

Broward County Public Schools

Dave Thomas Education Center West



2021-22 Schoolwide Improvement Plan

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Dave Thomas Education Center West

4690 COCONUT CREEK PKWY, Coconut Creek, FL 33063

[no web address on file]

Demographics

Principal: Synithia Crawford

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Dave Thomas Education Center West

4690 COCONUT CREEK PKWY, Coconut Creek, FL 33063

[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 PK, 6-12	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	2012-13	2012-13
Grade		

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<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.

Our mission is to provide a relevant, rigorous curriculum in a safe and conducive learning academic environment. With the help of parent(s)/ guardian(s), equip each student with lifelong skills and academic strategies that prepare them for college or careers in a global society.

Provide the school's vision statement.

Our vision is to Stimulate, Motivate, Educate, Empower, and Graduate our students to become productive members of society.

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
Egelsky, Perry	Principal	Lead teachers and staff, set goals for the school, and work to meet the academic needs of all students. Overseeing school operations, budgets, discipline, and hiring and ensuring that each is efficiently producing positive results.
Crawford, Synithia	Assistant Principal	Assist the principal with the vision, mission, and responsibilities of Dave Thomas Education Center and Charles Drew Family Resource Center.
Drayton, Lynnette	Assistant Principal	Assist the principal with the vision, mission, and responsibilities of Dave Thomas Education Center and Charles Drew Family Resource Center.
Rolle, Kenneth	Assistant Principal	Assist the principal with the vision, mission, and responsibilities of Dave Thomas Education Center and Charles Drew Family Resource Center.
Price , Kelly	Other	Ensure Principal's vision and mission for Dave Thomas Education Center and Charles Drew Family Resource Center is fulfilled through community, parents, students, and business partners.

Demographic Information

Principal start date

Wednesday 7/1/2020, Synithia 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.*

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.*

8

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

503

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

4

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

0

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	1	15	48	63	106	332	565	
Attendance below 90 percent	0	0	0	0	0	0	0	0	7	18	45	84	271	425	
One or more suspensions	0	0	0	0	0	0	0	0	3	1	1	2	2	9	
Course failure in ELA	0	0	0	0	0	0	0	0	4	4	2	11	12	33	
Course failure in Math	0	0	0	0	0	0	0	0	11	7	1	4	6	29	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	6	24	35	55	157	277	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	7	21	36	23	149	236	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	4	9	0	0	0	13	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	12	25	38	63	214	352	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	5	7	2	10	45	69

Date this data was collected or last updated

Friday 8/20/2021

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	30	45	27	56	159	321	638
Attendance below 90 percent	0	0	0	0	0	0	0	12	18	8	42	121	255	456
One or more suspensions	0	0	0	0	0	0	0	5	13	3	6	25	30	82
Course failure in ELA	0	0	0	0	0	0	0	0	1	1	0	2	1	5
Course failure in Math	0	0	0	0	0	0	0	0	1	1	0	2	1	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	1	57	20	39	0	0	117
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	1	57	20	39	0	0	117

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	7	11	4	15	31	154	222

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	116	116
Students retained two or more times	0	0	0	0	0	0	0	13	7	6	15	17	94	152

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	30	45	27	56	159	321	638	
Attendance below 90 percent	0	0	0	0	0	0	0	12	18	8	42	121	255	456	
One or more suspensions	0	0	0	0	0	0	0	5	13	3	6	25	30	82	
Course failure in ELA	0	0	0	0	0	0	0	0	1	1	0	2	1	5	
Course failure in Math	0	0	0	0	0	0	0	0	1	1	0	2	1	5	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	1	57	20	39	0	0	117	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	1	57	20	39	0	0	117	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	12	25	38	63	214	352	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	7	2	10	45	69

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
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019	10%	59%	-49%	56%	-46%
Cohort Comparison		0%				
09	2021					
	2019	0%	57%	-57%	55%	-55%
Cohort Comparison		-10%				
10	2021					
	2019	4%	53%	-49%	53%	-49%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019	6%	45%	-39%	46%	-40%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	1%	43%	-42%	48%	-47%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	10%	67%	-57%	67%	-57%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	15%	67%	-52%	70%	-55%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	3%	61%	-58%	61%	-58%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	2%	56%	-54%	57%	-55%

Grade Level Data Review - Progress Monitoring Assessments

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

USA Testprep

FAIR

Khan Academy- ELA and Math:9-12

iReady

Ticket out the door

Check for understanding-Civics, Geography, W. History, U.S. History, Government/Economics

Kahoot

Math Nation

Summative Assessments

Grade 6				
	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 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			19
	Economically Disadvantaged			12
	Students With Disabilities			9
	English Language Learners			2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			19
	Economically Disadvantaged			12
	Students With Disabilities			9
	English Language Learners			2
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			2
	Economically Disadvantaged			0
	Students With Disabilities			0
	English Language Learners			0

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			18
	Economically Disadvantaged			10
	Students With Disabilities			4
	English Language Learners			4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			4
	Economically Disadvantaged			10
	Students With Disabilities			4
	English Language Learners			4
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			2
	Economically Disadvantaged			10
	Students With Disabilities			4
	English Language Learners			4

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			0
	Economically Disadvantaged			0
	Students With Disabilities			5
	English Language Learners			3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			0
	Economically Disadvantaged			6
	Students With Disabilities			5
	English Language Learners			3
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			3
	Economically Disadvantaged			10
	Students With Disabilities			17
	English Language Learners			13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			2
	Economically Disadvantaged			10
	Students With Disabilities			17
	English Language Learners			13
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			2
	Economically Disadvantaged			10
	Students With Disabilities			17
	English Language Learners			13
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			4
	Economically Disadvantaged			11
	Students With Disabilities			9
	English Language Learners			15
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			8
	Economically Disadvantaged			11
	Students With Disabilities			9
	English Language Learners			15
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			1
	Economically Disadvantaged			4
	Students With Disabilities			1
	English Language Learners			4
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			24
	Economically Disadvantaged			56
	Students With Disabilities			27
	English Language Learners			57
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			27
	Economically Disadvantaged			56
	Students With Disabilities			27
	English Language Learners			57
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			27
	Economically Disadvantaged			56
	Students With Disabilities			27
	English Language Learners			57
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			14
	Economically Disadvantaged			56
	Students With Disabilities			27
	English Language Learners			57

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
SWD										75	4
ELL										40	8
BLK										60	10
HSP										42	
WHT										41	

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										55	7
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD										33	
ELL										15	
BLK								6		33	10
HSP										32	20
WHT										30	
FRL							8	9		34	9
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	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	98
Total Components for the Federal Index	3
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	21
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
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?

All grade levels and core content areas are significantly below the State and District data review for State Assessment in proficiency. Six subgroups are 41% below the Federal Index. The most evident trend shows racial demographic subgroups of Black/African, Hispanic, and White students below 32% for two consecutive years. Also, English Language Learners are below 32% for one year.

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

Both the Achievement Level and Learning Gains demonstrated the greatest need for improvement. The content area of ELA indicates the greatest need for improvement which is based on progress monitoring and 2019 state assessments. The school's ELA Achievement Level for the Cohort Grade Level scored the following: Grade 8 with 10% proficiency, Grade 9 with 0% proficiency, and Grade 10 with 4% proficiency.

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

Attendance seems to be in direct correlation with the current ELA/Math achievement deficit. A renewed monitoring process including parent contact and possible home visits to determine other underlying attendance issues will garner increased exposure and enhancement for students demonstrating ELA and/or math deficits.

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

The Mathematics Learning Gains showed the most improvement based on the 2019 state assessments.

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

Mathematics Learning Gains at the middle and high school levels showed a continuous improvement due to the implementation of the CARE cycle. The Mathematics Department implemented the supplemental curriculum of Math Nation and Khan Academy, tested frequently with formative and summative assessments, continuously remediated for mastery, and used Kahoot software for enrichment.

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

Generally, the teachers need to continuously build upon the student's foundation with various learning activities. For Mathematics, students need to represent problems in multiple ways, such as graphs, tables, equations, drawings, and objects. Hence a connection is made between the concept and representation. For all subject areas, students need to use an evidenced based approach for both writing and reading the text. Additionally, graphic organizers need to be used. Next, the teacher needs to orchestrate small groups according to the student's skill mastery level. In small groups, fluency is developed. Students engage in discussions that reflect on critical thinking. Students will need additional practice by communicating about the critical content in verbal discussions and by writing. Moreover, the use of patterns and structure connect the problems and solutions. Thus, learning is accelerated.

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.

Teachers need access and training on educational software, such as Microsoft Education package. Mathematics teachers need a new textbook adoption for all math courses. Additionally, some classrooms need technology for both the students and teacher. The textbook curriculum resources need to have superb technology that will address the learning cycle. The technology needs to diagnose, prescribe, and assess. The curriculum must address the struggling learners.

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

The classroom teacher will provide both directed instruction and small group instruction for the students. For the directed instruction the board will be configured which shows the student's road map for learning. Moreover, the configured board outlines the teacher's directed instruction Learning Activity that has the following components: vocabulary, essential question, critical content, standard, learning target, and learning scale. Overall, teachers utilize a Learning Scale that will focus on the coherence of the standards-based curriculum and the rigor of the standards-based curriculum to ensure that learning is accelerating. The teacher will use an exit ticket to monitor progress of the daily instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	We identified ELA/Math as a high priority due to declining scores over the last two years. These lower achievement scores impact students' ability to receive a standard high school diploma.
Measurable Outcome:	By June 2022 Students will demonstrate a 2% learning gain in Math and English Language Arts based on the Florida Standards Assessment.
Monitoring:	Students will be issued formative assessments on a bi-weekly basis. Data will be compiled and assessed to determine what, if any, alterations to instructional delivery need to be implemented.
Person responsible for monitoring outcome:	Perry Egelsky (perry.egelsky@browardschools.com)
Evidence-based Strategy:	Professional Learning Communities, on-going data chats with students, professional development for teachers
Rationale for Evidence-based Strategy:	The strategies were chosen to enable teachers to share best practices and provide relevant information to students concerning academic growth while also improving teacher pedagogy.

Action Steps to Implement

Teachers will participate in Professional Learning Communities and Professional Development throughout the year. Teacher have official and unofficial data chats with students throughout the school year.

Person Responsible Perry Egelsky (perry.egelsky@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.

N/A

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.

Dave Thomas Education Center and Charles Drew Family Resource Center addresses building a positive school culture by having the staff complete Broward County Public School's mandatory staff development training called Positive Behavioral Interventions. The staff development training complies with the enactment of legislation HB149 on 7-1-2021. For 2021-2022, DTEC and CDFRC focus on maximizing students' relations, skills, and choices. General interaction with students and staff entails creating an environment where all students and staff are acknowledged and respected. As a result, the staff and students form positive behavioral connections.

Next, DTEC and CDFRC actively implement positive behavior interventions and support (PBIS) to reduce problem behavior and increase desired behavior. Understanding that behavior has a purpose and function is a response to a stimulus and is related to the environment, the staff is empowered with the knowledge to address the needs of the students. The team implements proactive strategies to prevent problems, identifies deficient behavioral skills, teaches new behavioral skills, and changes how to respond to a behavioral problem.

Moreover, the PBIS model commences with the staff using a positive approach to focus on interacting and supporting the students and increasing the positive behavior instead of reacting and managing the aftermath divisive behavior. DTEC and CDFRC strive to achieve the research recommended five to one ratio of interacting positively with students. Thus, the quality of life for both the staff and students is a harmonious team approach and endeavor.

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

The stakeholders are the staff, students, and families of Dave Thomas Education Center and Charles Drew Family Resource Center. By functioning as a team, the staff works tirelessly to connect with students and parents. The common adage of a team is that together everyone achieves more. The PBIS model serves as a guide for the role of the staff to promote a positive culture and environment.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3651 - Dave Thomas Education Center West	School Improvement Funds		\$1,500.00
			<i>Notes: \$1,500.00 for USA Test Prep program.</i>			
Total:						\$1,500.00