Boyd H. Anderson High School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 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
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* Economically Disadvantaged Students*
School Grades History	2021-22: C (42%) 2018-19: C (41%) 2017-18: 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	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

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)	**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	98%

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.

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
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
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.
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.
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.
Derico, Laquesta	Reading Coach	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
Monday 7/1/2019, James Griffin

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.*
2

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.*
11

Total number of teacher positions allocated to the school
106

Total number of students enrolled at the school
2,061

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.
12

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	588	584	533	432	2137
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	230	251	262	204	947
One or more suspensions	0	0	0	0	0	0	0	0	0	114	104	71	330	619
Course failure in ELA	0	0	0	0	0	0	0	0	0	140	123	132	59	454
Course failure in Math	0	0	0	0	0	0	0	0	0	104	179	196	48	527
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	239	283	168	85	775
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	74	293	196	12	575
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	2	1	3	0	6

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	318	284	244	116	962

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	2	36	38
Students retained two or more times	0	0	0	0	0	0	0	0	0	19	3	2	12	36

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	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

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	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							Grade Level							
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							Grade Level							
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

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	23%	52%	51%				24%	57%	56%
ELA Learning Gains	42%						38%	52%	51%
ELA Lowest 25th Percentile	41%						43%	45%	42%
Math Achievement	18%	41%	38%				22%	51%	51%
Math Learning Gains	47%						24%	44%	48%
Math Lowest 25th Percentile	56%						28%	43%	45%
Science Achievement	18%	35%	40%				41%	66%	68%
Social Studies Achievement	27%	51%	48%				31%	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	39%	67%	-28%	67%	-28%

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	30%	67%	-37%	70%	-40%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	61%	-36%	61%	-36%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	16%	56%	-40%	57%	-41%

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	13	28	22	14	49	55	18	25		88	34
ELL	14	43	43	30	57	61	14	18		95	60
BLK	22	42	41	18	48	57	16	27		94	55
HSP	28	35	26	14	30		23	17		85	71
WHT	36										
FRL	23	41	43	15	45	56	14	28		93	55

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

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
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

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	43
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	51
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	11
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

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	37
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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	36
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
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?

Overall from school grade year 21 to year 22 we had a 6 point gain in the total number of points earned. In 2022, was our highest total points earned since the beginning of FSA. Although we did lose 5 points in both Science and Social Studies percent proficient both the math and the ELA proficiency went up by 8 points. The learning gains also increased significantly for both Math and ELA. The most significant increase was in Math learning gains with a 29 percentage point increase.

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

Although we've improved, we still only have 23% of students proficient in ELA and 18% proficient in Math. Additionally we need to increase our Science and Social Studies proficiency. According to FAST data we have 19% proficiency.

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

Our community was hit hard by the pandemic and lack of face to face instruction. Teachers are implementing stations with fidelity and working small groups created by using student performance data. Our progress is being monitored through Into-Literature Growth Measure assessments, FAST Progress Monitoring, and Common Formative Assessments. Teachers will receive professional development on stations, student grouping, strategies for student engagement, and data triangulation. School leadership is conducting weekly building capacity sessions to ensure teachers are successful with implementation of stations. We are using a tiered support system with students who scored a level 1 on FSA and PM1 who are receiving Tier 2 and 3 instruction. Students who are near proficiency or Level 2 receive Tier 2 support.

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

Overall from school grade year 21 to year 22 we had a 6 point gain in the total number of points earned. In 2022, was our highest total points earned since the beginning of FSA. Both the math and the ELA proficiency went up by 8 points. The learning gains also increased significantly for both Math and ELA. The most significant increase was in Math learning gains with a 29 percentage point increase.

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

Small group instruction w/ Teacher station, Common planning and Tiered instruction were the major contributing factors in improvement. Implementation with fidelity of stations and building capacity meetings, common planning, and extra learning opportunities.

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

Teachers will need ongoing professional development on stations, BEST standards and assessment, student grouping, strategies for student engagement, and data triangulation. Continuous weekly building capacity sessions to ensure teachers are successful with implementation of stations. The use of a tiered

support system with students who scored a level 1 on FSA and PM1 who are receiving Tier 2 and 3 instruction. Tier 2 support for students at Level 2.

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 participate in professional development for the new BEST standards in ELA and Math. District led professional development that focuses on data management and reporting. School based professional development on stations implementation, differentiated instruction, and best practices.

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

The school instructional leadership team will work collaboratively on action steps to build capacity this year and ensure sustainability in future years.,

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 Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our target for all of our ESSA subgroups is at least 41% per the Federal Percent of Points Index. Our SWD subgroup is 35%, White subgroup is 36% and Hispanic subgroup is 37%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By June 2023, all subgroups will achieve the target of 41% or higher per the Federal Percent of Points Index for performance on the end of year statewide assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will monitor CFA data as well as state and district assessment data to make sure our strategies are successful.
Person responsible for monitoring outcome:	Marie Duperval (marie.duperval@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Tier 1-3 supports will be implemented according to data. The ESE facilitator will ensure that teachers are receiving professional development on support and accommodations. Teachers will implement data-based differentiated instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Differentiated instruction is implemented through stations. Groups are formed using student performance data. Since one of our target subgroups is SWD it is essential that students received specific accommodations as documented in their Individual Education Plan.

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.

The instructional leadership team will design professional development for staff that addresses cultural awareness and ELL strategies to close the achievement gap.

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

Host parent university monthly to assist parents with curriculum questions and provide information to assist their students with being successful.

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

Administer beginning, middle and end of year assessment to monitor progress. Interim assessments will be administered for flexible grouping, enrichment, and remediation.

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Historically the proficiency rate has not exceeded 25%. This year's data showed 23% proficiency, which indicates a need for change in instructional practice.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, students in ELA courses will increase proficiency from 23% to 30% on the end of year statewide assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by biweekly common formative assessments and beginning, mid, and end of year FAST PM assessments.
Person responsible for monitoring outcome:	Laquesta Derico (laquesta.derico@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Certified classrooms with stations rotations are being implemented in every classroom. Stations include: technology, collaboration, and one on one teacher stations. Stations provide differentiated instruction for each student with a personalized pathway to aid students in mastery of standards.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The strategy was selected to ensure each student receives one to one instruction with the teacher. Teachers will use the adopted text Into-Literature with various components. The students who are Level 1 are also assigned to Read 180 or System 44 with continuous progressing monitoring. Tiered instruction is implemented throughout the curriculum based on data.

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.

Students performing below grade level will be identified and provided teacher designed stations for individualized learning pathways to close gaps in their learning. Teachers will design stations with the assistance of the Literacy Coach and Instructional Support person based on data.

Person Responsible	Laquesta Derico (laquesta.derico@browardschools.com)

Teachers will conduct data chats with students and contact parents to keep them updated.

Person Responsible	Laquesta Derico (laquesta.derico@browardschools.com)

Teachers will triangulate data from CFAs and diagnostic assessments to make informed instructional decisions to keep groupings effective.

Person Responsible   Laquesta Derico (laquesta.derico@browardschools.com)

Instructional leaders will meet to with teachers weekly to conduct building capacity meetings to remove barriers for teachers so they can focus on teaching and learning. Modeling, co-teaching, and timely feedback will be given to teachers.

Person Responsible   Laquesta Derico (laquesta.derico@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.

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. Faculty Council hosts monthly team building activities to strengthen the relationships among staff.

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

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.