

Broward County Public Schools

Lauderhill 6 12



2021-22 Schoolwide Improvement Plan

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Lauderhill 6 12

1901 NW 49TH AVE, Lauderhill, FL 33313

[no web address on file]

Demographics

Principal: Ryan Reardon

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 6-11
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
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 Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (51%) 2016-17: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	SIG Cohort 3
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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Lauderhill 6 12

1901 NW 49TH AVE, Lauderhill, FL 33313

[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 6-11	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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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.

Lauderhill 6-12 STEM-MED Magnet School recognizes that students have a need to grow every day and intends to prepare a diverse student population for success in college, and to be thoughtful, contributing members of society.

Provide the school's vision statement.

The vision statement at Lauderhill 6-12 STEM MED School is believing that:

Children Have a Need to Grow Everyday (C.H.A.N.G.E.)

Our theme this school year is "Relentless Rising S.T.A.R.S" The acronym S.T.A.R.S represents the school-wide expectations and guidelines for success with each stakeholder striving to be Safe, Team Player, Attentive, Respectful and Successful.

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
Reardon, Ryan	Principal	Effectively perform the performance responsibilities using the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage the inventory of the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data.
Burch, Shannon	Assistant Principal	Effectively executes the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. Demonstrates effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.
Farr, Leslie	Assistant Principal	Effectively executes the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. Demonstrates effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.
Maxwell, Keisha	Assistant Principal	Effectively executes the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school;

Name	Position Title	Job Duties and Responsibilities
		read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. Demonstrates effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.
Ellis, Yvette	School Counselor	Administer evaluation instruments to research the effectiveness of an on-going guidance program. Coordinate the school standardized testing program and graduation requirement.
Forde, Natasha	Magnet Coordinator	Recruitment and retention of high performing students to the STEM program in middle and high schools. Responsible for marketing program benefits and key features. Connect with feeder schools to establish matriculation partnerships and supports.
Cooks, Shatonga	Teacher, K-12	Use assessment strategies which are aligned with the SOCIAL STUDIES curriculum and standards to assist in the continuous development of the learner. Work with peers, parents, community, and other stakeholders in continuous improvement of the educational experiences of students.
Galiotte, Jean	Teacher, K-12	Use assessment strategies which are aligned with the MATHEMATICS curriculum and standards to assist in the continuous development of the learner. Work with peers, parents, community, and other stakeholders in continuous improvement of the educational experiences of students.
Barnett, Renee	Teacher, K-12	Use assessment strategies which are aligned with the SCIENCE curriculum and standards to assist in the continuous development of the learner. Work with peers, parents, community, and other stakeholders in continuous improvement of the educational experiences of students.
Cubano, Frances	Teacher, ESE	Provide personalized support based on the identified needs of individual students. Support and foster the growth of students with Individual Educational Program (IEPs).
Jackson, Martrice	Curriculum Resource Teacher	Use assessment strategies which are aligned with the curriculum ACROSS ALL CONTENT AREAS and standards to assist in the continuous development of the learner. Work with peers, parents, community, and other stakeholders in continuous improvement of the educational experiences of students.

Demographic Information

Principal start date

Monday 7/1/2013, Ryan Reardon

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

55

Total number of students enrolled at the school

817

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

8

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

5

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	232	225	247	30	26	30	27	817	
Attendance below 90 percent	0	0	0	0	0	0	100	109	108	4	4	1	6	332	
One or more suspensions	0	0	0	0	0	0	7	11	12	0	0	0	0	30	
Course failure in ELA	0	0	0	0	0	0	51	15	43	3	8	0	1	121	
Course failure in Math	0	0	0	0	0	0	67	14	18	1	0	1	0	101	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	68	62	86	2	0	1	1	220	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	63	54	97	2	0	0	6	222	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	23	28	18	0	0	0	0	69	

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	109	86	117	3	3	1	3	322	

The number of students identified as retainees:

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

Date this data was collected or last updated

Friday 9/17/2021

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	219	213	237	30	25	30	27	781	
Attendance below 90 percent	0	0	0	0	0	0	90	86	113	4	4	1	3	301	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	54	4	62	7	6	5	5	143	
Course failure in Math	0	0	0	0	0	0	56	39	45	3	3	0	2	148	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	66	66	95	2	0	1	0	230	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	19	16	19	0	1	0	2	57	

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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	33	31	44	0	0	0	0	108	
Students retained two or more times	0	0	0	0	0	0	0	5	4	1	0	0	0	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	219	213	237	30	25	30	27	781	
Attendance below 90 percent	0	0	0	0	0	0	90	86	113	4	4	1	3	301	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	54	4	62	7	6	5	5	143	
Course failure in Math	0	0	0	0	0	0	56	39	45	3	3	0	2	148	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	66	66	95	2	0	1	0	230	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	19	16	19	0	1	0	2	57	

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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	33	31	44	0	0	0	0	108	
Students retained two or more times	0	0	0	0	0	0	0	5	4	1	0	0	0	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				32%	58%	61%	31%	57%	60%
ELA Learning Gains				46%	58%	59%	41%	57%	57%
ELA Lowest 25th Percentile				44%	52%	54%	39%	49%	52%
Math Achievement				26%	58%	62%	28%	58%	61%
Math Learning Gains				31%	58%	59%	30%	56%	58%
Math Lowest 25th Percentile				30%	51%	52%	25%	49%	52%
Science Achievement				32%	51%	56%	42%	52%	57%
Social Studies Achievement				49%	74%	78%	49%	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	31%	57%	-26%	54%	-23%
Cohort Comparison						
07	2021					
	2019	24%	55%	-31%	52%	-28%
Cohort Comparison		-31%				
08	2021					
	2019	28%	59%	-31%	56%	-28%
Cohort Comparison		-24%				
09	2021					
	2019	78%	57%	21%	55%	23%
Cohort Comparison		-28%				
10	2021					
	2019	52%	53%	-1%	53%	-1%
Cohort Comparison		-78%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	32%	58%	-26%	55%	-23%
Cohort Comparison						
07	2021					
	2019	15%	53%	-38%	54%	-39%
Cohort Comparison		-32%				
08	2021					
	2019	8%	45%	-37%	46%	-38%
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	6%	43%	-37%	48%	-42%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	67%	19%	67%	19%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	37%	71%	-34%	71%	-34%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	67%	28%	70%	25%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	61%	10%	61%	10%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	49%	56%	-7%	57%	-8%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools to be used by the following subject areas include:

ELA - iReady diagnostic and formative assessments, Broward Standard Assessment (BSA)

Math - iReady, BSA

Civics - Common Formative Assessments (CFA) via Mastery Connect, BSA

Science - CFAs, BSA

Biology - CFAs on Mastery Connect, BSA

US History - BSA

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				
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			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
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 9				
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			

Grade 10				
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			

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			

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	21	22	11	17	21	9	10			
ELL	24	38	36	11	14	28	15	35	60		
BLK	29	33	24	16	14	21	19	34	49	100	100
HSP	50	48		33	13						
FRL	30	34	23	17	13	17	22	32	51	100	100

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	13	33	28	10	27	26	11	18			
ELL	25	49	45	23	33	28	32	44	73		
BLK	32	46	43	26	30	29	32	48	75	100	100
HSP	23	52		18	59			53			
FRL	32	47	43	26	30	30	32	47	74	100	100
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	29	29	16	19	8	30	26			
ELL	14	33	45	13	24	25	24	46			
BLK	30	41	39	28	30	26	40	47	86	100	88
HSP	36	48		25	30						
FRL	30	41	40	27	30	26	41	49	85	100	94

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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	507
Total Components for the Federal Index	12
Percent Tested	89%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
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	32
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	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36
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	
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Based on the 2019 school data, ELA achievement increased by 1% (32%) compared to the 2018 school year. Math decreased by 2% (26%) compared to the 2018 school year. Social Studies remained constant, 49%, during the 2019 school year.

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

The greatest need for improvement based on the 2019 state assessments for Lauderhill 6-12 STEM-MED Magnet School is Science achievement with a decrease from 42% in the 2018 school year to 32% in the 2019 school year.

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

Contributing factors to this need for improvement include pacing of curriculum and instructional planning focused on critical content. New actions that will be taken to address this need for improvement include authentic teacher-led Professional Learning Communities focused on data, critical content, and increasing teacher efficacy. Another action that will be taken to address this need for improvement includes deliberate professional development workshops based on the needs of the school and all content areas to impact student achievement.

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

Based off progress monitoring and 2019 state assessments, ELA Learning Gains, ELA Lowest 25% Percentile, and Math Lowest Percentile showed an increase of 5%.

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

Contributing factors to this improvement include data-driven instruction, pull-out groups, and early identification of specific needs to teach the whole child.

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

Strategies that will need to be implemented in order to accelerate learning include early identification of specific needs and instructional strategies to meet the needs of the diverse student population. Professional Learning Communities focused on data analysis, identifying critical content, and instructional practices will also be implemented to accelerate learning to impact student achievement at Lauderhill 6-12 STEM-MED Magnet School.

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

Professional development opportunities based on a needs assessment will be provided will be delivered during identified Professional Study Days, teacher planning days, and early release days to positively impact instructional practices and teacher efficacy such as classroom management,

Culturally Responsive Teaching, research-based instructional strategies, differentiated instruction, and effective stations.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond include deliberate and intentional relationships with all stakeholders, increasing opportunities for parental involvement, and increasing opportunities for extended learning opportunities to impact student achievement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Based on the 2019 data, ELA Achievement increased to 32% in the 2019 school year, a 1% increase from the 2018 school year.

Measurable Outcome:

The percentage of ELA Achievement will increase by 5% by the end of May 2022 as measured by the Florida Standards Assessment.

Monitoring:

This area of focus will be monitored for the desired outcome throughout the school year through data chats with students, teachers, and administration. Formative and summative assessments will be given throughout the school year to monitor the progress of all students and to maintain continuous improvement.

Person responsible for monitoring outcome:

Shannon Burch (shannon.burch@browardschools.com)

Evidence-based Strategy:

The evidence-based strategy being implemented for the area of focus include teacher-led Professional Learning Communities focused on data, instructional practices and strategies on critical content, and effective research-based differentiated instruction models.

Rationale for Evidence-based Strategy:

The rationale for selecting teacher-led Professional Learning Communities will foster and create collaboration amongst teachers to teach the diverse student population, positively impacting student achievement at Lauderhill 6-12 STEM-MED Magnet School.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math**Area of****Focus****Description
and****Rationale:**

Based on the 2019 data, Math Achievement decreased to 32%, a 2% decrease from the 2018 school year.

**Measurable
Outcome:**

The percentage of Math Achievement will increase by 5% by the end of May 2022 as measured by the Florida Standards Assessment.

Monitoring:

This area of focus will be monitored throughout the year through data chats with students, teachers, and administration. Having data chats will allow for continuous improvement, strategic instructional planning, and focused Professional Learning Communities at Lauderhill 6-12 STEM-MED Magnet School.

**Person
responsible
for
monitoring
outcome:**

Keisha Maxwell (kmaxwell@browardschools.com)

**Evidence-
based
Strategy:**

The evidence-based strategy being implemented for this area of focus will be weekly teacher-led Professional Learning Communities. This strategy will create collaborative teachers focused on data, instructional strategies focused on critical content, and increasing teacher efficacy to meet the needs of the diverse student population.

**Rationale
for
Evidence-
based
Strategy:**

The rationale for selecting authentic, teacher-led Professional Learning Communities will create collaboration with teachers and administration to foster continuous improvement in the math department to reach the identified goal.

Action Steps to Implement

The action steps that will be taken as part of this strategy include developing an agenda that is focused on the needs of the school, facilitating authentic teacher-led Professional Learning Communities, and taking accurate minutes during each Professional Learning Communities.

**Person
Responsible**

Jean Galiotte (jean.galiotte@browardschools.com)

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Based on the 2019 data, Science Achievement is 32%, a 10% decrease from the 2018 school year.

Measurable Outcome: Science Achievement will increase by 5% by the end of May 2022 as measured by the Florida Standards Assessment.

Monitoring: This area of focus will be monitored through data chats with students, teachers, and administration. Professional Learning Communities will also be facilitated with fidelity, ensuring teachers and students are equipped with the tools necessary for achievement.

Person responsible for monitoring outcome:

Leslie Farr (lfarr@browardschools.com)

Evidence-based Strategy:

Conducting data chats quarterly will allow for continuous improvement and allow teachers, students, and administration. Data chats will also allow for instructional modification to individualize instruction based on the students' needs.

Rationale for Evidence-based Strategy:

Based on the needs of Lauderhill 6-12 STEM-MED Magnet School, it is critical to individualize instruction to meet the needs of the diverse student population. The teachers and administration recognize that it is critical to teach the whole child, and to do this, data must be monitored for each student on an ongoing basis.

Action Steps to Implement

Using a datasheet, students, teachers, and administration will continue to monitor the progress of each student.

Person Responsible

Renee Barnett (renee.barnett@browardsschools.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.

Based on the discipline data reported on SafeSchoolsforAlex.org, Lauderhill 6-12 STEM-MED Magnet School ranked 305 out of 313, which is considered very high. To lower the number of reporting incidents, Lauderhill 6-12 STEM-MED Magnet School created a School-wide Positive Behavior Plan which is being implemented with fidelity across the entire campus. Continuous monitoring of the discipline data will be done throughout the school year to ensure we are meeting the needs of our diverse student population.

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.

Identifying the diverse needs of cultural traditions amongst students, community, and stakeholders can be accomplished with the accompaniment of programmed performance initiatives, resource fairs, conceptualizing beliefs, concepts of fairness and equality via opened forums with local political leaders, while embracing the values and rich history and contributions of identified individuals.

Our school will identify employee and teacher of the year to acknowledge their contributions in building a positive school culture. Infusing regular spirit week activities and positive quotes of the day via public announcement.

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

Stakeholders that are instrumental in promoting a positive culture begins with the principal and school administration by setting the tone and expectations for a culture of caring. This is then fueled into the clerical/ customer service front line team, faculty and all staff. Several student groups such as Student Government Association can also play a pivotal role in spreading the message of caring from the ground up.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$5,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		790-Miscellaneous Expenses	1391 - Lauderhill 6 12	Title, I Part A		\$5,250.00
			<i>Notes: Extended Learning Opportunities - Tutoring, pull-out, academic camps.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$5,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		790-Miscellaneous Expenses	1391 - Lauderhill 6 12	Title, I Part A		\$5,250.00

		Notes: Extended Learning Opportunities - Tutoring, pull-out, academic camps.				
3	III.A.	Areas of Focus: Instructional Practice: Science				\$5,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		790-Miscellaneous Expenses	1391 - Lauderhill 6 12	Title, I Part A		\$5,300.00
Total:						\$15,800.00