

Broward County Public Schools

Hallandale High School



2020-21 Schoolwide Improvement Plan

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Hallandale High School

720 NW 9TH AVE, Hallandale Beach, FL 33009

[no web address on file]

Demographics

Principal: Mark Howard

Start Date for this Principal: 7/1/2016

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)	95%
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* Black/African American Students Hispanic Students White Students* Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (47%) 2016-17: C (45%) 2015-16: C (42%)
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.

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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Hallandale High School

720 NW 9TH AVE, Hallandale Beach, FL 33009

[no web address on file]

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	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

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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.

The mission of Hallandale Magnet High School is to foster a collaborative learning community that enables each student to perform at a level of excellence by employing innovative teaching strategies and cutting edge technology.

Provide the school's vision statement.

At Hallandale Magnet High School we prepare College, Career, and Life Ready students by making learning engaging, accessible, and applicable.

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
Howard , Mark	Principal	<ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.
Sherman, Sonja	Assistant Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.

Name	Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. 12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.

INSTRUCTIONAL LEADERSHIP:

<p>Gillespie, William</p>	<p>Assistant Principal</p>	<ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer
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Name	Title	Job Duties and Responsibilities
		<p>assistance to strengthen weaknesses in performance.</p> <p>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p>
<p>Igbarese, Latanga</p>	<p>Assistant Principal</p>	<p>INSTRUCTIONAL LEADERSHIP:</p> <p>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</p> <p>2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</p> <p>3. Assist in achieving expected results on the school's student learning goals.</p> <p>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</p> <p>6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff.</p> <p>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</p> <p>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher,</p>

Name	Title	Job Duties and Responsibilities
		parent and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.
Pickney, Annette	Assistant Principal	INSTRUCTIONAL LEADERSHIP: 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. 12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.
Harris, Barbara	Instructional Coach	1. Assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. 2. Support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing.

Name	Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 3. Build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. Serve on the school’s professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate research based professional learning through the school’s professional learning communities. 5. Model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 6. Assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community. 7. Analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement. 8. Maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required. 9. Participate and engage in monthly content related professional learning and learning communities. 10. Promote collegiality through collaborative work and reflective practices with teachers and administrators. 11. Support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning. 12. Assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction. 13. Perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida. 14. Participate successfully in ongoing professional learning offered to increase the individual’s skill and proficiency related to the job responsibilities. 15. Review current developments, literature and technical sources of information related to job responsibilities. 16. Handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)

Gillings, Kaila	Administrative Support	<p>Magnet Coordinator</p> <ol style="list-style-type: none"> 1. Demonstrate relentless commitment to academic achievement of all students. 2. Demonstrate effective customer service strategies to all district patrons. 3. Foster collegiality and team building among staff; encourage their active involvement in the decision-making process. 4. Communicate and promote expectation for high-level performance from staff and students; hold staff and students accountable for high performance; recognize excellence and achievement.
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Name	Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 5. Help improve instruction by engaging teachers in intensive professional development and promote a school-based professional community. 6. Provide sustained mentoring to classroom teachers. 7. Plan and conduct professional learning community meetings. 8. Provide workshops related to magnet projects. 9. Manage and evaluate the school's magnet program to ensure the highest level of quality. 10. Collect data, analyze results, and report findings. 11. Evaluate student achievement and assist with placing students in appropriate intervention and support services. 12. Evaluate effectiveness of the overall magnet program. 13. Network with other magnet coordinators in developing, implementing, and researching the information needed for a successful magnet program. 14. Organize a record keeping system to monitor progress of program goals and objectives. 15. Maintain accurate records. 16. Implement annual student recruitment activities designed to reach the program enrollment goal and to attract a diverse population. 17. Confer with prospective students and parents. 18. Work with individual teachers to improve classroom instruction. 19. Assist principal in maintaining the magnet instructional program. 20. Identify curriculum needs in collaboration with staff. 21. Write curriculum and/or monitor curriculum writing. 22. Coordinate enrichment experiences such as field trips, guest speakers, or special presentations. 23. Establish and maintain open communication with the community.
<p>Davis, James</p>	<p>Administrative Support</p>	<p>Behavior Specialist</p> <ol style="list-style-type: none"> 1. Assist staff in: defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents. 2. Facilitate team meetings with the identified student's teachers and parents for the purpose of completing Functional Behavioral Assessments. 3. Facilitate team meetings that: design Behavior interventions Plans; address classroom organization, effective instruction, social skills instruction, and ethical issues; School-wide Positive Behavioral Support 4. Work with individual teachers, groups of teachers and/or the entire staff on issues such as: crisis intervention, learning and collaboration issues, and factors that can affect development and implementation of interventions. 5. Promote highly specialized positive behavior interventions in which "at risk" students thrive: behavior instruction that is explicit, intensive, accelerated and provides ample practice. 6. Use ongoing assessments to maintain a record of student progress. 7. Model good assessment processes that assist students in assessing their own work and behavior. 8. Provide recognition of a variety of student accomplishments and positive

Name	Title	Job Duties and Responsibilities
		<p>behaviors.</p> <ol style="list-style-type: none"> 9. Work cooperatively with building administrators to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to support teachers in their implementation of positive behavior support in their classrooms. 10. Continually supervise students to ensure a safe, non-threatening, nurturing environment where students can thrive. 11. Engage in on-going professional development to increase knowledge and skills of positive student behavior support for all students, targeted students and students who represent sub-group populations. 12. Engage parents in the “student behavior intervention plan” process and empower parents by providing them with skills and techniques to support the positive behavior development of their child. 13. Conduct conflict resolution and peer mediation sessions 14. Review behavior referrals and SWIS data reports 15. Participate in building level RTI team 16. Consult with school social worker, counselors, and teachers 17. Serve as a consultant to administrators, teachers, and parents 18. Participate in proactive team efforts to achieve District, building, departmental and/or grade level goals 19. Provide leadership to others through example and sharing of knowledge/skill

Brown, Brittanee	Teacher, K-12	<p>Reading Department Head</p> <ol style="list-style-type: none"> 1. Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum and goals. 2. Assist teachers with the development of strategies to improve instruction. 3. Coordinate departmental duties including preparation of reports, agendas, minutes and surveys. 4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department. 5. Review status of department regarding objectives and staff development activities. 6. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records and classroom folders. 7. Assist substitute teachers 8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups. 9. Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment. They should be available to assist teachers in the interpretation of administrative directives. 10. Help to administer tests, analyze test results, and develop strategies for improving instruction. 11. Meet with building administrators and other department chairperson(s) to facilitate articulation. 12. Cooperate with appropriate personnel in the recommendation,
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Name	Title	Job Duties and Responsibilities
		<p>placement, and assignment of students to levels and special programs.</p> <p>13. Assist in implementation of new programs.</p> <p>14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.</p>
Carter, Fredrica	Teacher, K-12	<p>Performing Arts Department Head Reading Department Head</p> <ol style="list-style-type: none"> 1. Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum and goals. 2. Assist teachers with the development of strategies to improve instruction. 3. Coordinate departmental duties including preparation of reports, agendas, minutes and surveys. 4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department. 5. Review status of department regarding objectives and staff development activities. 6. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records and classroom folders. 7. Assist substitute teachers 8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups. 9. Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment. They should be available to assist teachers in the interpretation of administrative directives. 10. Help to administer tests, analyze test results, and develop strategies for improving instruction. 11. Meet with building administrators and other department chairperson(s) to facilitate articulation. 12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs. 13. Assist in implementation of new programs. 14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.
Kelly, Kevin	Teacher, K-12	<p>Science Department Head</p> <ol style="list-style-type: none"> 1. Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum and goals. 2. Assist teachers with the development of strategies to improve instruction. 3. Coordinate departmental duties including preparation of reports, agendas, minutes and surveys. 4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department. 5. Review status of department regarding objectives and staff development activities.

Name	Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 6. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records and classroom folders. 7. Assist substitute teachers 8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups. 9. Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment. They should be available to assist teachers in the interpretation of administrative directives. 10. Help to administer tests, analyze test results, and develop strategies for improving instruction. 11. Meet with building administrators and other department chairperson(s) to facilitate articulation. 12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs. 13. Assist in implementation of new programs. 14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.
<p>Williams, Lashundra</p> <p>Teacher, K-12</p>	<p>Social Studies Department Head</p>	<ol style="list-style-type: none"> 1. Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum and goals. 2. Assist teachers with the development of strategies to improve instruction. 3. Coordinate departmental duties including preparation of reports, agendas, minutes and surveys. 4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department. 5. Review status of department regarding objectives and staff development activities. 6. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records and classroom folders. 7. Assist substitute teachers 8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups. 9. Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment. They should be available to assist teachers in the interpretation of administrative directives. 10. Help to administer tests, analyze test results, and develop strategies for improving instruction. 11. Meet with building administrators and other department chairperson(s) to facilitate articulation. 12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs. 13. Assist in implementation of new programs. 14. Coordinate activities with team leaders to facilitate the implementation

Name	Title	Job Duties and Responsibilities
		<p>of content area performance standards, instructional objectives and interdisciplinary planning units.</p> <p>English Department Head</p> <ol style="list-style-type: none"> 1. Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum and goals. 2. Assist teachers with the development of strategies to improve instruction. 3. Coordinate departmental duties including preparation of reports, agendas, minutes and surveys. 4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department. 5. Review status of department regarding objectives and staff development activities. 6. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records and classroom folders. 7. Assist substitute teachers 8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups. 9. Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment. They should be available to assist teachers in the interpretation of administrative directives. 10. Help to administer tests, analyze test results, and develop strategies for improving instruction. 11. Meet with building administrators and other department chairperson(s) to facilitate articulation. 12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs. 13. Assist in implementation of new programs. 14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.
Fenelon, Eldard	Teacher, K-12	
Forbes , Brandon Forbes	Teacher, K-12	<p>English Department Head</p> <ol style="list-style-type: none"> 1. Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum and goals. 2. Assist teachers with the development of strategies to improve instruction. 3. Coordinate departmental duties including preparation of reports, agendas, minutes and surveys. 4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department. 5. Review status of department regarding objectives and staff development activities. 6. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records and classroom folders. 7. Assist substitute teachers 8. Serve as a communications liaison between the teachers of the

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		department, the principal, and other school groups. 9. Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment. They should be available to assist teachers in the interpretation of administrative directives. 10. Help to administer tests, analyze test results, and develop strategies for improving instruction. 11. Meet with building administrators and other department chairperson(s) to facilitate articulation. 12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs. 13. Assist in implementation of new programs. 14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.

Demographic Information

Principal start date

Friday 7/1/2016, Mark Howard

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.*

62

Total number of teacher positions allocated to the school

67

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)	95%

<p>2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students* Economically Disadvantaged Students</p>
<p>School Grades History</p>	<p>2018-19: C (46%) 2017-18: C (47%) 2016-17: C (45%) 2015-16: C (42%)</p>
<p>2019-20 School Improvement (SI) Information*</p>	
<p>SI Region</p>	<p>Southeast</p>
<p>Regional Executive Director</p>	<p>LaShawn Russ-Porterfield</p>
<p>Turnaround Option/Cycle</p>	<p>N/A</p>
<p>Year</p>	
<p>Support Tier</p>	
<p>ESSA Status</p>	<p>TS&I</p>
<p>* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.</p>	

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	0	330	302	259	281	1172
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	100	87	57	64	308
One or more suspensions	0	0	0	0	0	0	0	0	0	0	56	69	45	29	199
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	46	84	56	186
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	40	44	39	123
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	117	97	108	13	335
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	96	87	15	7	205

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	102	118	76	54	350

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	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 9/28/2020

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	321	361	326	302	1310
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	68	112	111	124	415
One or more suspensions	0	0	0	0	0	0	0	0	0	55	69	46	31	201
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	88	91	110	35	324
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	180	195	240	212	827

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	34	36	37	22	129

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	1	20	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	10	15	8	16	49

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	321	361	326	302	1310
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	68	112	111	124	415
One or more suspensions	0	0	0	0	0	0	0	0	0	55	69	46	31	201
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	88	91	110	35	324
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	180	195	240	212	827

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

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	34	36	37	22	129

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	1	20	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	10	15	8	16	49

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	31%	57%	56%	31%	56%	53%
ELA Learning Gains	38%	52%	51%	36%	51%	49%
ELA Lowest 25th Percentile	29%	45%	42%	26%	43%	41%
Math Achievement	27%	51%	51%	28%	50%	49%
Math Learning Gains	32%	44%	48%	31%	43%	44%
Math Lowest 25th Percentile	35%	43%	45%	35%	38%	39%
Science Achievement	41%	66%	68%	38%	62%	65%
Social Studies Achievement	51%	71%	73%	50%	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	24%	57%	-33%	55%	-31%
	2018	30%	55%	-25%	53%	-23%
Same Grade Comparison		-6%				
Cohort Comparison						
10	2019	30%	53%	-23%	53%	-23%
	2018	34%	53%	-19%	53%	-19%
Same Grade Comparison		-4%				
Cohort Comparison		0%				

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	37%	67%	-30%	67%	-30%
2018	36%	62%	-26%	65%	-29%
Compare		1%			

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	50%	67%	-17%	70%	-20%
2018	42%	66%	-24%	68%	-26%
Compare		8%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	30%	61%	-31%	61%	-31%
2018	27%	63%	-36%	62%	-35%
Compare		3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	23%	56%	-33%	57%	-34%
2018	23%	51%	-28%	56%	-33%
Compare		0%			

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	17	25	13	19	36	43	26	24		96	55
ELL	11	31	23	24	31	33	17	48		73	93
BLK	28	39	34	25	31	34	41	45		95	82
HSP	33	35	18	32	40	42	40	65		95	87
MUL	36	36									
WHT	55	44		33	30		55			91	85
FRL	30	38	29	26	29	29	40	51		94	83

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	17	32	26	35	63		16	26		81	76
ELL	23	38	22	28	50		30	30		91	90
BLK	30	43	41	25	34	36	36	39		93	88
HSP	41	42	21	30	36	19	43	54		94	94
MUL	67	45									
WHT	58	58		25				58		100	82
FRL	34	42	33	26	35	29	40	45		93	89

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	10	15	8	20	42	50	21	14		43	
ELL	13	22	15	47	60		38	15		83	92
BLK	27	36	30	22	28	31	35	49		92	84
HSP	40	35	12	43	41		51	45		90	96
MUL	47	44		45							
WHT	28	32		35	40		39	68		93	93
FRL	30	36	25	26	30	36	37	51		91	87

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	502
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
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	48
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	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	45
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.

Our lowest performing data component was our ELL subgroup ELA proficiency at 11%. However, our learning gains (31%) and bottom quartile learning gains (23%) for our ELL subgroup were higher. We had 54% of our ELLs with language classifications of Entering (level 1- 31%) or Emerging (level 2- 23%) and 45% of our ELLs with language classification of Developing (level 3 - 33%) or Expanding (level 4 -12%). It is difficult for students new to the English Language to reach proficiency in only 1 or 2 years. However, the learning gains of the bottom quartile ELL students is most troubling. Even though all level 1 students were scheduled into a Developmental Arts ESOL Reading course, those students need additional support for language acquisition. Content area teachers struggled to utilize

ELL teaching strategies in their subject area instruction. We also had a lack of resources for ELL reading Tier 3 pull-out intervention groups.

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

Our greatest decline from the prior year was in ELA learning gains, dropping 5 points from 43% to 38%, and in ELA lowest 25% learning gains, dropping 6 points from 35% to 29%. The tested group came in with over 40% of students not scoring proficiency in literacy. Our ELA and Reading department struggled to collaboratively utilize data from formative assessments to provide targeted remediation. Our content area teachers also struggled to utilize reading and writing strategies and assignments through core subject areas that aligned with ELA FSA standards and tested item construction. Finally, there was a lack of resources for providing targeted, tier 3, reading intervention for bottom quartile students not showing growth.

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 component that had the greatest gap when compared to the state average was our Geometry EOC scores. We had 23% proficiency, while the state had 61% proficiency, a 34 point difference. Most students who have strong mathematics skills take the Algebra 1 and Geometry EOC in accelerated middle school programs. An overwhelming majority of students who enter our high school without having already taken the Algebra 1 and Geometry EOC have had a long history of failure with mathematics concepts. Recognizing this, 3 years ago we began implementing the Algebra Project which gives students a 90 minute block of math for two years with the same teacher in order to prepare them for the Algebra 1 EOC. Algebra project students who took the Algebra 1 EOC 2 years ago scored much higher overall than in previous years. This school year, that first Cadre of students will be taking the Geometry EOC, and we expect to see similar improvement in Geometry this year.

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

US History EOC is the data component that showed the most improvement, increasing 8 percentage points from 42 to 50% in 2019. Teachers met during common planning time to create common formative assessments, discuss student data, and plan instruction based on formal and informal assessment data. Additionally, they utilized monthly common formative assessment data to offer pull-out review activities for students needing remediation for standards assessed that month. Students tracked their own data in their data tracking folders, and held monthly data chats with their SS teacher regarding their progress. We also utilized PLCs and department meetings for analysis of authentic student work, such as exit slips, essential questions, graphic organizers, projects, essays, and constructed responses, which yielded qualitative information that provided us more insight into students' thinking in order to pinpoint any gaps in understanding as well as misconceptions.

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

One major area of concern is the % of students who have less than 90%. 21% of freshman, 31% of sophomores, 34% of juniors, and 41% of seniors have less than a 90% attendance rate. If students are not in school, they are not learning. Our attendance committee has identified several actions they will take to reduce attendance concerns. Students with 1 to 4 absences will receive a robo call informing them of their child's absence. On absence #5, the teacher will call the parent to discuss the student's attendance concern. When a student is absent 6-9 times, they are referred to the RTI team and the Behavior Specialist, Grade level administrator, and school social worker work together to develop an attendance contract with the student. Improvement in attendance will result in an incentive to be agreed upon with student and administrator. Students who show improvement in attendance will

also receive HERO points that can be used for entry into our schools PBIS monthly reward parties. Student will meet with Behavior Specialist monthly to address attendance plan and concerns. Students who miss more than 15 days will be referred to the school social worker, CINS-FINS, the truant officer, the Florida Department of Motor Vehicles, and the Florida State Attorney Truancy Intervention Program, and the Broward Sheriff's office. These students will also be assigned a school-based adult mentor as well as a peer mentor from one of our mentoring programs. Students will also be referred to an extracurricular club or activity.

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

1. ELL ELA proficiency
2. ELA Learning Gains
3. Geometry EOC
4. Algebra 1 EOC
5. Improving Attendance

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Our ELL subgroup only scored 11% proficiency on the 2019 ELA FSA. This was our poorest subgroup performance, and our worst performing data component. We want to see more of our ELL students utilize strategies that allow them to demonstrate literacy proficiency on the ELA FSA exam.

Measurable Outcome: In the 2020-2021 school year, 15% of our ELL students will be proficient in literacy as measured by the English Language Arts Florida State Assessment.

Person responsible for monitoring outcome: Sonja Sherman (sonja.sherman@browardschools.com)

Evidence-based Strategy: Level 1 entering students in 9th, 10, and 11th grade are scheduled into an English through ESOL class with highly qualified teachers who have been trained to utilize ESOL strategies. Level 1 entering students are also scheduled into a 90-minute block of Developmental Language Arts Reading class for ESOL students. Newcomer level 1 students will receive additional English Language and Literacy instruction utilizing the pull-out model during their study hall/personalization period. Language Enrichment Camp will be available after school for all ELL students. Incoming ELL students will receive an ESOL ambassador who speaks their native language as a peer mentor. All teachers will participate in staff development to help them utilize ACCESS data and WIDA Can-do descriptors when designing classroom instruction, assignments, and assessments for ELLS. All ELL students will receive instruction in using a heritage language dictionary, and they will be provided dictionaries.

Rationale for Evidence-based Strategy: Based on last year's assessment results, classroom observations, and student survey data, ELL students demonstrate a need for additional instruction in using a heritage language dictionary during assessments. Based on a professional development needs assessment and classroom observations, we see a need to provide additional professional development for utilizing ESOL teaching strategies in content areas.

Action Steps to Implement

1. Schedule level 1 students into Developmental Language Arts ESOL Reading course and English through ESOL.
2. Provide professional development for teachers in utilizing Ellevation, data tracking, and ESOL strategies in all content areas.
3. Create pull-out English language intervention and enrichment groups during Study Hall/Personalization periods.
4. Complete Broward County Grant funding request for Language Enrichment Camp after school.
5. Implement Language Enrichment Camps for ELL students after school and on Saturdays.
6. Use formative assessments to monitor progress towards mastery of Language Arts Florida Standards.
6. In all classes, provide instruction and practice utilizing heritage language dictionaries and test taking strategies.
7. Provide ESOL ambassador peer mentors for all newcomer ELL students.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

ELA learning Gains is an area of focus for us because it is an area where we had the biggest decline from the prior year, dropping 5 points from 43% to 38%, and in ELA lowest quartile learning gains, dropping 6 points from 35% to 29%. This is a red flag that we need to make adjustments. Students who are not making learning gains in literacy and remain permanently in bottom quartile status often struggle with literacy content in all content area classes, struggle to maintain the 2.0 GPA that is mandatory for graduation, and often struggle to just remain on track for graduation, causing many of them to leave school without a high school diploma. This creates further problems for them as they struggle to find meaningful employment and/or further their education at an institution of higher learning. We need to adjust our processes for these students.

Measurable Outcome:

In the 2020-2021 school year, at least 45% of 9th and 10th grade students will make learning gains in literacy as measured by the ELA Florida State Assessment. Additionally, at least 45% of students who fall into the bottom quartile will make learning gains in ELA as measured by the English Language Arts Florida State Assessment.

Person responsible for monitoring outcome:

Latanga Igberese (latanga.igberese@browardschools.com)

Evidence-based Strategy:

Department members create grade level instructional focus calendars, and create a common progress monitoring calendar for the year. Teachers meet weekly in professional learning communities to develop common formative assessments, and will work collaboratively to analyze assessment data for the purpose of informing classroom instruction, remediation, and enrichment activities. All 9th and 10th grade students in the bottom quartile for ELA will receive targeted remediation based on common formative assessment data that address specific areas of deficiency. Intensive Reading and English teachers will receive professional development related to unpacking the Florida State English Language Arts Standards, and aligning classroom instruction and assessment to the LAFS. Content area teachers will utilize the school wide literacy plan activities requiring bi-weekly literacy components through use of the "Rhetorical Triangle" strategy to be added to their core content assignments. Content-area literacy training through PLCs will be conducted.

Rationale for Evidence-based Strategy:

It has long been viewed as a Best Practice to ensure a focus on learning through common planning and content or grade level professional learning communities.

Action Steps to Implement

1. Prepare common, grade-level instructional focus calendars and align instructional pacing with the Language Arts Florida Standards and Florida Standards Assessment.
2. Create common formative assessments that align with the ELA FSA utilizing GRAIDE NETWORK and CommonLit.com
3. Use department PLC time to analyze formative assessment data to inform instructional planning for instruction, remediation, and enrichment.
4. Create support personnel pull-out and push-in schedule for targeted remediation groups.
5. Utilize formative assessment data to plan school-day review sessions for all bottom quartile students on Early Release Days
6. Complete enrollment drive for after school literacy tutoring program, targeting students who need remediation in reading.

- 7. Complete enrollment drive for Saturday Academic Success Camp, targeting students who need remediation in reading.
- 8. Market the student incentive plan in place for students who show growth on their common formative assessments each month.

Person Responsible [no one identified]

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Only 17% of students with disabilities met proficiency in English Language Arts, far below the federal index % of 41%. This indicates an area of needed attention.

Measurable Outcome: In the 2020-2021 school year, 20% of our students with disabilities will meet proficiency on the florida standards assessment for English Language Arts.

Person responsible for monitoring outcome: Annette Pickney (annette.pinckney@browardschools.com)

Evidence-based Strategy: Department members create grade level instructional focus calendars, and to create a common progress monitoring calendar for the year in all departments. Teachers meet weekly in professional learning communities to develop common formative assessments, and work collaboratively to analyze assessment data for the purpose of informing classroom instruction, remediation, and enrichment activities. All 9th and 10th grade students with disabilities in the bottom quartile for ELA will receive targeted remediation based on common formative assessment data that address specific areas of deficiency. All students with disabilities will receive academic support through their support facilitator in the ESE resource room or through push-in classroom assistance.

Rationale for Evidence-based Strategy: It has long been viewed as a Best Practice to ensure a focus on learning through common planning and content or grade level professional learning communities. Students with disabilities will benefit from targeted, small group interventions.

Action Steps to Implement

1. Prepare common, grade-level instructional focus calendars and align instructional pacing with the Florida Standards in each curriculum area.
2. Create common formative assessments that align with the Florida Standards in each department.
3. Use department PLC time to analyze formative assessment data to inform instructional planning for instruction, remediation, and enrichment.
4. Create support personnel pull-out and push-in schedule for targeted remediation groups.
5. Analyze student formative assessment data to adjust small group instruction with SWDs.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

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

Algebra 1 and Geometry EOC proficiency will also be a priority to address. Math teachers will meet weekly to collaborate in departmental PLCs. The math department will create a common instructional pacing guide and common formative assessments. Teachers will analyze data in order to inform classroom instruction, remediation, review, and enrichment activities and assignments. Students will track their own progress utilizing student data folders. Students with a history of level 1 mathematics achievement will be scheduled into a daily 90 minute block of math utilizing the Algebra Project model. Students who do not score proficiency on the Algebra 1 EOC will receive an additional year of liberal arts math as remediation before taking the Geometry EOC as well as preparation for the Algebra 1 EOC retake.

Additionally, our school will focus on increasing attendance as an additional school wide improvement priority.

Our attendance committee meets monthly to review attendance data, and to meet with students who have attendance problems. Students with 1 to 5 absences will receive a robo call home to inform their parents. Students with 6-9 unexcused absences will be referred to the RTI team and placed on an attendance contract. Students who have 10 or more unexcused absences will be referred to the school social worker. Students with 15 or more unexcused absences will also be referred to Children In Need of Services (CINS) or Families in Need of Services (FINS) and benefits may be suspended. The State Attorney Truancy Intervention Program and Broward County Sheriff's office will also be contacted to report habitual truancy. Students with excessive tardies (more than 5 in a marking period) will be placed on an attendance contract and must meet monthly with the behavior specialist and/or administration. The contract will outline consequences for continued tardies and rewards for improved attendance.

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.

At Hallandale Magnet High School, we create a positive school culture and environment that reflects:

A supportive and fulfilling environment:

- All faculty and staff create supportive environments for all students by building caring relationships and creating classrooms and common areas that are safe spaces.
- All students are encouraged and provided opportunities to participate in clubs, sports, and extra-curricular activities that help build peer relationships and support their social-emotional needs.
- Wrap around services are provided for students who need counseling and/or social services for

themselves and/or their families.

- Mentoring programs including 5,000 Role Models, Mentoring Tomorrow’s Leaders, Women of Tomorrow, and Carter Cares, where staff members and members of the community provide mentoring for our at-risk student population.

Learning conditions that meet the needs of all students:

- Students have access to rigorous course curriculums that support their college and career goals. We offer 12 advanced academics courses, 3 Cambridge AICE courses, and 6 CAPE academy career pathways with multiple industry certifications.
- Community and business partnerships are leveraged to provide career mentoring, internships, and experiences that support student’s college and career goals.
- Students with disabilities and English Language Learners have access to accommodations and instructional support through strategic course scheduling, support facilitators, program tutors, and ELL support personnel, and we ensure that family input is solicited and honored.

People who are sure of their roles and relationships in student learning:

- Extensive training is provided for all faculty and staff regarding curriculum, policies and procedures, school wide positive discipline, and many other topics.
- Monthly School Advisory Committee, School Advisory Forum, and Parent Teacher Student Association meetings are held to regularly communicate with families and community stakeholders.
- Our principal provides weekly communication to the staff in the principal update.
- We utilize monthly community newsletters, quarterly magnet newsletter, our school’s website, and our social media outlets to regularly communicate information and expectations to all stakeholders.

A culture that values trust, respect and high expectations:

- Through our school’s equity team, we work with school and community partners to sponsor multicultural events and bring awareness to issues of importance for the diversity represented on our campus.
- We continuously communicate a culture of respect and high expectations through our daily communications with students, faculty and staff through daily announcements.
- We highlight students and programs who have demonstrated academic and extra-curricular excellence through various mediums including our school’s website, social media platforms, and newsletter communications.

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: English Language Learners				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$4,175.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0403 - Hallandale High School	School Improvement Funds		\$4,175.00
			<i>Notes: Graide Network provides a formative assessment tool and service to assist with providing quality and timely feedback to student's ELA FSA written responses.</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00

	Total: \$4,175.00
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