

Broward County Public Schools

Blanche Ely High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Blanche Ely High School

1201 NW 6TH AVE, Pompano Beach, FL 33060

[no web address on file]

Demographics

Principal: Tavures Williams

Start Date for this Principal: 7/20/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (41%) 2018-19: C (45%) 2017-18: C (46%)
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	ATSI
* 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	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

Blanche Ely High School

1201 NW 6TH AVE, Pompano Beach, FL 33060

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of BEHS is to provide opportunities that will meet the educational needs of all its students in a safe learning environment. BEHS embodies its purpose through its program offerings. We offer Advanced Placement (AP) college-level and honors-level courses that challenge students to prepare for life after high school. BEHS is also the home to the National Academy Foundation (NAF) program that graduates students with Career and Adult Professional Education (CAPE) industry certification in information technology, nursing medical sciences, hospitality and tourism, and finance. These programs incorporate project-based learning, paid internships, and entrepreneurship. Also, BEHS offers Magnet programs in Medical Sciences and STEM/Science Engineering, providing real-life experience and certification to high school students. At BEHS, we are committed to educating the whole individual through various academic means including: Hospitality, Culinary, Nursing, Engineering, Aviation, Emergency Medical Response (EMR), Computer Programing, and other traditional core subjects. BEHS also offers extracurricular activities encompassing Band and Athletic programs. Our school's Marching Band and Basketball programs are among the best in the district and state, having won numerous 1st place awards over the past years. Our school's Culinary, Medical (Nursing, Emergency Medical Response (EMR)], Engineering, Hospitality, and Computer Programing programs are expanding each year, providing alternate career paths for many of our students. Additionally, our school offers a JROTC program that builds character while promoting discipline and pride in our youth.

Provide the school's vision statement.

Blanche Ely High School (BEHS) 's vision is to provide opportunities for students to be College Career Ready to discover their interests and be equipped for life-long learning and innovative thinkers.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Williams, Tavures	Principal	<p>The School Principal will 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 and inventory 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.</p>
Scott, Safiya	Assistant Principal	<p>The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; 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. The Assistant School Principal will need to demonstrate 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.</p>
Oropesa, Barbara	Assistant Principal	<p>The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; 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. The Assistant School Principal will need to demonstrate 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.</p>
Spence, Malcolm	Assistant Principal	<p>The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; 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. The Assistant School Principal will need to</p>

Name	Position Title	Job Duties and Responsibilities
		demonstrate 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.

Stiverne, Sieglinde	Assistant Principal	The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; 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. The Assistant School Principal will need to demonstrate 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.
---------------------	---------------------	--

Demographic Information

Principal start date

Wednesday 7/20/2022, Tavures Williams

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 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.*

9

Total number of teacher positions allocated to the school

89

Total number of students enrolled at the school

1,913

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

16

Identify the number of instructional staff who joined the school during the 2022-23 school year.

19

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	570	554	478	459	2061	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	229	256	267	284	1036	
One or more suspensions	0	0	0	0	0	0	0	0	0	94	64	45	23	226	
Course failure in ELA	0	0	0	0	0	0	0	0	0	134	140	131	60	465	
Course failure in Math	0	0	0	0	0	0	0	0	0	134	156	105	68	463	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	247	237	4	72	560	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	378	311	153	41	883	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	21	28	26	3	78	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	307	250	159	141	857

Using current year data, complete the table below with the number of students identified as being "retained.":

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	41	41
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	1	2	10	31

Date this data was collected or last updated

Wednesday 8/31/2022

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	532	517	477	465	1991	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	141	116	109	110	476	
One or more suspensions	0	0	0	0	0	0	0	0	0	4	2	0	2	8	
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	232	254	225	197	908	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	532	517	477	197	1723	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	336	254	219	195	1004	

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	344	294	238	193	1069	

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	

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	532	517	477	465	1991	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	141	116	109	110	476	
One or more suspensions	0	0	0	0	0	0	0	0	0	4	2	0	2	8	
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	232	254	225	197	908	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	532	517	477	197	1723	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	336	254	219	195	1004	

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	344	294	238	193	1069	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	30%	52%	51%				37%	57%	56%
ELA Learning Gains	45%						42%	52%	51%
ELA Lowest 25th Percentile	33%						34%	45%	42%
Math Achievement	8%	41%	38%				18%	51%	51%
Math Learning Gains	27%						24%	44%	48%
Math Lowest 25th Percentile	41%						33%	43%	45%
Science Achievement	24%	35%	40%				44%	66%	68%
Social Studies Achievement	41%	51%	48%				52%	71%	73%

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

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
2022					
2019	42%	67%	-25%	67%	-25%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	67%	-17%	70%	-20%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	16%	61%	-45%	61%	-45%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	19%	56%	-37%	57%	-38%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	14	29	26	6	21	28	14	21		69	25
ELL	12	37	30	4	27	44	12	30		92	46
BLK	34	49	38	9	27	40	24	41		93	68
HSP	18	33	21	6	30	46	22	39		81	63
MUL	30	50		9							
WHT	27	42		6			33	36			
FRL	30	45	36	8	27	42	26	41		91	69
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	12	22	21	12	29	53	15	29		88	34
ELL	12	30	34	2	16	32	15	24		81	40
BLK	32	34	24	7	15	34	32	39		96	70

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
HSP	19	31	35	4	12	30	20	33		74	83
MUL										100	73
WHT	29	50		22	21		40	28			
FRL	29	33	28	7	14	32	28	38		94	72
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	26	26	15	29	29	29	26		91	31
ELL	14	33	36	15	34	35	26	28		83	42
BLK	39	44	38	18	23	31	44	52		95	69
HSP	25	33	29	18	24	30	45	46		84	71
WHT	33	41	33	25	46		38			92	67
FRL	35	41	35	17	24	34	44	50		94	68

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	30
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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%	0
White Students	
Federal Index - White Students	29
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
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%	0

Part III: Planning for Improvement

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?

Over the last three years the Hispanic student subgroup has had a positive trend in the category of math learning gains for the lower 25th percent.

Between the 2021 and 2022 school years the FRL student subgroup have demonstrated academic growth in each achievement area with the exception of Science. The largest gain for this subgroups occurred with the ELA Learning Gains and the Math Learning Gains.

For three consecutive years the Student with Disabilities ESSA subgroup and English Language Learners ESSA subgroup have not met the Federal Index of 41% for overall student achievement.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

In terms of content area assessment, the component that demonstrates the greatest need for improvement is mathematics. Math has been the lowest performing content area for 3 consecutive years, and is significantly underperforming comparative to the district high schools.

In terms of student subgroups, the component that demonstrates the greatest need for improvement is the subgroups that fall within the ESSA Federal Index. Five of the seven applicable subgroups did not meet the Federal Index of 41%. Of those five, two of the subgroups have not met the Federal Index for three consecutive years. Also, for one consecutive year, three of the subgroups have fallen below 32%.

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 contributing factors to the need of improvement in mathematics was a lack of teachers for Algebra 1 classes during the 2021-2022 school year. For the 2022-2023 school year all math classes are fully staffed. The staff also includes an ESSER math support person who will focus instructional support on Algebra 1. The new textbook is equipped with Topic Readiness Assessments that provide insights on the prerequisite knowledge students have for the topic/standard they are getting prepared to learn. These assessments are used to identify the students that need support throughout the instruction. Students are grouped and receive small group instruction from the support teacher once the lesson for the day has been complete. During this time the support teacher works with the students on the prerequisite skills needed to demonstrate proficiency. Teachers will assess using cumulative common assessments whose will be used to drive instruction and support individual student academic needs. Once the data has been analyzed students who are not yet on target for the assessed standards will participate in pullout sessions to remediate the identified standards. In the spring semester all data collected will be used to develop a crunch-time plan that focuses on the standards that have been identified as areas of growth. Teachers will also participate in data chats with the data from the Common Assessments by identifying standards they will target for whole group remediation and groups of students they will target for small group remediation from the ESSER instructor.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based off progress monitoring and 2022 state assessment data the ELA Learning Gains component showed the most improvement with a 12 percentage point increase from the 2021 school year to the 2022 school year. Within the ELA Learning Gains component the Black subgroup was the most improved with a 15 percentage point increase, followed by the FRL subgroup with a 12 percentage point increase.

The Math Learning Gains component is the next state assessment area to demonstrate improvement with an 8 percentage point increase from 2021 to 2022. Within the Math Learning Gains component the Hispanic subgroup was the most improved with 18 percentage points, followed by the FRL subgroup with a 13 percentage point increase.

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

Intro to Literature is used in all grade levels through English classes as the core to support students in literature analysis and writing standards proficiency. Growth Measure Assessments and Common Assessments will be utilized to assess student deficiencies and drive teacher instruction and identify additional support needed.

With the implementation of Intro to Literature and Read 180 the reading courses will focus small group instruction based on student needs. Systems 44 is for the intensive needs of the students who must rebuild at the most foundational level, once those foundational skills have been built the students will move to the Read 180. The Read 180 curriculum determines student needs and provides practices as the students work through the skill groups. As part of the program structure, teachers will work in small groups and one-on-one with students as needed when the rotations are identified.

The 11th and 12th grade students also receive instruction that is in alignment with national ACT and SAT exams through Intro to Literature. The program supplements the SAT/ACT curriculum for students who are striving to achieve concordant scores to meet graduation requirements. Students have the opportunity to prepare for and practice the skills necessary to earn a concordant score on the ACT/SAT exams in class. Through our school partnership with the YMCA students can receive additional instruction on ACT /SAT skills after school.

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

In order to accelerate learning the school will adopt Richard Elmore's Instructional Core. The Instructional Core takes into consideration student engagement, teacher knowledge and skill, rigorous and relevant content, and how each of the categories connect to support the student task at hand. Using the Instructional Core as the school wide strategy for the classroom instruction creates the foundation for all content areas. The Instructional Core focuses on how the student, teacher, and content support the accomplishment of the task.

As a school we will focus on deepening teacher knowledge and skill and work to align it with the new instructional materials. The rigor and relevance will be determined when unpacking the new standards and applying it to the instruction. Combined with developing lessons that will capture the attention and active involvement in the content.

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.

The professional development surrounding deepening teacher knowledge and skill and work to align it with the new instructional materials will be provided from the school district. The Office of Academics provides support to schools, our school receives that support on a weekly basis for the core content

areas. The staff that provides the support provides professional development to the staff on content knowledge and skill and relate it to the standards and instructional materials. Content area standards are at the core of the support staff, so they also provide professional development on the rigor and relevance of the new standards.

The teacher leaders and administrators will participate in professional learning opportunities where they engage in instructional rounds using the protocols from the Instructional Core. This provides the teacher leaders an opportunity to analyze instruction, identify instructional themes occurring in content area departments, identify themes occurring school wide, provide feedback, and to determine the school's professional development needs.

Informal Professional Development also occur when teacher participate in their Professional Learning Communities and share best practices with one another.

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

Professional Development specific to each content area.

School wide data analysis

Teacher data analysis

Teacher data chats

Student data chats

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to English Language Learners**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

For the 2021-2022 school year the English Language Learners earned a 35% for the Federal Index, just 5% shy of the minimum 41%. This particular subgroup also maintained overall proficiency or demonstrated growth in eight of the ten school grade components. The remaining components, ELA Learning Gains for the Lower 25% and Science, are a critical need for this subgroup. To be in alignment with the school-wide focus on Math and ELA, for the English Language Learners subgroup, the main critical area of focus will be on the learning gains of those students that fall in the lower quartile.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

From the 2021 to the 2022 school year the English Language Learner proficiency remained consistent. Based on the three year trends for English Language Learners in ELA Learning Gains and in the ELA Lower Quartile Learning Gains the English Language Learners always earn at least 30 percentage points. Also, the ELL subgroup increased by seven percentage points in Learning Gains from the 2021 to the 2022 school year.

Goal: By June 2023, the English Language Learners subgroup will attain at least 41% (the Federal Index Requirement) by increasing it's proficiency in ELA Achievement from 12% to 16%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Through the use of common assessments within common themes of instruction the reading teachers will share student data with the Literacy Coach and ESSER support staff. The Literacy Coach and ESSER support staff all will provide push-in and pull-out support to students as they identified to be in need of additional support in specific areas of the standards and test-taking skills.

Person responsible for monitoring outcome:

Safiya Scott (safiya.scott@browardschools.com)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

ELL students will develop and apply academic language as measured by curriculum-based assessments. To accomplish this ELL student's core content area courses will get scheduled based on language proficiency.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy.

By grouping students by their English skill level teachers will be better able to plan and support the students based on their individual needs. This model enhances the opportunities for growth of the individual students because the teacher is able to target certain skills and abilities based on the students in the room.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Steps for Administrator:

- *Students are scheduled into clustered ELA courses
- *Provide teachers with the necessary resources: content specific bilingual dictionaries and glossaries, etc'
- *Schedule Professional Development and district support opportunities
- *Provide extended learning opportunities such as tutoring camps

Person Responsible Safiya Scott (safiya.scott@browardschools.com)

Action Steps for Teachers:

- *Allow students to have access to translation resources
- *Connect students with a peer during class
- *Incorporate ELL strategies in lesson plans and instructional delivery
- *Provide appropriate accommodations to students based on ELL category
- *Teach language skills across the curriculum

Person Responsible Safiya Scott (safiya.scott@browardschools.com)

#2. Instructional Practice specifically relating to Math

**Area of Focus
Description
and Rationale:**
Include a rationale that explains how it was identified as a critical need from the data reviewed.

From the data reviewed, the school's math achievement scores are significantly lower the district's average.

**Measurable
Outcome:**
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on current student enrollment and the academic performance and achievement data, the math goal for the 2022-2023 school year is:
By June 2023, the math achievement level will increase to at least 30% proficiency per the 2023 end of year statewide assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

All teachers in the department will assess using cumulative common assessments. The data from the common assessments will be used to drive instruction and support individual student academic needs. In the spring semester all data collected will be used to develop a crunch-time plan that focuses on the standards that have been identified as areas of growth. Teachers will also participate in data chats with the data from the Common Assessments, during the data chats teachers will analyze their outcomes and identify standards they will target for whole group remediation and groups of students they will target for small group remediation from the ESSER instructor.

**Person
responsible
for monitoring
outcome:**

Safiya Scott (safiya.scott@browardschools.com)

**Evidence-
based
Strategy:**
Describe the evidence-based strategy being implemented for this Area of Focus.

Standards Based Instruction involves using pre-determined standards to plan the scope and sequence of instruction, as well as what activities and materials will be used to achieve the goals of each standard.

**Rationale for
Evidence-
based**

Assessments and instruction that are based upon a set of standards that are expected to be met. These standards outline the knowledge and skills that students are able to demonstrate as they progress through a course. Standards based instruction and

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

standards based assessments that align with the state assessment provide teachers the opportunity to progress monitor students understanding of the standards and provide remediation prior to the state assessment.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Steps for the Administrator:

- *Orient math teachers to the new standards and textbook materials and resources.
- *Schedule Team Planning Meetings
- *Develop schedule for the ESSER instructor
- *Teacher Data Chats
- *Monitor teacher and student data
- *Schedule professional development throughout the school year

Person Responsible Safiya Scott (safiya.scott@browardschools.com)

Action Steps For the Staff:

- *Develop and present model lessons based on the new standards.
- *Student Data Chats
- *Make instructional decisions based on student data
- *Remediate students based on student data outcomes

Person Responsible Safiya Scott (safiya.scott@browardschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Our school site does the following to create a meaningful positive culture and environment:

1. Use meaningful strategies to involve parents.
2. Celebrate achievement and good behavior.
3. Create positive tasks for students to reinforce great behaviors.

4. Use of school norms that build values
5. Being consistent when disciplining students.
6. Immediate support for teachers when discipline is demonstrated in the classroom.
7. Model expected behaviors you would like to see in the school.
8. Creating traditions that are fun for students and teachers.
9. Innovative classroom and instructions.
10. PDs for teachers.
11. Ensuring the physical environment is safe for all
12. Enforcing "See Something, Say Something"

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

This school year the school is being very intentional about building a positive school culture and environment for all of the school's stakeholders. For the faculty and staff the school publicly celebrates successes via the morning announcements, staff email platform, faculty meetings, and social media. The administrative team writes cards to each staff member for their birthdays and recognize the birthdays during the monthly faculty meeting. As a school we recognize and acknowledge each of the appreciation days for the various groups of staff members. Each administrator has an open door policy, so that the staff is able to communicate with them as needed.

Cultural celebrations occur throughout the school year to recognize the school's diversity. Student groups meet with the principal to provide their feedback and offer suggestions for activities and school events. This feedback is also welcomed from the community members. Each year in honor of the school's founder there is a school led parade, that is inclusive of all stakeholders, through the surrounding neighborhood.

Colleges, universities, and military personnel make frequent visits to present information to the students on post-secondary options and the pathways for those options. Our plethora of academic programs provides mentors, scholarship opportunities and job opportunities as well as social and emotional learning support.

The school alumni is very involved, they volunteer their time at school functions, they serve on school and district committees, and advocate for the needs of the school. They serve as a support system for the staff as they provide resources, supplies, and materials for the school's student life.