

Broward County Public Schools

# International School Of Broward



2021-22 Schoolwide Improvement Plan

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# International School Of Broward

3100 N 75TH AVE, Hollywood, FL 33024

isbcharterschool.org

## Demographics

Principal: Henry Crawford

Start Date for this Principal: 8/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	18%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (47%) 2016-17: C (47%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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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## International School Of Broward

3100 N 75TH AVE, Hollywood, FL 33024

isbcharterschool.org

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	47%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	90%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		I	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.

##### MISSION

The International School of Broward (ISB) holds the belief that providing our students with a solid educational foundation is paramount to the development of their intelligence. Within the International School of Broward's academic framework, each student is given the opportunity to acquire the skills, abilities, and attitudes needed to succeed in higher educational settings and beyond. Providing our students with an edifying edge enables them to believe in themselves, to be knowledgeable and cultured and to become great communicators. The International School of Broward strives to continue offering an innovative and comprehensive academic program that adjusts to an ever-changing world and to prepare students to qualify for, and to pursue, career goals that will enrich their lives and benefit society as a whole.

#### Provide the school's vision statement.

##### VISION STATEMENT

At the International School of Broward, our vision statement is "Preparing Tomorrow's Global Leaders". Upon graduation from the International School of Broward, each student will have gained the following skills and attributes, which encompass our profile steps of defined success:

- Have a great understanding of the principles of moral reasoning, which promotes integrity, honesty and a sense of fairness and justice.
- Have acquired significant knowledge and the essential skills to conduct purposeful and constructive research. Learning will be viewed as enjoyable and their love of learning will be life-long.
- Apply thinking skills critically and innovatively to make sound decisions and solve complex problems.
- Approach unfamiliar settings or situations calmly with confidence and have the "independence of spirit" to explore new roles, ideas and strategies.
- Show empathy toward the needs and feelings of others. Develop a sense of personal commitment to action and service.
- Respect the beliefs, values and traditions of other individuals and cultures, and seek and consider different points of view.
- Understand and communicate ideas and information effectively in more than one language and via other mediums such as the performing arts.
- Gain access to any university in the world with their French American Baccalaureate (BFA) degree including highly competitive U.S. Colleges and Universities.

ISB aims to provide a comprehensive academic program that helps each child to reach his or her potential, prepare students to function in a competitive global society while fostering their critical thinking skills through meaningful inquiry and rigorous academic engagement. The uniqueness of the International School of Broward enables its students to be at a minimum biliterate in English and French. The school strives to cultivate the development of the students' characters and provide them with a solid foundation that will foster life-long learning. The school emphasizes intercultural understanding, and a thorough knowledge of the 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	Position Title	Job Duties and Responsibilities
Crawford, Henry	Principal	His responsibilities are to develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, hire and evaluate staff and oversee facilities. He further develops safety protocols and emergency response procedures for the school. The principal coordinates and supervises the collection of data and collaborates with the team of educators to plan a comprehensive academic program for all students regardless of their academic, cultural, or economic differences.
Bostick, Ciara	School Counselor	<p>The Counselor will work with teachers, administration and parents to help students improve their classroom performance. She will suggest outside resources for additional support. She will work closely with students to detect and report possible cases of neglect or abuse. In addition to:</p> <ul style="list-style-type: none"> <li>• Identifying issues affecting school performance, such as absenteeism</li> <li>• Addressing social or behavioral problems</li> <li>• Helping students develop skills needed for academic success</li> <li>• Counseling individuals and small groups</li> <li>• Assessing students' abilities and interests</li> <li>• Helping students achieve academic or career goals</li> </ul> <p>The counselor will monitor students who have been identified through the early warning system to ensure those students with specific needs are targeted and supported to complete their studies and progress to the next grade... graduation.</p>
Lawrence, Lorraine	Reading Coach	The Assessment Coordinator will manage the development and implementation of a comprehensive program of assessment for the purpose of institutional improvements in accordance with accreditation requirements in support of institutional effectiveness. The Assessment Coordinator will work with the faculty, staff and administrators to develop effective strategies for the academic assessment of student learning outcomes at the general education and program levels. The assessment coordinator will provide ongoing support for assessment activities, assist with the analysis of assessment methods and results and report such results to both internal and external stakeholders. The Assessment Coordinator will coordinate the administration, collection, evaluation, and dissemination of all academic, support, and administrative departments. The Assessment Coordinator makes sure that individual student and schoolwide data is collected and shared in a meaningful way that allows the classroom teacher and administrative team to make data driven decisions.

### Demographic Information

#### Principal start date

Thursday 8/1/2019, Henry Crawford

**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.*

4

**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.*

5

**Total number of teacher positions allocated to the school**

9

**Total number of students enrolled at the school**

94

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

2

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

2

### Demographic Data

## Early Warning Systems

### 2021-22

**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	7	12	16	17	13	12	11	88	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	1	1	6	7	4	1	20	
Course failure in Math	0	0	0	0	0	0	0	1	3	4	4	2	0	14	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	3	1	2	2	3	12	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	3	1	3	0	0	8	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	11	2	0	0	0	0	13	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	1	5	3	6	2	1	18



**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	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	1	0	2

**Date this data was collected or last updated**

Thursday 7/15/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - 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	7	12	16	17	13	12	11	88	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	1	1	6	7	4	1	20	
Course failure in Math	0	0	0	0	0	0	0	1	3	4	4	2	0	14	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	3	1	2	2	3	12	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	3	1	3	0	0	8	

**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	1	5	3	6	2	1	18

**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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	1	0	0	2

**Part II: Needs Assessment/Analysis****School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				47%	57%	56%	49%	58%	56%
ELA Learning Gains				46%	52%	51%	53%	54%	53%
ELA Lowest 25th Percentile					45%	42%	9%	47%	44%
Math Achievement				41%	51%	51%	47%	49%	51%
Math Learning Gains				59%	44%	48%	49%	45%	48%
Math Lowest 25th Percentile					43%	45%		46%	45%
Science Achievement				50%	66%	68%	46%	64%	67%
Social Studies Achievement				65%	71%	73%	53%	70%	71%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	50%	57%	-7%	54%	-4%
Cohort Comparison						
07	2021					
	2019	31%	55%	-24%	52%	-21%
Cohort Comparison		-50%				
08	2021					
	2019	73%	59%	14%	56%	17%
Cohort Comparison		-31%				
09	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	50%	57%	-7%	55%	-5%
Cohort Comparison		-73%				
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	8%	58%	-50%	55%	-47%
Cohort Comparison						
07	2021					
	2019	62%	53%	9%	54%	8%
Cohort Comparison		-8%				
08	2021					
	2019	45%	45%	0%	46%	-1%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	64%	43%	21%	48%	16%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	67%	-14%	67%	-14%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	71%	12%	71%	12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	67%	-17%	70%	-20%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	61%	6%	61%	6%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	56%	-56%	57%	-57%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Progress Monitoring for ELA/Reading Grades 6-12 is FAIR (Florida Assessment in Reading) - lower participation rate with FAIR due to COVID-19 and students not being on campus.

Progress Monitoring for Math Grades 6-8 is iReady -lower participation rate with FAIR due to COVID-19 and students not being on campus.

Progress Monitoring for US History - BSA - lower participation rate with FAIR due to COVID-19 and students not being on campus. Greater attempts will be made to progress monitor in all subject areas for grades 9-12 to ensure increased student participation and analysis of data to impact instruction.

Progress Monitoring for Algebra - BSA - lower participation rate with FAIR due to COVID-19 and students not being on campus. Greater attempts will be made to progress monitor in all subject areas for grades 9-12 to ensure increased student participation and analysis of data to impact instruction.

Progress Monitoring for Geometry - BSA - lower participation rate with FAIR due to COVID-19 and students not being on campus.

Progress Monitoring for Civics - BSA - lower participation rate with FAIR due to COVID-19 and students not being on campus.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	6 (25%)	7 (20%)	7 (17%)
	Economically Disadvantaged	2	2	2
	Students With Disabilities	1	1	1
	English Language Learners	1	1	1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6(25%)	7 (20%)	7 (0%)
	Economically Disadvantaged	2	2	2
	Students With Disabilities	1	1	1
	English Language Learners	1	1	1

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12 (60%)	12 (33%)	12 (33%)
	Economically Disadvantaged	4	4	4
	Students With Disabilities	4	4	4
	English Language Learners	4	4	4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12(71%)	12 (71%)	12 (71%)
	Economically Disadvantaged	4	4	4
	Students With Disabilities	4	4	4
	English Language Learners	3	3	3
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12(71%)	12(71%)	12(71%)
	Economically Disadvantaged	4	4	4
	Students With Disabilities	4	4	4
	English Language Learners	4	4	4

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16 (44%)	16 (54%)	16 (75%)
	Economically Disadvantaged	7	7	7
	Students With Disabilities	2	2	2
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16 (42%)	16 (31%)	16 (60%)
	Economically Disadvantaged	7	7	7
	Students With Disabilities	2	2	2
	English Language Learners	3	3	3
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	16(76%)	16(76%)	16(76%)
	Economically Disadvantaged	7	7	7
	Students With Disabilities	2	2	2
	English Language Learners	3	3	3

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10(70%)	10 (70%)	10 (70%)
	Economically Disadvantaged	3	3	3
	Students With Disabilities	1	1	1
	English Language Learners	3	3	3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9(65%)	8(55%)	8(55%)
	Economically Disadvantaged	5	5	5
	Students With Disabilities	1	1	1
	English Language Learners	3	3	3
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	8(55%)	N/A
	Economically Disadvantaged	5	5	5
	Students With Disabilities	1	1	1
	English Language Learners	3	3	3
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A)	4(30%)	N/A
	Economically Disadvantaged	5	5	5
	Students With Disabilities	1	1	1
	English Language Learners	3	3	3

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9 (25%)	9(20%)	8 (14%)
	Economically Disadvantaged	3	3	3
	Students With Disabilities	1	1	1
	English Language Learners	3	3	3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9 (25%)	9 (25%)	9(25%)
	Economically Disadvantaged	3	3	3
	Students With Disabilities	1	1	1
	English Language Learners	3	3	3
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	3(27%)	6(54%)
	Economically Disadvantaged	3	3	3
	Students With Disabilities	1	1	1
	English Language Learners	3	3	3
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	4(46%)	5(36%)
	Economically Disadvantaged	3	3	3
	Students With Disabilities	1	1	1
	English Language Learners	3	3	3



Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9 (57%)	9(57%)	9(57%)
	Economically Disadvantaged	3	3	3
	Students With Disabilities	1	1	1
	English Language Learners	4	4	3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6(66%)	6(66%)	6(66%)
	Economically Disadvantaged	3	3	3
	Students With Disabilities	1	1	1
	English Language Learners	4	4	3
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4(50%)	4(50%)	4(50%)
	Economically Disadvantaged	0	0	0
	Students With Disabilities	1	1	1
	English Language Learners	4	4	4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2(50%)	2(50%)	2(50%)
	Economically Disadvantaged	1	1	1
	Students With Disabilities	1	1	1
	English Language Learners	4	4	4
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	2(50%)	2(50%)	2(50%)
	Economically Disadvantaged	1	1	1
	Students With Disabilities	1	1	1
	English Language Learners	3	3	3
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ELL											
BLK	33			44	60						
HSP	33	58		38	42						
FRL	23	50		33	55					50	

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
ELL											
BLK	40	42		27	58			70		54	
HSP	50	55		38	55		50				
FRL	44	45		28	50		44	57		67	
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
ELL	20	42		36	31					61	86
BLK	52	47		42	50		45	55		54	60
HSP	56	67		53	50		45			54	
WHT	33	50		50	50					37	
FRL	56	54		52	52		42	58		70	62

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	402
Total Components for the Federal Index	9
Percent Tested	70%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	
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%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

The trends that emerge across grade levels in the stagnant growth in overall student performance. As we delve into the data, there are small gains in student proficiency from tier 1 to tier 3 in reading. For example: All students in grade 6 who participated in FAIR testing, showed the greatest gain with a 25 % decrease in students placed in Tier 3. Tier 2 increased by 30% with 5 % of students moving from Tier 1 to Tier 2. Tier 1 showed a reduction of 5%. This was reflected in the overall increase in Tier 2 scores. Moving forward areas of focus needing the greatest intervention are Vocabulary and Comprehension of Informational Texts. These trends are similar across the board.

The 6th grade ELA scores for 2019 were just at 50% proficiency, scoring 7% lower than the school district but just 4% lower than the State comparison.

Similarly, on the State assessment for ELA (2019), similar results indicate a need to strengthen reading across all grade levels. Although the 8th grade showed a 73% proficiency rate, the other tested grade levels performed at 50% proficiency or below.

Students with disabilities continue to lag behind in proficiency rate for FAIR . More focus will be placed on SWD goals for reading and program implementation with fidelity. ELL students showed gains in reading from AP1 to AP2.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement, based off of progress monitoring and state assessment data from 2019 is Math achievement for all students in grade 6. Although the Learning Gains are substantive, the Math Achievement levels are extremely low for all subgroups on progress monitoring data. The graduation rate has been consistently low for the past several years, there is a need for more intensive math instruction to ensure students are prepared to meet the Algebra EOC requirements in preparation for graduation. Additionally, College & Career Acceleration data for 2019 was not calculated that impacts the overall points earned for the school.

Grade 6 scored extremely low on State Assessment for Math at just 8%, while District and State proficiency for (2019) was at 58% and 55% respectively.

High School EOC Assessments for Biology, Geometry and History demonstrate a great need for improvement due to the decrease in pass rate. These areas will improve by providing a more structured progress monitoring agenda that will include a specific focus on SWD and ELL's.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The student progress monitoring data and early warning system data will need to be collected and monitored throughout the year with fidelity. To ensure all students are being serviced effectively the school will implement the following steps or take the following new action:

1. Administer progress monitoring tools and analyze data regularly
2. Adopt appropriate standards based curriculum and monitoring tools
3. Engage guidance counseling and other resources to improve the retake of assessments for all

students in need.

4. Properly code and track middle and high school classes for acceleration credit
5. Focus on Math target tutoring, in class support and remediation for all students
6. ESE students (SWD) will be required to participate in regularly scheduled tutoring sessions for math.
7. ESE and ELL's will be monitored closely to ensure classroom and subject area support is given in a timely fashion and appropriate accommodations are made.
8. Other options such as (PERT or SAT, FSA preparation) will need to be explored early to ensure alternative testing is identified and administered timely.
9. The progress monitoring program will allow a more robust data collection process for AP1, AP2 and AP3

#### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

The data component that showed the most improvement was social studies with a 15% increase in proficiency, from 55% to 70% from the year prior.

The State Assessment data component for Social Studies Achievement for (2019) showed a one year increase of 12% from 53% to 65%. Although the US History proficiency rate was 50% the Civics proficiency rate was 83% which was higher than both the District and the State average.

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

The contributing factor was the use of additional resources and practice materials used throughout the year.

Students participated in activities in school and out of school that help them practice and get a better understanding of the content.

The teacher attended PD that help with instruction.

The teacher reviewed student data frequently

The teacher was resourceful in matching instruction to student need (ESE, Gifted, ELL's)

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

In order to accelerate learning the following steps will be taken:

1. Students will be assessed using diagnostic tools aligned with the standards. Students will be identified as on level, above level and below level and placed accordingly within the class for instruction.
- 2 The School will adopt and use the curriculum aligned with standards
3. School will use placement charts that allow placement to be driven by assessment data and student needs.
4. Progress monitoring and data driven decisions will be implemented with fidelity to ensure accurate and consistent instruction and support for each student.

#### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development opportunities begin with the PD plan for teacher and administrators. The plan is crafted by first having an intense review of the student and school data.

1. The PD calendar is developed and published for start of the school year
2. Calendar includes onsite professional development and PD through BCPS LAB.
3. Teams are formed to review and address ongoing data collection
4. The plan is evaluated mid year to ensure all needs are being addressed for the teachers though

the various PD opportunities and offerings and by consistently reviewing student data.

PD Topics: (Managing progress monitoring data, ESE strategies in the classroom, reading across the curriculum, supporting ELL's in the classroom, using technology to enhance learning, test taking strategies)

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

Additional Services:

Teachers will have access to PD throughout the year that is driven by student data.

Ongoing professional development that helps teachers meet the needs of students with disabilities (SWD).

Teachers will be supported with parent/teacher conferences throughout the year.

Subgroups (student) will be targeted for specific instruction, resources, targeted tutoring, and incentives to ensure all students receive the necessary support.

Monitoring of student progress with specific focus on subgroup data (SWD, FRL, ELL)

Structured use of EWS data and other pertinent data to ensure student success.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to Graduation**

<b>Area of Focus Description and Rationale:</b>	The data revealed the school's graduation rate as a critical area that needs to be addressed. The graduation rate for the past several years has decreased due to students transferring in and out of the school due to foreign status. Additionally, students who have transferred into the high school came in with major credit deficiencies and were not able to compete their coursework in time or were in need of passing State Assessments.
<b>Measurable Outcome:</b>	The School will increase the overall graduation rate by 20% by the end of the school year 2022. The goal is to meet the Districts graduation rate by year 2023.
<b>Monitoring:</b>	<ol style="list-style-type: none"> <li>1. The graduation cohort will be monitored.</li> <li>2. Student academic success will be closely monitored throughout the school year by guidance department to make sure students are in line to graduate in their cohort.</li> <li>3. Target tutoring and credit recovery opportunities will be afforded to all students in need.</li> <li>4. Practice sessions will begin for all students who must participate in the retake assessments.</li> </ol>
<b>Person responsible for monitoring outcome:</b>	Henry Crawford (hcrawford@isbcharterschool.org)
<b>Evidence-based Strategy:</b>	Giving the students the additional opportunity to practice in order to pass State Assessments and to recover credits will help the school increase the graduation rate.
<b>Rationale for Evidence-based Strategy:</b>	<p>Students who have not had the success of passing the assessments usually have not worked with the content and really need a review/practice session before taking the tests. A quick review can help.</p> <p>Also giving the student an opportunity to recover credit within the same school year is also beneficial.</p>

**Action Steps to Implement**

Action Step:

Guidance Counselor will monitor EWS data monthly to ensure student needs are being address through parent contact, instructional support, social/emotional counseling and academic progress monitoring. Guidance Counselor will schedule monthly meetings (teachers, attendance team, assessment coordinator, ESOL contact, ESE contact)) to discuss strategies as it relates to the student success and progress from grade to grade. The guidance counselor will also explore all options as it relates to retakes, credit recovery and other requirements for graduation.

**Person Responsible** Ciara Bostick (cbostick@isbcharterschool.org)

Action Step:

Assessment Coordinator will collect data (FSA, EOC's, etc.) and timely report information so students can receive the necessary support to pass exams. Each student will have a progress monitoring plan that is updated at each team meeting to ensure students are given opportunities to review and practice for retakes. The Assessment Coordinator will also explore all options for students who are struggling with assessments needed to meet graduation requirements.

**Person Responsible** Lorraine Lawrence (llawrence@isbcharterschool.org)



**#2. Leadership specifically relating to Managing Accountability Systems**

<b>Area of Focus Description and Rationale:</b>	The data reviewed indicated a need to create and manage systems of accountability to ensure a thorough and consistent review of data. Although the school experiences a small student population, each reported area is critical in terms of school improvement. For instance, the Early Warning data, when thoroughly reviewed, will provide groups to target to make sure those student issues are addressed.
<b>Measurable Outcome:</b>	The number of students failing ELA course according to the EWS data for the prior year will decrease by 25% in the current school year for all grade levels.
<b>Monitoring:</b>	<p>This area of focus will be monitored through:</p> <ol style="list-style-type: none"> <li>1. Quarterly progress reports</li> <li>2. Progress monitoring data using FAIR</li> <li>3. Teacher made assessments and curriculum assessments</li> </ol>
<b>Person responsible for monitoring outcome:</b>	Henry Crawford (hcrawford@isbcharterschool.org)
<b>Evidence-based Strategy:</b>	<p>The following strategies will be in place to decrease the number of students who fail an ELA course during the school year:</p> <ol style="list-style-type: none"> <li>1. Use progress monitoring data as part of data discussion for students, parents, administration.</li> <li>2. Provide targeted tutoring for all students who are identified as needing support.</li> <li>3. Ensure ESE students and ELL's are receiving the necessary accommodations and support to be successful with the curriculum.</li> <li>4. Continued professional development for teachers to provide them with strategies to engage all learners and encourage them to succeed in their coursework.</li> <li>5. Provide practice sessions and study guides for students to support their learning.</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	FAIR assessments are used 3x a year with an expectation that students will make gains each assessment period. If gains are not being made, the teacher will be encouraged to change his/her delivery model, identify students for additional support through tutoring, in class or pullout instruction.

**Action Steps to Implement**

1. Professional Development for teachers that is develop as a result of teacher needs assessments.
2. Collection and analysis of progress monitoring data for AP1, AP2 and AP3 time periods.
3. Ensure Accommodations for ELL's and SWD are provided for students and these subgroups are included in all additional practice and programs that will aid in the student's success.

**Person Responsible** Henry Crawford (hcrawford@isbcharterschool.org)

**#3. Other specifically relating to Collection of Student Data****Area of Focus Description and Rationale:**

The data reviewed indicates a need to collect and analyze data for students in grades 9 - 12 in the area of Math and reading. Although the progress monitoring data for reading is collected through FAIR and iReady, there needs to be a more structured cycle of data collection and analysis for all academic areas. Mathematics, Biology and US History are subjects that have not been consistently monitored outside of the BSA data that is collected once a year. The teacher made or curriculum materials and assessments are administered by teachers but the data is not fully analyzed and collective strategies have not been put in place using the individual curriculum data.

N/A - data was not collected or students were not tested in the specific area due to low enrollment.

A progress monitoring plan has been developed to include data collection from the high school content areas using Coach Digital, IXL and Math Nation.

**Measurable Outcome:**

There will be an increase of 20% proficiency in student achievement in EOC content areas from AP3 to AP1 each year.

**Monitoring:**

Data will be collected in all EOC areas during the Assessment periods and compared each term.

Data meetings will involve a collection and analysis of data, identification of student needs, providing necessary resources to address the deficiencies.

Specific focus will be made for SWD and ELL's to address their needs.

Specific focus will be on students who must retake exams.

**Person responsible for monitoring outcome:**

Lorraine Lawrence (llawrence@isbcharterschool.org)

**Evidence-based Strategy:**

Ongoing progress monitoring that allows the teachers to see student needs for instruction by consistently reviewing data and making instructional decisions for the students using the data.

**Rationale for Evidence-based Strategy:**

This strategy will allow teachers to be intimately involved in the needs of students and pay close attention to those students needing the most support according to their data.

**Action Steps to Implement****Action Steps:**

1. Use provided progress monitoring programs for each content area to collect data.
2. Discuss data in team meetings - to include ESE specialist and ELL Coordinator.
3. Make accommodations when needed for students with disabilities and for ELL's.
4. Develop practice and tutoring schedule for students
5. Arrange professional development opportunities for teachers to help with meeting the various needs of students
6. Data sessions with academic team to plan a consistent data collection and progress monitoring plan that is implemented with fidelity.

**Person Responsible**

Henry Crawford (hcrawford@isbcharterschool.org)

## Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**ISB will continue to monitor the school culture and environment through the lens of the behavior and discipline data for Broward County and the State of Florida. The small student population and the steps the school has taken to develop an environment conducive to learning and cooperative positive behavior, the International School Broward has had no incidents of the nature that required reporting. The School will continue to be proactive in creating a positive school culture and continue to monitor student behavior through activities and events that bring about a positive result for all students and staff.**

**ISB will continue to have single entry to the school with our certified Guardian at that access point at all times. The Guardian has been trained in student relations. The Administration will continue to have opened discussions three times a year regarding the student handbook and student expectations as it relates to student discipline and through various grade level assemblies, Parent Open House, & Student Government events. Our mentoring programs for boys and girls will provide the opportunity for students to express their concerns and build a cooperative environment that is safe and conducive to learning. The mentors and counselors address life skills and conflict resolution for both groups. Our school counselor meets with individual students and small groups to ensure students are listened to and student needs are met academically, mentally and socially.**

**The school counselor will work closely with the ESE Specialist/teacher to ensure all students with disabilities as well as gifted students are included in all student support initiatives such as counseling, mentoring, and other programming. ESE and Gifted students will be monitored and will meet with teacher/specialist regarding academics and assessments periodically. ISB will compile a student portfolio/work folder documenting progression toward IEP goals and demonstrating implemented accommodations. There will be Collaborative Problem-Solving Team meetings with parent participation to monitor and manage student progress. The ESE specialist/instructor will be in constant communication with the Administration to identify and monitor for SWD who may have regressed academically or have behavior issues and may not be on target to meet IEP goals and close achievement gaps.**

**The ELL's teachers develop a modified instruction based on students' language classification, test scores, tailored activities, and Early Warning System (EWS) indicators. ELL's will be monitored and will meet with ESOL Coordinator/Administration regarding academics and assessments periodically. ISB will compile a student portfolio/work folder documenting progression toward ESOL goals and demonstrating implemented accommodations. There will be ongoing progress monitoring through Collaborative Problem-Solving Team meetings with parent participation. The ESOL Coordinator will be in constant communication with the Administration to identify and monitor for ELL's who may have regressed academically or have behavior issues and may not be on target to meet ESOL goals and close achievement gaps.**

**ISB will develop measurable goals for ESE, gifted students and ELL's. ISB will ensure all students in need of Tier II and Tier III intensive interventions have been scheduled into the appropriate intervention. In addition there will be data-driven student intervention assignments for students in need of Tier III interventions for academics and behavior to ensure students progress through graduation completion.**

**ISB will do the following to improve and monitor the graduation rate:**

- 1. Use early-warning indicators to, identify those at risk of failing classes, and share successful intervention strategies.**
- 2. Focus on attendance data to identify those students with poor attendance.**
- 3. Embrace collective responsibility for academic success that has a school culture that stresses collective responsibility for behavior and academic success might include team**

## 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.

The International School of Broward starts by creating a positive school climate and environment by having effective communication for all stakeholders and catering to the individual needs. It is essential that the physical environment of ISB promotes general health and well being of both students and staff. We will ensure that the basic needs of a safe and secure environment are met and promotes a sense of security and creates an atmosphere that fosters academic growth and positive social and emotional development. ISB will develop a democratic process that reflects a caring community where the welfare of each individual is fostered and the concerns of all are taken into account. There will be a sense of commitment to a common purpose that is developed and understood. ISB must enhance self-esteem because with it the community will not flourish. Everyone must feel worthy, capable, significant and effective. We must ensure the expectations are positive and realistic. A positive culture is cultivated by accepting all students regardless of their race, color, economic background or religious persuasion.

The International School of Broward will foster respect for human and cultural diversity by encouraging or enforcing the following:

- \* groups are regularly changed and do not always consist on same students
- \* teams are not always chosen by the students
- \* books used are bias free and gender equity is promoted at all levels
- \* student are encourage to listen to different points of view.
- \* students are encouraged to join clubs and activities at the school campus that foster individual growth and respect for the school community and the community at large.

Students come from a variety of backgrounds, beliefs and understanding and can be at many different stages of their personal, social and health development. These factors influence the approaches taken into the school. The curriculum will need to be adapted to suit various needs, interests and concerns and to deal with the specific environment in which the school is placed.

Fostering inclusive and respectful language:

It is essential that students are enabled to use language in a precise and appropriate manner. The language that is promoted in the school must be one that nurtures both students and adults as unique and valuable human beings. It should respect cultural and other differences between people and be used in a way that encourages inclusiveness. Language can significantly contribute to building positive self-esteem, whereas if used in a negative manner it can cause frustration and hurt. These messages about language will be communicated to students primarily by the manner in which language is used. The way in which students are addressed in class, the manner in which they are reproached or affirmed and the tone of voice used in exploring issues of a personal nature will all reflect the values that are upheld in the school. Building

global leaders in the 21st century requires the school to teach acceptance of cultural differences and to embrace diversity and challenges from around the globe.

Developing a school approach to assessment and student growth:

- \* accommodation to the curriculum content to meet the needs of the student and maximize the learning potential of each individual (ESE, Gifted, & ELL)
- \* adapt learning and teaching strategies used in the classroom to ensure that they are appropriate to the objectives of the curriculum and the ways in which students learn
- \* assess the effectiveness of learning through the school climate and atmosphere, in the discrete time and throughout other subjects
- \* discover what the student knows, understands and can do
- \* promote self-assessment in the student, where he/she learns the value of monitoring his/her own progress and develops some responsibility for his/her own learning. The student is helped to set realistic goals and targets and to become aware of his/her own strengths and difficulties.
- \* explore how the student transfers learning from one situation to another
- \* communicate with the student, parents and others regarding the student's abilities, strengths and overall progress.

Partnering with Colleges, Universities and other agencies:

- \* ISB has formed partnerships with local Colleges to advance the academic strength of the school through programs and courses in Languages, Sciences and Law.
- \* Cultural agency such as the French Consulate and Chinese Student Exchange offices provides the school with resources and student referrals to attend school in the US.
- \* Hispanic Society of South Florida provides rich cultural activities and events

Mentoring Services - student activities that connect them with the surrounding community through service

### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

The parent community assist with creating a positive culture and environment by supporting school events, becoming school partners, participating in parent-teacher conferences, serving on parent committees and giving constructive feedback through various avenues as it relates to school improvement.

Parents also attend parent workshops throughout the year that helps them with effective communication between home and school as well as helping their students with academics.

Staff will ensure students are learning in a safe and supportive learning environment. They will foster positive, trusting relationships with students and improve school climate by encouraging parent and family involvement in education. Students connect with school support staff on many occasions throughout the school day, support staff can model positive behavior and send positive messages to students.

The teachers and administrators who are part of School Leadership Team, (Principal, Counselor, Administrative Assistant, Assessment Coordinator) will monitor students who are exhibiting a pattern of non-attendance are discussed during the MTSS Team meetings at which times interventions are assigned. When monitoring attendance, both chronic absenteeism and truancy absenteeism is reviewed. Attendance interventions include:

- Teacher and/or administration phone calls •
- Submitting letters to parents/guardians •
- Requiring doctors notes for excessive absences
- Conducting an Attendance Meeting with parents/guardians to provide family guidance and ideas for improving attendance—
- Early Warning System letter to the parents
- Intervention Plan is completed and signed by administration and parent/guardian listed interventions a plan for improved attendance

- Conferencing
- Counseling

Community Partnerships help promote a positive culture and environment at the school by providing opportunities for furthering education outside of the classroom through activities such as:

1. Fieldtrips - College and Careers
2. Foreign Student visitation programs (China, France, Italy, Haiti)
3. Broward College Dual Enrollment Program
4. Hollywood Chamber of Commerce - Business and Community Program

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
2	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
3	III.A.	Areas of Focus: Other: Collection of Student Data	\$0.00
Total:			\$0.00