

Broward County Public Schools

Boyd H. Anderson High School



2021-22 Schoolwide Improvement Plan

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Boyd H. Anderson High School

3050 NW 41ST ST, Lauderdale Lakes, FL 33309

[no web address on file]

Demographics

Principal: James Griffin

Start Date for this Principal: 8/4/2021

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)	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 (41%) 2017-18: C (41%) 2016-17: C (41%)
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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Boyd H. Anderson High School

3050 NW 41ST ST, Lauderdale Lakes, FL 33309

[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	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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SIP Authority

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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.

Boyd H. Anderson High School understands that in order to succeed in the 21st century, graduates need to have as many tools at their disposal as possible. With this in mind, the school's mission, through open-minded inquiry-based learning, we will empower students to be college and career ready to succeed in a global society.

Provide the school's vision statement.

Our school's vision is operated using intellectual, structural, and relationship capital. All leaders are committed to employing teaching and learning strategies that encourage forward movement by building relationships in each of the aforementioned capacities. Implementing these strategies allows the staff to provide individualized schedules created to serve students' academic needs. Programs such as Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Health and Wellness, and Exceptional Student Education (ESE) ensure students have the choice to pursue advanced academic programs which would allow them to be prepared for college level courses and career pathways.

In some cases, students will graduate with college credit and will enter higher education better equipped than the average freshman. If they so desire, students can also take elective classes such as culinary, Dreamweaver, and aerospace technology in which they will be able to become certified in that particular skill since the 2016-2017 school year, the Health and Wellness program has offered an EMT program. These students will be well prepared to enter the work force and begin their careers upon graduation based on their passing of their industry exams. The specific classes that are offered were chosen based on targeting multiple areas of interest for the students. The school is staffed with teachers who are certified within their areas of expertise. Each teacher works collaboratively with the school to provide instruction that is geared towards the individual student through differentiation.

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
Griffin, James	Principal	Lead faculty, staff, and community stakeholders in collaboration to produce and implement plans that will ensure students are college and career ready upon graduation.
Duperval, Marie	Assistant Principal	Leadership team member that supports faculty, staff, and community stakeholders in collaboration to produce and implement plans that will ensure students are college and career ready upon graduation.
Lopez, Linda	Assistant Principal	Leadership team member that supports faculty, staff, and community stakeholders in collaboration to produce and implement plans that will ensure students are college and career ready upon graduation.
Thelwell, Jenny	Teacher, K-12	Leadership team member that supports faculty, staff, and community stakeholders in collaboration to produce and implement plans that will ensure students are college and career ready upon graduation.

Demographic Information

Principal start date

Wednesday 8/4/2021, James Griffin

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.*

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.*

Total number of teacher positions allocated to the school

96

Total number of students enrolled at the school

1,978

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

5

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

8

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	527	539	496	416	1978
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	526	0	0	0	526
One or more suspensions	0	0	0	0	0	0	0	0	0	34	36	16	11	97
Course failure in ELA	0	0	0	0	0	0	0	0	0	19	93	60	36	208
Course failure in Math	0	0	0	0	0	0	0	0	0	90	32	37	17	176
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	28	66	55	75	224
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	36	244	165	0	445
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	45	83	72	100	300

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	114	132	100	3	349

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	20	3	2	11	36

Date this data was collected or last updated

Thursday 11/4/2021

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	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	
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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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				24%	57%	56%	21%	58%	56%
ELA Learning Gains				38%	52%	51%	35%	54%	53%
ELA Lowest 25th Percentile				43%	45%	42%	35%	47%	44%
Math Achievement				22%	51%	51%	18%	49%	51%
Math Learning Gains				24%	44%	48%	23%	45%	48%
Math Lowest 25th Percentile				28%	43%	45%	24%	46%	45%
Science Achievement				41%	66%	68%	43%	64%	67%
Social Studies Achievement				31%	71%	73%	49%	70%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	24%	57%	-33%	55%	-31%
Cohort Comparison						
10	2021					
	2019	19%	53%	-34%	53%	-34%
Cohort Comparison		-24%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	39%	67%	-28%	67%	-28%
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	30%	67%	-37%	70%	-40%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	25%	61%	-36%	61%	-36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	16%	56%	-40%	57%	-41%

Grade Level Data Review - Progress Monitoring Assessments

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

iReady, Mastery Connect, ALEKS, NewsELA, Khan Academy

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	126 / 21%	114 / 19%	
	Economically Disadvantaged	103 / 17%	93 / 16%	
	Students With Disabilities	19 / 15%	17 / 3%	
	English Language Learners	14 / 11%	13 / 11%	
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	108 / 21%		
	Economically Disadvantaged	92 / 18%		
	Students With Disabilities	15 / 14%		
	English Language Learners	14 / 13%		
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				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	91 / 21%		
	Economically Disadvantaged	75 / 17%		
	Students With Disabilities	11 / 12%		
	English Language Learners	11 / 12%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	85 / 21%		
	Economically Disadvantaged	74 / 87%		
	Students With Disabilities	14 / 16%		
	English Language Learners	9 / 11%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	26	31	19	28	43	8	17		98	28
ELL	8	32	43	9	21	42	19	20		95	67
BLK	15	28	39	9	17	41	21	32		97	55
HSP	17	35	44	19	30		43	38		89	71
FRL	16	28	38	10	18	43	23	30		96	56

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	36	40	15	15	22	28	25		88	19
ELL	13	42	49	20	22	27	33	30		90	69
BLK	23	38	43	21	23	27	38	31		94	67
HSP	24	41	45	24	30		63	45		94	75
FRL	23	38	45	22	22	24	42	31		95	68
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	35	33	20	28		33	45		71	73
ELL	10	35	38	11	19	18	30	29		85	73
BLK	20	35	37	16	21	24	40	49		92	74
HSP	31	34	7	34	28		75	53		95	85
MUL	40			67							
FRL	21	35	35	18	24	24	44	50		91	74

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	11
Percent Tested	78%
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
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	43
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	
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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Ninth and tenth grade students are performing significantly below grade level according the state assessments, with 15% ELA proficiency and 10% math proficiency. These rates are 31% and 33% below district average. SWD students are performing slightly high than average, with 17% proficiency in ELA and 19% proficiency in math. ELL students are performing below average, with 8% ELA proficiency and 9% math proficiency.

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

Overall, the state data reveals a decrease from 2019 to 2021. In particular, ELL students showed a significant decrease in proficiency and have the greatest need for improvement.

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

One of the greatest contributing factor for this need was school closure due to COVID 19. This caused ELL students to be away from school, missing assimilation and social factors needed for language proficiency. To make improvements, ELLs receive adequate academic support and interventions in their daily schedule, which includes double block ELA and reading, as well as "push in" support for paraprofessionals.

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

Based off the data, SWD improved from 15% to 28% learning gains in math. This was the greatest increased when comparing all subgroups.

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

One contributing factor to this were scheduling practices in which SWDs received interventions through their math classrooms. By employing academic learning stations, students were exposed to small group instruction with a teacher, as well as prescriptive and adaptive remediation through the technology station. Students were given personalized pathway on ALEKS, which used a diagnostic data to promote practice on the student's individual level.

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

In order to accelerate learning, students must receive individualized practice to help address their academic learning gaps, and ensure they are able to develop areas for improvement.

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 and leaders will participate in a deep dive of the data, where they will become familiarized with how to view data critically, in order to respond adequately and timely. Additionally, staff will receive professional development on systems for individualized learning such as iReady. This will ensure staff can progress monitor students at their individual level.

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 are extended learning opportunities, where students can participate beyond the school day for remediation and enrichment. Additionally, support professional will be assisting in classes where SWDs and ELLs need the most support, to receive small group instruction and meet their needs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	ELA was identified as a focus area because 85% of students did not show proficiency on 2021 state assessment.
Measurable Outcome:	The goal is to increase proficiency from 15% to 30% in ELA, which will be achieved by targeting students performing below grade level and providing them with individualized learning pathways on iReady to close gaps in their learning.
Monitoring:	This area of focus will be monitored by quarterly diagnostic assessments on iReady.
Person responsible for monitoring outcome:	Marie Duperval (marie.duperval@browardschools.com)
Evidence-based Strategy:	The strategy being implemented is differentiated instruction. Each student will receive differentiation through iReady, where their individual pathway is created based on diagnostic measures.
Rationale for Evidence-based Strategy:	Differentiation was selected because students have vast learning needs, and a "one-size-fits-all" approach will not meet each unique learners needs.

Action Steps to Implement

Diagnostic 1 - Beginning of the Year

Person Responsible Marie Duperval (marie.duperval@browardschools.com)

Diagnostic 2 - Mid Year

Person Responsible Marie Duperval (marie.duperval@browardschools.com)

Diagnostic 3 - End of Year

Person Responsible Marie Duperval (marie.duperval@browardschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Math was indentified as a focus area because 90% of students did not show proficiency on 2021 state assessment.

Measurable Outcome: The goal is to increase proficiency from 10% to 30% in Math, which will be achieved by targeting students performing below grade level and providing them with individualized learning pathways on iReady to close gaps in their learning.

Monitoring: This area of focus will be monitored by quarterly diagnostic assessments on iReady.

Person responsible for monitoring outcome: Linda Lopez (linda.lopez@browardschools.com)

Evidence-based Strategy: The strategy being implemented is differentiated instruction. Each student will receive differentiation through iReady, where their individual pathway is created based on diagnostic measures.

Rationale for Evidence-based Strategy: Differentiation was selected because students have vast learning needs, and a "one-size-fits-all" approach will not meet each unique learners needs.

Action Steps to Implement

Diagnostic 1 - Beginning of the Year

Person Responsible Linda Lopez (linda.lopez@browardschools.com)

Diagnostic 2 - Mid Year

Person Responsible Linda Lopez (linda.lopez@browardschools.com)

Diagnostic 3 - End of Year

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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.

According to the other schools across the state, Boyd Anderson ranked 140 out of 505 high schools in disciplinary infractions. The greatest areas of concern unruly/disruptive behavior and medium level fights. In order to combat these behaviors, teachers will implement the school wide positive behavior plan to highlight positive classroom behaviors, and mitigate classroom disruptions. The discipline management system will be implement consistently to ensure fair and equitable practices for all, which will impact the school culture and environment positively. Discipline data will be reviewed on a monthly basis with teachers and staff.

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.

The school encourages all stakeholders to be active participants of the School Advisor Council. This forum allows for teachers, students, families of students, and community members to voice their ideas and areas of concern, and collaborate in problem solving. The SAC also helps allocate and vote budgetary items conducive to student achievement and the school improvement plan. To develop a positive school culture, a monthly "Thank a Teacher" and "Caught Being Great" initiatives highlight staff members who are stellar role models on school grounds. The Inter-Club Council enhances the student experience through various activities and athletics, where students have an outlet to grow as individuals, embrace differences, and maximize opportunities for leadership and service.

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

Students are our primary stakeholders, and their role is to maintain character, scholarship and service on campus. They impact the culture through their influence and leadership among their peers. Teachers and staff members portray the pillars of excellence of our school. Their role is to maintain the integrity of the learning institution, while infusing practices that educate the whole child. Parents are responsible for uploading school policies and procedures, and extending student learning beyond the school building. Their role is critical to developing well-rounded students, who maintain values and academic success with high regard. Parent input is valuable and important to maintain an open-door policy, which positively impacts school culture and familiarity. Community members and partners help maintain accountability to ensure the school is delivering on their commitment to cultivating students who are prepared for post-secondary success. Their role is to provide opportunities for learning beyond the school building, and ensuring students have unique, real-world experiences to enhance their worldly perspectives.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1741 - Boyd H. Anderson High School			\$5,000.00

			<i>Notes: Purchasing iReady professional development for teachers</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1741 - Boyd H. Anderson High School	Other Federal		\$5,000.00
			<i>Notes: ESSR funds are being used to provide support in math classes, including funding an interventionist</i>			
Total:						\$10,000.00