will receive weekly acknowledgement for active participation.

Person Responsible: Catrena Giles (catrena.giles@hcps.net)

By When: May 2024

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**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.

Planning and implementing rigorous content into every lesson will drive student personal growth.

Measurable Outcome:

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

50% of the students in the 10th grade will show proficiency on the Progress Monitoring F.A.S.T. in ELA by the end of the 2023-2024 school year.

50% of the students will show proficiency in Math.

55% of the students will show proficiency in Biology

60% of the students will show proficiency in U.S. History.

Monitoring:

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

This area of focus will be monitored by the utilization of walk-throughs in which leaders will look for the implementation of the WICOR strategies. PM1, PM2, and PM3 student performance data will be analyzed to observe student progress.

Person responsible for monitoring outcome:

Talana Greene (talana.greene@sdhc.k12.fl.us)

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.)

Professional Learning Committees (PLCs) will be used to provide resources for teachers to implement WICOR strategies, which will support students in reading, writing, and speaking, so they can articulate what they are learning and why.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

WICOR strategies are applicable to all content areas and increases rigor in the classroom, which will drive student performance.

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.

Define WICOR Strategies through training.

Provide an online resource of WICOR strategies

Continuous training.

Provide walk-throughs to provide informative feedback

Person Responsible: Talana Greene (talana.greene@sdhc.k12.fl.us)

By When: This is an ongoing process and will continue throughout the 2023-2024 school year.

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)).

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.

The SIP will be distributed through the school website for students, families, and stakeholders. Faculty and staff will receive a copy via email. The SIP will also be voted on by the instructional staff and the School Advisory Council.

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))

Quarterly Parent/Teacher Conference Night
Monthly Parent Teacher Student Association (PTSA)
Monthly School Advisory Council

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)

To increase the amount of quality of learning and provide an enriched and accelerated curriculum, instructors will implement WICOR strategies within their lesson plan. The WICOR strategies will provide rigor, while implementing writing, inquiry, collaboration, organization, and reading.

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))

-

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))

At the beginning of the school year students are informed of their school counselors, mentor services, and other mental health services provided on campus.

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))

The school has multiple programs that are available to students in which they can acquire college credits as well as certifications. The Collegiate and Dual Enrollment classes allow students to acquire college credits. The Career and Technical Education courses allow students to acquire certifications on semesterly basis.

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).

Class Dojo
Check In Check Out (CICO)
Functional Behavioral Assessment Plan

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))

Lennard's staff participates in biweekly Professional Learning Committees (PLCs), as well as Instructional Leadership Teams (ILT). Faculty and staff also participate in monthly meetings that include professional development.

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))

N/A