

Broward County Public Schools

Hallandale High School



2021-22 Schoolwide Improvement Plan

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Hallandale High School

720 NW 9TH AVE, Hallandale Beach, FL 33009

[no web address on file]

Demographics

Principal: Mark Howard

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
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	2018-19: C (46%) 2017-18: C (47%) 2016-17: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Hallandale High School

720 NW 9TH AVE, Hallandale Beach, FL 33009

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Brown, Brittanee	Curriculum Resource Teacher	<p>Reading Department Head</p> <ol style="list-style-type: none"> 1. Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum and goals. 2. Assist teachers with the development of strategies to improve instruction. 3. Coordinate departmental duties including preparation of reports, agendas, minutes and surveys. 4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department. 5. Review status of department regarding objectives and staff development activities. 6. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records and classroom folders. 7. Assist substitute teachers 8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups. 9. Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment. They should be available to assist teachers in the interpretation of administrative directives. 10. Help to administer tests, analyze test results, and develop strategies for improving instruction. 11. Meet with building administrators and other department chairperson(s) to facilitate articulation. 12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs. 13. Assist in implementation of new programs. 14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.
Carter, Fredrica	Behavior Specialist	<p>Behavior Specialist</p> <ol style="list-style-type: none"> 1. Assist staff in: defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents. 2. Facilitate team meetings with the identified student's teachers and parents for the purpose of completing Functional Behavioral Assessments. 3. Facilitate team meetings that: design Behavior interventions Plans; address classroom organization, effective instruction, social skills instruction, and ethical issues; School-wide Positive Behavioral Support 4. Work with individual teachers, groups of teachers and/or the entire staff on issues such as: crisis intervention, learning and collaboration issues, and factors that can affect development and implementation of interventions. 5. Promote highly specialized positive behavior interventions in which "at risk" students thrive: behavior instruction that is explicit, intensive, accelerated and provides ample practice. 6. Use ongoing assessments to maintain a record of student progress.

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 7. Model good assessment processes that assist students in assessing their own work and behavior. 8. Provide recognition of a variety of student accomplishments and positive behaviors. 9. Work cooperatively with building administrators to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to support teachers in their implementation of positive behavior support in their classrooms. 10. Continually supervise students to ensure a safe, non-threatening, nurturing environment where students can thrive. 11. Engage in on-going professional development to increase knowledge and skills of positive student behavior support for all students, targeted students and students who represent sub-group populations. 12. Engage parents in the "student behavior intervention plan" process and empower parents by providing them with skills and techniques to support the positive behavior development of their child. 13. Conduct conflict resolution and peer mediation sessions 14. Review behavior referrals and SWIS data reports 15. Participate in building level RTI team 16. Consult with school social worker, counselors, and teachers 17. Serve as a consultant to administrators, teachers, and parents 18. Participate in proactive team efforts to achieve District, building, departmental and/or grade level goals 19. Provide leadership to others through example and sharing of knowledge/skill

Fenelon, Eldard	Curriculum Resource Teacher	<p>Math Department Head</p> <ol style="list-style-type: none"> 1. Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum and goals. 2. Assist teachers with the development of strategies to improve instruction. 3. Coordinate departmental duties including preparation of reports, agendas, minutes and surveys. 4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department. 5. Review status of department regarding objectives and staff development activities. 6. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records and classroom folders. 7. Assist substitute teachers 8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups. 9. Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment. They should be available to assist teachers in the interpretation of administrative directives. 10. Help to administer tests, analyze test results, and develop strategies for improving instruction. 11. Meet with building administrators and other department chairperson(s) to
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Name	Position Title	Job Duties and Responsibilities
		<p>facilitate articulation.</p> <ol style="list-style-type: none"> 12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs. 13. Assist in implementation of new programs. 14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.
<p>Forbes , Brandon Forbes</p>	<p>Teacher, K-12</p>	<p>English Department Head</p> <ol style="list-style-type: none"> 1. Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum and goals. 2. Assist teachers with the development of strategies to improve instruction. 3. Coordinate departmental duties including preparation of reports, agendas, minutes and surveys. 4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department. 5. Review status of department regarding objectives and staff development activities. 6. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records and classroom folders. 7. Assist substitute teachers 8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups. 9. Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment. They should be available to assist teachers in the interpretation of administrative directives. 10. Help to administer tests, analyze test results, and develop strategies for improving instruction. 11. Meet with building administrators and other department chairperson(s) to facilitate articulation. 12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs. 13. Assist in implementation of new programs. 14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.
<p>Gillespie, William</p>	<p>Assistant Principal</p>	<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 3. Assist in achieving expected results on the school’s student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. 12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.
Gillings, Kaila	Magnet Coordinator	<p>Magnet Coordinator</p> <ol style="list-style-type: none"> 1. Demonstrate relentless commitment to academic achievement of all students. 2. Demonstrate effective customer service strategies to all district patrons. 3. Foster collegiality and team building among staff; encourage their active involvement in the decision-making process. 4. Communicate and promote expectation for high-level performance from staff and students; hold staff and students accountable for high performance; recognize excellence and achievement. 5. Help improve instruction by engaging teachers in intensive professional development and promote a school-based professional community. 6. Provide sustained mentoring to classroom teachers. 7. Plan and conduct professional learning community meetings. 8. Provide workshops related to magnet projects. 9. Manage and evaluate the school’s magnet program to ensure the highest level of quality. 10. Collect data, analyze results, and report findings. 11. Evaluate student achievement and assist with placing students in appropriate intervention and support services. 12. Evaluate effectiveness of the overall magnet program. 13. Network with other magnet coordinators in developing, implementing, and

Name	Position Title	Job Duties and Responsibilities
		<p>researching the information needed for a successful magnet program.</p> <ol style="list-style-type: none"> 14. Organize a record keeping system to monitor progress of program goals and objectives. 15. Maintain accurate records. 16. Implement annual student recruitment activities designed to reach the program enrollment goal and to attract a diverse population. 17. Confer with prospective students and parents. 18. Work with individual teachers to improve classroom instruction. 19. Assist principal in maintaining the magnet instructional program. 20. Identify curriculum needs in collaboration with staff. 21. Write curriculum and/or monitor curriculum writing. 22. Coordinate enrichment experiences such as field trips, guest speakers, or special presentations. 23. Establish and maintain open communication with the community.
<p>Harris, Barbara</p>	<p>Reading Coach</p>	<ol style="list-style-type: none"> 1. Assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. 2. Support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. Build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. Serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate research based professional learning through the school's professional learning communities. 5. Model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 6. Assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community. 7. Analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement. 8. Maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required. 9. Participate and engage in monthly content related professional learning and learning communities. 10. Promote collegiality through collaborative work and reflective practices with teachers and administrators. 11. Support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning. 12. Assist teachers in organizing and selecting supplemental resources for

Name	Position Title	Job Duties and Responsibilities
		<p>intervention and enrichment instruction.</p> <p>13. Perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.</p> <p>14. Participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities.</p> <p>15. Review current developments, literature and technical sources of information related to job responsibilities.</p> <p>16. Handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</p>
Howard , Mark	Principal	<ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.
Kelly, Kevin	Teacher, K-12	<p>Science Department Head</p> <ol style="list-style-type: none"> 1. Serve as a curriculum leader by assisting in the review of lesson plans,

Name	Position Title	Job Duties and Responsibilities
		<p>and in the development of curriculum and goals.</p> <ol style="list-style-type: none"> 2. Assist teachers with the development of strategies to improve instruction. 3. Coordinate departmental duties including preparation of reports, agendas, minutes and surveys. 4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department. 5. Review status of department regarding objectives and staff development activities. 6. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records and classroom folders. 7. Assist substitute teachers 8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups. 9. Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment. They should be available to assist teachers in the interpretation of administrative directives. 10. Help to administer tests, analyze test results, and develop strategies for improving instruction. 11. Meet with building administrators and other department chairperson(s) to facilitate articulation. 12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs. 13. Assist in implementation of new programs. 14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.
<p>Pickney, Annette</p>	<p>Assistant Principal</p>	<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. 12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.

INSTRUCTIONAL LEADERSHIP:

<p>Sherman, Sonja</p> <p>Assistant Principal</p>		<ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Assist in structuring and monitoring a school learning environment that
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Name	Position Title	Job Duties and Responsibilities
		<p>improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p>
Williams, Lashundra	Teacher, K-12	<p>Social Studies Department Head</p> <ol style="list-style-type: none"> 1. Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum and goals. 2. Assist teachers with the development of strategies to improve instruction. 3. Coordinate departmental duties including preparation of reports, agendas, minutes and surveys. 4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department. 5. Review status of department regarding objectives and staff development activities. 6. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records and classroom folders. 7. Assist substitute teachers 8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups. 9. Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment. They should be available to assist teachers in the interpretation of administrative directives. 10. Help to administer tests, analyze test results, and develop strategies for improving instruction. 11. Meet with building administrators and other department chairperson(s) to facilitate articulation. 12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs. 13. Assist in implementation of new programs. 14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.

Demographic Information

Principal start date

Friday 7/1/2016, Mark Howard

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

1

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.*

47

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

1,085

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

11

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

12

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	0	0	373	323	275	285	1256
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	157	115	107	88	467
One or more suspensions	0	0	0	0	0	0	0	0	0	5	5	1	2	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	219	154	120	39	532
Course failure in Math	0	0	0	0	0	0	0	0	0	101	100	84	23	308
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	129	107	106	79	421
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	106	94	53	78	331
Number of students with a substantial reading deficiency	0	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	0	0	210	160	140	83	593

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 9/13/2021

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

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

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

The number of students identified as retainees:

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

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

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

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

The number of students identified as retainees:

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

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				31%	57%	56%	34%	58%	56%
ELA Learning Gains				38%	52%	51%	43%	54%	53%
ELA Lowest 25th Percentile				29%	45%	42%	35%	47%	44%
Math Achievement				27%	51%	51%	27%	49%	51%
Math Learning Gains				32%	44%	48%	36%	45%	48%
Math Lowest 25th Percentile				35%	43%	45%	31%	46%	45%
Science Achievement				41%	66%	68%	39%	64%	67%
Social Studies Achievement				51%	71%	73%	44%	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
09	2021					
	2019	24%	57%	-33%	55%	-31%
Cohort Comparison						
10	2021					
	2019	30%	53%	-23%	53%	-23%
Cohort Comparison		-24%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	37%	67%	-30%	67%	-30%	

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	50%	67%	-17%	70%	-20%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	30%	61%	-31%	61%	-31%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	23%	56%	-33%	57%	-34%

Grade Level Data Review - Progress Monitoring Assessments

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

- ELA FSA
- MATH EOCs
- Biology EOC
- US History EOC

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			25
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			10
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			24
	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				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			25
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			10
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			24
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
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			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			35

Grade 12				
	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			
	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			

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	10	30	37	9	20	28	3	13		100	5
ELL	13	30	29	10	15	15	24	25		100	57
BLK	22	35	33	8	18	31	19	34		100	42
HSP	25	35	39	12	11	13	36	34		100	59
WHT	50	36		19			17			100	42

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	23	35	34	7	12	24	21	36		100	45
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	25	13	19	36	43	26	24		96	55
ELL	11	31	23	24	31	33	17	48		73	93
BLK	28	39	34	25	31	34	41	45		95	82
HSP	33	35	18	32	40	42	40	65		95	87
MUL	36	36									
WHT	55	44		33	30		55			91	85
FRL	30	38	29	26	29	29	40	51		94	83
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	32	26	35	63		16	26		81	76
ELL	23	38	22	28	50		30	30		91	90
BLK	30	43	41	25	34	36	36	39		93	88
HSP	41	42	21	30	36	19	43	54		94	94
MUL	67	45									
WHT	58	58		25				58		100	82
FRL	34	42	33	26	35	29	40	45		93	89

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	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	11
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26

Students With Disabilities	
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	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	37
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	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
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?

Students across grade levels, sub-groups, and core content areas showed decline last year. E-learning concerns contributed to the decline in all areas.

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

Our math EOC scores showed we had 10% of students taking the Algebra 1 and Geometry EOC scored proficiently. Only 15% of students made learning gains in math, and only 25% of the bottom quartile made learning gains in math. Additionally, our Biology EOC achievement fell 17%. We had 24% of our students scoring proficient on the Biology EOC. Also, our US History EOC scores fell by 16% from 2019. In 2021 we had 35% of our students scoring proficient on the US History EOC. We also dipped by 37% in our acceleration success, and had only 46% of our students earning an acceleration point in the 2019-2020 school year used in our school grade calculation.

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

Schools going virtual at the end of the 2020 school year greatly inhibited our schools ability to have students practice for and complete industry certification testing, which was the #1 factor in bringing our acceleration success % down. Additionally, Having students back in school, and being able to offer interventions

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

We showed improvement in our bottom quartile learning gains in 2021 with 33% of our students taking the ELA FSA scoring proficient, which was a 4% increase. Additionally, we had a 7% increase in our school graduation rate, with 100% of our seniors graduating in 2021

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

Removing the ELA reading and Algebra EOC graduation requirement for seniors contributed to our increased graduation rate.

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

We will need to implement interventions for many subgroups of students. We will be implementing intervention programs during the school day, after school, on Saturdays, and Spring Break in the areas of ELA, Math, Science, and US History instruction for students working below grade level. We will also implement interventions during those times for advanced students taking AP and AICE courses that have fallen behind during the E-Learning period. We will also need to offer extended learning opportunities for students in career pathways with assistance in mastering industry certifications.

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.

Our ELA teachers will have extensive training in the use of their newly adopted curriculum. School wide literacy training will also be offered. All teachers work in weekly PLC data teams and monthly Professional Study Day Professional Development.

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

Student Success Camps will be offered during the school day utilizing student study hall period. College and Career Ready Learning Camp will be offered after school and on Saturdays to offer additional instruction in Math, ELA, Science, Social Studies, Career Pathways, and advanced courses.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

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

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

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

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

A supportive and fulfilling environment:

- All faculty and staff create supportive environments for all students by building caring relationships and creating classrooms and common areas that are safe spaces.
- All students are encouraged and provided opportunities to participate in clubs, sports, and extra-curricular activities that help build peer relationships and support their social-emotional needs.
- Wrap around services are provided for students who need counseling and/or social services for themselves and/or their families.
- Mentoring programs including 5,000 Role Models, Mentoring Tomorrow's Leaders, Women of Tomorrow, and Carter Cares, where staff members and members of the community provide mentoring for our at-risk student population.

Learning conditions that meet the needs of all students:

- Students have access to rigorous course curriculums that support their college and career goals. We offer

12 advanced academics courses, 3 Cambridge AICE courses, and 6 CAPE academy career pathways with multiple industry certifications.

- Community and business partnerships are leveraged to provide career mentoring, internships, and experiences that support student’s college and career goals.
 - Students with disabilities and English Language Learners have access to accommodations and instructional support through strategic course scheduling, support facilitators, program tutors, and ELL support personnel, and we ensure that family input is solicited and honored.
- People who are sure of their roles and relationships in student learning:
- Extensive training is provided for all faculty and staff regarding curriculum, policies and procedures, school wide positive discipline, and many other topics.
 - Monthly School Advisory Committee, School Advisory Forum, and Parent Teacher Student Association meetings are held to regularly communicate with families and community stakeholders.
 - Our principal provides weekly communication to the staff in the principal update.
 - We utilize monthly community newsletters, quarterly magnet newsletter, our school’s website, and our social media outlets to regularly communicate information and expectations to all stakeholders.

A culture that values trust, respect and high expectations:

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

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

We have several mentoring programs at our school including 5,000 Role Models of Excellence, Mentoring Tomorrow’s leaders, Women of Tomorrow, and the Minority Male Success Task Force. These groups offer mentors that meet with student groups and with individual students in need to forge relationships and offer support to students who need that extra support. Additionally, OIC offers free curriculum, teachers, and support to teach our students about healthy relationships. Upward Bound, through Florida Atlantic University, offers after school programming to help students get to college successfully. The YMCA LEAP High After school program offers afternoon enrichment programming and a personal success coach for every student in the program. Parents offer support through our School Advisory Committee, School Advisory Forum, and Parent-teacher-student association.

Part V: Budget

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

Total:	\$5,208.25
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