

Broward County Public Schools

South Plantation High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	19
Positive Culture & Environment	19
Budget to Support Goals	0

South Plantation High School

1300 PALADIN WAY, Plantation, FL 33317

[no web address on file]

Demographics

Principal: Christine Henschel

Start Date for this Principal: 7/1/2012

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)	78%
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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (49%) 2016-17: C (53%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	0

South Plantation High School

1300 PALADIN WAY, Plantation, FL 33317

[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	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To inspire and develop all Paladins through positive relationships and meaningful high quality instruction to reach their highest potential.

Provide the school's vision statement.

Be Your Best Self, Be "South".

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
Henschel, Christine	Principal	

Demographic Information

Principal start date

Sunday 7/1/2012, Christine Henschel

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

4

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

10

Total number of teacher positions allocated to the school

118

Total number of students enrolled at the school

2,271

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

20

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

20

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	619	631	571	529	2350	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	133	147	147	134	561	
One or more suspensions	0	0	0	0	0	0	0	0	0	18	14	3	1	36	
Course failure in ELA	0	0	0	0	0	0	0	0	0	210	183	138	62	593	
Course failure in Math	0	0	0	0	0	0	0	0	0	108	99	116	63	386	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	158	132	140	129	559	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	151	142	95	156	544	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	1	0	0	0	1	

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	216	209	186	164	775

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	2	1	13	18	

Date this data was collected or last updated

Tuesday 9/28/2021

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	639	633	506	533	2311
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	116	144	116	194	570
One or more suspensions	0	0	0	0	0	0	0	0	0	0	86	108	54	39	287
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	90	110	81	58	339
Course failure in Math	0	0	0	0	0	0	0	0	0	0	90	110	81	58	339
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	177	175	0	0	352
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	177	175	0	0	352

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	118	158	57	67	400

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	42	42
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	10	13	23

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	639	633	506	533	2311
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	116	144	116	194	570
One or more suspensions	0	0	0	0	0	0	0	0	0	86	108	54	39	287
Course failure in ELA	0	0	0	0	0	0	0	0	0	90	110	81	58	339
Course failure in Math	0	0	0	0	0	0	0	0	0	90	110	81	58	339
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	177	175	0	0	352
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	177	175	0	0	352

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	118	158	57	67	400

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	42	42
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	10	13	23

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				48%	57%	56%	49%	58%	56%
ELA Learning Gains				52%	52%	51%	52%	54%	53%
ELA Lowest 25th Percentile				41%	45%	42%	38%	47%	44%
Math Achievement				33%	51%	51%	36%	49%	51%
Math Learning Gains				31%	44%	48%	33%	45%	48%
Math Lowest 25th Percentile				33%	43%	45%	22%	46%	45%
Science Achievement				54%	66%	68%	52%	64%	67%
Social Studies Achievement				68%	71%	73%	62%	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	50%	57%	-7%	55%	-5%
Cohort Comparison						
10	2021					
	2019	44%	53%	-9%	53%	-9%
Cohort Comparison		-50%				

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	54%	67%	-13%	67%	-13%
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	66%	67%	-1%	70%	-4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	20%	61%	-41%	61%	-41%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	41%	56%	-15%	57%	-16%

Grade Level Data Review - Progress Monitoring Assessments

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

<https://fsassessments.org/>
BASIS

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			46
	Economically Disadvantaged Students With Disabilities English Language Learners			5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			11
	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				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			42
	Economically Disadvantaged			
	Students With Disabilities			28
	English Language Learners			43
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			0
	Economically Disadvantaged			0
	Students With Disabilities			0
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			21
	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 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			45
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			0
	Economically Disadvantaged			0
	Students With Disabilities			0
	English Language Learners			0
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	17	33	33	14	24	40	24	25		100	27
ELL	18	35	35	18	28	33	38	40		100	39
ASN	73	68		36	20			67		100	71
BLK	36	40	33	20	16	26	40	42		99	52
HSP	41	47	44	22	19	26	41	57		99	53

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
MUL	52	35		13	25			60		100	67
WHT	73	55	26	28	20	39	57	76		99	71
FRL	37	42	39	17	16	26	39	50		99	53
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	24	46	46	29	33	34	29	40		94	22
ELL	25	44	41	25	38	48	43	36		82	39
ASN	64	50		45	26		69	87		93	71
BLK	34	42	35	24	29	32	43	58		95	41
HSP	45	52	51	34	30	34	58	64		91	50
MUL	55	66		46	20		67	87		100	43
WHT	78	68	31	48	39	29	76	89		98	66
FRL	40	49	44	29	29	32	51	63		93	42
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	13	35	29	25	20	25	20	50		100	25
ELL	20	35	27	26	32	20	11	13		88	19
ASN	66	55		44	25		60	75		100	68
BLK	34	45	41	28	29	16	39	55		98	38
HSP	51	53	30	37	34	28	47	53		96	42
MUL	67	49		55	36		92	77		100	50
WHT	74	65	56	50	39	35	77	80		96	72
FRL	43	48	38	33	30	19	45	56		96	39

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	498
Total Components for the Federal Index	11
Percent Tested	82%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	34
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	39
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	62
Asian Students Subgroup Below 41% in the Current Year?	NO
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	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

All content areas showed a drop in performance during the 2019-2020 school year. All grade levels and subgroups were dramatically effected by the emergence of Covid-19 and the shift to virtual learning.

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

Students with disabilities continue to shoe the lowest performance with a rating of 40%. The number of SWD continues to increase with mainstreaming of Varying Exceptionality students. the low lexile levels combined with virtual education provide extreme challenges for classroom teachers.

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

Virtual Education and the lack of opportunities for Professional Development contributed to this need for improvement. Reestablishing Face to Face teaching and providing professional development for teachers are needed to address the needed improvement.

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

Students with disabilities ELA Lowest 25% showed a 17% increase. This is the largest gain of any subgroup.

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

Focused professional development and intentional conversations around instruction practices were the greatest contributors to this improvement. Adding additional support in ELA and continuing PD focused on this sub group.

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

Focusing on grade level standards and skills rather than overwhelming amounts of remediation will be important to accelerate learning.

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.

Monthly PD is scheduled to address the following areas as goals to accelerate learning. 1. ESLE and DHH BEST Practices. 2. Effective Educator and Evaluations. 3. Instructional Rounds and Model Classrooms. 4. Student Personalization and Data Chats. 5. Student Personalization (SEL, Test Strategies).

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

Additional positions in English and Math have been added for student support in the areas of tutoring, curriculum enhancement, small and large group pullouts and classroom support.

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.

Drug Use/Possession Incidents provide the primary concern as this contains the most incidents per 100. the second area of concern is Tobacco. Both of these areas have been addressed by increasing student training and education on VAPING as well as the district increasing interventions for those students in violation of those data categories.

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.

A positive school culture begins with our message of "Together We Shine". Embracing this idea brings about various student and staff recognition for standing out with positive behaviors and actions. Continuing an environment of acceptance and high expectations improves our culture through various modalities as adults and students alike find ways to embrace the concept and create ways to continue and expect a supportive and fulfilling environment.

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

Assistant Principal Marino delivers Funky Friday where he interviews a select staff member to reveal their personal history and "WHY" for becoming a teacher. Mr. Marino also Sponsors' "Catch them being Great" where adults and students are given shout outs on the PA, email or Funky Friday for actions sponsoring a positive school culture. Activities Director Mr. Hosiers' student of the month gives adults the opportunity to recommend an outstanding student displaying values centered around a positive school culture. Our School Advisory Council recognized and employee of the month through parent, teacher, administration or student recommendations as they provide a written proposal for all the actions this person displays to honor the positive school culture.