

Broward County Public Schools

# Lanier James Education Center



2021-22 Schoolwide Improvement Plan

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# Lanier James Education Center

1050 NW 7TH CT, Hallandale Beach, FL 33009

[ no web address on file ]

## Demographics

**Principal: Carletha Shaw Rolle**

Start Date for this Principal: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School 1-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<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* Economically Disadvantaged Students*
<b>School Grades History</b>	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
<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, [click here](#).

## School Board Approval

This plan is pending approval by the Broward County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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# Lanier James Education Center

1050 NW 7TH CT, Hallandale Beach, FL 33009

[ no web address on file ]

## 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)
Combination School 1-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

## School Grades History

Year  
Grade

## School Board Approval

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## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.**

Lanier James is dedicated to safety and educational development of all students. We foster a culture of cooperation and character building to prepare our students to enter society as productive members.

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

Lanier-James Education Center is a behavior change center designed to meet the needs of at risk students who have not been successful in the traditional school setting. Our goal is to provide our students the academic and behavioral skills necessary to successfully transition them to their home school upon completion of their designated program.

### 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
Clemon, Bonnie	Principal	Oversees the daily operations of the school and serves as liaison between district administration and school community stakeholders. In addition, serves as the instructional leader of all learning communities within the school.
Baker, Leslie	Behavior Specialist	In charge of school behavior referrals and provides behavioral support for all students
Williams, Adrienne	School Counselor	In charge of scheduling, student advisement, graduation, retention, grade level matriculation, and developing guidance plan.
Walker, Linda	Administrative Support	In charge of Alternative to External Suspension (AES) Program
Hudson, John	Assistant Principal	In charge of building maintenance, professional development, positive behavior plan, Rtl, and academic support.
Baskerville, Joycelyn	Attendance/Social Work	In charge of Truancy, chronic absenteeism, parental engagement, Rtl, and community resources
Castro, Laura	Attendance/Social Work	In charge of truancy, chronic absenteeism, and parental & community involvement.
Mitchell, Eddie	SAC Member	SAC & SIP Chairperson and SAF member, responsible for organizing SAC meetings, development of School Improvement Plan, and administration of School Improvement funds.
Eggelletion-Buckner, Lashawnda	Instructional Coach	In charge of school-wide literacy, in-service facilitator, and ELA/Reading support
Gruber, Laura	Teacher, ESE	In charge of ELL/ESE/504/ESOL program and support facilitation, IEP, Rtl, and ESE/ESOL/504 intake
Johnson, Gregg	Behavior Specialist	In charge of school discipline, positive behavior plan, and behavioral support
Lawrence-Reyes, Rita	School Counselor	In charge of scheduling, advisement, testing, and developing guidance plan

## Demographic Information

### Principal start date

Monday 7/1/2019, Carletha Shaw Rolle

**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.*

0

**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**

21

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

34

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

0

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

4

**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	0	7	6	7	14	16	11	61
Attendance below 90 percent	0	0	0	0	0	0	0	3	3	4	10	10	9	39
One or more suspensions	0	0	0	0	0	0	0	4	0	1	2	3	0	10
Course failure in ELA	0	0	0	0	0	0	0	1	2	4	7	10	3	27
Course failure in Math	0	0	0	0	0	0	0	1	2	5	3	7	4	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	3	1	4	9	6	2	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	4	1	4	9	2	4	24
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	6	5	0	0	0	0	11

**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	5	4	6	10	11	7	43

**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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	1	0	1	1	0	1	4

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

Monday 6/28/2021

**2020-21 - 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	12	17	19	29	22	18	117
Attendance below 90 percent	0	0	0	0	0	0	0	9	13	14	18	18	16	88
One or more suspensions	0	0	0	0	0	0	0	10	15	18	18	11	10	82
Course failure in ELA	0	0	0	0	0	0	0	3	9	4	13	5	8	42
Course failure in Math	0	0	0	0	0	0	0	1	7	0	0	0	4	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	1	6	1	0	1	1	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	8	13	14	17	12	13	77

**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	8	13	14	17	12	13	77

**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	1	7	0	0	0	4	12
Students retained two or more times	0	0	0	0	0	0	0	1	6	1	0	1	1	10

**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	0	12	17	19	29	22	18	117
Attendance below 90 percent	0	0	0	0	0	0	0	9	13	14	18	18	16	88
One or more suspensions	0	0	0	0	0	0	0	10	15	18	18	11	10	82
Course failure in ELA	0	0	0	0	0	0	0	3	9	4	13	5	8	42
Course failure in Math	0	0	0	0	0	0	0	1	7	0	0	0	4	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	1	6	1	0	1	1	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	8	13	14	17	12	13	77

**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	8	13	14	17	12	13	77

**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	1	7	0	0	0	4	12
Students retained two or more times	0	0	0	0	0	0	0	1	6	1	0	1	1	10

**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					58%	61%		57%	60%
ELA Learning Gains					58%	59%		57%	57%
ELA Lowest 25th Percentile					52%	54%		49%	52%
Math Achievement					58%	62%		58%	61%
Math Learning Gains					58%	59%		56%	58%
Math Lowest 25th Percentile					51%	52%		49%	52%
Science Achievement					51%	56%		52%	57%
Social Studies Achievement					74%	78%		75%	77%

**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
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019	0%	55%	-55%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	30%	59%	-29%	56%	-26%
Cohort Comparison		0%				
09	2021					
	2019	36%	57%	-21%	55%	-19%
Cohort Comparison		-30%				
10	2021					
	2019	25%	53%	-28%	53%	-28%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	31%	45%	-14%	46%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	11%	43%	-32%	48%	-37%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	38%	67%	-29%	67%	-29%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	6%	71%	-65%	71%	-65%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	40%	67%	-27%	70%	-30%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	61%	-11%	61%	-11%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	19%	56%	-37%	57%	-38%

**Grade Level Data Review - Progress Monitoring Assessments**

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

Progress Monitoring Tools

Grade 7: Quartile Grades , FSA, & EOC scores

Grade 8: Quartile Grades, FSA, & EOC scores

Grade 9: Quartile Grades, FSA, & EOC scores

Grade 10: Quartile Grades, FSA, & EOC scores

Grade 11: Quartile Grades, FSA, & EOC scores, Retakes

Grade 12: Quartile Grades, FSA, & EOC scores, Retakes

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6/67	6/83	5/40
	Economically Disadvantaged			0/0
	Students With Disabilities			2/0
	English Language Learners			2/50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6/50	6/67	5/0
	Economically Disadvantaged			0/0
	Students With Disabilities			2/0
	English Language Learners			2/0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	6/67	6/83	5/0
	Economically Disadvantaged			0/0
	Students With Disabilities			2/0
	English Language Learners			2/0



Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	2/50	2/100	11/27
	Economically Disadvantaged			0/0
	Students With Disabilities			5/20
	English Language Learners			0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/0	2/50	11/18
	Economically Disadvantaged			0/0
	Students With Disabilities			5/0
	English Language Learners			0/0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	2/50	2/100	11/27
	Economically Disadvantaged			0/0
	Students With Disabilities			5/20
	English Language Learners			0/0

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6/67	6/100	3/0
	Economically Disadvantaged			0/0
	Students With Disabilities			0/0
	English Language Learners			0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6/100	6/100	3/0
	Economically Disadvantaged			0/0
	Students With Disabilities			0/0
	English Language Learners			0/0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	6/83	6/100	3/0
	Economically Disadvantaged			0/0
	Students With Disabilities			0/0
	English Language Learners			0/0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	6/100	6/100	N/A
	Economically Disadvantaged			N/A
	Students With Disabilities			N/A
	English Language Learners			N/A

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8/63	8/75	4/0
	Economically Disadvantaged			0/0
	Students With Disabilities			0/0
	English Language Learners			0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/75	8/88	4/25
	Economically Disadvantaged			0/0
	Students With Disabilities			0/0
	English Language Learners			0/0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	8/75	8/88	4/25
	Economically Disadvantaged			0/0
	Students With Disabilities			0/0
	English Language Learners			0/0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			4/25
	Economically Disadvantaged			0/0
	Students With Disabilities			0/0
	English Language Learners			0/0

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			6/17
	Economically Disadvantaged			0/0
	Students With Disabilities			2/0
	English Language Learners			1/100
		Number/% Proficiency	Fall	Winter
Mathematics	All Students			6/33
	Economically Disadvantaged			0/0
	Students With Disabilities			2/0
	English Language Learners			1/100
		Number/% Proficiency	Fall	Winter
Biology	All Students			6/17
	Economically Disadvantaged			0/0
	Students With Disabilities			2/0
	English Language Learners			1/100
		Number/% Proficiency	Fall	Winter
US History	All Students			6/17
	Economically Disadvantaged			0/0
	Students With Disabilities			2/0
	English Language Learners			1/100
		Number/% Proficiency	Fall	Winter

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			5/0
	Economically Disadvantaged			0/0
	Students With Disabilities			2/0
	English Language Learners			0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			5/0
	Economically Disadvantaged			0/0
	Students With Disabilities			2/0
	English Language Learners			0/0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			5/0
	Economically Disadvantaged			0/0
	Students With Disabilities			2/0
	English Language Learners			0/0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			5/0
	Economically Disadvantaged			0/0
	Students With Disabilities			2/0
	English Language Learners			0/0

**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
FRL										14	

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
FRL											
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

**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	12
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	12
Total Components for the Federal Index	1
Percent Tested	

**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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	14
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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 highest percentage of Language Arts course student failure were 11th graders at 63%, followed by 57% of 9th graders, and 50% of the 10th graders. The highest percentage of Math course student failures were 9th graders at 71%, followed by 11th graders at 44%, and 12th graders at 36%. In addition, our Economically Disadvantaged Students Subgroup fell Below 32% in ELA & Reading Proficiency.

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

The greatest need for improvement remains in the area of Mathematics, Social Studies, Reading and English Language Arts. This is evidenced by the majority of our students scoring level 1 on FSA ELA and Mathematics. In addition, our students did not achieve passing scores on the Algebra, Biology, and Geometry EOCs.

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

Some contributing factors include lack of student motivation, the destabilizing effect of the COVID-19 pandemic, changes in student routines, computer and internet connectivity, family resources, eLearning accessibility, and computer proficiency. In addition, chronic absenteeism, social emotional instability, lack of parental supervision, support, and involvement. Furthermore, the lack of student-teacher daily interactions was also a major contributing factor.

The actions that will be taken to improve outcomes are as follows:

Teachers and support staff will work together to re-engage students by presenting lively student-centered lessons that make learning fun and engaging and support literacy across all content areas. Teachers and support staff will perform extended learning opportunities after school, along with in school pull-outs and push-ins to provide all students with additional academic support as needed in ELA, reading, mathematics, science, and social studies, especially for our non-proficient economically disadvantaged ESSA subgroups. Students will participate in a moment of silence and mindfulness activities to support their SEL needs and provide time and space to focus and engage in the lessons being taught. Teachers and support staff will participate in professional development, work together during bi-monthly meetings to review literacy and educational goals, as well as plan for cultural responsive instruction to empower students a diverse group of students to succeed.

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

Algebra 1 EOC showed the most improvement going from -44% to -11% differential when compared to the State averages. In addition, our ESSA subgroup for economically disadvantaged students fell below 32% compared to the State threshold of 41%, (a difference of 9%), of proficiency in ELA and Reading.

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

We experienced a reduction in the number and severity of student conflicts and referrals, a reduction in the number of students chronically absent across this subgroup, and higher student motivation through increased student-centered programs.

Our school implementation of a SEL curriculum, robotics and drone program initiatives, increased parental involvement, and implementation of positive behavior along with school-wide incentives were very strong contributing factors for improvement. In addition, students were provided support through extended learning and remediation support afterschool, during spring break, along with in school pull-outs and push-in sessions which support classroom instruction.



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

We will be implementing conscious discipline in every classroom, provide differentiated culturally responsive, engaging student-centered lessons that are data driven and address standard mastery especially among our ESSA Economically Disadvantaged Students that lack parental support and resources at home. In addition, we implement positive behavior (PBIS) strategies to proactively promote positive behavior and reduce escalation which may result in students missing school or class. We will utilize energy tickets and incentives using a point system which rewards positive behavior throughout the school year. We continue to offer innovative programs such as Hospitality Management, Personal Finance, Culturally Responsive Computer Science, Robotics, and Drones aviation programs to motivate students and help students develop 21st century skills along with learning information relevant to the major industries found in South Florida.

**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.**

In order to accelerate learning and provide teachers and leaders the opportunity to grow and collaborate teachers will have regular professional development twice per month in order to review data, share best practices, and work within and across their curricular areas to support student learning. In addition, behavior specialist and techs along with the ELL & Reading department will proactively identify struggling students, especially among our ESSA economically disadvantaged students subgroup and provide timely support to keep students engaged and promote their success.

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

Students and their families will be provided Family Therapy and counseling services as needed, especially among our Economically Disadvantaged Students Subgroup who may have experienced early childhood trauma or other issues that put them at risk and and serve as barriers to their academic and emotional well-being. We will continue to use SEL and PBIS strategies to keep student behavior positive and teach them ways to manage stress as well as reduce conflicts. Our teachers and support staff will continue to work in regularly in their learning communities to support school-wide, district-wide, and classroom initiatives that promote all students to excel. Student will also have access to social workers that may be able provide additional support to our families and remove barriers that could impact student performance. Furthermore, we will continue to run vocabulary contest using vocabulary.com or related interactive website to promote literacy and build vocabulary.

**Part III: Planning for Improvement****Areas of Focus:**

**#1. Culture & Environment specifically relating to Parent Involvement**

**Area of Focus Description and Rationale:** Parental involvement is tied to student success and attendance. In supporting our students and their families t we will provide skills training that will improve relationships between parent, student, and school. As a result students will have a positive outlook of school, increase their involvement, and improve their attendance.

**Measurable Outcome:** This program should reduce the number of behavior referrals by 20% from previous years as determined by the information from Basis 3.0 Behavior dashboard or related database.

**Monitoring:** Student behavior referrals and absenteeism will be monitored quarterly throughout the school year using pinnacle, Basis 3.0, or related database.

**Person responsible for monitoring outcome:** Bonnie Clemon (bonnie.clemon@browardschools.com)

**Evidence-based Strategy:** Family strengthening programs are researched based programs that have been shown to improve relations between student, parent, and school.

**Rationale for Evidence-based Strategy:** This strategy was selected to improve parental relationships and to improve parental involvement in the academic pursuits of their children. This strategy has also been successful in allowing families to develop positive ways to communicate with each other and reduce family conflicts while strengthening the family unit and eliminating/reducing student stress and distractions.

**Action Steps to Implement**

1. Identify at-risk families and students
2. Provide support and skills training to both student and parents
3. Allow families to collaborate with trained group leaders to improve communication and build positive relationships

**Person Responsible** Eddie Mitchell (eddie.mitchell@browardschools.com)

**#2. Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale:** Students will engage in project-based learning using STEAM initiatives centered around building 21st century skills and digital preparedness. The rationale behind this initiative is to build Mathematics, Computer Science, and Science through STEAM hands-on learning.

**Measurable Outcome:** Students Math and Science scores will increase by 20% as measured by the Algebra 1 EOC, Biology EOC, and FSA science exam.

**Monitoring:** Subject area teachers will monitor student progress using Formative assessments and performance task evaluations to provide feedback and monitor student outcome, using Pinnacle and Canvas.

**Person responsible for monitoring outcome:** Bonnie Clemon (bonnie.clemon@browardschools.com)

**Evidence-based Strategy:** PBL is an evidenced-based strategy that promotes science and math learning in all students through hands-on project-based and experiential training.

**Rationale for Evidence-based Strategy:** This strategy was selected due to the positive outcomes associated with project-based student-centered learning and STEAM programs.

**Action Steps to Implement**

1. Identify subgroups with challenges in Math & Science
2. Institute an Exploring Computer Science, Robotics, and Drone Aviation program to improve student learning and engagement.
3. Follow-up activities, performance task, and feedback will be utilized to improve experience

**Person Responsible** Eddie Mitchell (eddie.mitchell@browardschools.com)

**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.

**Our School was not listed on the "SafeSchoolsforAlex.org" database. However, our primary focus for the upcoming school year using PBIS strategies and creating a high energy, student-centered, collaborative culture that supports positive behavior and achievement. Our primary focus is reducing student referrals by utilizing PBIS strategies to proactively address student behavior in order to prevent escalation, provide student with mentor support, implement culturally responsive teaching across all subject matter which builds their self esteem, and utilize conscious discipline strategies to reduce conflict between teachers and students while promoting healthy relationships. Our secondary goal is to improve student attendance by offering programs they can get excited about such as Foreign Language, Hospitality Management, Personal Finance, Exploring Computer Science, PE, Robotics, and Drones Aviation.**

**Behavior and school culture will be monitored using Basis 3.0 referral dashboard and Pinnacle for attendance monitoring.**

#### **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.**

We understand parental involvement, positive student support, and a well-trained staff are cornerstones for student success and a top priority of our school. Our parents are contacted regularly about upcoming events and will be given opportunities to get involved in our school in order to promote cultural diversity, bridge the gap between home and school, and improve student academic and behavior. We continuously and regularly reach out to our parents through SAC, SAF, parent link, email, and our website. We also leverage the power of web 2.0 resources such as Remind, Facebook, and Instagram to communicate with our stakeholders so that they are aware of ways for them to get involved in our school and their child's education. Our parents are a vital part of our school community and we want to support them with programs such as Family Strengthening that will help them improve their communication skills and build stringer relationships with their child. In addition we have two school social worker, two ESE specialist, and a family therapist ready to provide support to our families inside and/or outside of school, if needed.

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

1. School leaders will collaborate with all stakeholders to create an inclusive, diverse, high energy cultural that promotes positive behavior, student-centered, and achievement using positive talk and incentives
2. Teachers will greet students and deliver student-centered lessons that allow students to experience success
3. Office Staff will be warm and inviting and greet all stakeholders
4. Support Staff will be empathetic and support our students as well as their families
5. Parents will always feel welcome to participate in our school
6. Students will know that they can achieve their goals and will have the support of all our teachers and staff
7. Community Partners will have opportunities to participate through SAC and SAF, as well as incentive programs.

All stakeholders will be invited to participate when possible in the decision-making committees of our school as as SAC, SAF, and Innovation zone meetings to contribute in positive ways to the success of our school

## Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7200		0405 - Lanier James Education Center	School Improvement Funds		\$12,000.00
			<i>Notes: Funding for school-based Family-centered initiative designed to strengthen families.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Science				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7200		0405 - Lanier James Education Center	School Improvement Funds		\$10,000.00
			<i>Notes: Funding for STEAM initiative which includes robotics, computer science, and drone aviation.</i>			
<b>Total:</b>						<b>\$22,000.00</b>