Broward County Public Schools

South Broward High School

2020-21 Schoolwide Improvement Plan

Table of Contents

South Broward High School

1901 N FEDERAL HWY, Hollywood, FL 33020

[no web address on file]

Demographics

Principal: Francois Alexander

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2019-20 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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (50%) 2016-17: C (48%) 2015-16: C (45%)
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	TS&I

* 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 Broward 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.](http://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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1901 N FEDERAL HWY, Hollywood, FL 33020

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	59%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

South Broward High School's mission is to provide each student with a quality education, in a safe and secure environment, through personalization and a rigorous curriculum. Further, our Marine Science Magnet Program is specifically tailored to encourage studies in Marine Science to prepare students for careers in the Marine Science field.

Provide the school's vision statement.

The faculty and staff at South Broward High School prides themselves as being the most progressive high school in Broward County. We strive to offer an individualized high school experience that will ensure all of our students graduating college and career ready. Serving the "whole child" is a core principle at the heart of South Broward's mission and vision.
Vision:
Educating today's students to succeed in tomorrow's world.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Brown, Patricia Ann	Principal	The Principal manages the operations of our school. She is responsible for ensuring the school runs smoothly, remains safe, and provides an excellent learning environment for its students. Each staff member and each teacher employed by our school ultimately reports to our principal. The principal is the primary and public-facing representative for our school. She is our head cheer-leader for all functions at the school.
Baker, Darryl	Assistant Principal	Literacy Dept, PASL, Transportation, Internal Accounts, Textbooks, Yearbook, SAC/SAF, Positive Behavior Plan, Freshman Invasion, Discipline/IS/Behavior Specialist, IDs, Open House, Partners, Volunteers, Clinic, Health Services, Attendance
Consbruck, Duane	Teacher, K-12	Teacher 9-12
March, Ryan	Teacher, K-12	Teacher 9-12, SAC Co-chair
Winburn, Timothy	Assistant Principal	PE/ROTC, Social Studies Dept. , Guidance, Master Schedule, 21st Century, Teacher Certification, Budget/Orders, Employee Relations, Curriculum Fair, OCLC,Aspiring Leaders, Naviance Team, Tier/Clin Ed, Student Parking
Sherba, Yvonne	Assistant Principal	Math Dept, CTE Dept, Clerical, Cafeteria, iCan, Professional Learning, Curriculum, Testing, Khan Academy, Substitutes, Media Center, Magnet and Cambridge
Pluim, Gregory	Assistant Principal	Science Dept, Fine Arts Dept, Facilities, Security/Safety Drills/Evacuations, Leases, Field Trips, Smart Bond, Website, Property and Inventory, Pinnacle, Iobservation, Technology, Marquee, Copy Machines, Keys, Student Handbook
Itzkowitz, Stefanie	Assistant Principal	ESE Dept, World Languages Dept, ESOL, LIA, MTL, Athletics and Activities, Rti, Coverage Calendar, Recognition and Assemblies, Alumni Events, Growth Mindset, Wellness Wednesday/Mindfulness, Paraprofessionals, Paw Prints, Dept Chairs, Harvest Drive, Faculty Handbook
Chaplin, Tamara	Teacher, K-12	Teacher, 9-12
Noval, Ileana	Teacher, K-12	Teacher, 9-12. Math department chair.
Stanchak, Jessica	Teacher, K-12	Literacy Coach
Lalicic, Sanda	Teacher, K-12	Teacher, 9-12, Science Dept. Chair
Ostheim, Susan	Teacher, K-12	Teacher, 9-12, Fine Arts Dept Chair.

Name	Title	Job Duties and Responsibilities
Onet, Ana	Teacher, K-12	Teacher, 9-12, PE Dept Chair.
Dixon, Sydene	School Counselor	Guidance Director
Lehman, Ashley	Teacher, K-12	Social Studies Department Head
Hollis, Therese	Teacher, K-12	SAC Co-Chair

Demographic Information

Principal start date

Monday 7/1/2019, Francois Alexander

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

3

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

4

Total number of teacher positions allocated to the school

88

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2019-20 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* Asian Students Black/African American Students Hispanic Students Multiracial Students

School Grades History	White Students Economically Disadvantaged Students 2018-19: C (52%) 2017-18: C (50%) 2016-17: C (48%) 2015-16: C (45%)
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	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	595	575	600	550	2320
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	110	126	118	101	455
One or more suspensions	0	0	0	0	0	0	0	0	0	146	166	105	78	495
Course failure in ELA	0	0	0	0	0	0	0	0	0	94	91	113	60	358
Course failure in Math	0	0	0	0	0	0	0	0	0	94	91	113	60	358
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	154	120	0	0	274
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	154	120	0	0	274

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	127	166	110	102	505

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	12	15	13	6	46

Date this data was collected or last updated

Wednesday 9/23/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	592	616	628	555	2391
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	134	184	218	254	790
One or more suspensions	0	0	0	0	0	0	0	0	0	146	166	105	78	495
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	94	91	113	60	358
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	135	135	0	0	270

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	127	166	110	102	505

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	26	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	12	15	13	6	46

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	592	616	628	555	2391
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	134	184	218	254	790
One or more suspensions	0	0	0	0	0	0	0	0	0	146	166	105	78	495
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	94	91	113	60	358
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	135	135	0	0	270

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	127	166	110	102	505

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	26	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	12	15	13	6	46

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	56%	57%	56%	51%	56%	53%
ELA Learning Gains	49%	52%	51%	43%	51%	49%
ELA Lowest 25th Percentile	33%	45%	42%	36%	43%	41%
Math Achievement	43%	51%	51%	41%	50%	49%
Math Learning Gains	38%	44%	48%	32%	43%	44%
Math Lowest 25th Percentile	26%	43%	45%	21%	38%	39%
Science Achievement	59%	66%	68%	56%	62%	65%
Social Studies Achievement	69%	71%	73%	62%	68%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	56%	57%	-1%	55%	1%
	2018	54%	55%	-1%	53%	1%
Same Grade Comparison		2%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2019	52%	53%	-1%	53%	-1%
	2018	49%	53%	-4%	53%	-4%
Same Grade Comparison		3%				
Cohort Comparison		-2%				

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
2019	58%	67%	-9%	67%	-9%
2018	50%	62%	-12%	65%	-15%
Compare		8%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	68%	67%	1%	70%	-2%
2018	64%	66%	-2%	68%	-4%
Compare		4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	37%	61%	-24%	61%	-24%
2018	27%	63%	-36%	62%	-35%
Compare		10%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	48%	56%	-8%	57%	-9%
2018	34%	51%	-17%	56%	-22%
Compare		14%			

Subgroup Data

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	23	32	23	19	28	35	39	28		89	19
ELL	29	41	32	35	36	24	30	44		80	56
ASN	71	53						82		100	67
BLK	46	41	30	34	31	24	50	65		88	41
HSP	54	50	34	42	37	26	62	66		88	57
MUL	45	47		43	25		44	67			
WHT	72	55	33	56	47	33	68	78		92	69
FRL	51	45	30	40	37	28	56	67		88	50
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	38	39	17	32	31	24	41		77	9
ELL	18	36	36	22	28	28	30	53		78	53
ASN	70	75		29	27			60			
BLK	43	45	35	25	30	18	42	57		92	40
HSP	50	44	40	32	33	32	51	65		92	50
MUL	42	39		33	35			94		100	53
WHT	66	57	34	43	44	48	66	80		93	49
FRL	47	47	36	29	32	30	48	63		93	44
2017 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 2015-16	C & C Accel 2015-16
SWD	17	33	27	24	27	24	38	35		67	20
ELL	24	47	46	48	38	32	44	27		86	53
ASN	55	30		42	50		43				
BLK	37	34	30	24	24	17	44	48		94	43
HSP	48	44	41	40	31	22	55	56		91	45
MUL	70	56		42	27		73			100	58
WHT	66	51	39	57	41	27	71	87		91	60
FRL	46	40	36	37	30	22	54	55		92	49

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
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	53
Total Points Earned for the Federal Index	570
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	42
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	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52

Hispanic Students	
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	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Math lowest 25% Percentile dropped 5% from 2018 to 2019, the district only dropped 3%. A contributing factor is that our students with disabilities subgroup was at 34%.

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

Math lowest 25% percentile and ELA lowest 25% percentile both dropped 5%. The contributing factor is that our students with disabilities subgroup was at 34%, this is the same subgroup that performs low in Math and ELA results.

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.

Math lowest 25th percentile had a 19% gap below the state average. The contributing factor is that our students with disabilities subgroup was at 34%, this is the same subgroup that performs low in Math and ELA results.

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

Math Achievement showed the most improvement, 11%. Our school offered year-round after school math tutoring. Specializing in Algebra and Geometry, EOC Academic Advancement Camps in the Spring also help boost scores at the end of the year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance below 90% and Level 1 on Statewide assessments need improving.

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

1. Math lower 25th percentile
2. ELA Lower 25th percentile
3. Math Learning Gains
4. Math Achievement
5. ELA Learning Gains

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The Students with Disabilities subgroup was identified as being below the 41% threshold needed to be within compliance.
Measurable Outcome:	By May of 2021 South Broward High School will increase by 7% in gains made by the lowest 25% of achieving students based on the 2021 FSA reading to achieve ESSA compliance.
Person responsible for monitoring outcome:	Jessica Stanchak (jessica.stanchak@browardschools.com)
Evidence-based Strategy:	USA TestPrep will be utilized by all level 1 students and students whom are low level 2 achievers.
Rationale for Evidence-based Strategy:	Based on the research conducted both through USATestPrep and within the school when utilizing USA TestPrep it has been proven to engage the learners and assist in retention, critical thinking, and overall improvement in their ability to achieve.

Action Steps to Implement

1. USA TestPrep used with all Level 1 Reading students.
2. Word Walls will be utilized with subject based emphasis.
3. PLCs will create common assessments with quarterly writing assessments.
4. Reading Interventions will be conducted through study halls.
5. Teachers will receive quarterly professional development.
6. Academic Advancement Camps, tutoring, and push-ins will be conducted throughout the year.

Person Responsible   [no one identified]

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Achievement rates need to increase 4% from the prior year with data for the FSA Algebra and geometry assessments.
Measurable Outcome:	By May of 2021, student achievement will increase by 4% scores in FSA Geometry and FSA Algebra.
Person responsible for monitoring outcome:	Ileana Noval (ileana.noval@browardschools.com)
Evidence-based Strategy:	Free after-school tutoring is provided 3 days a week in all math subjects, utilizing a team of teachers and Math Honor Society students.
Rationale for Evidence-based Strategy:	Scores increased 11% over previous year that had year-long after school math tutoring. Students can receive the one on one attention they need to work through the math problems.

Action Steps to Implement

1.Math tutoring available Tuesday- Thursday every week.
2. Math Honor Society Students tutor alongside teachers to earn service hours.
3. Online programs/ tutoring is being utilized to supplement in-person tutoring when needed.

Person Responsible	Ileana Noval (ileana.noval@browardschools.com)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA mastery will assist students with comprehension in other subjects along with improving the ELA skills, through the data it was shown that ELA scores were behind the county average.
Measurable Outcome:	By May of 2021 SBHS will increase by 5% in learning gains made by the ELA lowest quartile as evidenced by the FSA/ELA test.
Person responsible for monitoring outcome:	Jessica Stanchak (jessica.stanchak@browardschools.com)
Evidence-based Strategy:	Progress monitoring will take place through FAIR for all students receiving a level 1 or 2 on the FSA/ELA exam in grades 9-12. Curriculum includes National Geographic Edge, Townsend Press, Newslea, Khan Academy, Keystone for ELL, Vocabulary.com and Canvas
Rationale for Evidence-based Strategy:	Based on the Broward County Public Schools Comprehensive Evidence-Based Reading Plan, the resources listed above were provided to schools and are to be implemented for the 2020-2021 school year. They include the following: • are standards-aligned • address gaps and reduce barriers to students' ability to meet expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504)

Action Steps to Implement

1. Instructional Focus Calender created by Chaplin and Stanchak with common assessments that include quarterly writing prompts through PLCs
2. Reading intervention through study hall.
3. Literacy Coach will push into study halls to teach reading/writing lessons beginning in December/January. 4. This will also include additional support staff.
5. Teachers will engage in Professional Development by Canvas and Teams.
6. District personnel will assist with new ELL staff. Dr. Marilyn Zaragoza, Instructional Facilitator and Mr. Claude Lessard, Instructional Facilitator
7. Interventions and additional accommodations are provided for SWD through pull out/push in facilitation: Carlyn Brown, Veronica Bruns, Marty Pyle, Annie Feldman

Person Responsible	Jessica Stanchak (jessica.stanchak@browardschools.com)

#4. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Professional Learning Committees provide collaboration time among teachers, effective PLCs can greatly improve learning across all subject areas.
Measurable Outcome:	By May of 2021 South Broward High School will rise 5% in all scores associated with state standardized tests.
Person responsible for monitoring outcome:	Jessica Stanchak (jessica.stanchak@browardschools.com)
Evidence-based Strategy:	Through the implementation of PLCs overall scores for the school have trended upwards.
Rationale for Evidence-based Strategy:	Teachers receive more information and collaborate more often through PLC which has led to increases throughout the school.

Action Steps to Implement

1. PLCs meet every month for one hour with their cohort.
2. PLCs share out their progress at monthly faculty meetings
3. PLC members will earn in-service points for actively attending and participating.

Person Responsible   Jessica Stanchak (jessica.stanchak@browardschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

USA TestPrep will be utilized to help improve English/Reading and Math scores across the school.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Many say that the culture of a school is dependent upon the disposition of the Principal. Mrs. Brown's positive and nurturing personality is infectious. The staff at South Broward High School in turn exhibit the very positive nature that directly impacts our students. The key components of the positive school culture are incumbent upon the following ideals:

1. Building strong relationships

Our success at creating a well-managed school depends more than anything else on the quality of the relationships that teachers forge with students. But it starts from the top. A strong, unified and supportive administration can influence everything—from the social climate to the individual performances of our students. South Broward believes in making sure everyone knows they are feeling loved and respected. We do not have set days and times to recognize and promote great works. We do this frequently. The greatest tool is our PA system. It is not enough to show person praise. We let it be known schoolwide when great things are happening at South Broward High School. This is where it becomes infectious. Building strong relationships has become a school priority.

2. Teach essential social skills

Social skills are seen school wide. They are imbedded in our curriculum. The importance of sharing, caring, how to listen to others, how to disagree respectfully, and proper conflict resolution are the social skills we expect everyone to have. Regardless of grade level, background, age, we all can learn something new.

3. Be role models

At our school, students learn by watching just as they learn by doing. The comradery is off the charts. From our principal be active and interacting with the school and community through twitter, our school website, parent link, TEAMS conferences, and by phone. Everyone is kept up to date on what's happening at SBHS. Teachers in turn keep students up to date by making themselves available on similar platforms. One may ask, how does this make someone a role model? A role model is a person whose behavior, example, or success is or can be emulated by others, especially by younger people. School is the perfect environment where we show comradery, positive interactions, praise for successes and support when we fall short or meet challenges.

5. Clarify classroom and school rules

Here at South Broward we remind students of classroom rules, communicate our expectations, and allow students, teachers, and they community (SAC) to have input on how they should be rolled out and addressed. People buy into the rules set at SBHS because they had a hand its development. Once again, its adherence by inclusion. It shows everyone at SBHS "this is the positive environment you deserve"!

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$1,275.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0171 - South Broward High School	School Improvement Funds		$1,275.00
2	III.A.	Areas of Focus: Instructional Practice: Math				$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00

4	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	$0.00
		Total:	$1,275.00