Hallandale High School

2022-23 Schoolwide Improvement Plan

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Hallandale High School

720 NW 9TH AVE, Hallandale Beach, FL 33009

[no web address on file]

Demographics

Principal: Mark Howard

Start Date for this Principal: 7/13/2015

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)	95%
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 White Students* Economically Disadvantaged Students
School Grades History	2021-22: C (44%) 2018-19: C (46%) 2017-18: C (47%)
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.

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Hallandale High School

720 NW 9TH AVE, Hallandale Beach, FL 33009

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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	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

School Board Approval

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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 Hallandale Magnet High School is to foster a collaborative learning community that enables each student to perform at a level of excellence by employing innovative teaching strategies and cutting edge technology.

Provide the school's vision statement.

At Hallandale Magnet High School we prepare College, Career, and Life Ready students by making learning engaging, accessible, and applicable.

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
Brown, Brittanee	Curriculum Resource Teacher	Reading Department Head 1. Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum and goals. 2. Assist teachers with the development of strategies to improve instruction. 3. Coordinate departmental duties including preparation of reports, agendas, minutes and surveys. 4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department. 5. Review status of department regarding objectives and staff development activities. 6. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records and classroom folders. Brown, Brittanee Carter, Fredrica Curriculum Resource Teacher Behavior Specialist Reading Department Head 7. Assist substitute teachers 8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups. 9. Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment. They should be available to assist teachers in the interpretation of administrative directives. 10. Help to administer tests, analyze test results, and develop strategies for improving instruction. 11. Meet with building administrators and other department chairperson(s) to facilitate articulation. 12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs. 13. Assist in implementation of new programs. 14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.
Forbes , Brandon Forbes	Curriculum Resource Teacher	ELA Department Head 1. Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum and goals. 2. Assist teachers with the development of strategies to improve instruction. 3. Coordinate departmental duties including preparation of reports, agendas, minutes and surveys. 4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department. 5. Review status of department regarding objectives and staff development activities. 6. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records and classroom folders. 7. Assist substitute teachers 8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups. 9. Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment. They should be available to assist

Name	Position Title	Job Duties and Responsibilities
		teachers in the interpretation of administrative directives. 10. Help to administer tests, analyze test results, and develop strategies for improving instruction. 11. Meet with building administrators and other department chairperson(s) to facilitate articulation. 12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs. 13. Assist in implementation of new programs. 14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.
Shinhoster, Anthony	Behavior Specialist	Behavior Specialist 1. Assist staff in: defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents. 2. Facilitate team meetings with the identified student's teachers and parents for the purpose of completing Functional Behavioral Assessments. 3. Facilitate team meetings that: design Behavior interventions Plans; address classroom organization, effective instruction, social skills instruction, and ethical issues; School-wide Positive Behavioral Support 4. Work with individual teachers, groups of teachers and/or the entire staff on issues such as: crisis intervention, learning and collaboration issues, and factors that can affect development and implementation of interventions. 5. Promote highly specialized positive behavior interventions in which "at risk" students thrive: behavior instruction that is explicit, intensive, accelerated and provides ample practice. 6. Use ongoing assessments to maintain a record of student progress. 7. Model good assessment processes that assist students in assessing their own work and behavior. 8. Provide recognition of a variety of student accomplishments and positive behaviors. 9. Work cooperatively with building administrators to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to support teachers in their implementation of positive behavior support in their classrooms. 10. Continually supervise students to ensure a safe, non- threatening, nurturing environment where students can thrive. 11. Engage in on-going professional development to increase knowledge and skills of positive student behavior support for all students, targeted students and students who represent sub-group populations. 12. Engage parents in the "student behavior intervention plan" process and empower parents by providing them with skills and techniques to support the positive behavior development of their child. 13. Conduct conflict resolution and peer mediation sessions 14. Review behavior referrals and SWIS data reports 15. Participate in building level RTI team

Name	Position Title	Job Duties and Responsibilities
		16. Consult with school social worker, counselors, and teachers 17. Serve as a consultant to administrators, teachers, and parents 18. Participate in proactive team efforts to achieve District, building, departmental and/or grade level goals 19. Provide leadership to others through example and sharing of knowledge/ skill
Lyew-kinlocke, Carolene	Curriculum Resource Teacher	Math Department Head 1. Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum and goals. 2. Assist teachers with the development of strategies to improve instruction. 3. Coordinate departmental duties including preparation of reports, agendas, minutes and surveys. 4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department. 5. Review status of department regarding objectives and staff development activities. 6. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records and classroom folders. 7. Assist substitute teachers 8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups. 9. Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment. They should be available to assist teachers in the interpretation of administrative directives. 10. Help to administer tests, analyze test results, and develop strategies for improving instruction. 11. Meet with building administrators and other department chairperson(s) to facilitate articulation. 12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs. 13. Assist in implementation of new programs. 14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.
Merino, Magarita	Curriculum Resource Teacher	Science Department Head 1. Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum and goals. 2. Assist teachers with the development of strategies to improve instruction. 3. Coordinate departmental duties including preparation of reports, agendas, minutes and surveys. 4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department. 5. Review status of department regarding objectives and staff development activities. 6. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records and classroom folders.

Name	Position Title	Job Duties and Responsibilities
		7. Assist substitute teachers 8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups. 9. Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment. They should be available to assist teachers in the interpretation of administrative directives. 10. Help to administer tests, analyze test results, and develop strategies for improving instruction. 11. Meet with building administrators and other department chairperson(s) to facilitate articulation. 12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs. 13. Assist in implementation of new programs. 14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.
Gillespie, William	Assistant Principal	INSTRUCTIONAL LEADERSHIP: 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.

Name	Position Title	Job Duties and Responsibilities
		11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. 12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.
Gillings, Kaila	Magnet Coordinator	Magnet Coordinator 1. Demonstrate relentless commitment to academic achievement of all students. 2. Demonstrate effective customer service strategies to all district patrons. 3. Foster collegiality and team building among staff; encourage their active involvement in the decision-making process. 4. Communicate and promote expectation for high-level performance from staff and students; hold staff and students accountable for high performance; recognize excellence and achievement. 5. Help improve instruction by engaging teachers in intensive professional development and promote a school- based professional community. 6. Provide sustained mentoring to classroom teachers. 7. Plan and conduct professional learning community meetings. 8. Provide workshops related to magnet projects. 9. Manage and evaluate the school's magnet program to ensure the highest level of quality. 10. Collect data, analyze results, and report findings. 11. Evaluate student achievement and assist with placing students in appropriate intervention and support services. 12. Evaluate effectiveness of the overall magnet program. 13. Network with other magnet coordinators in developing, implementing, and researching the information needed for a successful magnet program. 14. Organize a record keeping system to monitor progress of program goals and objectives. 15. Maintain accurate records. 16. Implement annual student recruitment activities designed to reach the program enrollment goal and to attract a diverse population. 17. Confer with prospective students and parents. 18. Work with individual teachers to improve classroom instruction. 19. Assist principal in maintaining the magnet instructional program. 20. Identify curriculum needs in collaboration with staff. 21. Write curriculum and/or monitor curriculum writing. 22. Coordinate enrichment experiences such as field trips, guest speakers, or special presentations. 23. Establish and maintain open communication with the community.
Harris, Barbara	Reading Coach	1. Assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. 2. Support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing.

Name	Position Title	Job Duties and Responsibilities
		3. Build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. Serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate research based professional learning through the school's professional learning communities. 5. Model innovative teaching methodologies and research- based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 6. Assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community. 7. Analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement. 8. Maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required. 9. Participate and engage in monthly content related professional learning and learning communities. 10. Promote collegiality through collaborative work and reflective practices with teachers and administrators. 11. Support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning. 12. Assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction. 13. Perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida. 14. Participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities. 15. Review current developments, literature and technical sources of information related to job responsibilities. 16. Handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)
Howard , Mark	Principal	1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals.

Name	Position Title	Job Duties and Responsibilities
		4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.
Sherman, Sonja	Assistant Principal	INSTRUCTIONAL LEADERSHIP: 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating an effective and

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		diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. 12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.
Pickney, Annette	Assistant Principal	INSTRUCTIONAL LEADERSHIP: 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Assist in structuring and monitoring a school learning environment that

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		improves learning for a diverse student population. 12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.
Torres, Lizbeth	Assistant Principal	INSTRUCTIONAL LEADERSHIP: 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. 12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.
Williams, Lashundra	Curriculum Resource Teacher	ELA Department Head 1. Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum and goals. 2. Assist teachers with the development of strategies to improve instruction.

Name	Position Title	Job Duties and Responsibilities
		3. Coordinate departmental duties including preparation of reports, agendas, minutes and surveys. 4. Recommend curriculum offerings and appropriate teachers for instructional assignments; monitor master schedule in the department. 5. Review status of department regarding objectives and staff development activities. 6. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records and classroom folders. 7. Assist substitute teachers 8. Serve as a communications liaison between the teachers of the department, the principal, and other school groups. 9. Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment. They should be available to assist teachers in the interpretation of administrative directives. 10. Help to administer tests, analyze test results, and develop strategies for improving instruction. 11. Meet with building administrators and other department chairperson(s) to facilitate articulation. 12. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs. 13. Assist in implementation of new programs. 14. Coordinate activities with team leaders to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.

Demographic Information

Principal start date
Monday 7/13/2015, Mark Howard

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.*
0

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
60

Total number of students enrolled at the school
1,106

Identify the number of instructional staff who left the school during the 2021-22 school year.
9

Identify the number of instructional staff who joined the school during the 2022-23 school year.
8

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	310	324	322	246	1202
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	130	148	164	139	581
One or more suspensions	0	0	0	0	0	0	0	0	0	70	50	59	19	198
Course failure in ELA	0	0	0	0	0	0	0	0	0	105	46	59	12	222
Course failure in Math	0	0	0	0	0	0	0	0	0	51	67	88	27	233
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	121	115	38	32	306
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	90	140	55	6	291
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	30	35	64	0	129

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	173	126	124	62	485

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	1	0	0	11	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	1	2	11	27

Date this data was collected or last updated
Thursday 9/1/2022

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	373	323	275	285	1256
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	157	115	107	88	467
One or more suspensions	0	0	0	0	0	0	0	0	0	5	5	1	2	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	219	154	120	39	532
Course failure in Math	0	0	0	0	0	0	0	0	0	101	100	84	23	308
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	129	107	106	79	421
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	106	94	53	78	331
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	210	160	140	83	593

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	373	323	275	285	1256
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	157	115	107	88	467
One or more suspensions	0	0	0	0	0	0	0	0	0	5	5	1	2	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	219	154	120	39	532
Course failure in Math	0	0	0	0	0	0	0	0	0	101	100	84	23	308
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	129	107	106	79	421
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	106	94	53	78	331
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	210	160	140	83	593

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	28%	52%	51%				31%	57%	56%
ELA Learning Gains	38%						38%	52%	51%
ELA Lowest 25th Percentile	31%						29%	45%	42%
Math Achievement	16%	41%	38%				27%	51%	51%
Math Learning Gains	35%						32%	44%	48%
Math Lowest 25th Percentile	53%						35%	43%	45%
Science Achievement	42%	35%	40%				41%	66%	68%
Social Studies Achievement	52%	51%	48%				51%	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	37%	67%	-30%	67%	-30%

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	30%	61%	-31%	61%	-31%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	23%	56%	-33%	57%	-34%

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	10	27	24	3	13	27	30	22		96	18
ELL	7	27	29	14	49	64	23	43		100	49
BLK	25	40	35	15	35	51	40	45		99	39
HSP	28	33	27	18	40	60	41	60		98	54
WHT	47	38		10				86			
FRL	29	38	30	16	37	51	40	51		99	43
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	10	30	37	9	20	28	3	13		100	5
ELL	13	30	29	10	15	15	24	25		100	57
BLK	22	35	33	8	18	31	19	34		100	42
HSP	25	35	39	12	11	13	36	34		100	59

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
WHT	50	36		19			17			100	42
FRL	23	35	34	7	12	24	21	36		100	45
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	25	13	19	36	43	26	24		96	55
ELL	11	31	23	24	31	33	17	48		73	93
BLK	28	39	34	25	31	34	41	45		95	82
HSP	33	35	18	32	40	42	40	65		95	87
MUL	36	36									
WHT	55	44		33	30		55			91	85
FRL	30	38	29	26	29	29	40	51		94	83

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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	11
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	42
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 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	42
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	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
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?

Students across grade levels, sub-groups, and core content areas showed an increase last year.

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

Although English Language Arts showed improvement in achievement and learning gains, the lowest quartile students declined by 2%. In Mathematics, only 3% of students with disabilities met 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?

The ELA Department had a new curriculum that was heavily dependent on the usage of technology daily. Our school did not receive enough laptop carts for every ELA teacher to have until this school year. We fully expect that having adequate technology for every ELA teacher will ensure that the curriculum can be implemented with fidelity. Additionally, the Schoolwide Literacy initiative is incorporating SAT Words of the Week. In mathematics, students with disabilities require additional support with the critical thinking requirements of the Algebra EOC. We are also utilizing ESSR positions in Reading and Mathematics to provide pull-out small group instruction in both subjects.

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

We showed the most improvement in Mathematics learning gains, Social Studies proficiency, and Science proficiency.

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

Afterschool Tutoring and Extended Learning Opportunities, academic review sessions during students' Study Hall/Personalization periods weekly.

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

Continuous involvement in our afterschool tutoring and extended learning opportunities. We will continue to use students' Study Hall classes to incorporate academic review sessions for Mathematics, Social Studies, and English Language Arts.

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.

We have a Leadership Team PLC. All department chairpersons participate in a bi-weekly Leadership PLC that supports teachers and leaders. The ELA teachers are receiving continued district support for the implementation of the HMH ELA curriculum. Math teachers are also receiving ongoing district support for the implementation of new curricula and standards. All teachers participate in weekly departmental PLCs where they share best practices, analyze data, and plan for instruction.

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

The Algebra Project provides the lowest students with a double dose of math. All 9th and 10th grade ELA students continue to receive an Intensive Reading course, and 11th and 12th grade ELA students receive ACT and SAT curriculum in their ELA classes.

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 Students with Disabilities

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The critical area of need that we have identified is to address our ESE students' proficiency level of 3% in English Language Arts. Our ELA proficiency for our ESE students has had a steady downward trend over the last 5 years, indicating this is an area where we can and need to make significant gains.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By June 2023, ELA FAST Achievement for ESE students will increase by 5%, from 3% to 8%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Students will complete the Reading Inventory and/or the HMS Growth measure 3 times over the course of the year. Students will also complete the Florida Assessment of Student Thinking (FAST) 3 times throughout the school year. Monitoring will also include student-teacher data chats, and Common Formative Assessments through Reading and ELA classes.
Person responsible for monitoring outcome:	Sonja Sherman (sonja.sherman@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	ESE students will receive targeted instruction during small group pull-out during study hall periods and progress will be monitored monthly. Students will explore Words of the Week (SAT words), and work through the steps of the Rhetorical Triangle.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	In the past, the implementation of the Rhetorical Triangle proved several benefits for low-performing and struggling students. When the strategy was incorporated, there was an increase in achievement and proficiency levels in several subject areas including Reading and ELA.

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.

1. Identify ESE students who will participate in pull-outs during their Study Hall periods and or small group instruction.
2. Work through the Word of the Week words and activities. Students will identify the meaning of specific academic terms, examples, and non-examples, and draw a visual representation of each word.
3. Reteach the Rhetorical Triangle Strategy.

Person Responsible	Barbara Harris (b.harris@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.

At Hallandale Magnet High School, we create a positive school culture and environment that reflects:

A supportive and fulfilling environment:
•All faculty and staff create supportive environments for all students by building caring relationships and creating classrooms and common areas that are safe spaces.
•All students are encouraged and provided opportunities to participate in clubs, sports, and extra-curricular activities that help build peer relationships and support their social-emotional needs.
• Wrap-around services are provided for students who need counseling and/or social services for themselves and/or their families.
•Mentoring programs including 5,000 Role Models, Mentoring Tomorrow's Leaders, and Women of Tomorrow, where staff members and members of the community provide mentoring for our at-risk student population. Learning conditions that meet the needs of all students:
•Students have access to rigorous course curriculums that support their college and career goals. We offer12 advanced academic courses, 7 Cambridge AICE courses, and 6 CAPE academy career pathways with multiple industry certifications.
•Community and business partnerships are leveraged to provide career mentoring, internships, and experiences that support students' college and career goals.
•Students with disabilities and English Language Learners have access to accommodations and instructional support through strategic course scheduling, support facilitators, program tutors, and ELL support personnel, and we ensure that family input is solicited and honored.

People who are sure of their roles and relationships in student learning:
•Extensive training is provided for all faculty and staff regarding curriculum, policies and procedures, school-wide positive discipline, and many other topics.
•Monthly School Advisory Committee, School Advisory Forum, and Parent Teacher Student Association meetings are held to regularly communicate with families and community stakeholders.
•Our principal provides weekly communication to the staff in the principal update.
•We utilize monthly community newsletters, quarterly magnet newsletter, our school's website, and our social media outlets to regularly communicate information and expectations to all stakeholders.

A culture that values trust, respect, and high expectations:
•Through our school's equity team, we work with school and community partners to sponsor multicultural events and bring awareness to issues of importance for the diversity represented on our campus.
•We continuously communicate a culture of respect and high expectations through our daily communications with students, faculty, and staff through daily announcements.
•We highlight students and programs who have demonstrated academic and extra-curricular excellence

through various mediums including our school's website, social media platforms, and newsletter communications.

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

We have several mentoring programs at our school including 5,000 Role Models of Excellence, Mentoring Tomorrow's leaders, Women of Tomorrow, and the Minority Male Success Task Force. These groups offer mentors that meet with student groups and with individual students in need to forge relationships and offer support to students who need that extra support. Additionally, OIC offers free curriculum, teachers, and support to teach our students about healthy relationships. Upward Bound, through Florida Atlantic University, offers after school programming to help students get to college successfully. The YMCA LEAP High After school program offers afternoon enrichment programming and a personal success coach for every student in the program. Parents offer support through our School Advisory Committee, School Advisory Forum, and Parent-teacher-student association.