South Broward High School

2021-22 Schoolwide Improvement Plan

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South Broward High School

1901 N FEDERAL HWY, Hollywood, FL 33020

[no web address on file]

Demographics

Principal: Francois Alexander

Start Date for this Principal: 7/1/2019

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)	85%
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 (52%) 2017-18: C (50%) 2016-17: C (48%)
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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1901 N FEDERAL HWY, Hollywood, FL 33020

[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	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

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.

South Broward High School's mission is to provide each student with a quality education, in a safe and secure environment, through personalization and a rigorous curriculum. Further, our Marine Science Magnet Program is specifically tailored to encourage studies in Marine Science to prepare students for careers in the Marine Science field.

Provide the school's vision statement.

The faculty and staff at South Broward High School prides themselves as being the most progressive high school in Broward County. We strive to offer an individualized high school experience that will ensure all of our students graduating college and career ready. Serving the "whole child" is a core principle at the heart of South Broward's mission and vision.
Vision:

Educating today's students to succeed in tomorrow's world.

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, Patricia Ann	Principal	The principal manages the operations of our school. She is responsible for ensuring the school runs smoothly, remains safe, and provides excellent learning environment for the students. Each staff member and each teacher employed by our school ultimately reports to our principal.
Baker, Darryl	Assistant Principal	Literacy Dept, Yearbook, Technology, RTI, Edmentum, ESOL
Hollis, Therese	Magnet Coordinator	Magnet Coordinator, SAC Co-Chair
March, Ryan	Behavior Specialist	Behavior Specialist, SAC Co-Chair
Winburn, Timothy	Assistant Principal	Social Studies, CTE, Guidance, Security, Employee Relations, Master Schedule
Sherba, Yvonne	Assistant Principal	Curriculum, TIER, Professional Learning Communities, Summer PD, ESSER
Pluim, Gregory	Assistant Principal	PE, JROTC, Science, Facilities, SMART Bond, OCLC, Textbooks, Pinnacle
Itzkowitz, Stefanie	Assistant Principal	Math, World Languages, Fine Arts, Activities, SAC, School Improvement Plan, PASL
Chaplin, Tamara	Teacher, K-12	Department Chair- English
Stanchak, Jessica	Reading Coach	Reading and Literacy Coach
Noval, Ileana	Teacher, K-12	Math department chair
Lalicic, Sanda	Magnet Coordinator	Cambridge Coordinator and Science Department Chair
Dixon, Sydene	School Counselor	Guidance Director

Demographic Information

Principal start date
Monday 7/1/2019, Francois Alexander

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.*
2

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.*

12

Total number of teacher positions allocated to the school

108

Total number of students enrolled at the school

2,308

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

12

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

11

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	541	609	586	572	2308
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	128	173	192	122	615
One or more suspensions	0	0	0	0	0	0	0	0	0	9	2	4	3	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	128	172	157	19	476
Course failure in Math	0	0	0	0	0	0	0	0	0	90	122	117	44	373
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	125	125	126	82	458
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	133	111	113	81	438
Number of students with a substantial reading deficiency	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	175	203	213	100	691

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	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	5	8	16

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	595	575	600	550	2320
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	110	126	118	101	455
One or more suspensions	0	0	0	0	0	0	0	0	0	146	166	105	78	495
Course failure in ELA	0	0	0	0	0	0	0	0	0	94	91	113	60	358
Course failure in Math	0	0	0	0	0	0	0	0	0	94	91	113	60	358
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	154	120	0	0	274
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	154	120	0	0	274

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	127	166	110	102	505

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		
Students retained two or more times	0	0	0	0	0	0	0	0	0	12	15	13	6	46

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	595	575	600	550	2320
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	110	126	118	101	455
One or more suspensions	0	0	0	0	0	0	0	0	0	146	166	105	78	495
Course failure in ELA	0	0	0	0	0	0	0	0	0	94	91	113	60	358
Course failure in Math	0	0	0	0	0	0	0	0	0	94	91	113	60	358
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	154	120	0	0	274
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	154	120	0	0	274

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	127	166	110	102	505

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	12	15	13	6	46

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				56%	57%	56%	53%	58%	56%
ELA Learning Gains				49%	52%	51%	49%	54%	53%
ELA Lowest 25th Percentile				33%	45%	42%	38%	47%	44%
Math Achievement				43%	51%	51%	32%	49%	51%
Math Learning Gains				38%	44%	48%	34%	45%	48%
Math Lowest 25th Percentile				26%	43%	45%	31%	46%	45%
Science Achievement				59%	66%	68%	52%	64%	67%
Social Studies Achievement				69%	71%	73%	68%	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	56%	57%	-1%	55%	1%
Cohort Comparison						
10	2021					
	2019	52%	53%	-1%	53%	-1%
Cohort Comparison		-56%				

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	58%	67%	-9%	67%	-9%
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	68%	67%	1%	70%	-2%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	37%	61%	-24%	61%	-24%
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	48%	56%	-8%	57%	-9%

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring tools to be used will be BASIS to track the test scores, RTI to provide interventions to those scoring low, and ongoing reports from teachers.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20 - 38%		
	Economically Disadvantaged			
	Students With Disabilities	17 - 17%		
	English Language Learners	0 - 0%		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	240 - 50%		
	Economically Disadvantaged			
	Students With Disabilities	9 - 17%		
	English Language Learners	3 - 10%		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	82 - 90%		
	Economically Disadvantaged			
	Students With Disabilities	N/A		
	English Language Learners	1 - 100%		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A		
	Economically Disadvantaged			
	Students With Disabilities	N/A		
	English Language Learners	N/A		

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	264 - 47%		
	Economically Disadvantaged			
	Students With Disabilities	10 - 14%		
	English Language Learners	1 - 3%		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	398 - 77%		
	Economically Disadvantaged			
	Students With Disabilities	18 - 56%		
	English Language Learners	1 - 3%		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	84 - 74%		
	Economically Disadvantaged			
	Students With Disabilities	3 - 60%		
	English Language Learners	0 - 0%		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A		
	Economically Disadvantaged			
	Students With Disabilities	N/A		
	English Language Learners	N/A		

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	252 - 47%		
	Economically Disadvantaged			
	Students With Disabilities	7 - 16%		
	English Language Learners	2 - 5%		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	306 - 63%		
	Economically Disadvantaged			
	Students With Disabilities	11 - 25%		
	English Language Learners	3 - 11%		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	180 - 55%		
	Economically Disadvantaged			
	Students With Disabilities	11 - 34%		
	English Language Learners	5 - 16%		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A		
	Economically Disadvantaged			
	Students With Disabilities	N/A		
	English Language Learners	N/A		

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	284 - 55%		
	Economically Disadvantaged			
	Students With Disabilities	5 - 11%		
	English Language Learners	1 - 5%		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	238 - 70%		
	Economically Disadvantaged			
	Students With Disabilities	15 - 36%		
	English Language Learners	1 - 11%		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	133 - 88%		
	Economically Disadvantaged			
	Students With Disabilities	6 - 67%		
	English Language Learners	N/A		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	179 - 66%		
	Economically Disadvantaged			
	Students With Disabilities	9 - 50%		
	English Language Learners	1 - 8%		

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	26	24	14	27	23	8	40	50		87	24
ELL	23	45	44	16	11	14	38	33		97	53
ASN	48	37		31	23					100	75
BLK	33	39	29	17	13	13	35	56		96	56
HSP	51	47	38	23	13	13	58	61		97	62

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	50	54								89	53
WHT	66	49	36	37	20	25	74	76		98	80
FRL	44	41	29	21	15	16	48	58		97	62

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	23	32	23	19	28	35	39	28		89	19
ELL	29	41	32	35	36	24	30	44		80	56
ASN	71	53						82		100	67
BLK	46	41	30	34	31	24	50	65		88	41
HSP	54	50	34	42	37	26	62	66		88	57
MUL	45	47		43	25		44	67			
WHT	72	55	33	56	47	33	68	78		92	69
FRL	51	45	30	40	37	28	56	67		88	50

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	18	38	39	17	32	31	24	41		77	9
ELL	18	36	36	22	28	28	30	53		78	53
ASN	70	75		29	27			60			
BLK	43	45	35	25	30	18	42	57		92	40
HSP	50	44	40	32	33	32	51	65		92	50
MUL	42	39		33	35			94		100	53
WHT	66	57	34	43	44	48	66	80		93	49
FRL	47	47	36	29	32	30	48	63		93	44

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	47
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	48
Total Points Earned for the Federal Index	513
Total Components for the Federal Index	11
Percent Tested	75%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	32
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	38
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	52
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	39
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	47
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	62
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	56
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?

Trends that emerge across all grade levels and subgroups is a struggle with English Language Arts, here we see our lowest level of proficiency.

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

The greatest need for improvement is amongst our subgroups of Students with Disabilities and English Language Learners.

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

Actions needed to be taken to address this need for improvement include referring our lowest quartile to RTI to receive interventions and tutoring they may need. Also, providing resources and training to our subgroups that have struggled with the state assessments.

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

The most improvement was seen in Mathematics from the 2019 data.

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

Contributing factors of this improvement include offering math tutoring three times a week, providing incentives to students for attending the tutoring, and creating programs to help provide remediation for struggling students.

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

In order to accelerate learning Edmentum and 21st Century programs will be offered to students who are struggling with achievement. In addition students will be referred to RTI and given enrichment then they achieve at a high level.

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

Teachers will be enrolled in Professional Learning Communities where they will collaborate best practices, model effective teaching, and analyze data. Workshops are also offered quarterly to show teachers effective technological practices that could be used in the classroom.

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

Additionally this year and beyond SBHS has implemented a school-wide "Literacy Initiative" this will encourage all classes to become more literate in their field of study, providing common language and approaches to ensure all classes are offering high rigor and high expectations.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	The Students with Disabilities subgroup was identified as being below the 41% threshold needed to be within compliance.
Measurable Outcome:	By May 2022, South Broward High the lowest quartile will increase by 8% as evidence of statewide assessments.
Monitoring:	This area of focus will be monitored with ongoing checking of progress amongst our lower achieving students, the ESSER teachers will have a caseload and the RTI team will check the remaining students.
Person responsible for monitoring outcome:	Jessica Stanchak (jessica.stanchak@browardschools.com)
Evidence-based Strategy:	Edmentum or 21st Century program will be used by all level 1 or level 2 students.
Rationale for Evidence-based Strategy:	Based on the research conducted both through Edmentum and within the school when utilizing Edmentum it has been proven to engage the learners and assist in retention, critical thinking, and overall improvement in their ability to achieve.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the 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.

South Broward is rated "moderate" when compared to the other schools in the state of Florida. The school culture and environment will assist South Broward in educating the students on positive behaviors that should be seen throughout campus, all while explaining the troubles that come with negative choices. The main concern of South Broward that can be seen through the data is a high amount of suspensions, this will be addressed with education of the behaviors that lead to suspension ensuring students and teachers are aware of these issues.

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.

Many say that the culture of a school is dependent upon the disposition of the Principal. Mrs. Brown's positive and nurturing personality is infectious. The staff at South Broward High School in turn exhibit the very positive nature that directly impacts our students. The key components of the positive school culture are incumbent upon the following ideals:

1. Building strong relationships

Our success at creating a well-managed school depends more than anything else on the quality of the relationships that teachers forge with students. But it starts from the top. A strong, unified and supportive administration can influence everything—from the social climate to the individual performances of our students. South Broward believes in making sure everyone knows they are feeling loved and respected. We do not have set days and times to recognize and promote great works. We do this frequently. The greatest tool is our PA system. It is not enough to show person praise. We let it be known schoolwide when great things are happening at South Broward High School. This is where it becomes infectious. Building strong relationships has become a school priority.

2. Teach essential social skills

Social skills are seen school wide. They are imbedded in our curriculum. The importance of sharing, caring, how to listen to others, how to disagree respectfully, and proper conflict resolution are the social skills we expect everyone to have. Regardless of grade level, background, age, we all can learn something new.

3. Be role models

At our school, students learn by watching just as they learn by doing. The comradery is off the charts. From our principal be active and interacting with the school and community through twitter, our school website, parent link, TEAMS conferences, and by phone. Everyone is kept up to date on what's happening at SBHS. Teachers in turn keep students up to date by making themselves available on similar platforms. One may ask, how does this make someone a role model? A role model is a person whose behavior, example, or success is or can be emulated by others, especially by younger people. School is the perfect environment where we show comradery, positive interactions, praise for successes and support when we fall short or meet challenges.

5. Clarify classroom and school rules

Here at South Broward we remind students of classroom rules, communicate our expectations, and allow students, teachers, and they community (SAC) to have input on how they should be rolled out and addressed. People buy into the rules set at SBHS because they had a hand its development. Once again, its adherence by inclusion. It shows everyone at SBHS "this is the positive environment you deserve"!

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

Our stakeholders play a pivotal role in promoting our positive culture and environment at South Broward. Our stakeholders are members of the School Advisory Committee which works to ensure the school is a place for all students to be successful at. Stakeholders also form the PTSO which puts on events and programs to help our school maintain the positive culture of our campus.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$3,204.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0171 - South Broward High School	General Fund		$3,204.00
			Notes: Pay for SAT to assist students to reach their graduation requirements.			
					Total:	$3,204.00